

Center for Applied Developmental Science

Doctoral Program

What You Can Expect From Us

The Center for Applied Developmental Science

The Center for Applied Developmental Science (CADS) aims at advancing knowledge and methods of developmental science, an interdisciplinary field of research, which has been developed primarily by psychologists and sociologists. We seek to disseminate knowledge on psychosocial development across the life span and to highlight its relevance for optimizing adaptive development and preventing or intervening in the face of maladaptive development. The director of CADS and PI in various projects or project consortia is Professor Rainer K. Silbereisen (Department of Developmental Psychology and Pennsylvania State University) supported by colleagues and senior scientists and an international advisory board. Doctoral students at the CADS are invited to join a research environment where they can develop and further the skills they need to establish themselves as expert researchers in developmental science.

Promoting Competencies

The Doctoral Program in developmental psychology at the CADS aims to promote expert as well as general competencies in its students. These competencies comprise skills that are relevant for excellent research such as expert knowledge in the field, an understanding of the international and interdisciplinary research context, ethical responsibility, and also personal

skills including self-regulation, independence and flexibility, communication skills and social competencies as well as career-related knowledge.

Advising

Doctoral students at the CADS receive continuous support and advice from experienced faculty regarding their dissertation, their work in the research project, and their study program. The details are outlined below.

International and Interdisciplinary Exchange

We encourage and support interdisciplinary and international cooperation of our doctoral students. Many of our doctoral students work in projects that are part of large interdisciplinary and international research consortia. Within these projects there are opportunities for international exchange; either through stays of visiting scholars in Jena or through exchange stays of the Jena doctoral students abroad. Furthermore, doctoral students are invited to take part in the international conferences, workshops, and schools, which are regularly hosted by the CADS.

Material and Financial Support

All doctoral students have a fully equipped work space, can use literature and data on file at the CADS, and receive technical assistance. Students who write their dissertation proposal may be financially supported by the CADS for about three months. The dissertation itself can be financed through either a scholarship or through part-time research associate positions. We encourage doctoral students to apply for their own funding but support them regarding material expenses and participation in advanced training seminars and conferences.

Graduation and Career Prospects

Before graduation, doctoral students receive particularly close support from their advisors. This includes planning the dissertation committee and exam topics as well as support with exam preparations. After graduation they can count on continued support regarding their future career course, which includes recommendations to future employers, or (if appropriate) offering of a postdoctoral position.

What We Expect From You

To offer the best support possible, we also have expectations of our doctoral students. These expectations concern their dissertation, their work in research projects, and their participation in the study program as part of the Jena Graduate School “Human Behaviour in Social and Economic Change” (GSBC).

General

After the dissertation project is accepted, the doctoral students are expected

- 1) to take residence in Jena at least during the regular working week and
- 2) to enrol as a graduate student at the School for Social and Behavioral Sciences.

Dissertation

Dissertation theses conducted at the CADS aim to make a significant contribution to our understanding of human development across the life span. We expect

- 1) Submission of a first dissertation proposal within the first six months of the doctoral studies. Constructive feedback is given and suggestions for revisions are given by the

advisers. Feedback from the advisers and revisions from the doctoral student should not take longer than four weeks each.

- 2) The dissertation proposal should also include a time schedule for the dissertation project. Regular reports of the dissertation progress are provided to the advisers. Reports should be provided according to the time schedule in the proposal but at least every six months.
- 3) (At least) one poster presentation as a first author at a national or international scientific conference in the second or third year of the doctoral studies. The advisers offer support on the poster preparation and are second/third authors of the poster.
- 4) Submission of (at least) one first-author publication to a peer-reviewed journal within the course of the doctoral studies. Close support in the entire publication process is offered by the faculty co-authors.
- 5) Collaboration with faculty in writing peer-reviews for scientific journals. Opportunities are offered starting in the second year of the doctoral studies.
- 6) Doctoral students are encouraged to have at least one external member in their dissertation committee/board of examiners who is not member of the CADS faculty. The advisers may suggest one or more suitable persons and help the doctoral student in establishing contact with them.
- 7) Throughout the doctoral studies, regular personal consultations with the advisers are expected from the doctoral student. The minimum requirement is a biannual face-to-face discussion of the progress reports.

Research Project

Doctoral students work on a dissertation topic related to a particular research project, or they may also develop their own line of inquiry. In any case, the doctoral student participates in the

regular research activities in at least one of the CADS research projects and intensively collaborates with the project's principal investigator(s). Doctoral students further strengthen their research competencies through project management and advising research assistants, tutors, and sometimes Diploma/M.Sc. theses.

GSBC Study Program

Doctoral students at the CADS are part of the Jena Graduate School “Human Behaviour in Social and Economic Change” (GSBC) and take part in the GSBC study program (see www.gsbc.uni-jena.de). The study program amounts to 51 ECTS and comprises the development of transferable skills as well as active participation in introductory seminars, cross-subject and applied, method and thematic seminars as well as the research colloquium. We have compiled a list of CADS recommendations for the GSBC study program (see Appendix). Note that the work on the dissertation and in the research project is included in these recommendations. Each year in September, doctoral students provide a report on their activities during the last academic year.

This information is meant to clarify the mutual expectations in the CADS Doctoral Program by setting standards for both sides. By signing this document the doctoral both sides explain that they have read and discussed it.

Jena, XXXXXXXXXXXX

Rainer K. Silbereisen, Director

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Appendix

GSBC Study Program and CADS Recommendations

	1st year	2nd year	3rd year
GSBC Program CADS Recommendation	6 ECTS Transferable skills = 1 Course on scientific writing, project management	5 ECTS Transferable skills = Project management, supervising research assistants, tutors, or qualification writings	5 ECTS Transferable skills = Project management, supervising research assistants, tutors, or qualification writings
GSBC Program CADS Recommendation	3 ECTS Introductory seminar = Supervised experience in writing dissertation Proposal		
GSBC Program CADS Recommendation	1 ECTS Cross-subject & applied workshop = 1 CADS or other GSBC workshop with interdisciplinary topic	1 ECTS Cross-subject & applied workshop	
GSBC Program CADS Recommendation	6 ECTS Methods seminars = Dissertation-related supervision, consultations with statistical experts, 1 method workshop	6 ECTS Methods seminars	
GSBC Program CADS Recommendation	6 ECTS Thematic seminars = 2 lectures in developmental psychology, 1 seminar co-taught with CADS faculty	3 ECTS Thematic seminars	
GSBC Program CADS Recommendation		3 ECTS Summer school = 1 summer school or relevant pre- conference workshop	
GSBC Program CADS Recommendation	2 ECTS Research colloquium = Research colloquium	2 ECTS Research colloquium = Research colloquium	2 ECTS Research colloquium = Research colloquium
	24 ECTS	20 ECTS	7 ECTS

Total 51 ECTS
= 1500 hours

Note. Doctoral students at the CADS may replace recommended courses with courses of their own choice and may add additional courses (if unsure, please consult with dissertation advisor). In order to allow for more flexibility, method and thematic seminar can be taken during the first or second year.