

**Faculty of Health
Department of Psychology
PSY3000 3.0D: Professionalism and Communication in Psychology**

**Wednesdays 11:30-2:30, alternating weeks starting September 8, 2021
ZOOM instruction (link p 13 and in EClass)**

Instructor: Mary Desrocher, Ph.D., C.Psych., email: mdesroch@yorku.ca

Teaching Assistant: Christina Lapytskaia Aidy, clapy@yorku.ca (office hours by appointment)

Office Hours

Mary will have drop-in office hours 3:30-5:30 on Tuesdays throughout the academic year from September to April. These will be on Zoom, with a waiting room to allow us to meet one at a time. There are wait times involved, so if you do have a preferred time, please email me ahead of when you would like to meet. If the University opens with a decline in COVID-19 cases, and changes to social distancing, office hours may be offered in-person in room 124 BSB. You will be kept posted on any changes to office hours and meetings.

Meeting Times and Location

This course will be offered online during the 2021-2022 academic year, Fall term for certain. The Zoom address is included below and is posted in EClass. We meet on alternating Wednesdays, as this is a 3.0 credit course that is offered throughout the full year. This schedule allows you to work on assignments on alternating weeks and allows you to have a year-long connection to the course instructor. There is a chance that this section may go in-person in the Winter term. A poll of student comfort levels with this change will be taken should there be any changes to social distancing with the pandemic. All communication about this will be shared with the entire class to ensure transparency.

Zoom Contact

Mary E Desrocher is inviting you to a scheduled Zoom meeting.

Topic: PSY3000 Section D

Start Date: Sep 8, 2021 11:30 AM Eastern Time (US and Canada)

Meeting Dates:

Sep 8, 2021 11:30 AM
Sep 22, 2021 11:30 AM
Oct 6, 2021 11:30 AM
Oct 27, 2021 11:30 AM
Nov 10, 2021 11:30 AM
Nov 24, 2021 11:30 AM
Jan 19, 2022 11:30 AM
Feb 2, 2022 11:30 AM
Feb 9, 2022 11:30 AM
Feb 16, 2022 11:30 AM
Mar 9, 2022 11:30 AM

Mar 23, 2022 11:30 AM
Apr 6, 2022 11:30 AM

Join Zoom Meeting

<https://yorku.zoom.us/j/93880371716?pwd=K0Y4Z0NWbGtFWVRick1NYjFRZ280dz09>

Meeting ID: 938 8037 1716

Passcode: 177702

One tap mobile

+17789072071,,93880371716#,,,,*177702# Canada

+14388097799,,93880371716#,,,,*177702# Canada

Dial by your location

+1 778 907 2071 Canada

+1 438 809 7799 Canada

+1 587 328 1099 Canada

+1 647 374 4685 Canada

+1 647 558 0588 Canada

Meeting ID: 938 8037 1716

Passcode: 177702

Find your local number: <https://yorku.zoom.us/u/acK1fVLshF>

Join by SIP

93880371716@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

64.211.144.160 (Brazil)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 938 8037 1716

Passcode: 177702

Course Prerequisites (these are strictly enforced in course enrollment)

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

<https://apps5qa.sis.yorku.ca/Apps/WebObjects/cdm> has a listing of any course credit exclusions.

Course Website

See eclass.yorku.ca for all course materials and details.

Course Description

PSY3000 is designed to build Psychology students' professionalism and communication skills. This will be accomplished through teaching, class discussions, and applied assignments that are relevant to working within the university context. Students will learn about the current and evolving norms, customs, and ideologies of academic psychology. They will further develop the skills that they will need to become strong applicants for competitive graduate programs.

Synchronous classes will take place on alternating weeks. Students will learn about professional communication with potential supervisors, providing and receiving feedback, understanding research ethics, exploring, and choosing post-graduate opportunities, and skills and tasks that are necessary for applying to and thriving in a future graduate program and/or career in psychology. Students will learn about and practice various forms of communication within academic psychology, including verbal and written presentations, email communications, personal statements, scholarship applications, and creating engaging talks for broad audiences interested in psychology.

