**Psyc 890 001 - ADP Professional Seminar**

**Dr. Adam Winsler - Course Syllabus - Fall 2019**

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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 205

Credit Hours: 1 Grading: S/NS

**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. (2018). *How to write a lot (2nd Edition)*. 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](https://www.psychologicalscience.org/observer/vita-voyeur). In *The Observer*: Washington, DC. Association for Psychological Science.

Ethics

APA. (2010). [*Ethical principles of psychologists and code of conduct*](https://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](https://rdia.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. We are here to help each other. 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. This year we will have a friendly competition to see who can find problems, fix/update/add new helpful content to the guide. The top 1-3 students who make the most modifications will a reward of some type at the final exam/activity. Student will update the BB wiki for the student guide and I will keep track of number and quality of changes made to the document. Changes should happen all throughout the semester, but need to be finished by Dec. 12.
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). In addition, students will search in Google, and/or Google Scholar. Students 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 Sept 30 or Oct 2)
   2. CV. Students will turn in an updated version of their CV for comments/suggestions. (Due Mon Sept 16)
   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 11 by midnight and at least one response/thought/reflection/suggestion to someone else’s post on blackboard required before Sunday night Oct 13th).
   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 4th, Review/Critique due Mon Nov 11th, Revised paper due Mon Nov 18th).
   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 25 or Dec 4 – 1-2 page written 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 26 | • Introductions  • Overview of Course |  |
| Wed Aug 28 | Surviving, no, Thriving in Grad School  - General Advice, Tricks, & Tips | • New Student Guide |
| Mon Sept 2 | LABOR DAY – NO CLASS |  |
| *Wed Sept 4* | *Dr. Gerald Clore, UVA Psychology*  *The emotion-cognition connection: The impact of affect depends on its object* |  |
| Mon Sept 9 | • Curriculum Vitae (CV) and Resumés  • CV Building – Things you can do now | • Roedinger (2004) |
| *Wed Sept 11* | *Dr. Amanda P. Williford, UVA Education*  *Supporting Children’s School Readiness through Teacher-Child Relationships and Statewide Assessment Systems* |  |
| Mon Sept 16 | Internet/Technology/Software Resources for Graduate Students | **CV Due** |
| *Wed Sept. 18* | *Dr. Manica Ramos, Child Trends*  *Working at a non-profit research organization – Child Trends* |  |
| Mon Sept 23 | Literature and Measure Searching:  - Databases, Resources, and Strategies | • Bring specific topic/idea for  research project/lit search |
| *Wed Sept 25* | *Dr. Peter Leone, UMD Education*  *\*\** |  |
| Mon Sept 30 | • Interpersonal Communication  • Impression/Reputation Management  • Networking • Professional Organizations | Literature SearchAssignment Due |
| *Wed Oct 2* | *Dr. Ellen Serafini, GMU Spanish Applied Linguistics*  *Differential predictability and dynamicity of individual differences in second language learning* | Literature Search **Assignment Due** |
| Mon Oct 7 | • TA’ing and Teaching Tips/Issues  • Tips for Oral Presentations | • Lang (2008)  • Koegel (2007) |
| *Wed Oct 9* | *Dr. Kathleen Moritz Rudasill, VCU Education*  *Temperament-based interventions in schools* |  |
| Tues Oct 15 | Ethical Issues for Researchers and Applied Psychologists | • Ethics Codes/Websites Above • BB Ethics Scenario due 11-13th |
| *Wed Oct 16* | *Dr. Yulia Chentsova, Georgetown University, Psychology*  *Cultural shaping of emotional functioning* |  |
| Mon Oct 21 | Bess Dieffenbach, Human Subjects Program Manager, GMU  *IRB Procedures for Human Subjects Research* | Download, Read, and Have Questions about IRB **Submission Procedures** |
| Wed Oct 23 | *TBA \*\** |  |
| Mon Oct 28 | • Graduate Program Progress  - Program of Study, Annual Evaluations  - Advising/Mentoring Issues  - Internships/Practica/Thesis | Read & Bring Student Handbook and New Student Guide |
| *Wed Oct 30* | *Dr. Kostadin Kushlev, Georgetown University, Psychology*  *The social price of constant connectivity: Smartphones impose subtle costs on well-being* |  |
| Mon Nov 4 | Writing, Reviewing, and Revising Papers | • Silvia (2018) Paper for Review Due |
| *Wed Nov 6* | *Dr. Chelsea Derlan Williams, VCU, Psychology*  *A developmental approach to ethnic-racial socialization and ethnic-racial identity* |  |
| Mon Nov 11 | • Getting Funding for Student Research/Travel  • Writing Grant Proposals | • Berch (2010)  • Websites Review/Critique Due |
| *Wed Nov 13* | *Dr. Jessica Connelly, UVA Psychology*  *Early nurture epigenetically tunes the oxytocin receptor* |  |
| Mon Nov 18 | • Publishing, and Presenting at Conferences: Everything you always wanted to know | Liben (2010)  **Revised Paper Due** |
| *Wed Nov 20* | *Dr. Susan Lapham, American Institute for Research (AIR)*  *Project Talent: A short history of a very long study* |  |
| Mon Nov 25 | • Student Presentations | **Oral Presentation &**  **Feedback to students** |
| *Wed Nov 27* | THANKSGIVING BREAK |  |
| Mon Dec 2 | • Now What? - Career Options & Paths | **Materials Due** **for New Student Resource Guide** |
| Wed Dec 4 | • Student Presentations | **Oral Presentation &**  **Feedback to students** |
| 12/16  10:30-1:15 | • Final Activity, Happy Hour (Location and Time/Date TBA) | **Reflections on your presentation and semester** |