

HLP 7939: HHP PhD Professional Development Seminar

Spring 2024

General Course Information

Credits: 3 credit hours

Location: FLG 242 (THEM conference room)

***Zoom information** when a remote option is needed or planned by instructors:

Meeting Time: Tuesday, Periods 6-8 (12:50 -3:50 pm ET)

Course Instructors

Dr. Amy Mobley Associate Professor Department of Health Education and Behavior amy.mobley@ufl.edu FLG 12 352-294-1813 Office Hours: By appointment via Zoom	Dr. Stephen Coombes Associate Professor Department of Applied Physiology and Kinesiology scoombes@ufl.edu FLG 170H 352-294-1768 Office Hours: By appointment	Dr. Kyriaki Kaplanidou Professor Department of Sport Management kkaplanidou@hhp.ufl.edu FLG 325A 352-294-1668 Office hours: TBA	Dr. Jinwon Kim Associate Professor Department of Tourism, Hospitality and Event Management jinwonkim@ufl.edu FLG 190D 352-294-1625 Office Hours: By appointment
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Course Description

The College of Health & Human Performance (HHP) doctoral program prepares students in multiple concentrations across health education and behavior, applied physiology and kinesiology, sport management, and tourism, hospitality, and event management. The Ph.D. program focuses primarily on attaining proficiency in designing and conducting research in respective areas of concentration. This course is designed to reinforce and complement the scholarly emphases of the HHP Ph.D. program by providing insight into key aspects of professional development and personal growth. Cross-disciplinary best practices will be shared for developing professional aptitudes and skill sets necessary for successful advancement through graduate studies and on to future professional careers.

Course Objectives

This course is designed to provide information about professional skills to Ph.D. students pursuing careers in higher education as well as alternative professional careers in academic, corporate, and government entities. The course will cover issues that are critical for success as PhD students and early career professionals. Upon successful completion of this course, students will be able to:

1. Describe and demonstrate written and oral scientific communication skills.
2. Identify elements of a successful teaching and research philosophy
3. Describe strategies to be a successful junior faculty member
4. Describe and identify steps to create a long-term research agenda
5. Identify career paths suitable for individual research and teaching aspirations

Required Textbook

No textbook is required. Course instructors will direct students to reading assignments or other relevant materials.

Course Activities and Grading

Activity/Assignment	(%)
Attendance and Participation	10
Research Presentation	10
Personal Statement Paragraph	5
Civility Statement	10
Scientific poster (creation and presentation)	10
Interview of a mentor or other professional in your field	5
Curriculum vitae	10
Teaching philosophy, teaching portfolio outline, and creating of new course syllabus	10
Research agenda – long-term and short-term goals	10
Interdisciplinary research	10
Attend, summarize, and critique 1 HHP seminar & and 1 Graduate School professional development seminar/workshop	10
	100%

Attendance & Participation (10%):

Attendance will be taken at the beginning of every class. One class meeting can be missed without penalty. Each unexcused absence thereafter will result in a minimum subtraction of 1% from the Attendance and Participation weight. Requirements for class attendance, make-up assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Participation will be assessed during class based on the following rubric:

Full points	Half points	0 points
Student shared information that generated new insights and new content to its entirety	Student shared information that generated a few new insights and content	Student shared no new information and reflected on other students' comments by agreeing with them.

Research/Proposal Oral Presentation (10%):

This will be a research presentation, akin to the type of presentation required when invited for a job interview. The PowerPoint presentation should be no more than 25 minutes in length (the exact time limit may be modified to accommodate the number of students in the course). Each presentation will be followed with ~5 minutes of questions. Therefore, we strongly encourage students to practice the presentation ahead of time. **Conciseness, clarity, quality of content and information delivery will be part of your**

grade. This presentation is worth 10% of your course grade; your grade will be the average score of grades from all instructors. Instructor evaluation rubrics will be given to you for your information on what will be evaluated. All presentation dates will be randomly assigned early in the course. More details will be given in class.

Personal statement paragraph: 5%

For this assignment, you will construct a personal statement describing the key elements of your research, teaching, and other facts you want to share with a scientific audience. You will also create a second personal paragraph designed for use with non-academic/scientific audiences.

Civility statement: 10%

Civility is a commitment to respect one another and encourage professional and academic growth with open communication, honesty, and empathy. Civility is a dedication to providing these values to everyone within this community. For this assignment, you will construct a civility statement describing the importance of civility in higher education. Using the resources provided, your statement should also explain specific ways that you have/plan to be advocates for diversity, inclusion, and equity in your research, teaching, and service.

