

Faculty of Health
Department of Psychology
PSYC 3000 3.0 Section A: PROFESSIONALISM AND COMMUNICATION
Friday 11:30-2:30; Founders College 103
F/W 2017

Instructor and T.A. Information

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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)

Course Credit Exclusions

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

Course Description

This course enhances students' professionalism and communication skills through teaching, class discussion, assignments and reflective learning experiences. 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 1) an experiential education research placement (working in a research lab) and 2) opportunities to serve as a writing coach to more junior undergraduate students within the faculty of health in addition to 3) regular class time (approx. 2 hours/week for 12 weeks over the course of the fall and winter terms). The goal of the

research placement 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 placement opportunity, and will be strongly encouraged to secure a research placement 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 with the opportunity to apply the professional skills that they have been developing through this course and to more generally enhance their research skills.

Program 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.

Topics Covered

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 Assessment and Description of Assignments

Term I

1. (15%) Tri-council ethics tutorial (Sept 15) and Form 2 (Sept 29)
2. (5%) Practice interview (Oct 20)
-evaluated on a pass/fail basis, students will work collaboratively to practice interview skills
3. (15%) Supervision agreement (Nov 24)

Term II

4. (15%) Plain language summary of empirical journal article (Jan 12)
-create a KM plain language summary
5. (10%) Fellowship (funding) application (e.g. in the form of an OGS application) (Feb 9)
6. (10%) Personal statement (e.g. in the form of a graduate school application) (Feb 23)
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
End of Course
8. (20%) Self-reflection exercises related to class & practicum experience (April 20)
-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. (5%) Research Lab supervisor evaluation (April 20)-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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course assignment, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.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.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *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.*

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](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

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 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. Students who wish to participate as a 'writing coach' in the faculty of health will do so on Fridays 11:30-2:30 on days when there is no class meeting.

1 September 8, 2017: Introduction, Professionalism & Ethics- Introduction of course & instructor led discussion regarding securing a research position, self-directed learning and research ethics

September 15, 2017, no class- Complete tri-council ethics tutorial and submit certificate to instructor by email (requires approximately 2 hours to complete) <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>

2 September 22, 2017:** research ethics- 2-hour presentation by Alison Collins - Senior Manager and Policy Advisor, research ethics-1-hour student led discussion

September 29, 2017, no class- Submit completed Form 2 to instructor by email

3 October 6, 2017:** Professional Self Presentation-Oral- 2-hour presentation on interviewing skills from career center from 1:00-2:30- 1-hour student led discussion

October 13, 2017, no class

4 October 20, 2017:** 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 27, 2017, no class

5 November 3, 2017:** Being a Supervisee-1.5-hour student led discussion regarding being a supervisee

November 10, 2017, no class

6 November 17, 2017:** Being a Mentor & Providing Feedback- 1.5-hour student led discussion regarding being a mentor & providing feedback

November 24, 2016, no class- submit supervision contract assignment

7 December 1, 2017:** Self-Reflection and Self-Initiated Learning- discussion about self-reflection and self-initiated learning

8 January 5, 2018:** Communicating Research Findings- 3 hour plain language writing workshop conducted by Matt Shulman

January 12, 2018, no class- submit plain language writing assignment (i.e. research snap shot)

9 January 19, 2018:** Proposing Research Studies - 1.5 hour student led discussion on writing funding / fellowship applications

January 26, 2018, no class

10 February 2, 2018:** 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 9, 2018, no class- submit research proposal assignment; i.e. OGS funding application

11 February 16, 2018:** 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 23, 2018, no class- submit personal statement assignment

12 March 2, 2018:** Oral & Poster presentation of Research- 1.5 hour student led discussion on oral and poster presentations

March 9, 2018, no class

13 March 16, 2018:** 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 23, 2018, no class

14 March 30, 2018:** 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 no later than April 20