Program Learning Outcomes

Upon completion of this course, students should be able to demonstrate the following abilities and skills:

1. Ability to communicate with and work effectively with peers,
2. Professional integrity – the development and maintenance of ethical behaviour
3. Ability to reflect upon and manage their own learning
4. Understanding and applying norms, customs, and ideologies of academic psychology
5. Effective oral and written communication

Specific Learning Objectives

What students will engage in and take away from the course include:

1. Capacity for autonomous learning,
2. Development of an identity as an academic psychologist,
3. Development of professional integrity,
4. Professional self-presentation, and
5. Effective communication of academic work in various forms (e.g., talks, written academic papers, fellowship applications).

Recommended Text

<https://apastyle.apa.org/products/publication-manual-7th-edition>

The 7th edition of the APA style text has added materials on writing for students and is an invaluable resource for students and faculty alike. This is strongly recommended as something you will use for years to come and is worth the investment.

Other resources

Readings will be provided in EClass with the relevant topics.

Other suggested resources are available free to students at the Canadian Psychological Association Student Portal: <https://cpa.ca/students/resources/>

Description of Assignments

Please see the course schedule table at the end for descriptions of all assignments.

Course requirements, Assessment, and Descriptions Summarized – these can be submitted through EClass, or to mdesroch@yorku.ca.

Assignment Type	Percentage	Summary of Due Dates
Learning Assignments <ul style="list-style-type: none">- Short exercises due throughout the course (primarily in the fall term) designed to help you to develop specific knowledge or skills. These include knowledge of research ethics, how to provide and receive feedback, professional communication with professors, and self-reflection.	6 x 5% =30%	1: September 15 2: September 29 3: October 20 4: November 3 5: December 1 6: February 2
Seminar Participation and Participation at Final Retreat (percentages are respective) <ul style="list-style-type: none">- This is an interactive course, and you will be expected to provide input through reflections and peer feedback.- Can include in-class participation as well as involvement in forums.	15% + 5% = 20%	Monitored weekly and summarized at end of course
Personal Statement <ul style="list-style-type: none">- Personal statements are required for graduate applications.- Criteria for statements will be provided and we will discuss what makes effective and ineffective statements.	15%	December 8th
Research Proposal	15%	February 23rd

<ul style="list-style-type: none"> - Applications for scholarships require a one-page single spaced proposal of research plans. - Criteria will be provided as to what to include and we will discuss how to maximize the space you have for these proposals. 		
<p>Final Presentation</p> <ul style="list-style-type: none"> - Communication in psychology is often through short, impactful presentations. - A 3-minute thesis (3MT) style of presentation will be part of the course, and students will be provided criteria for the presentation. - Balancing informative content with engaging visuals will be a topic of discussion. 	<p>20%</p>	<p>Student choice of dates in schedule below:</p> <p>March 9 OR March 23</p>

Class Format and Attendance Policy

The course will be offered on Zoom for the Fall term. The Winter term may remain on Zoom, depending on the pandemic and changes to case counts and university policy. A computer or device with Zoom access and capability is required. Video should remain on through the class; if you have any problems with keeping your video on, please notify the course instructor in the chat. Please keep your mic on mute unless you are asking questions or contributing to discussion. The Chat or Raise Hand functions in Zoom may be used for asking questions. Please refrain from engaging in conversation using private messaging in Zoom – email or forums in EClass are preferable. As in all courses, minimize distractions by turning off other devices.

Please arrive on time for classes. Participation is a graded component of the course, and can include verbal participation, comments in the chat, emails to the instructor, and participation in the forums on EClass.

Grading

The grading for the course conforms to the York 9-point system outlined at <https://calendars.students.yorku.ca/2021-2022/grades-and-grading-schemes>

Grades will either be letter or numerical depending on the assignment.