Scientific poster (poster display 5% and presentation 5%)

For this assignment, you will create/adapt a poster presentation from research in which you have participated. Posters will use the standard PowerPoint slide format common at conference presentations. The presentation will consist of a poster and a prepared 3-minute oral description of the research and key findings; the poster should be easily comprehended by diverse audiences.

Interview of a mentor or other individual in your field – 5%

For this assignment, you will interview a faculty member from your field at another institution. Questions should include how they mentor their students, challenges they have faced in their careers and how they overcame them, and what advice they would give you as you are preparing to enter the job market. Details are provided on Canvas.

Curriculum vitae– 10%

For this assignment, you will submit your full CV according to the guidelines presented in class.

Teaching philosophy, teaching portfolio outline, and creation of new course syllabus- 10%

For this assignment, you will construct a teaching philosophy according to class lectures and shared materials. You will also create a new course syllabus for a course taught in Universities where you may apply for employment. For this assignment assume the class you will be teaching is at the undergraduate level with approximately 30 enrolled students. You are developing a syllabus for a new course, meaning one that you have not previously taught.

Research agenda – long-term and short-term goals -10%

For this assignment, you will construct a one-page narrative describing the short-term (2 years) goals of your research agenda. In addition, you will include a paragraph describing the long-term impact of your research (5-10 years).

Interdisciplinary research-10%

For this assignment, you will pair with a student enrolled in a department other than yours. You and your partner will develop an interdisciplinary research project. This collaboration will result in the

creation of an AIMS page (one page), which is the first page of an NIH grant or funding proposal for other institutions. Details on crafting an AIMS page will be shared in class.

Attend, summarize, and critique 2 seminars (1 seminar related to your work, and 1 professional development seminar/workshop offered by the UF graduate school)- 10%

You will summarize the UF research seminar (one paragraph), and identify 3 strengths and 3 weaknesses of the information presented. Lastly, identify one way this seminar may or may not relate to your field; explain your reasoning. Following the professional development workshop/seminar, you will summarize the presentation (one paragraph), and identify three things you learned that you believe will help you in your future career. Also, describe any additional information that you would have liked to have learned about this topic. Contact your respective department instructor for further clarification or questions.

Grades

The total points earned from course activities will be summed. The following grading scale will be used to assess students in this course.

Letter Grade	Points Necessary for Each Letter Grade	Percent of Total Points	GPA Equivalent
A	93	93.00-100%	4.0
A-	90	90.00-92.99%	3.67
B+	87	87.00-89.99%	3.33
B	83	83.00-86.99%	3.0
B-	80	80.00-82.99%	2.67
C+	77	77.00-79.99%	2.33
C	73	73.00-76.99%	2.0
C-	70	70.00-72.99%	1.67
D+	67	67.00-69.99%	1.33
D	63	63.00-66.99%	1.0
D-	60	60.00-62.99%	.67
E		0-59.99%	0

For more detailed information on current UF grading policies, please see the undergraduate catalog web page: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

General Course Policies

Late policy: Assignments may be submitted late with a valid and university-approved excuse. Without a university-approved reason, 10% of possible points will be deducted per day. University policy regarding attendance and approved reasons for missing a class and associated assignment:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Make-up policy: A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency, or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and

protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. Students need to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Campus Resources

Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Communication: You are responsible for checking announcements and course postings on the course website and listening in class. All course grades will be posted on the course website. Any discrepancies should be pointed out to the instructor on or before the last day of finals week.

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructors in this class.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Inclusion, Diversity, Equity, and Accessibility (IDEA) Resources

Inclusive excellence is the active process of including and respecting everyone as we strive for excellence and equitable outcomes in all we do at the University of Florida. Daily actions toward inclusive excellence are the responsibility of every one of us. We would like to create a learning environment for our students that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official academic records, please let us know!

- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with one of us. We want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to us making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, please see the contact information below.
- We (like many people) are still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including the instructors) that made you feel uncomfortable, please talk with us about it. (Again, anonymous feedback is always an option).

For suggestions or concerns related to IDEA, please reach out to any of the members of the HHP IDEA committee: <http://hhp.ufl.edu/about/idea/>

Tentative Course Schedule

This is an approximation of course content during the semester. Course content and/or order of presentation may change depending on class needs. Students will be apprised of any changes as soon as they occur.

