Faculty of Health
Department of Psychology
PSYC 3000 3.0B: PROFESSIONALISM AND COMMUNICATION
Tuesdays at 11:30-2:30
Fall/Winter 2021-2022

Instructor and T.A. Information
Instructor: Dr. Jennifer Steele (steeleje@yorku.ca)
Teaching Assistant: Christina Lapytskaia Aidy (clapy@yorku.ca)
Office Hours: By appointment

Contact: The best was to be in touch is via email – please be sure to include the course code and section (PSYC 3000B) in the email header and include your student number in the body of the email.

Meeting Times and Location

The first two weeks of this course will take place online in a synchronous format. The rest of the fall term might also take place online synchronously, but subsequent classes will move to campus (a) if a classroom is assigned and (b) provided we continue to have full clearance from public health. Updates on the format and location will be provided regularly in class, on eclass, and through emailed announcements. **Until you here otherwise, please join online at the zoom address found on eclass.**

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C
- HH/PSYC 2010 3.00 (Writing in Psychology)
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or substitutes
- HH/PSYC 2030 3.00 (Introduction to Research Methods)
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: Important details and materials are available through [eclass.yorku.ca](#)

Course Description

The goal of this course is to enhance students' professionalism and communication skills through teaching, class discussions, and assignments. Students will learn more about the norms, customs, and ideologies of academic psychology and will further develop the skills that they will need to become strong applicants for competitive graduate programs. Through synchronous classes that typically take place on alternating weeks, students will learn more about professional communication with potential supervisors, providing and receiving feedback, understanding the why and how of research ethics, being able to reflect on ideal post-graduate opportunities, and the steps needed to be accepted and prosper in a future graduate program and/or career in psychology. Students will also learn about and practice various forms of communication within academic psychology including email correspondence, academic talks for a broad audience, personal statements, and fellowship applications.
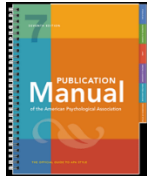
Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate the ability to work effectively with peers
2. Demonstrate professional integrity
3. Demonstrate the ability to reflect upon and manage their own learning
4. Demonstrate socialization into norms, customs, and ideologies of academic psychology
5. Demonstrate effective oral and written communication

Specific Learning Objectives

Specific learning objectives include: the capacity for autonomous learning, the development of an identity as an academic in psychology, the development of professional integrity, professional self-presentation, and effective communication of academic work in various forms (e.g. talks, written academic papers, fellowship applications).

Recommended Text:

1. **Publication manual of the American Psychological Association (7th Edition)**

Additional Texts to Consider:

1. Allen, D. (2001). Getting things Done. Penguin Books.

2. Beins, B.C. & Beins, A.M. (Effective Writing in Psychology: Papers, Posters, and Presentations (2nd Ed.). West Sussex, UK: Wiley-Blackwell.

3. Belcher, W.L. (2009). Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. Thousand Oaks: Sage Publishing Inc.

4. Curzan, A. & Damour, L. (2011). First Day to Final Grade: A Graduate Student's Guide to Teaching (3rd Ed.). Michigan: The University of Michigan Press.

5. Duarte, N. (2010). Resonate: Present visual stories that transform audiences. Hoboken, NJ: John Wiley & Sons.

6. Giordano, P.J., Davis, S.F., & Licht, C.A. (Eds.). (2012). Your Graduate Training in Psychology: Effective Strategies for Success. Thousand Oaks, California: SAGE Publications Inc.

7. Goldsmith, J.A., Komlos, J., & Gold, P.S. (2001). The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure. Chicago, IL: The University of Chicago Press.

8. Hargie, O. (Ed.). (2006). The Handbook of Communication Skills (3rd Ed.). Hove, East Sussex: Routledge.

9. Reynolds, G. (2008). Presentation Zen: Simple ideas on presentation design and delivery. Berkley, CA: New Riders.

10. Snieder, R. & Larner, K. (2009). The Art of Being a Scientist: A Guide for Graduate Students and their Mentors. Cambridge, UK: Cambridge University Press.

11. Zinsser, W. (2006). On writing well: The classic guide to writing nonfiction. 30th Anniversary Edition. New York, NY: Harper Collins.

