DEP6059 Section 18G9
Seminar: Special Topics in Developmental Psychology
Research Colloquium in Developmental Psychology
University of Florida
Fall 2020

Instructor
Dr. Natalie Ebner
Professor, Psychology
082 Psychology Bldg.

Meeting time
Wednesdays
12:50PM – 1:40PM (1 credit)
1:45PM – 3:30PM (3 credits)

TAs
Andrea-Kayle, Andaya
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Office hours
By appointment
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Location
Zoom:
https://ufl.zoom.us/j/99478069631?pwd=NlBqNjlIT
EdPVkswdkw2QVlWLzV3dz09

Course Description

The goal of having a research colloquium is to expose students to a range of research (and researchers) in the field of lifespan development and related to career development topics in this field of research, to get students to critically think about the research, its methods, and its implications, also in relation to their own study focus and career path. The course is variable credits (1, 3) and the grading scheme is points/letter grades (see below for evaluation details). Weekly attendance is required for all developmental psychology graduate students. Registering for credit (1, 3) is required for all developmental psychology graduate students prior to their Qualifying Exam and requires completion of basic assigned readings and assignments in addition to weekly attendance. Students registered for 3 credits will complete additional professional development and writing projects (outlined below) catered to the needs of the students. Developmental Psychology Faculty will attend the seminar for some of the weeks throughout the semester.

Topic Timeline and Readings/Assignments (larger content areas are color coded)

Week	Date	Topic	Readings/Assignments
1	Sept 2	**Introduction**	**Read and post 2 questions:** Drewelies, J., Huxhold, O., & Gerstorf, D. The role of historical change for adult development and aging: Towards a theoretical framework about the how and the why. *Psychology and Aging, 34.8* (2019): 1021-1039.
Lifespan Theory/Research			
2	Sept 9	**Lifespan Development**	**Read and post 1 question for each text:** Arnett, J. J., Robinson, O., & Lachman, M. E. Rethinking adult development: Introduction to the special issue. *American Psychologist, 75*(4) (2020): 425-430. Baltes, P. B. On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. *American Psychologist, 52*(4) (1997): 366-380.
3	Sept 16	**Area Faculty and Lab Presentations**	**Peruse each faculty lab's website and post 1 question per lab:** **Dr. Lisa Scott:** https://bcdlab.psych.ufl.edu/ **Dr. Jeff Farrar:** https://langcogdevlab.psych.ufl.edu/ **Dr. Darlene Kertes:** https://people.clas.ufl.edu/dkertes/ **Dr. Julie Graber:** https://people.clas.ufl.edu/jagraber/adolescent-social-development-lab/ **Dr. Susan Bluck:** https://lifestorylab.psych.ufl.edu/ **Dr. Natalie Ebner:** https://ebnerlab.psych.ufl.edu/
Career Development			
4	Sept 23	**The Peer Review Process and How to Write a Constructive Peer Review**	**Peruse website and post 3 questions:** https://www.apa.org/pubs/journals/resources/peer-review#:~:text=Like%20other%20scientific%20journals%2C%20APA,are%20concealed%20from%20each%20other.
5	Sept 30	**How to Write a Training Grant**	**Peruse website, read article, and post 3 questions:**

