

**HLP 7939: HHP PhD Professional Development Seminar**  
**Sections 06H0, 3D53, 1H35**  
**Spring 2019**

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### General Course Information

**Credits:** 3 credit hours

**Location:** FLG 200

**Meeting Time:** Monday, Periods 5-7 (11:45-2:45 pm)

### Course Instructors

| <b>Co-Instructors</b>   |   |   |
|---|---|---|
| <b>Dr. Rachael Seidler</b><br>Professor<br>Department of Applied<br>Physiology and Kinesiology<br><a href="mailto:rachaelseidler@ufl.edu">rachaelseidler@ufl.edu</a><br>FLG 142<br>352-294-1722<br>Off Hours: TBA | <b>Dr. Virginia Dodd</b><br>Associate Professor<br>Department of Health<br>Education and Behavior<br><a href="mailto:vdodd@hhp.ufl.edu">vdodd@hhp.ufl.edu</a><br>FLG 20<br>352-294-1821<br>Off Hours: TBA | <b>Dr. Kiki Kaplanidou</b><br>Associate Professor<br>Department of Tourism,<br>Recreation and Sport<br>Management<br><a href="mailto:kkaplanidou@hhp.ufl.edu">kkaplanidou@hhp.ufl.edu</a><br>FLG 190C<br>352-294-1668<br>Off Hours: TBA |

### 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, and tourism, recreation, and sport management. The PhD 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 PhD 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 PhD 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  | 15   |
| Research Presentation   | 15   |
| Personal Statement Paragraph  | 5    |
| 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 creation of new course syllabus       | 10   |
| Research agenda – long term and short term goals  | 10   |
| Interdisciplinary research  | 10   |
| Attend, summarize, and critique 2 HHP research seminars (1 home dept.; 1 other HHP dept.) | 10   |
|   | 100% |

### Attendance & Participation (15%):

Attendance will be taken at the beginning of every class. There are 15 3-hour periods in this course. 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>

### Research/Proposal Oral Presentation (15%):

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 25 minute limit is strict and presentations running over time will be cut short. Each presentation will be followed with ~5 minutes of questions. Our suggestion, therefore, is 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 15% of your course grade; your grade will be the average score of grades from all three 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.

### **Scientific poster (creation 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 Power Point slide format common at conference presentations. The presentation will consist of the poster and a prepared 3 minute oral description of the research and key findings; both the oral and poster presentations 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 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. Finally and most importantly, you will 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 HHP research seminars (1 home dept.; 1 other HHP dept.)- 10%**

For this assignment you will attend the research presentation of a UF visiting scholar. Following the presentation you will summarize their research presentation/findings (one paragraph), and identify 3 strengths and 3 weaknesses of the work. Lastly, identify one way this research may or may not relate to your field; explain your reasoning.

## 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            | 90                                     | 90.00-100%              | 4.0            |
| B+           | 87                                     | 87.00-89.99%            | 3.33           |
| B            | 80                                     | 80.00-86.99%            | 3.0            |
| C+           | 77                                     | 77.00-79.99%            | 2.33           |
| C            | 70                                     | 70.00-76.99%            | 2.0            |
| D+           | 67                                     | 67.00-69.99%            | 1.33           |
| D            | 60                                     | 60.00-66.99%            | 1.0            |
| 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

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. For optimal consideration, you must see the professor within the first three days of class.

## Campus Resources

### Health and Wellness

*U Matter, We Care:*

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* <https://counseling.ufl.edu/about/> 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161.

*University Police Department,* 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### Academic Resources

*E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://elearning.ufl.edu/>.

*Career Resource Center, Reitz* Union, 392-1601. Career assistance and counseling.

<http://www.crc.ufl.edu/>

*Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

<http://writing.ufl.edu/writing-studio/>

UF Graduate School Editorial Office is here to help with thesis, dissertation, and curriculum issues.  
<http://graduateschool.ufl.edu/about-us/offices/editorial/thesis-and-dissertation/>

*Thesis and Dissertation Format Requirements*, Thesis and Dissertation formatting requirements are the same for all students. Guidelines and requirements are available in the Editorial Office's [Guide for Preparing Theses and Dissertations](http://www.graduateschool.ufl.edu/about-us/offices/editorial/format-requirements/). <http://www.graduateschool.ufl.edu/about-us/offices/editorial/format-requirements/>

**Technology:** The use of cell phones and other similar technology is discouraged during lectures. Laptop computers are welcome in class as long as they are used for class-related work. Continued surfing the web, checking email, making Facebook posts, or anything of that nature is discouraged. Violation of this policy will result in participation point deductions which will be decided by the course instructors.

