Psyc 890 004 (Doctoral) or Psyc 591 002 (Masters)
DBS Professional Seminar
Course Syllabus - Fall 2006
Dr. Adam Winsler

Instructor:	*Adam Winsler*, Ph.D.	Office:	2023 David King Hall
Phone:	(703) 993-1881	Office Hours:	Mon, Wed 10:15-11:30 + by appt.
Email:	awinsler@gmu.edu	Winsler URL:	http://classweb.gmu.edu/awinsler
Course Schedule	MW 11:30–12:20	Location:	Innovation 131
Credit Hours:	2		

Course Description & Goals

The overarching goals for this course are to (a) develop the practical knowledge, skills, and attitudes most needed for DBS 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 organize and direct the DBS 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 (e) provide a supportive cohort/group for facilitating each other's progress throughout graduate school and beyond.

Required Reading

Main text (at bookstore)

Darly, J.M., Zanna, M.P., & Roediger, H.L. (2004). *The compleat academic: A career guide* (2nd Edition). Washington, DC: American Psychological Association.

American Psychological Association (2001). *Publication manual (5th Ed.).* Washington, DC: Author.

Other articles/handouts - Made available in advance somehow.

A.P.A. (2002). *Ethical principles of psychologists and code of conduct -- 2002*. Washington, DC: American Psychological Association. Available online at http://www.apa.org/ethics/   http://www.apa.org/ethics/code2002.pdf

A.P.A. (2003). *Research with animals in psychology*. Available online at http://www.apa.org/science/animal2.html

C.A.R.E. (2003). *Guidelines for ethical conduct in the care and use of animals*. Washington, DC: American Psychological Association.Committee on Animal Research and Ethics. Available online at http://www.apa.org/science/anguide.html

N.A.S.P. (1997). *Standards for the provision of school psychological services*. Available online at http://www.nasponline.org/certification/stand.html

Smith, D. (2003a). Five principles for research ethics. *APA Monitor, 34*, (1), 56-60. http://www.apa.org/monitor/jan03/principles.html

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

SRCD. (1991). *Ethical standards for research with children*. Available online at http://www.srcd.org/ethicalstandards.html

GMU OSP Research with Animals Website http://www.gmu.edu/pubs/osp/animal.html

GMU OSP Human Subjects Website http://www.gmu.edu/pubs/osp/humansubjects.html

Fine, M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist, 48*, 1141-1147.

Kenny, P. (1992). *A handbook of public speaking for scientists and engineers*. Bristol, UK: U.W. Arrowsmith. (pp. 14-37 – preparation of material, presentation)

Oetting, E.R. (1992). Ten fatal mistakes in grant writing. In A.E. Kazdin (Ed.). *Methodological issues and strategies in clinical research* (pp. 739-748). Washington, DC: American Psychological Association.

Roedinger, R. (2004). Vita voyeur. In *The Observer*: Washington, DC. American Psychological Society. Available at: http://psychologicalscience.org/observer/getArticle.cfm?id=1498

Optional/Recommended Reading

Perlman, B., McCann, L.I., & McFadden, S.H. (Eds.). (2002). *Lessons learned: Practical advice for the teaching of psychology*. Washington, DC: American Psychological Society.

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 WebCT to facilitate our discussion both inside and 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. In addition to this voluntary usage of this resource, however, students are required to contribute at minimum of 7 substantive (not just "What's up?") and timely (related to the topic of the week) entries/posts to the discussion throughout the semester. Of course, students are welcome to and likely will post more than the minimum number. The earlier the post comes in the (course) week, the better chance we will have for responses and discussion before and during class -- so please post these as soon after the previous class as possible.

   The course website is located at: http://webct41.gmu.edu You will log into this with your own individual MyWebCT account, and from there access the Psyc 890/591 WebCT page. To do this, simply enter the URL above in any browser, log in with your mason username and with your password being 2-digit month and 2-digit day of birth. Then change your password to something you like/will remember by going to password settings. Please have this done by Wednesday Aug 30.

3) **Readings** - Students are required to read (before class) any texts that may be assigned for that week.

4) **Course Project** – **Resource guide for new students** – It is the tradition of this course for the students to revise the New Student Resource Guide that we give out to new DBS doctoral students each year. Each student will pick one or two of the topics from the guide and be responsible for updating the information in those sections. Students can turn in their electronic and paper materials earlier to Dr. Winsler, but they are required to do so by Dec. 6 in class.

5) **Homeworks/Assignments** - The following small assignments/activities will also occur:

   a. Literature Searching Assignment. Students will conduct a thorough literature search on a topic of their choice using PsychInfo, Social Science Citation Index (SSCI), and one other electronic database of their choice. Student 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 18th)

   b. CV. Students will turn in an updated version of their CV for comments/suggestions. (Due Mon Oct 2nd)

   c. Ethics Scenario. Students will turn in a brief (1-2 page) scenario in which some kind of ethical question/problem/dilemma 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. The answer (what the person should actually do) is not needed. (Due Tues Oct 10th)

   d. Paper for Review/Critique. Students will find an already existing paper that they have written on something (preferably a genre close to something a graduate student or faculty member might write) 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). 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 Oct 16th, Review/Critique due Mon Oct 23th, Revised paper due Mon Oct 30).

e. Oral Presentation with Feedback. Student will prepare a formal (visual aids, handout etc…) 7 minute presentation to the rest of the class on some sort of research topic (can be a project they have worked on or a summary of someone else's study). Students must bring in a VHS blank videotape for their presentation to be recorded 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 from this activity (things they need to work when presenting etc…) (Nov 20 and Nov 27)

Grading Procedures

Grades for this course will be on a satisfactory/no credit basis. In order to receive a satisfactory pass, students will need to complete requirements above and any homework assignments that may be assigned. Last day to add the course is Sept. 12th. Last day to drop the course is Sept. 29th.