MODULES

Weeks 1-3

Managing and presenting yourself professionally within academic and industry settings

Weeks 4-7

Understanding and managing your research agenda

Weeks 8-12

Understanding and managing your approach to teaching

Weeks 13-14

Navigating the job search

Weekly Schedule – subject to change per discretion of instructors

Module	Week	Date	Topics	Readings	Assignment due
1	1	Jan 9	Introduction to the course – Attendee introductions; The need for Professional Development; Collegiality and participating in the scientific community; Intro to “elevators chat” introductions and personal statements	ALL instructors (Dr. Kim will lead) https://books.google.com/books?hl=en&lr=&id=a9GKDQAAQBAJ&oi=fnd&pg=PT22&dq=elevator+presentation+for+introduction&ots=-77cHw4Y-p&sig=Ktpr73sNIWd2fwZKzqLkmWeQKUg#v=onepage&q=elevator%20presentation%20for%20introduction&f=false	Research presentation schedule setup
	2	Jan 16	Student “elevator chat” Introductions Professional Presentations – Oral-present details of the assignment	Instructors: Drs. Kim and Coombes (Dr. Kim will lead) http://clinchem.aaccjnl.org/content/56/4/521.short (elevator talk)	Elevator Speech/ Personal Statement due
	3	Jan 23	Strategic Communications: Talking to media and the lay public, industry, translating to practice, including scientific blogging (invite Michael Spear?) Professional Presentations – How to develop a successful poster and present it	Instructors: Drs. Mobley & Kaplanidou (Dr. Mobley will lead)	
2	4	Jan 30	Publishing your work; How to setup a research paper, five-year research plans, CV structure, research statement structure	Instructors: Drs. Coombes & Mobley (Dr. Coombes will lead) https://books.google.com/books?hl=en&lr=&id=eyyyCwAAQBAJ&oi=fnd&pg=PP1&dq=how+to+write+papers&ots=tL3GaOTGaD&sig=Kktsq7n7TRNm-4ejLSl4EGNJ5jo#v=onepage&q=how%20to%20write%20papers&f=false	½ students give Poster Presentation, 4 minutes (submit on Canvas)

	5	Feb 6	Qualifying exams, managing your committee: expectations and benefitting from their mentorship Individual development plan (IDP)	ALL instructors (Dr. Kaplanidou will lead) https://www.elsevier.com/connect/10-tips-to-finishing-your-phd-faster	½ students give Poster Presentation, 4 minutes (submit on Canvas)
	6	Feb 13	Ethical and moral considerations for conducting research IRB 1 IRB 2	Instructors: Drs. Coombes & Kim (Dr. Coombes will lead) (invite IRB staff or watch the presentation video)	Research Presentations Interview report due
	7	Feb 20	Interdisciplinary Research	Instructors: Drs. Mobley & Kaplanidou (Dr. Kaplanidou will lead) McNamara, D. S. (2006), Bringing Cognitive Science into Education, and Back Again: The Value of Interdisciplinary Research. Cognitive Science, 30: 605–608. doi:10.1207/s15516709cog0000_77	Research Presentations-
3	8	Feb 27	Grants (including federal, state, and private sources; different grant mechanisms) and Grantsmanship, Time Management- Lab and Research Team Management	Instructors: Drs. Coombes & Kaplanidou (Dr. Coombes will lead)	Research Presentations CV Research Statement
	9	Mar 5	Teaching philosophy, course development, syllabus structure, assessment	Instructors: Drs. Kaplanidou & Mobley (Dr. Kaplanidou will lead)	Research Presentations
	10	Mar 12	No class – SPRING BREAK		

	11	Mar 19	Civility statement, discussion on teaching philosophy and syllabus presentations	Instructors: Drs. Mobley & Kim (Dr. Mobley will lead)	Teaching philosophy, and syllabus; Research Presentations
	12	Mar 26	Searching & interviewing for a PostDoc & faculty position, Job interviews & Negotiation	Instructors: Drs. Steve & Mobley (Dr. Mobley will lead)	Diversity statement; Attendance of research & Prof dev seminars reports due
4	13	Apr 2	Tenure and promotion, Leadership, mentoring & relationships	Instructors: Drs. Kaplanidou & Kim (Dr. Kaplanidou will lead)	Interdisciplinary research ASSIGNMENT DUE
	14	Apr 9	Class Wrap up- course reflections- class evaluation	ALL available instructors (Dr. Kim will lead)	