12. Zanna, M.P. & Darley, J.M. (1987). The Compleat Academic: A Practical Guide for the Beginning Social Scientist. New Jersey: Lawrence Erlbaum Associates, Publishers.

Class Format and Attendance Policy

As noted earlier, this course will take place in a synchronous format on zoom and possibly in person. Please arrive for each class on time, ready to take part. For zoom classes, you will need to be on a computer to take part in class, but **please put any distractions away** (e.g., cell phone away and off), **turn <u>on</u> your video** (if you have concerns about this, please contact me separately), and **set your mic on mute except when speaking**. Please also refrain from using the personal message function during class – if you would like to communicate with students from the class, please make use of eclass or email outside of class time. If/when we meet in-person, please be sure to turn your phone off during class and only access a computer if it is needed for taking notes.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - Grading Scheme for 2021-22

Missed Tests/Midterm Exams/Late Assignment:

It is expected that you will attend all classes and that you will submit assignments on or before the assigned due date. One important skill that successful students develop is time management. Given the uncertainties of the current context, I encourage you to ensure that you allocate sufficient time to completing assignments. I would also encourage you to ensure that you will have online access to the course during class time when we are meeting online. If you will not have consistent internet access, please let me know and we will work to find you an appropriate place on campus to take part in the class. If challenges are anticipated, I highly recommend that you contact me well in advance to let me know. If new challenges present themselves during class time or when an assignment is due, please contact me as soon as possible.

Late learning assignments will have 1 out of 5 points deducted (for a maximum possible grade of 4/5) if they are submitted with 24 hours after the due date, and will have 2 out of 5 points deducted (for a maximum possible grade of 3/5) if the assignment is received with 48 hours after the due date. Beyond 48 hours, the student will receive a grade of 0/5 on this assignment.

Late personal statements, OGS proposals, ethics assignments or presentations will have 10% of the grade deducted for each day that the assignment is late (from 1 minute to 23

hours and 59 minutes). You should also let me know in advance if you will need to miss a class – otherwise, you will lose attendance and participation marks for that day.

If there are extenuating circumstances, please reach out to explain.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2021-22 Important Dates

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates above and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

For several assignments, software (e.g., Turnitin) will be used to detect plagiarism. More information will be provided in class. You are welcome (and often encouraged) to speak with other students about your ideas, but please be sure to work independently on your assignments.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty.

It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with **Student Accessibility Services (SAS)** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3000 course at York University and are the property of the instructor unless otherwise stated. Third party

copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Calumet and Stong Colleges' Student Success Programming

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free** **programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- Peer Assisted Study Sessions (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our website, email scchelp@yorku.ca, and/or follow us on Instagram and Facebook.

In addition to taking advantage of relevant programs, you might also consider contributing to one of these if you are not already doing so.

Course Requirements and Assessment:

Learning Assignments:	20%	Five assignments, each worth 4%
Ethics Assignment	10%	Due Tuesday October 12th by midnight
Personal Statement	20%	Due Tuesday November 23rd by midnight
Reseach Proposal	20%	Due Tuesday February 8th by midnight
Final Presentation:	10%	Details to be provided in class
Seminar Participation:	20%	Details provided below

Description of Assignments

The ***Learning Assignments*** are short exercises due throughout the course (primarily in the fall term) that are designed to help you to develop specific knowledge or skills. These include knowledge on how to provide and receive feedback, professional communication with professors, and self-reflection.

The ***Ethics assignment*** is designed to familiarize you with the process of obtaining ethics and the types of questions to expect when completing an ethics application. Success criteria will be provided.

Most graduate applications require a ***Personal Statement***. In our course we will discuss what makes for an effective (and ineffective) personal statement and you will create your own. Success criteria will be provided.

Students can often obtain additional funding for their graduate program from the provincial (OGS) or federal (tri-council: SSHRC, NSERC, CIHR) government. In this course you will complete one main component of this application, the ***Research Proposal***. Success criteria will be provided.

Each student will practice sharing research with a general audience through a ***Final Presentation.*** Details about this presentation and success criteria will be provided in class.

