**Psyc 890 001 - ADP Professional Seminar**

**Dr. Adam Winsler - Course Syllabus - Fall 2022**

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

Phone: (703) 993-1881 Winsler URL: <https://adp.gmu.edu/research/winsler-lab>

Email: [awinsler@gmu.edu](mailto:awinsler@gmu.edu)

Zoom (when needed) <https://gmu.zoom.us/j/3101561808?pwd=RGUySHplRDVVc1dxeWJJaERCNFFOUT09>

Course Schedule MW 12:00–1:15 Location: Innovation Hall 135

Credit Hours: 1 Grading: S/NC

Office Hrs: Mon 10:30-11:45am, Thurs 2-3pm + by appt.

**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 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**

Required:

American Psychological Association (2020). *Publication manual (7th 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/TA 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* (or pdf on BB)

CVs

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

Ethics

APA. (2017). [*Ethical principles of psychologists and code of conduct*](https://www.apa.org/ethics/code/). Washington, DC: American Psychological Association.

SRCD. (2021). [*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/)

Required online training for research with human subjects [http://www.citiprogram.org](http://www.citiprogram.org/)

Grants/Publishing/Writing

[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 your 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. **BB On-line Discussion**. We will be using Blackboard to facilitate our discussion, and share information/files, and administrative tasks outside of class this semester. 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. Each student (or pair) will pick one of the 6 sections and update it as needed, and re upload that section with tracked changes in word. Please email me a clean and a tracked-changes version in docx. Changes can/should happen all throughout the semester, but we need to be submitted by Nov 28.
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 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. Examples are provided in BB. (Due Monday Oct. 3 hard copy in class at the latest)
   2. CV. Students will turn in an updated version of their CV for comments/suggestions. (Due Wed Sept 7 hard copy in class)
   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 Saturday Oct 9 and at least one response/thought/reflection/suggestion to someone else’s post on BB required by the noon Monday Oct 10th). Students must also complete the online CITI training modules by Oct 17th.
   4. Paper for Review/Critique. Students will find an already existing paper that they have written on something (preferably close to psychology), or a draft of a paper they are writing for 704 or some other course this semester) 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 first due Mon Nov 7th in class hard copy. Review/Critique due Mon Nov 14th, Revised paper due Mon Nov 21). Students are encouraged to have this paper be something they care about – something for a class or something they might want to publish later.
   5. Oral Presentation with Feedback. Student will prepare a formal (visual aids, handout etc…) in person 8-minute live 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, or whatever). Students will provide sensitive written feedback to each other. Students will look at their video and 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 Sept 26 and Oct 5. A 1-2 page written reflection on your own presentation and what you learned is due Oct 24 hard copy in class.

**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) 703-993-2474 <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**

Class will meet as in person at the scheduled time unless the university is closed for classes. Some Wednesday speakers might be virtual via my Zoom link above. The deadline for dropping the course with no tuition penalty is Sept 6th.