Missed Assignments

It is expected that students will attend all classes, or inform the instructor of extenuating circumstances. Documentation is not necessary, beyond an email prior to class. Otherwise, attendance and participation marks are affected.

Time management is a professional skill, and it is expected that students will submit assignments on or before the assigned due date. If you have any problems with deadlines, please do contact the course instructor to discuss extensions. Below is the policy if students do not provide documentation for extensions:

- Late learning assignments will have 1 out of 5 points deducted (for a maximum possible grade of 4/5) if they are submitted 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, scholarship research proposals, or presentations will have 10% of the grade deducted for each calendar day that the assignment is late.

Important Dates for 2021-22 including Add/Drop Deadlines

Downloaded August 8, 2021, from <https://registrar.yorku.ca/enrol/dates/fw21>

Important Dates for Fall (F), Year (Y) and Winter (W) Terms – note that PSY3000 follows the Y schedule.

Sessional Dates

EVENT	FALL (TERM F)	YEAR (TERM Y)	WINTER (TERM W)
Classes start	Sept. 8	Sept. 8	Jan. 10
Last date to announce components of final grades	Sept. 21	Sept. 21	Jan. 23
Fall Reading Week¹	Oct. 9-15	Oct. 9-15	
Last date to submit Fall term work	Dec. 7	Dec. 7	
Fall classes end	Dec. 7	Dec. 7	
Fall Study Day²	Dec. 8	Dec. 8	
Fall examinations³	Dec. 9-23	Dec. 9-23	
Winter Reading Week¹		Feb. 19-25	Feb. 19-25
Last date to submit Winter term work		April 11	April 11
Winter classes end⁴		April 10	April 10
Winter Study Days²		April 11	April 11
Winter examinations⁵		April 12-29	April 12-29

Add/Drop Deadlines

Financial Deadlines

Convocation Deadlines

Holidays and University Closures

Fall/Winter 2021-2022 Sessional Dates for All Other Terms

Notes:

1. There are designated Reading Weeks in the Fall and Winter terms during which classes, examinations and tests will not be held. The University itself will be open and administrative services available.
2. The **Dec. 8, 2021**, and **April 11, 2022**, study days are in compliance of the Senate Policy requiring a day off prior to the start of exams.
3. **Important:** It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.
4. The Winter classes end on April 10. The final Monday meet will be held on April 4.
5. **Important:** It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.

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 above information carefully so that you understand the differences between the sessional dates and the refund tables (<https://sfs.yorku.ca/refunds/tables>). Pay close attention to the "Last date to enroll 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

Software 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. It is clear to instructors and TAs when students have copied others' work.

Academic Integrity for Students

York University takes academic integrity very seriously. Information on York Senate Policy on Academic Integrity can be found at the following website.

<https://www.library.yorku.ca/web/research-learn/citing-your-work-academic-integrity/academic-integrity/>

On this website, there is an Academic Integrity Tutorial and Academic Honesty Quiz. Please ensure that you complete those in the first week of classes.

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

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: <https://rights.info.yorku.ca/accommodating-disability-a-guide-for-students-faculty-and-staff/>

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. <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/>

Class schedule – please note that reading weeks in the Fall and Winter are not listed here, but in the important dates section below.