Week	Date	Topic	Readings/Assignments
			https://grants.nih.gov/grants/funding/funding_program.htm Gemayel, R., & Martin, S. J. Writing a successful fellowship or grant application. *The FEBS Journal, 284.22* (2017): 3771-3777.
6	Oct 7	**Practice Poster Presentations for GSA** *Emily Mroz and Shubam Sharma*	N/A
7	Oct 14	**How to Draft an Effective CV**	**Read and prepare/post a draft of your CV:** https://www.sciencemag.org/careers/2006/10/tips-successful-cv **Optional extended reading:** NIH Biosketch https://grants.nih.gov/grants/forms/biosketch.htm
8	Oct 21	**Dr. Damon Woodard** *UF's AI Initiative*	**Upload a revised draft of your CV based on class discussions/recommendations** **Read and post 2 questions:** TBD https://www.eventbrite.com/e/uf-insights-introducing-ufs-ai-initiative-tickets-116132897623# https://www.eng.ufl.edu/ai-university/
Open Science			
9	Oct 28	**Dr. Greg Webster** *Updates from the SPSP Open Science Task Force*	**Peruse website, read text, and post 2 questions:** https://www.cos.io/our-services/top-guidelines Nosek, B., Alter, G., Banks, G., Borsboom, D., Bowman, S., Breckler, S., . . . Yarkoni, T. Promoting an Open Research Culture. *Science, 348.6242* (2015): 1422-1425. **Optional extended readings:** Fabrigar, L. R., Wegener, D. T., & Petty, R. E. A Validity-Based Framework for Understanding Replication in Psychology. *Personality and Social Psychology Review*, (2020). Open Science Collaboration. Estimating the reproducibility of psychological science. *Science*, (2015): 349(6251), aac4716.

Week	Date	Topic	Readings/Assignments
10	Nov 4	**Dr. Jill Rung & Dr. Marilyn Horta** *PRISMA/CONSORT/Pre-Registration/Scientific rigor and reproducibility*	**Peruse websites and post 1 question for each:** http://www.prisma-statement.org/ http://www.consort-statement.org/ https://www.nih.gov/research-training/rigor-reproducibility/principles-guidelines-reporting-preclinical-research
11	Nov 11	<mark>**Veteran's Day (no class)**</mark>	N/A
12	Nov 18	**Dr. Nichole Lighthall, UCF** *Age-related Vulnerabilities and Advantages in Learning and Decision Making*	**Read and post 2 questions:** Lighthall, N. R. Neural mechanisms of decision-making in aging. *WIREs Cognitive Science,* (2019): 11(1).
13	Nov 25	<mark>**Thanksgiving Week Break (no class)**</mark>	N/A
Future Career Planning			
14	Dec 2	**Practice Job Talk** *Mioko Sudo* **The Job Application Process**	**Read and post 1 question for each:** https://www.sciencemag.org/careers/2014/08/writing-winning-cover-letter https://www.sciencemag.org/careers/1996/12/commandments-cover-letter-creation
15	Dec 9	**Dr. Tian Lin, Dr. Gaby Pogge, Dr. Steve Pratscher, Dr. Didem Pehlivanoglu, Dr. Marilyn Horta, Dr. Jill Rung** *Postdoc Q&A*	**Post 3 questions about how to become a postdoc/postdoc life/the postdoc experience**

Course Website

Go to http://elearning.ufl.edu/ to access the course website. A copy of the syllabus and course readings, class announcements, etc., will be posted on this website. Use of the course website will be reviewed during the first day of class. Also, please check your email accounts regularly as announcements may be sent via email as well.

Assignments and Grading

1 Credit Option

Students registering for 1 credit will attend class weekly and complete all assigned readings, post assignments and discussion points/questions ahead of class, and actively participate in class discussions and activities. In particular, the 1 credit option will include the following assignments:

1) **Attendance (14 points).** All students should attend each week (exception: Nov 25, Thanksgiving Break) and will receive 1 point for attendance for a total of 14 points. Students can miss one week for a legitimate (pre-approved) reason without it impacting their grade.
2) **Questions (36 points)**. Each student will turn in the requested discussion points/questions on Canvas (based on the readings). Questions need to be submitted by 2PM the day before each class session with assigned readings. At least one of these discussion points/questions need to be brought up during class. Posting of discussion points/questions (2 point) and bringing up in class at least one discussion point/question (1 point) will result in 3 points per class session with assigned readings (12 sessions).
3) **CV draft (50 points).** Each student will draft (and then revise) their CV (at least 2 pages) in line with the reviewed recommendations and suggestions for creation of scientific CVs/resumes. An example CV will be provided. Each student will upload their CV draft by Oct 14 on Canvas and the revised document by October 21 on Canvas.