Seminar participation goes beyond attendance each week, which is expected. As this is a fully online course, you are asked to put any distractions away (close email, instagram, etc.), turn on your video (if you have concerns about this, please contact me separately), set your mic on mute except when speaking, and show up fully prepared to engage with the class. You will also be expected to provide timely peer feedback. This is an interactive class that has been designed to help you succeed as you move toward meeting your career goals, so please come prepared to fully take part.

CLASS SCHEDULE (Fall)

Tuesday September 14th - Introduction / Orientation

We will meet one another and discuss (a) etiquette in online learning, (b) your goals for this course, (c) my goals for you in this course and the course expectations. You will have the opportunity to meet with numerous other students from your cohort. The second half of the class will be devoted to discussing how to find research opportunities that are important when becoming competitive for a research intensive graduate program. We will talk about (a) how to decide who to approach, (b) what to include (and not include) in emails to professors, (c) what attachments to include (hint: your transcript and CV), and (d) what is a CV.

Learning Assignment 1: (1) Compose a draft email that you would send to a prospective research supervisor and put together a CV (2) Complete the tri-council Ethics Tutorial (Grade: 4%)provide the certificate no later than September 21st at 11am. Please note that the tutorial can take up to 3 hours to complete, so budget your time accordingly.

Tuesday September 21st –Writing Feedback / Being a Supervisee

Throughout this course, you will be asked to provide and receive peer feedback. This allows you to (a) critically evaluate the strengths and weaknesses of a written piece from a more objective stance than you might take with your own writing, (b) identify and communicate what is good writing, and (c) learn to integrate feedback into your own writing. In the first half of this session we will talk about how to provide and receive feedback from others. In the second half of this class, we will talk about how to get the most out of research and career-relevant volunteer experiences.

Learning Assignment 2: (1) Share your draft email with two other students from your group; provide feedback (be sure to include your name, use track changes, and comments); integrate the feedback in your draft; submit (a) the original with the tracked changes and (b) your final version (Grade: 4%). Due no later than October 5th at 11am.

Tuesday September 28th – Research Ethics

Why do research studies require ethics approval? What is ethics approval? What is the process to obtain this? How do we complete an application for ethics approval? What makes for a good consent form and a good debriefing form? How do we create a study that is ethical? In this class we will discuss and learn more about research ethics.

Ethics Assignment: Find a study that has been conducted and published in a lab that you are working in or that you hope to work in. This should involve adult participants (who are not part of a special population) and should not involve secondary data analysis. Pretend that you went back in time and were preparing the ethics proposal for this study before it was run. Please complete the provided ethics form as though you were about to run this study. Submit both the study and the ethics proposal online (Grade: 10%). Be sure to include a consent form, a debriefing form, and any other measures that need to be included. These should all be created by you for just this one study.

Ethics Assignment (10%) – Due Tuesday October 12th by midnight

**Tuesday October 19th – Deciding on the right graduate program for you /
A day in the life of a graduate student**

For the first half of this course, we will talk about the differences between clinical PhD programs, clinical/counselling MA/MEd and PsyD programs, non-clinical psychology MA/PhD programs, and other types of graduate programs. We will talk through the components of the application and, for research intensive programs, what to look for in an ideal program. For the second half of the class, graduate students here at York University will come and speak about their experiences applying to and being in graduate school in psychology. Topics to be covered include: becoming a competitive applicant, writing the GREs, deciding on programs/schools, applying for funding. Please come prepared with questions.

Learning Assignment 3: Reflect on psychology graduate programs that you might consider. Find three programs that look interesting to you and write a reflection paper describing the program and indicating why those program specifically appeal to you. This should be at least 1 page double spaced and no more than 2 pages double spaced (Grade: 4%). Due no later than October 26th at 11am.

Tuesday November 2nd – Writing a Personal Statement

In this class we will talk about some important points to consider when creating your personal statement and CV and when you are being interviewed for a research position or place in a graduate program. Please come prepared with any questions that you might have.