**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 obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors for this class. Any student found violating this honor code may be assigned other educational sanctions at the instructor's discretion.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

## **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**

#### **Module 1: Weeks 1-4**

Managing and presenting yourself professionally within academic and industry settings

#### **Module 2: Weeks 5-12**

Understanding and managing your research agenda

#### **Module 3: Weeks 11-13**

Understanding and managing your approach to teaching

**Module 4: Weeks 14-15**

Navigating the job search

## Weekly Schedule

| Module | Week                           | Date   | Topics   | Readings  | Assignment due  |
|--------|--------------------------------|--------|--|---|---|
| 1      | 1<br>Seidler, Kaplanidou, Dodd | Jan 7  | Introduction to the course – Attendee introductions; The need for Professional Development; Collegiality and participating in the scientific community; Intro to “elevator chat” introductions and personal statements | <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=a9GKDQAAQBAJ&amp;oi=fnd&amp;pg=PT22&amp;dq=elevator+presentation+for+introduction&amp;ots=-77cHw4Y-p&amp;sig=Ktpr73sNIWd2fwZKzqLkmWeQKUg#v=onepage&amp;q=elevator%20presentation%20for%20introduction&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=a9GKDQAAQBAJ&amp;oi=fnd&amp;pg=PT22&amp;dq=elevator+presentation+for+introduction&amp;ots=-77cHw4Y-p&amp;sig=Ktpr73sNIWd2fwZKzqLkmWeQKUg#v=onepage&amp;q=elevator%20presentation%20for%20introduction&amp;f=false</a> | <b>Research presentation order assignments</b>  |
|        | 2                              | Jan 14 | Student “elevator chat” Introductions<br><br>Professional Presentations – Oral- present details of the assignment  | Seidler<br><br><a href="http://clinchem.aaccjnls.org/content/56/4/521.short">http://clinchem.aaccjnls.org/content/56/4/521.short</a>  | <b>Elevator Speech due</b>  |
|        | 3                              | Jan 21 | No class – MLK Holiday-<br><br>read the article  | Michelle Gander (2014)<br>Managing your personal brand, Perspectives: Policy and Practice in Higher Education, 18:3, 99-102, DOI: 10.1080/13603108.2014.913538  |   |
|        | 4                              | Jan 28 | Strategic Communications: Talking to media and the lay public, including scientific blogging<br><br>Professional Presentations – How to develop a successful poster and present it                                     | <a href="http://law.robsonhall.com/chrr/other-resources/media-tips/">http://law.robsonhall.com/chrr/other-resources/media-tips/</a><br><br>Seidler  |   |
| 2      | 5                              | Feb 4  | Publishing your work; How to setup a research paper, five year research plans, CV structure, research statement structure  | <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=eyyyCwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=how+to+write+papers&amp;ots=tL3GaOTGaD&amp;sig=Kktsq7n7TRNm-4ejLSl4EGNI5jo#v=onepage&amp;q=how%20to%20write%20papers&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=eyyyCwAAQBAJ&amp;oi=fnd&amp;pg=PP1&amp;dq=how+to+write+papers&amp;ots=tL3GaOTGaD&amp;sig=Kktsq7n7TRNm-4ejLSl4EGNI5jo#v=onepage&amp;q=how%20to%20write%20papers&amp;f=false</a><br><br>DODD   | <b>Poster; electronic file-upload on Canvas- share with class for feedback on visuals (10 min per presentation)</b> |
|        | 6                              | Feb 11 | Qualifying exams, managing your committee: expectations and benefitting from their mentorship<br><br>Individual development plan (IDP)   | <a href="https://www.elsevier.com/connect/10-tips-to-finishing-your-phd-faster">https://www.elsevier.com/connect/10-tips-to-finishing-your-phd-faster</a><br><br>Kaplanidou   | <b>All Poster Presentations – 4 minutes –</b><br><br>POSTER ORAL presentation                                       |

|  |    |          |  |  |   |
|--|----|----------|--|--|---|
|  | 7  | Feb 18   | Ethical and moral considerations for conducting research<br>IRB 1<br>IRB 2   | Kaplanidou, Seidler  | Research Presentations - Oral #1, 2 (numbers assigned by instructor)<br><br><b>Interview report due</b> |
|  | 8  | Feb 25   | Interdisciplinary Research   | Kaplanidou<br><br>McNamara, D. S. (2006), Bringing Cognitive Science into Education, and Back Again: The Value of Interdisciplinary Research. Cognitive Science, 30: 605-608.<br>doi:10.1207/s15516709cog0000_77 | Research Presentations- Oral #3, 4<br><b>Invite Dr. Cauraugh and Dorothea Roebuck</b>                   |
|  | 9  | Mar 4    | No Class - Spring Break  |  |   |
|  | 10 | Mar 11   | Grants (including federal, state and private sources; different grant mechanisms) and Grantsmanship, Time Management- Lab and Research Team Management         | Seidler<br>HHMI: Making the Right Moves  | Research Presentations Oral #5-6<br><br><b>CV Research Statement</b>                                    |
|  | 12 | Mar 18   | Teaching philosophy, Blooms taxonomy, adult learning theory,   | Dodd   | Research Presentation Oral #7, 8  |
|  | 11 | Mar 25   | Course development, syllabus structure, assessment   | Kaplanidou   | RESEARCH Presentation Oral #9,10  |
|  | 13 | Apr 1    | Discussion on teaching philosophy and syllabus presentations   | Kaplanidou<br>DODD   | <b>Teaching philosophy, and syllabus</b><br>Presentation Oral #11, 12                                   |
|  | 14 | Apr 8    | Postdoc/Assistant Prof - Searching for a PostDoc, Job interviews & Negotiation, Postdoc/Assistant Prof - Relationships, Team Science, Leadership and Mentoring | DODD   | <b>All HHP attendance of research seminars reports due</b>  |
|  | 15 | Apr 15   | Postdoc/Assistant Prof - Tenure and promotion, class evaluation  | Kaplanidou - Seidler   | <b>Interdisciplinary research ASSIGNMENT DUE</b>  |
|  | 16 | April 22 | Class Wrap up- course reflections- class evaluation  |  |   |