Total: 100 Points

3 Credit Option
Students taking the course for 3 credits will need to complete all of the above requirements, complete the optional extended readings, and will complete all of the following professional development assignments. Additional readings and examples associated with each assignment will be posted on Canvas. It is the students' responsibility to read each of these and incorporate them into the assignment.

1) **Professional Website.** Each student creates their professional website in line with the recommendations and suggestions discussed in class. Each student will make available for review by Sept 16 on Canvas.
2) **Peer Review.** Each student conducts a peer review (at least 2 pages) in line with the reviewed recommendations and suggestions for reviewing scientific papers, under supervision of the course instructor. An example peer review and a paper for review will be provided. Each student will upload their peer review by Oct 14 on Canvas.
3) **Research Links/Networks**. Each student will create Researchgate (https://www.researchgate.net/), a Publons (https://publons.com/about/home/), and ORCID (https://orcid.org/), an MyNCBI (https://www.ncbi.nlm.nih.gov/), and a Google Scholars (https://scholar.google.com/) accounts based on discussions and recommendations in class. The student will complete this assignment by Oct 21 on Canvas.
4) **NIH Biosketch.** Each student prepare their NIH biosketch (at least 4 pages) in line with the reviewed recommendations and suggestions under

https://grants.nih.gov/grants/forms/biosketch.htm and discussions and recommendations in class, using https://www.ncbi.nlm.nih.gov/sciencv/. Each student will upload their NIH Bioksketch by Nov 11 on Canvas.

Total (additional to the 1 credit version): 200 points, 30 points for each project and 20 points for providing feedback to your partner/group members on each project.

Grading follows the scale below:

Grade	Points (1 credit)	Points (3 credits)
A	90 - 100	270 - 300
A-	80 - 89	240 - 269
B+	70 - 79	210 - 239
B	60 - 69	180 - 209
B-	50 - 59	150 - 179
C+	40 - 49	120 - 149
C	30 – 39	90 – 119
C-	20 - 29	60 - 89
D	10 - 19	30 - 59
E	< 9	< 29

Note. Point values will be used to calculate final grades. Do not plan on rounding up for calculation of final grades.

Course Policies
Requirements for class attendance, 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

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://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.

Course Evaluations
Thoughts and opinion about the course are welcome, and Dr. Ebner will invite each student to provide anonymous feedback halfway through the semester. In addition, students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: https://evaluations.ufl.edu. An email will be sent to students with this link for students to complete the evaluations. This evaluation is very important, please take the time to complete it. 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/results/. Dr. Ebner also welcomes students to be in touch via email or in person for additional questions, comments, or concerns.

Policy Related to Academic Dishonesty
Academic integrity and honesty are taken very seriously in this class. Students must work independently on all assignments and anyone caught cheating or plagiarizing will receive an F in the course. Any violations of the academic honesty policy will be vigorously pursued. All students are expected to adhere to the University Honor Code. 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 this course the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://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, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If students have any questions or concerns, please consult the instructor.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Sexual Harassment
Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at UF. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: https://hr.ufl.edu/formspolicies/policies-managers/sexual-harassment/. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. You can also complete a Sexual Harassment Complaint Form (Title IX) here: https://titleix.ufl.edu/title-ix-complaint-form/

Campus Resources

Health and Wellness
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

- Sexual Assault Recovery Services (SARS), Student Health Care Center, 352-392-1161.
- Sexual Harassment Complaint Form (Title IX): https://titleix.ufl.edu/title-ix-complaint-form/
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- University Police Department at 352-392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources
- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.
- 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, 352-846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.
- Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.
- Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.
- Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process.

****If necessary, Dr. Ebner may change the specific topics, dates, and assignments on this syllabus. Students are responsible for all announcements made in class or posted on the course website.