**Psyc 890 001 - ADP Professional Seminar**

**Dr. Adam Winsler - Course Syllabus - Fall 2018**

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Instructor: *Adam Winsler*, Ph.D. Office: 2023 David King Hall

Phone: (703) 993-1881 Office Hours: Mon/Wed 10:30-12:00, + by appt.

Email: [awinsler@gmu.edu](mailto:awinsler@gmu.edu) Winsler URL: <http://winslerlab.gmu.edu/>

Course Schedule MW 12:00–1:15 Location: Robinson B 120

Credit Hours: 1

**Course Description & Goals**

The overarching goals for this course are to (a) develop the practical knowledge, skills, and attitudes most needed for graduate students to maximize their Ph.D. or MA program experience here, (b) facilitate the professional/career development of graduate students, (c) help prepare students for academic and non-academic job searching post graduate school, (d) provide an opportunity for graduate students to direct the ADP brown-bag colloquia speaker series and help students meet and learn about GMU faculty, (e) to improve students’ interpersonal, written, and oral communication skills, and (f) provide a supportive cohort/group for facilitating each other's progress throughout graduate school and beyond.

**Required Reading**

*Main texts (books at bookstore)*

Required:

American Psychological Association (2010). *Publication manual (6th Ed.).* Washington, DC: Author.

Silvia, P.J. (2007). *How to write a lot*. Washington, DC: APA.

Koegel, T.J., (2007). *The exceptional presenter: A proven formula to open up and own the room*. Austin, TX: Greenleaf Book Press.

Recommended/Required for those teaching now/soon:

Lang, J.M. (2008). *On course: A week-by-week guide to your first semester of college teaching*. Cambridge, MA: Harvard University Press.

*Required Web Articles/Resources*

General

<http://www.phds.org/graduate-school-success>

CVs

Roedinger, R. (2004). [Vita voyeur](http://www.psychologicalscience.org/index.php/uncategorized/vita-voyeur.html). In *The Observer*: Washington, DC. Association for Psychological Science.

Ethics

APA. (2010). [*Ethical principles of psychologists and code of conduct*](http://www.apa.org/ethics/code/). Washington, DC: American Psychological Association.

SRCD. (2007). [*Ethical standards for research with children*](https://www.srcd.org/about-us/ethical-standards-research).

[GMU Office of Research Integrity and Assurance (ORIA) Website](http://oria.gmu.edu)

Grants/Publishing

[10 tips for grant writing](http://eebatou.wordpress.com/2008/01/06/10-tips-to-better-grant-writing/)

Berch, D.B. (2010). Getting funded in applied child and adolescent development research. In V. Malhomes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 225-245). New York, NY: Psychology Press.

Liben, L.S. (2010). “I am pleased to accept you manuscript:” Publishing your research on child and adolescent development. In V. Malhomes & C.G. Lomonaco (Eds.), *Applied research in child and adolescent development* (pp. 267-302). New York, NY: Psychology Press.

Dr. Sarnecka’ writing workshop blog: <https://sarneckalab.blogspot.com/2018/07/writing-workshop-introduction.html#more>

**Course Requirements/Assignments/Activities**

1. **In-Class Participation**. This is a small graduate seminar course that requires active discussion and contribution from each member of the class. The course will be enhanced greatly if we can all benefit from each individual student's ideas, questions, suggestions, and expertise.
2. **On-line Discussion**. We will be using Blackboard to facilitate our discussion outside of class. Students are encouraged to post whatever questions, answers, tips, issues, problems, suggestions, whatever, as often as they like throughout the semester. Posts relevant to the topic of the week are particularly encouraged.
3. **Readings** - Students need to read (before class) any texts that may be assigned for that day.
4. **Course Project** – **Resource guide for new students** – It is the tradition of this course for students to update/revise the *New Student Resource Guide* given out to new ADP students each year. Students will pick one of the topics/sections and be responsible for updating the information in that section as needed. Students can email their electronic materials (a clean copy and a tracked-changes copy in Word of only their one section) earlier to Dr. Winsler, but they are required to do so by Dec. 3.
5. **Homework/Assignments** - The following small assignments/activities will also occur:
   1. Literature Searching Assignment. Students will conduct a thorough literature search on a topic of their choice using a regular PsychInfo search, a cited-ref search in either PsychInfo or Social Science Citation Index (SSCI), and one other electronic database relevant to their topic (linguistics, Bio, Pubmed etc). Student will turn in a summary of their results using a variety of different search terms, showing which terms and combination of terms yielded which results (number of raw hits and final # of screened good references), and a listing of the final screened full references (in APA style) found to be relevant to their topic. (Due Mon Oct 1)
   2. CV. Students will turn in an updated version of their CV for comments/suggestions. (Due Mon Sept 17)
   3. Ethics Scenario. Students will post on blackboard and be ready to discuss in class a brief scenario in which some kind of ethical question/problem/dilemma from your own life (actual or potential) is present in a context of relevance to a student, professor, researcher, or professional/applied psychologist. The problem should clearly lead to a question about what a person should do in that situation and spell out a few options and the pros and cons of different options. The answer (what the person should actually do) is not needed. (Blackboard post due Fri Oct 12 by midnight and at least one response/thought/reflection/suggestion to someone else’s post on blackboard required before Sunday night Oct 14th)
   4. Paper for Review/Critique. Students will find an already existing paper that they have written on something (preferably close to psychology) to turn in to me to give to another classmate for that student to blindly review and provide a friendly, supportive critique (written comments in a separate document and mark-ups on the document itself). Students also submit a cover letter as if sending the paper to a journal and explaining the context of the work. Then students will revise their paper on the basis of the comments given and turn in the revised paper to the instructor. (Paper due Mon Nov 5th, Review/Critique due Mon Nov 12th, Revised paper due Mon Nov 19th).
   5. Oral Presentation with Feedback. Student will prepare a formal (visual aids, handout etc…) 8 minute presentation to the rest of the class on some sort of relevant topic (can be a project they have worked on or a summary of someone else’s study). Students must bring in a blank flash drive for their presentation video to be copied on and returned to the student for self-review. Students will provide sensitive written feedback to each other. Students will informally summarize and give to the instructor the main lessons learned/reflection from this activity (things they need to work when presenting after seeing the video etc…) (presentation days are Nov 26 or Dec 5 - Reflections on your own presentation are due at the final exam/activity)