**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 22 | • Introductions  • Overview of Course |  |
| Wed Aug 24 | Surviving, no, Thriving in Grad School  - General Advice, Tricks, & Tips | • ADP New Student Guide |
| Mon Aug 29 | • Curriculum Vitae (CV) and Resumés  • CV Building – Things you can do now | • Roedinger (2004) |
| *Wed Aug 31* | *ADP MA Alumni Panel*  *Kristen Hayes, MA, Center for Community Resilience, GWU*  *Jerry Mize, MA, Psychology, GMU* |  |
| Mon Sept 5 | LABOR DAY – NO CLASS |  |
| *Wed Sept 7* | *Dr. Erika Bocknek, Educational Psychology, Wayne State University*  *Joy Matters for Family Mental Wellness (via Zoom)* | **CV Due** |
| Mon Sept 12 | • TA’ing and Teaching Tips/Issues  • Tips for Oral Presentations | • Lang (2008)  • Koegel (2007) |
| *Wed Sept. 14* | *Dr. David Schultz, Psychology, UMBC*  *Training Infant Home Visitors and Their Supervisors in Maryland* |  |
| Mon Sept 19 | Literature and Measure Searching:  - Databases, Resources, and Strategies | • Bring specific topic/idea for  research project/lit search |
| *Wed Sept 21* | *Dr. June Tangney , GMU Psychology*  *Forgiveness in the Family: Intergenerational Asymmetries in the Accuracy of Perceptions of Forgiveness* |  |
| Mon Sept 26 | • Student Presentations | **Oral Presentation & Feedback to students** |
| *Wed Sept 28* | *Dr. Leah Singh, NSF*  *Diversity and Representation in Infant Research: The case of bilingual infants* |  |
| Mon Oct 3 | Internet/Technology/Software Resources for Graduate Students | Bring Tech SuggestionsLit Search Assignment Due |
| *Wed Oct 5* | *• Student Presentations* | **Oral Presentation & Feedback to students** |
| Tues Oct 11 | Ethical Issues for Researchers and Applied Psychologists | • Ethics Codes/Websites Above • BB Ethics Scenario and response due 9/10 noon |
| *Wed Oct 12* | *MA Alumni Panel – Virtual/Zoom*  *Katrina Gagliano, MA, Synergy Enterprises*  *Kayla Keith, MA, BCBA, Coachella Valley Lighthouse* |  |
| Mon Oct 17 | Katherine Brooks Human Subjects Program Manager,  *IRB Procedures for Human Subjects Research* | • Download, Read, and Have Questions about IRB **Procedures**  **• Complete CITI IRB online training** |
| Wed Oct 19 | *Dr. Ellen Rowe, School Psychology, CEHD, GMU*  *The implementation of Multi-Tiered Systems of Support (MTSS) in academics and social emotional learning, with the many differing responses due to the pandemic* |  |
| Mon Oct 24 | • Graduate Program Progress  - Program of Study, Annual Evaluations  - Advising/Mentoring Issues  - Internships/Practica/Thesis | Read & Bring Student Handbook and New Student Guide Reflection on Presentations Due |
| *Wed Oct 26* | *Dr. William Gormley, Georgetown University*  *Universal Pre-K and College Enrollment: Is There a Link?* |  |
| Mon Oct 31 | Writing and Submitting Papers | • Silvia (2018) • Sarnecka’s writing workshop blog |
| *Wed Nov 2* | *Dr. Angelique Williams, AnLar*  *What is Technical Assistance? Understanding the role of applied research and policy-focused consultation in the education space* |  |
| Mon Nov 7 | • Publishing, Revising, Reviewing, and Presenting at Conferences: Everything you always wanted to know | • Liben (2010) Paper for Review Due |
| *Wed Nov 9* | *Drs. Colleen Vesely, Stephanie Dodman, & Swati Mehta*  *CEHD, GMU - Windows into Families’ Homes: Teachers’ Deficits-leaning and Empathy-expressing Perspectives of Families during the COVID-19 Pandemic* |  |
| Mon Nov 14 | • Getting Funding for Student Research/Travel  • Writing Grant Proposals | • Berch (2010)  • Websites  **Review Due** |
| *Wed Nov 16* | *Dr. Laura Holian, Anlar*  *Research Practitioner Partnerships to Investigate STEM Programs* |  |
| Mon Nov 21 | • Interpersonal Communication  • Impression/Reputation Management  • Networking • Professional Organizations | **Revised Paper Due** |
| *Wed Nov 23* | *THANKSGIVING BREAK* |  |
| Mon Nov 28 | • Now What? - Career Options & Paths | **New Student Guide Revisions Due** |
| Wed Nov 30 | *Dr. Selma Caal, Administration for Children and Families, DHHS*  *From being a contractor to managing a contractor: A non-academic research career with a Ph.D. in applied developmental psychology* |  |
| 12/12  10:30-1:15 | • Final Activity, Social Hour (Location and Time/Date TBA) | **Reflections on your semester** |