Course Syllabus – PSYC890(006): Professional Seminar

Fall Semester 2011, Wednesdays 9-11:45am, ARCH Lab DKH 2073A
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Course Objectives: This course is designed to support the professional development of students in the Industrial-Organizational and Human Factors and Applied Cognition Psychology graduate programs. Success in your career requires a solid background in your discipline in addition to practical experience. However, a wide range of "survival skills" also are needed, including the ability to communicate effectively, to find and keep a job, to secure funding, and behave responsibly. The overarching objective of this course is to assist in the acquisition of these essential skills. My goals are that students will develop: (1) strategies for maximizing the graduate school experience, (2) the opportunity to explore multiple career paths, (3) professional skills (including written and oral presentation skills) that will promote success in both academic and non-academic careers, and (4) materials and processes that will facilitate job attainment.

Course Structure: The course will be divided into three modules with hope of providing information at developmentally appropriate stages of their graduate experience. The first module will be *an Introduction to Surviving and Thriving in Graduate School and Beyond*, and will include first-semester students. The second module (sequentially) will focus on *Professional Activities* (including grant-writing and job applications). This module is most appropriate for students who are in their third year or beyond. The third module will address *Developing Professional Skills* (such as presentation skills and networking) and is geared toward students in their second year or beyond.

Textbooks/Readings:
    REQUIRED [First relevant module indicated in brackets]
[1] *APA's Ethical Principles of Psychologists and Code of Conduct*. Note that this can be read on APA's web site
        (http://www.apa.org/ethics/).
[3] Campbell, J. (1982). Editorial: Some remarks from the outgoing editor. *Journal of Applied Psychology*, *67*, 691-700.
[3] Campion, M. A. (1993). Editorial: Article review checklist: A criterion checklist for reviewing articles in applied
        psychology. *Personnel Psychology*, *46*, 705-718.
[1] Campion, M. A. (1997). Editorial: Rules for references: Suggested guidelines for choosing literary citations for research
        articles in applied psychology. *Personnel Psychology*, *50*, 165-167.
[1] Darley, J. M., Zanna, M. P., & Roediger, H. L. (2004). *The compleat academic: A career guide.* (2nd Edition).
        Washington, D.C.: American Psychological Association.
[1] Johnson, B. W., & Ridley, C. R. (2004). *The Elements of Mentoring*. Palgrave Macmillan.
[3] Koegel, T. J. (2007). *The Exceptional Presenter: A Proven Formula to Open up and Own the Room*. Greenleaf Book
        Press.
[1] Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Writing*. American Psychological Association.

    RECOMMENDED
Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student
        collaborations. *American Psychologist, 48*, 1141-1147.
Keller, P. A. (1994). *Academic Paths.* Lawrence Erlbaum Associates. Hillsdale, NJ.
Kosslyn, S. M. (2007). *Clear and to the point: 8 psychological principles for compelling powerpoint presentations*. Oxford
        Press.
Newhouse, M. (1997) *Cracking the Academic Nut: A Guide to Preparing for Your Academic Career.* Harvard College.
Newhouse, M. (1993). *Outside the Ivory Tower: A Guide for Academics Considering Alternative Careers.* Harvard College.
Oetting, E. R. (1992). Ten fatal mistakes in grant writing. In A. E. Kazdin (Ed.). *Methodological issues and strategies in
        clinical research* (p. 739-748). Washington, D. C.: American Psychological Association.
On Being a Scientist: Responsible Conduct in Research. National Academy Press, Washington DC, 1995.
Perlman, B., McCann, L. I., & McFadden, S. H. (Eds.). (2002). *Lessons learned: Practical advice for the teaching of
        psychology*. Washington, D.C.: American Psychological Association.
Rheingold, H. L. (1994). *The psychologist's guide to an academic career.* Washington, D. C.: American Psychological
        Association.
Smith, D. (2003a). Five principles for research ethics. *APA Monitor, 34* (1), 56-60.
Smith, D. (2003b). What you need to know about the new code. *APA Monitor, 34* (1), 62-65. Available online at
        http://www.apa.org/monitor/jan03/newcode.html
Sternberg, R. J. (2000). *Guide to publishing in psychology journals*. Cambridge, U.K.: Cambridge University Press.
Surviving and Thriving in Academia: A Guide for Women and Ethnic Minorities. American Psychological Association,
        1998.

Course Requirements/Assignments/Activities:

Assignments
A tentative listing of reading and project assignments is shown in the schedule below. Readings should be read before class the week they are listed. Descriptions of the weekly projects will be posted on Blackboard, along with due dates (generally, assignments will be due at the next class meeting). Assignments will be graded on a satisfactory/not satisfactory basis. ALL ASSIGNMENTS SHOULD BE SUBMITTED VIA EMAIL IN .DOC OR .XLS FORMAT.