**Accommodation for Students with Disabilities**

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the office of disability services ASAP (SUB I rm 2500) 993-2474 <https://ds.gmu.edu> All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

**The Honor Code**

Students in this course are expected to behave at all times in a manner consistent with the [GMU Honor Code.](https://oai.gmu.edu/mason-honor-code/)

**Course Cancellation and Drop Info**

If there is bad weather or otherwise need for course cancellation, I will email all students ahead of time to let them know. If there is no news from me in this way, then class will meet as usual unless the university is closed for classes. Please note that the deadline for dropping the course with no penalty is Sept 5th.

**Official Communications via GMU E-mail**

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Tentative Course Outline**

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| **Date** | **Topic(s)** | **Reading/Assignment** |
| Mon Aug 27 | • Introductions  • Overview of Course |  |
| Wed Aug 29 | Panel of ADP graduate students  *What I know now that I wish I knew when I entered graduate school* | • New Grad Student Guide |
| Mon Sept 3 | LABOR DAY – NO CLASS |  |
| *Wed Sept 5* | Dave Flanigan, Director, Grants Management, KaBOOM!  *Transforming the lives of children through play* |  |
| Mon Sept 10 | Surviving, no, Thriving in Grad School  - General Advice, Tricks, & Tips |  |
| *Wed Sept 12* | • Curriculum Vitae (CV) and Resumés  • CV Building – Things you can do now | • Roedinger (2004) |
| Mon Sept 17 | Internet/Technology/Software Resources for Graduate Students | **CV Due** |
| *Wed Sept. 19* | Dr. Arya Ansari, Post-Doc UVA  *Classroom age composition and children’s early learning in Head Start* |  |
| Mon Sept 24 | Literature and Measure Searching:  - Databases, Resources, and Strategies | • Bring specific topic/idea for  research project/lit search |
| *Wed Sept 26* | Dr. Ken Rubin, UMD  *The solitary child: Wherefores and repercussions* |  |
| Mon Oct 1 | • Interpersonal Communication  • Impression/Reputation Management  • Networking • Professional Organizations | Literature SearchAssignment Due |
| *Wed Oct 3* | Dr. Dylan Conger, Public Policy, George Washington University  *The Effect of Advanced Placement Science on Students' Skills, Confidence, and Stress* |  |
| Tues Oct 9 | • TA’ing and Teaching Tips/Issues  • Tips for Oral Presentations | • Lang (2008)  • Koegel (2007) |
| *Wed Oct 10* | *Dept Brown Bag? \*\* TBA* |  |
| Mon Oct 15 | Ethical Issues for Researchers and Applied Psychologists | • Ethics Codes/Websites Above • BB Ethics Scenario due 14th |
| *Wed Oct 17* | Dr. Robin Panneton*,* Virginia Tech.  *\*\** |  |
| Mon Oct 22 | Bess Dieffenbach, Human Subjects Program Manager, GMU  *IRB Procedures for Human Subjects Research* | Download, Read, and Have Questions about IRB **Submission Procedures** |
| Wed Oct 24 | Dr. Nicole Else-Quest, UMBC  *Intersectionality in Developmental Psychology* |  |
| Mon Oct 29 | • Graduate Program Progress  - Program of Study, Annual Evaluations  - Advising/Mentoring Issues  - Internships/Practica/Thesis | Read & Bring Student Handbook and New Student Guide |
| *Wed Oct 31* | *OPEN* |  |
| Mon Nov 5 | Writing, Reviewing, and Revising Papers | • Silvia (2007) Paper for Review Due |
| *Wed Nov 7* | Dr. Aidan Bohlander, Senior Content Specialist, ZERO to THREE  *Foundations of Infant Mental Health* |  |
| Mon Nov 12 | • Getting Funding for Student Research/Travel  • Writing Grant Proposals | • Berch (2010)  • Websites Review/Critique Due |
| *Wed Nov 14* | Dr. Kathryn Degnan, The Catholic University of America  *\*\** |  |
| Mon Nov 19 | • Publishing, and Presenting at Conferences: Everything you always wanted to know | Liben (2010)  **Revised Paper Due** |
| *Wed Nov 21* | *NO CLASS – THANKSGIVING BREAK* |  |
| Mon Nov 26 | • Student Presentations | **Oral Presentation &**  **Feedback to students** |
| *Wed Nov 28* | Anne Holton, CEHD GMU (former VA Secretary of Education)  *Education Policy from a Practitioner’s Perspective* |  |
| Mon Dec 3 | • Now What? - Career Options & Paths | **Materials Due** **for New Student Resource Guide** |
| *Wed Dec 5* | • Student Presentations | **Oral Presentation &**  **Feedback to students** |
| 12/17  7:30-10:15am | • Final Activity, Happy Hour (Location and Time/Date TBA) | **Reflections on your presentation and semester** |