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 Disability Resource Center ASAP (222 Student Union I) 993-2474 http://www.gmu.edu/student/drc/ 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.
http://www.gmu.edu/departments/unilife/honorcode.html

Tentative Course Outline

Date	Topic(s)	Reading/Assignment
Mon Aug 28	• Introductions • Overview of Course	
Wed Aug 30	*Surviving, no, Thriving in Grad School* *- General Advice, Tricks, & Tips*	• *WebCT Account Set Up* • *Bring Grad Student* *Guide (Blue book)*
Mon. Sept 4	LABOR DAY – NO CLASS	
Wed Sept. 6	*Adam Winsler, Ph.D.* *Dept of Psychology, GMU* *"Assessing and Promoting School Readiness in Diverse Children in Poverty in Miami-Dade"*	
Mon Sept 11	Literature and Measure Searching: - Databases, Resources, and Strategies	• *Bring Specific Topic/Idea for research project/lit search*
Wed Sept. 13	*Amy Sussman, Ph.D.* *Dept of Psychology, Georgetown University* *Child Care Characteristics and Quality: Differential Placement by Temperament*	
Mon Sept 18	Internet/Technology/Software Resources for Graduate Students	Darley et al. (Ch. 14) **Literature Search Assignment Due**
Wed Sept. 20	*Koraly Perez-Edgar, Ph.D.* *Dept. of Psychology, GMU* *"Carving Out Developmental Trajectories: The Body, the Brain, and the Mind"*	

Mon Sept 25	• Curriculum Vitae (CV) and Resumés • CV Building – Things you can do now	Darley et al. (Ch. 1) Roedinger (2004)
Wed Sept. 27	*William Gormly, Ph.D.* *Public Policy Institute, Georgetown University* *"The Effects of Universal Pre-K in Oklahoma on Child Development"*	
Mon Oct. 2	• Interpersonal Communication • Impression/Reputation Management • Networking • Professional Organizations	**CV Due**
Wed Oct. 4	*Sandy Sanford* *Director. Office of Research Subject Protections* *"Preparing for Institutional Review Board (IRB) Submission"* *(Human and Animal Subjects)*	Download, Read, and Have Questions about IRB Submission Procedures
Tues Oct 10	Ethical Issues for Researchers and Applied Psychologists	• 7 Ethics Codes/Articles/Sites • Darley et al. (Ch. 11) **Ethics Scenario Due**
Wed Oct. 11	*Giorgio Ascoli, Ph.D.* *Dept. of Psychology, GMU* *"Toward Virtual Brains"*	
Mon Oct 16	Writing, Reviewing, and Revising Papers	Darley et al. (Ch 10) **Paper for Review Due**
Wed Oct. 18	*Sarah Friedman, Ph.D.* *The CNA Corporation* *"Opportunities and Activities at the Regional Educational* *Laboratory of Appalachia"*	
Mon Oct 23	• Getting Funding for Student Research/Travel • Writing Grant Proposals	• Darley et al. (Ch's 8, 9) • Oetting (1992) **Review/Critique Due**
Wed Oct. 25	*Linda Baker, Ph.D.* *Dept of Psychology, UMBC* *"Why do Children Choose to Read? The Importance of the Socio-Emotional Context of Early Literacy Experiences"*	
Mon Oct 30	• Publishing, and Presenting at Conferences: Everything you always wanted to know	Fine & Kurdek (1993) **Revised Paper Due**
Wed Nov. 1	*Elyse Lehman, Ph.D.* *Dept. of Psychology, GMU*	
Mon Nov. 6	• TA'ing and Teaching Tips/Issues • Tips for Oral Presentations	Darley et al. (Ch. 5) Kenny (1992)
Wed Nov. 8	*TBA*	

Mon Nov. 13	• Graduate Program Progress
	  - Program of Study, Annual Evaluations
	  - Advising/Mentoring Issues
	  - Internships/Practica/Thesis
		Read & Bring Student Handbook

Wed Nov. 15	*Bernard Rabin, Ph.D* *Dept of Psychology, UMBC* *"Neurological Effects of Exposure to Cosmic Rays:* *Oxidative Stress and Accelerated Aging"*	
Mon Nov. 20	Student Oral Presentations	**Oral Presentation &** **Feedback to students**
Wed Nov. 22	*NO CLASS – THANKSGIVING BREAK*	
Mon Nov. 27	Student Oral Presentations	**Oral Presentation &** **Feedback to students**
Wed Nov. 29	*Ellen Rowe, Ph.D.* *Dept. of Psychology, GMU*	
Mon Dec. 4	• Now What? - Career Options & Paths	Darley et al. (Ch's 2,3,4)
Wed Dec. 6	*Anastasia Kitsantas, Ph.D.* *Educational Psychology, GMU*	**Materials Due** for New Student Resource Guide
	• Final Activity, Happy Hour, Awards Ceremony (Location and time TBA)	

PSYC 591/890 - Fall 2006 - Student Information

Name _____

G# _____

Program/Year
(i.e., MA, 1st year) _____

Phone Number(s) _____

_____

Primary Email Address _____

GMU (Mason) Username
(i.e., awinsler) _____