Final Exam
There will be no final exam for this class. However, we will be using the exam period for the final project for students in Module 3 – student presentations. That date is shown on the listing of class meetings below.

Attendance
You are responsible for all information from each class meeting, including dates when projects are due, information not contained in the text, etc. If you miss a class, you should download relevant information from Blackboard. More than one absence from any module may constitute grounds for an unsatisfactory grade in the class.

Electronic Distribution of Course Information:
On-line materials for this class can be accessed through Blackboard (http://courses.gmu.edu). Course materials and handouts are/will be available from this website. Such materials include, but are not limited to, the syllabus, copies of the Powerpoint slides used in class, additional class readings, guidelines/instructions for assignments, and class discussions.

Grading Policy
This is a small graduate seminar 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. The course is offered on a satisfactory/no credit basis. Students must participate in class and satisfactorily complete a minimum of 80% of the work assigned to receive a satisfactory grade for the class. More than one absence from any module may constitute grounds for an unsatisfactory grade in the class.

Honor Code
George Mason University has an Honor Code (see http://www.gmu.edu/catalog/9798/honorcod.html) that each of you accept by enrolling as a student. This code is consistent with APA's ethical principles for working professionals. Your instructors view it as especially important that each of you adhere to that code of honor. Working in a group to discuss course materials is encouraged, but all products submitted for this course (unless specifically described as a group project) should represent your work as an individual. If you have any questions about what is permitted and what is not, please come and see one of the instructors. Outside sources (e.g., journals, books) will be required to complete some course assignments. Plagiarism is defined as in the APA's "Ethical Principles of Psychologists and Code of Conduct" and in the Publication Manual of the American Psychological Association (see pages 349-350 of the Fifth Edition). Taping lectures is permitted.

Special Help
If you are a student with a disability and you need academic accommodations, please see one of the instructors and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Important Dates
Last day to add this class is September 6. Last day to drop is September 30.

Course Schedule
Topics, readings, and assignments tentatively follow the schedule below. Due dates for class assignments will not change, but dates for seminar topics might. *All assignments are due at the beginning of class on the due date.* Extensions will not be granted. Five percent will be deducted for every day an assignment is late.

Date	Topic	Reading	Projects (Due)
MODULE 1			
8/31	[M1] Surviving & Thriving in Graduate School • Transitioning from undergrad • How to read journal articles • Time management & work-life balance	DZR Ch. 1	

9/7	[M1] Identifying and Developing Relevant Competencies • Career paths • Finding a job • Gap analysis • Developing a CV	DZR Ch. 2, 4, 20	1. Locate CV
9/14	[M1] Professional Image Construction • Follow up on competencies/CV • Ethics	APA's Ethical Principles	2. Ethics posting 3. Self-assessment 4. Revised CV 5. Identify Ideal Job 6. Job Skills Assessment
9/21	[M1] Positive Teaching & Mentoring Experiences • Establishing & maintaining mentoring relationship • Responsible teaching • Philosophy	DZR: Ch. 5, 6 Johnson & Ridley book	
9/28	[M1] Introduction to Academic Writing/Publishing • Basic writing skills • Developing research ideas • Review process	DZR: Ch. 7, 10 Silvia Book	7. Post your website
MODULE 2			
10/5	[M2] Grants 1: Winning research sponsorship/finding sources of support • Why you should apply for grants • Where you should look [M2] Grants 2: Putting together the proposal • Writing the content • Planning/managing grants • IRB issues	DZR Ch. 8	
10/12	[M2] Grants 2: Putting together the proposal (continued) • Completing projects • Budgeting issues [M2] Dissertation Planning • Committee • Topic • University requirements • Timeline	DZR Ch. 9	8. Identify grant opportunities
10/19	[M2] Grants 3: Additional issues in grants		9. Select grant opportunity 10. Draft budget
10/26	[M2] Getting the Job • Components of the Application	DZR Ch. 3	11. Dissertation timeline
11/2	[M2] Getting the Job (2) • Interviewing • Negotiating		12. Complete job application 13. Outline of grant submission
MODULE 3			
11/9	[M3] Developing Professional Skills • Advanced Writing, Publishing, and Reviewing • Networking	Campbell and Campion editorials	
11/16	[M3] Presentation Skills (1) • Developing content • Developing supporting materials • Preparation • Delivery	Koegel book	14. Article Review Due 15. Networking activity due
11/23	**THANKSGIVING- NO CLASS**		16. Presentation
11/30	[M3] Student Presentations		
12/13	**FINAL EXAM PERIOD** [M3] Student Presentations (continued)		17. Critique of presentation