Date	Topic for Meeting and Description
Sept 8	<p>Introductions</p> <ul style="list-style-type: none"> - We will introduce ourselves, talk about my course expectations and goals, and you will all share your goals for the course. - Online course expectations will be covered as well. We will walk through the syllabus together to address any questions you may have. <p>What is Professionalism?</p> <ul style="list-style-type: none"> - We will talk about our definitions of professionalism, what it is and what it is not. - A reading is provided online in EClass. <p>Finding a Research Supervisor</p> <ul style="list-style-type: none"> - How to decide who to approach. - What to include, not to include in an email to professors - Attachments – transcript and CV <p>TriCouncil Ethics</p> <ul style="list-style-type: none"> - All researchers should complete the TriCouncil Ethics tutorial at https://ethics.gc.ca/eng/education_tutorial-didacticiel.html - This tutorial takes 3 hours. You will be receiving a certificate at the end. Please send your certificate to mdesroch@yorku.ca, by September 15th. <p>LEARNING ASSIGNMENT 1: a) Submit your Information Sheet – 5% Pass/Fail (submission is a Pass) – <u>please submit by September 15th at 12 noon</u>; b) Compose a draft email to a professor you would like to work with. Do not submit – we will be doing group feedback on Sept 22nd in class). Complete your TCPS certificate and send a copy to Mary for filing.</p>
Sept 22	<p>Peer Feedback</p> <ul style="list-style-type: none"> - How to provide feedback to others in an objective way. - Balancing critique with helpful information. - How to receive feedback and take what is useful. <p>Being a Supervisee</p> <ul style="list-style-type: none"> - How do you prepare for working with a professor? - The importance of planning, agendas for meetings, and setting clear expectations. - How to balance research experience with other commitments. <p>LEARNING ASSIGNMENT 2: (1) Share your draft email to a professor with two other students in the class; 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: 5%). <u>Due no later than September 29th at 12 noon.</u></p>
Oct 6	<p>Research Ethics</p> <ul style="list-style-type: none"> - Learning why research studies require ethics approval. - We will learn what ethics approval is and what the process is to obtain this at York. - We will go through the application for ethics review. - We will cover what is in a good consent form and a good debriefing form. - We will talk about how to make a study that is ethical.

	<ul style="list-style-type: none"> - We will also take some time to discuss people’s progress at finding research experiences for the winter term and answer questions or concerns that have arisen from these experiences. <p>LEARNING ASSIGNMENT 3: Find a study that has been conducted and published in your lab (or one you are interested in) and put together a new ethics document outlining just that one study. Submit both the original article and the ethics proposal (Grade: 5%). 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. <u>Due no later than October 20th at 12 noon.</u></p>
<p>Oct 27</p>	<p>Finding a Career Path in Psychology</p> <ul style="list-style-type: none"> - 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. - Graduate students here at York University will speak about their experiences applying to and being in graduate school in psychology. - We will discuss how to become a competitive applicant, writing entrance exams if required, deciding on programs/schools, applying for funding. <p>LEARNING ASSIGNMENT 4: Find three graduate programs that look interesting to you. Write a reflection paper describing each program and indicating why specifically those appeal to you. This should be 1-2 pages double-spaced (Grade: 5%). <u>Due no later than November 3rd at 12noon.</u></p>
<p>Nov 10</p>	<p>Curriculum Vitae (CV)</p> <ul style="list-style-type: none"> - What is a CV? What should you include in a CV, and what should you not include? <p>Personal Statement</p> <ul style="list-style-type: none"> - A statement of your experience, that goes beyond the CV - We will discuss what to include and not include in the personal statement. - Relevant research experience, clinical/applied experience, skills. - What skills and knowledge would you like to grow if you receive entry into a graduate program of your choice? <p>LEARNING ASSIGNMENT (UNGRADED): In a word document, come up with a list of (a) your relevant research experience, and (b) your clinically relevant experience (if applying to clinical programs). For any graduate program, both are often listed in your statement, but clinical programs in Canada will want a balance of the two in your statement. Be specific about who you worked with (faculty supervisor or supervisor at an external/community site) and what skills you acquired. Where do you think that you need to build experience and expertise? Then note what would attract you to the specific graduate programs you outlined in the last assignment. Why is the program and/or specific supervisors a good fit? The last piece is the most critical for applications.</p>
<p>Nov 24</p>	<p>Research Proposals – Introduction and Discussion</p> <ul style="list-style-type: none"> - During this class, we will talk about how to write clear, effective academic papers and how to avoid writing mistakes.

