

Faculty of Health
Department of Psychology
PSYC 3000 3.0 Section A
PROFESSIONALISM AND COMMUNICATION
Fri: 11:30-2:30, biweekly: Fall & Winter 2016-2017: McLaughlin Room 214

Instructor Information

Instructor: John Eastwood
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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)
- Open to specialized honours students by permission of department

Course Description

This course enhances students' professionalism and communication skills through teaching, class discussion, assignments and experiential education. Students will reflect upon and learn to manage their own learning as well as become socialized into the norms, customs and ideologies of academic psychology – preparing them to develop identities as graduate students. Students will develop the capacity to present themselves in a competent and professional manner in interviews, graduate school applications, personal statements and in formal academic contexts. Students will discuss CPA and APA ethic statements and develop professional integrity. Student will learn and practice various forms of communication within academic psychology such as: oral presentations, written journal summaries, and fellowship applications.

Students will develop their knowledge, skills, critical thinking and self-reflection through oral presentations, writing, reflection papers, funding applications, personal statements, mock interviews, and peer mentoring/feedback. In addition, students will be taught about how to secure positions within research labs and more general networking skills and academic professionalism. This course will involve an experiential education Research Practicum (working in a research lab) in addition to regular class time (2 hours/week for at least 12 weeks over the course of the fall and winter terms). The goal of the practica is to offer an additional professional developmental and experiential education opportunity to students in the specialized honours stream. Students will be provided with guidance on how to secure a Research Practicum opportunity, and will be strongly encouraged to secure a research practicum with a full-time faculty member in the Department of Psychology with whom they may ultimately want to pursue their thesis. This will provide students will the opportunity to apply the professional skills that they have been developing through this course and to more generally enhance their research skills.

Learning Outcomes

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

1. Demonstrate effective use of a variety of communication styles in academic psychology.
2. Demonstrate an understanding of professionalism in psychology.
3. Demonstrate autonomous application of psychological knowledge and skills.

Specific Learning Objectives

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

Recommended Reference Texts

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

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

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

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.

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.

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.

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

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

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

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

Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. Sebastopol, CA: O'Reilly Media.

Course Requirements and Assessment

Assignment	Date	Weight
Ethics Tutorial & Form 2	September 30, 2016	15%
Practice Interview	October 21, 2016	5%
Supervision Contract	November 25, 2016	15%
Plain Language Research Summary	January 13, 2017	15%
Personal Statement	February 10, 2017	10%
Funding Application	February 24, 2017	10%
Self Reflection Exercises	April 5, 2017	15%
Class Discussion Leader & Oral presentation	Variable	5%
Practicum Supervisor Evaluation	April 5, 2017	10%
Total		100%

Description of Assignments

Term I

1. (15%) Ethics Tutorial and Completion of Form 22.
2. (5%) Practice Interview-evaluated on a pass/fail basis, students will work collaboratively to practice interview skills³.
3. (15%) Supervision Contract

Term II

4. (15%) Plain language summary of empirical journal article - create a KM plain language summary⁵.
5. (10%) Personal statement (e.g. in the form of a graduate school application)
6. (10%) Fellowship (funding) application (e.g. in the form of an OGS application)
7. (5%) Class Discussion Leader & Oral presentation of research activity (due date varies for each student)-evaluated on a pass/fail basis-students are required to pick one class topic (possible topics indicated with an **) for which they will find relevant sources to share and also lead a 30 min discussion on the topic. Students should work with the instructor to find relevant sources-towards the end of the course students will be required to provide a brief (10 min) oral presentation of the research they have been involved with in their practicum
8. (15%) Self-reflection exercises related to class & practicum experience-after every one of the previous class assignments is complete students are required to write a ½ page reflection on what they learned from the experience-after every two weeks of research placement students are required to write a ½ page reflection on what they have learned, how they will change their behaviour etc. based on the practicum experience
9. (10%) Research Lab supervisor evaluation-each student will be responsible for drafting learning objectives and a supervision agreement with practicum supervisor and this will form the basis for evaluation

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 and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes)

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

Test Banks:

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited to; buying or selling test banks.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 3.0A 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](#)

Course Schedule:

On days with no class, the instructor will be available (during class time) for individual support and mentorship. Interested students must email the instructor to set up an individual appointment.

Term I

September 9, 2016: Introduction, Professionalism & Ethics- Introduction of course & instructor led discussion regarding securing a research position, self-directed learning and research ethics

September 16, 2016: no class- Complete tutorial and submit certificate to instructor by email (requires approximately 2 hours to complete)

www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/2**

September 23, 2016: Research Ethics- 2-hour presentation by Alison Collins - Senior Manager and Policy Advisor, research ethics- 1-hour student led discussion

September 30, 2016, no class- Submit completed Form 2 to instructor by email^{3**}

October 7, 2016: Professional Self Presentation-Oral-2-hour presentation on interviewing skills from career center from 1:00-2:30- 1-hour student led discussion

October 14, 2016, no class⁴

October 21, 2016: Professional Self Presentation-Oral- 2 hour practice interviews, guided by facilitator from career center 11:30-1:00- 1-hour instructor led debrief regarding interviewing skills

October 28, 2016, no class^{5**}

November 4, 2016: Being a Supervisee- 1.5-hour student led discussion regarding being a supervisee

November 11, 2016, no class^{6**}

November 18, 2016: Being a Mentor & Providing Feedback- 1.5-hour student led discussion regarding being a mentor & providing feedback

November 25, 2016, no class- submit supervision contract assignment^{7 **}

December 2, 2016: Self-Reflection and Self-Initiated Learning- discussion about self-reflection and self-initiated learning⁸

Term II

January 6, 2017: Communicating Research Findings- 3 hour plain language writing workshop conducted by Matt Shulman

January 13, 2017, no class- submit plain language writing assignment (i.e. research snap shot) 9**

January 20, 2017: Proposing Research Studies - 1.5 hour student led discussion on writing funding / fellowship applications

January 27, 2017, no class 10

February 3, 2017: Day in the life of a grad student- review and discuss example personal statements- day in the life of a graduate student- instructor led discussion regarding applying to grad schools- instructor led discussion regarding GREs

February 10, 2017, no class- submit research proposal assignment; i.e. OGS funding application 11**

February 17, 2017: Professional Self Presentation-Written- 1 hour presentation on developing a personal statement by Carolyn Steele from career center- 1 hour student led discussion on personal statements

February 24, 2017, no class- submit personal statement assignment 12**

March 3, 2017: Oral & Poster presentation of Research- 1.5 hour student led discussion on oral and poster presentations

March 10, 2017, no class 13

March 17, 2017: Oral Presentation of Research- student oral presentations regarding research they have been involved with in their research practicum (10 mins each), need approx. 15 to present

March 24, 2017, no class 14

March 31, 2017: Oral Presentation Cont. and Conclusion & Wrap Up- student oral presentations regarding research they have been involved with in their research practicum (10 mins each) and instructor led summary & wrap up

April 5, 2017, no class- submit self reflection exercises and practicum supervisor evaluation