		18. Final Grant Proposal

Assignments

1. Locate CV	Find or create an updated version of your CV. (Do not have to turn in.)
2. Ethics posting	Briefly describe a situation (real or fictional) in which ethics may be relevant in your graduate training or future job. (Please remove any information that would identify individuals.) Post to the discussion list and read others' examples before class.
3. Self-assessment	Identify current KSAOs, as well as areas of development.
4. Revised CV	Update and revise your CV based on the class discussion. Submit electronic copy.
5. Identify Ideal Job	Identify a job or position that would be of interest to you upon graduation and someone who can talk to you about the KSAOs required of that job.
6. Job Skills Assessment	Now that you have identified a job to which you would like to apply, consider the manner in which your current competencies/KSAOs align with the expectations of the job. This requires that you specify the competencies required of the job and identify any gaps that exist between your current set of KSAOs and the required KSAOs. Compare the results of this gap analysis to the goals that you set forth for the first assignment and consider whether the goals are aligned with the gap you have identified or whether they should be revised. Submit a brief (1 page) description of the job and your skills assessment.
7. Post your website	Develop and post a professional website. Send me an email with the url.
8. Identify grant opportunities	For this assignment, you should take two different approaches to searching for grant opportunities. First, you should find active RFP/BAAs in the SPIN database (or elsewhere) to which you might want to respond. Second, you should describe in one paragraph some research that you would like to have funded (anything that interests you). THEN, think about an agency that sometimes funds research (foundation, government agency, etc.) and which you think MIGHT be interested in funding your work. They don't have to have a "call" out right now, but they should be an agency who sometimes funds outside work. You will need to turn in a summary of the results of these searches, including why you think that agency should be interested in your work (in one paragraph). One of these should be the project you intend to use for your later class assignment.
9. Select grant opportunity	Based on your search process for Assignment 8, you should choose a funding opportunity to which you would like to apply. You should turn in a maximum of four pages that address the following aspects of the funding opportunity: one page with the RFP listing and one page describing why you feel this RFP is one for which you are qualified in responding; one page with the description of your research and why the agency (and program) would support that project.
10. Draft budget	One of the major components of grant writing is developing a budget. After working through a sample budget in class, you will need to develop a budget for a research proposal. Depending on the nature of the grant that you are using to fulfill the grant proposal assignment (some of which might not require a full budget request), you will either draft a budget for that grant application or another project (specified by the instructors) that requires a full budget.
11. Dissertation timeline	For this assignment, you will need to develop a timeline that outlines how you will manage the work required to complete your dissertation. This should include reasonable, yet challenging, goals for completing each major portion of the project.
12. Complete job application	Create an application for the job you identified in Assignment 5. This will likely require a formal cover letter and either a CV or resume. It may also require a research statement and teaching portfolio. You should turn in the job advertisement and exactly what you would submit to apply for this job.
13. Outline of grant submission	After you select a grant opportunity, turn in a listing of the required sections for your response (if you have any questions about this, direct them to me). Briefly (in bulleted or outline form) indicate how you will respond to each section.

14. Article Review Due	For this assignment, we will identify a research article that is somewhat related to your area of interest. You will write a scholarly review of this article based on the ideas presented in class and the suggestions of Campion (1993). This should include an analysis of its weaknesses and strengths as well as suggestions for its improvement. Consider the recommendation that you would make to an editor about publishing the article.
15. Networking activity due	Attend a professional meeting, activity, or event (e.g., PTC) in which you have an opportunity to interact with other professionals in your field. Introduce yourself to at least one person. Make sure to give them at least the 30-second version (if not the 2-minute version) of what you do. Write a brief (1 paragraph) description of the experience that indicates areas for development. Also compose a brief (200-500 word) description of your CV that can be used in proposals, introductions, and as a biographical sketch in journal articles.
16. Presentation	Prepare a 10-minute presentation for delivery in class (date to be arranged in class). You may talk on any research-related topic. The talk should be informative and clear. The briefing should be "formal". Overheads, handouts, etc. should be used to your advantage. Presentations will be videotaped and assessed by other students (following a format to be distributed by the instructor). Students should bring a VHS tape with them to class.
17. Critique of presentation	After viewing the video of your presentation and reading the feedback from the class, briefly describe what you see as your strengths and areas for development in presentation skills.
18. Final Grant Proposal	The final proposal package should be formatted in accordance with the agency's guidelines and contain the relevant sections (barring reps and certs) required. This should include the cover page, the technical proposal, the management plan (including personnel biographies), and cost proposal. A copy of the original RFP or Broad Agency Announcement should be included.