	<ul style="list-style-type: none"> - In preparation for the class, find one particularly well-written and one less well-written research paper that you have read. You can take a look through papers published by the lab that you are working in, or one that you are interested in (with a focus on well-written papers). - Pay particular attention to the introduction – and what made you interested (or not) in the topic. Please bring both papers to class, along with notes about why one works as a form of research communication and why the other does not succeed in that regard. <p>LEARNING ASSIGNMENT 5: 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 best practices for writing introductions? 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 article. (Grade: 5%). <u>Due no later than December 1th at 12noon.</u></p> <p>Following up on Personal Statements</p> <ul style="list-style-type: none"> - You will talk through your plans for your personal statement in small groups. - We will talk through challenges 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. <p>Personal Statement (15%) – Due Wednesday December 8th by 11:59 pm</p>
Jan 19	<p>Writing a Research Proposal</p> <ul style="list-style-type: none"> - We will talk about funding for graduate programs. - We will focus on two main sources for eligible students: Ontario Graduate Scholarships (OGS) and Tri-Council graduate scholarships. - We will talk about what makes for a great research proposal when applying for funding and how to increase your chances of being funded. - We will share ideas about what to include. <p>LEARNING ASSIGNMENT 6: Write a rough draft of a funding proposal. Provide and receive feedback from the others in your group. (Grade: 5%). Post your funding proposal in the forum no later than <u>Wednesday January 26th at 12noon.</u> Provide your feedback to the other proposals no later than <u>Monday January 31st at 12noon.</u> Note that you will <u>submit the original funding proposal with track changes from each peer as well as your final version for assessment by class time on Feb 2nd.</u></p>
Feb 2	<p>Giving a Great Talk</p> <ul style="list-style-type: none"> - We will talk about informal communication and formal communication as well as broad versus specific research talks. - In preparation for this class, give some thought to what makes for a good academic talk. - Select a 3 Minute Thesis (3MT) or TED talk (psychology-relevant, and includes research findings) 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 your selected 3MT or TED talk with the class. If you find one that is less effective, please

	<p>reflect on why. Try to focus on the talk itself, and how it is presented, more than the content.</p> <ul style="list-style-type: none"> - We will start talking about how an abbreviated talk relates to presentation of research findings and work on a 3MT format that you will use for your presentations on the final couple of days of the course. Choose a paper from your lab (that you are working in or interested in), and we will talk about how to make a short presentation based on that paper. - Be prepared to choose a presentation date. (first come first served) <p>Research Proposal (15%) – Due Wednesday February 23rd by 11:59 pm (Reading Week)</p>
Feb 16	<p>Emailing potential thesis or graduate supervisors/ Interviewing skills</p> <ul style="list-style-type: none"> - Talking through readiness to apply to potential thesis supervisors. - Who will you contact? What do you want to include in your email? How long should your communication be? - We will discuss how to find someone who has research you are interested in doing, or may be open to research ideas you have. - We will also discuss why professors might not respond and whether to follow up. - The fit between your interests for future education and what might make sense now will be part of our discussion. - We will discuss interviewing for research or applied positions and how to prepare. <p>Preparation for the Class Presentations</p> <ul style="list-style-type: none"> - Concise communication of results is important and much more common than long lectures. This is a skill to learn. - We will have time to discuss tips for how to hone the presentations for the next two weeks. - Grades will be based on a combination of peer and instructor feedback.
Mar 9	<p>Class Presentations</p> <ul style="list-style-type: none"> – No more than 15 per day. – In-class 3-minute thesis. - This will be like a conference presentation series.
Mar 23	<p>Class Presentations</p> <ul style="list-style-type: none"> – No more than 15 per day. - Same format as above.
April 6	<p>Joint Retreat for Sections D and E – Giving Feedback to the Department on Student Research Experiences</p> <ul style="list-style-type: none"> - We will have an open discussion at the start about what is expected in the retreat. - Here are some suggested guiding questions for the discussion in small groups: - ---What have you learned about research this year? - ---What things would you have liked to have learned? - ---How do we increase research experience for undergrads? - ---How do we increase applied/clinical/community experience? - We will come together at the end to share ideas and I will summarize notes that will be shared with the Psychology Undergraduate Studies Committee.