Learning Assignment (ungraded): In a word document, brainstorm a list of (a) your relevant research experience (if applying to research based programs), (b) your clinically-relevant experience (if applying to clinical programs), or both (if applying to research-intensive clinical programs). Be specific about who you worked with (faculty supervisor) and what skills you acquired. Where do you think that you need to build experience and expertise? Then brainstorm what would attract you to the specific graduate programs you outlined in the last assignments. Why is the program and/or specific supervisors a good fit?

**Tuesday November 16th – Introduction to the URPP and software for running online
studies / Talking through personal statements**

In this class you will learn more about how to set up studies for the participant pool and how to use basic software for posting studies fully online. In the second half of the class, you will talk through your plans for your personal statement in small groups and we will talk through potential obstacles as a larger class. Please have your notes from the last learning assignment and your CV on hand, ideally in a format that you can screen share with others as needed.

Personal Statement (20%) – Due Tuesday November 23rd by midnight

Tuesday November 30th – Writing an Introduction and Discussion (formula)

During this class, we will talk generally about how to write clear, effective academic papers and how to avoid writing mistakes. In preparation for the class I ask that each of you take note of one particularly well written and one poorly written research paper that you have read. You can take a look through papers published through the lab that you are, or hope to be, working in (with a focus on well-written papers). Pay particular attention to the introduction, as well as what made you interested (or not) in the topic. Please bring both papers to class, along with notes about why you think the one succeeds and the other fails to communicate clearly.

Learning Assignment 4: Select two papers from your field of interest - one with an introduction that you like and one that you do not. These can be the same ones that we discussed above. Do they follow the formula? In one page compare and contrast why one was easy to follow and the other was less so. On a second page do the same for the General Discussion of both papers. To compare and contrast, you should aim to highlight what you liked about the introduction of one article and how this is similar to or different from the other articles. (Grade: 4%). Due no later than December 7th at 11am.

Tuesday January 18th – Writing a Research Proposal

In this class, we will talk about funding for graduate programs and will focus on two main sources for eligible students: Ontario Graduate Scholarships (OGS) and Tri-Council graduate scholarshps. We will talk about what makes for a great research proposal when applying for funding and how to increase your chances of being funded. You will have the opportunity to talk through ideas.

Learning Assignment 5: Write a rough draft of a funding proposal. Provide and receive feedback from the others in your group. (Grade: 4%). Share your funding proposal no later than Tuesday January 25th at 11am. Provide your feedback on the other proposals no later than Thursday January 27th at 11am. Upload your original proposal and the feedback you provided by no later than Tuesday February 1st at 11am.

Tuesday February 1st – Giving a Great Talk

In this class we will talk about informal communication and formal communication as well as broad versus specific research talks. In preparation for this class I ask that each of you give some thought to what makes for a good academic talk. **Select a TED talk (ideally psychology-relevant) that you think is effective or ineffective and post the link in eclass.** Please come prepared to engage in discussion and share your thoughts on that TED talk with the class. If you find one that is less effective, please reflect on why. Try to focus on the talk itself more than on the content. We will also talk through the final assignment for this course

Research Proposal (20%) – Due Tuesday February 8th by midnight (reading week)

Tuesday February 15th – Emailing potential thesis or graduate supervisors/
Interviewing skills / Research Reflections

The time has come to contact potential thesis supervisors – or has it? Who should you contact? What should you include in your email? How long should your email be? Why isn't anyone getting back to you (?!) – and should you follow-up? Do you need to outline a thesis topic? Do you need to find someone who studies what you want to study in graduate school? These are some of the many questions that students have as they approach their thesis year. In this class we will discuss next steps for finding a thesis supervisor and/or gaining additional research experience if you have not already. We will talk about how this is similar to (or different from) approaching potential graduate supervisors. In addition, we will learn more about interviewing for summer research positions, volunteer or paid positions that might provide clinically relevant experience, and even touch on interviewing for graduate programs. Finally we will discuss what people have learned from their research experiences this year.

Tuesday March 1st – Class Presentations (worth 10% of your final grade)

Details will be provided in class.

Tuesday March 15th – Class Presentations (worth 10% of your final grade)

Details will be provided in class.

Tuesday March 29th – Class Presentations (worth 10% of your final grade)

Details will be provided in class.