HLP 7939: HHP PhD Professional Development Seminar
Spring 2022

General Course Information

Credits: 3 credit hours
Location: FLG 200 (Dean's Suite)*
***Zoom information** when a remote option is need or planned by instructors:
https://ufl.zoom.us/j/93310467660?pwd=Q1BwMzh2NUdzU3NVNUVRUWZDMDJkUT09
Meeting Time: Monday, Periods 5-7 (11:45-2:45 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. Rachael Seidler** Professor Department of Applied Physiology and Kinesiology rachaelseidler@ufl.edu FLG 142 352-294-1722 Office Hours: By appointment	**Dr. Christine Wegner** Instructional Assistant Professor Department of Sport Management christinewegner@ufl.edu FLG 304 352-294-2821 Office hours: TBA	**Dr. Jinwon Kim** Assistant Professor Department of Tourism, Hospitality and Event Management jinwonkim@ufl.edu FLG 190D 352-294-1625 Office 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, sport management, and tourism, hospitality, and event 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	10
Research Presentation	10
Personal Statement Paragraph	5
Diversity 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 creation of new course syllabus	10
Research agenda – long term and short term goals	10
Interdisciplinary research	10
Attend, summarize, and critique 1 HHP seminar & 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.

Diversity statement: 10%

For this assignment you will construct a diversity statement describing the importance of diversity, inclusion, and equity 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 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; 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 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/

Virtual attendance:

Due to COVID-19 conditions, in the event this class needs to meet fully online via zoom, please refer to the following procedures. During class, we encourage you to please keep your cameras on if possible, to facilitate class discussions. If there is some reason that prevents you from doing so, please contact one of the instructors. It is understandable if pets, roommates, family members, or friends may be in view on occasion. You may wish to use a Zoom background: https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background We do not plan to record classes, unless a classmate needs to be absent and notifies us in advance. In this case, we would notify all students ahead of time so that you can choose to have your camera off. Additionally, if you are not willing to consent to have your voice recorded in this case, you will need to keep your mute button activated and communicate exclusively using the "chat" feature. This allows students to type questions and comments live. The chat will not be recorded or shared. Class recordings would only be shared with the classmate who needs to miss class. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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/. It is important for students 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.

Technology: Access to Zoom, an internet connection, and therefore a computer with a webcam may be required to participate in class. The use of cell phones, 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.

Wi-Fi access via eduroam:
Eduroam, the on-campus wi-fi network, is available nationally and internationally. UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. **How to connect to eduroam:**
1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/.
Eduroam sites in the U.S.: https://incommon.org/eduroam/eduroam-u-s-locator-map/. For problems connecting, you can call (352-392-HELP/4357) or email the UF Computing Help Desk.

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

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 1-4

Managing and presenting yourself professionally within academic and industry settings

Weeks 5-8

Understanding and managing your research agenda

Weeks 10-12

Understanding and managing your approach to teaching

Weeks 13-15

Navigating the job search

Weekly Schedule – subject to change per discretion of instructors

Module	Week	Date	Topics	Readings	Assignment due
1	1	Jan 10	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	ALL instructors (Mobley 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=Ktpr73sNlWd2fwZKzqLkmWeQKUg#v=onepage&q=elevator%20presentation%20for%20introduction&f=false	**Research presentation assignments**
	2	Jan 17	No class – MLK Holiday-	Michelle Gander (2014) Managing your personal brand, Perspectives: Policy and Practice in Higher Education, 18:3, 99-102, DOI: 10.1080/13603108.2014.913538	
	3	Jan 24	Student "elevator chat" Introductions Professional Presentations – Oral- present details of the assignment	Instructors: Kim, Seidler http://clinchem.aaccjnls.org/content/56/4/521.short	**Elevator Speech due**
	4	Jan 31	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: Mobley, Wegner	

2	5	Feb 7	Publishing your work; How to setup a research paper, five year research plans, CV structure, research statement structure	Instructors: Kim, Mobley 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)**
	6	Feb 14	Qualifying exams, managing your committee: expectations and benefitting from their mentorship Individual development plan (IDP)	ALL instructors (Wegner will lead) https://www.elsevier.com/connect/10-tips-to-finishing-your-phd-faster	**½ students give Poster Presentation, 4 minutes (submit on Canvas)**
	7	Feb 21	Ethical and moral considerations for conducting research IRB 1 IRB 2	Instructors: Seidler, Wegner (invite IRB staff or watch presentation video)	Research Presentations **Interview report due**
	8	Feb 28	Interdisciplinary Research	Instructors: Wegner, Mobley 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	9	Mar 7	No Class – SPRING BREAK		

	10	Mar 14	Grants (including federal, state and private sources; different grant mechanisms) and Grantsmanship, Time Management- Lab and Research Team Management	Instructors: Seidler, Kim, guest TBD	Research Presentations **CV** **Research Statement**
	11	Mar 21	Teaching philosophy, course development, syllabus structure, assessment	Instructors: Kim, Wegner	Research Presentations
	12	Mar 28	Diversity statement, discussion on teaching philosophy and syllabus presentations	Instructors: Wegner, Seidler	**Teaching philosophy, and syllabus;** Research Presentations
4	13	Apr 4	Searching & interviewing for a PostDoc & faculty position, Job interviews & Negotiation	Instructors: Mobley, Kim	**Diversity statement;** **Attendance of research & Prof dev seminars reports due**
	14	Apr 11	Tenure and promotion, Leadership, mentoring & relationships class evaluation	ALL instructors (Seidler will lead)	**Interdisciplinary research ASSIGNMENT DUE**
	15	Apr 18	Class Wrap up- course reflections- class evaluation	ALL available instructors (Mobley will lead)	