

Research Specialization: Practicum (PSY309)

Winter 2023

Tuesdays, 1:10 p.m. – 4:00 p.m.
Sidney Smith Hall, Room 560

Instructor: Dr. Suzanne Wood

Email: suzanne.wood@utoronto.ca

Office Hours: You can schedule an **individual appointment** with me online

<https://calendly.com/drswood/officehours/>

Teaching Assistant: Xiao Min Chang

Email: xiaomin.chang@mail.utoronto.ca

Office Hours: *details will be posted on Quercus throughout the semester*

Required Book: American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th edition). American Psychological Association.

The rest of the course readings will be available through the U of T library and/or Quercus.

Prerequisite: PSY202 (or equivalent); acceptance into Research Specialist Program

Corequisite: PSY319 / PSY329 / PSY339 / PSY349 / PSY359 / PSY369 / PSY379 / PSY389

Exclusion: PSY309H5

Course Description

Welcome and congratulations! You are this year's newly minted Research Specialists. This course is designed as a training regimen for you to hone the skills necessary for success as professional psychological scientists. Plan to work 6-8 hours per week in a tenure-stream Psychology faculty member's lab on your mini-thesis. The remaining time devoted to this course will challenge you to improve in the rest of the good stuff: reading, writing, speaking, and more.

Course Objectives

By the end of this course you will make significant progress on being able to:

- Conduct research in an academic lab
- Design and deliver scientific research presentations
- Write in a scientific style
- Apply to Psychology graduate programs

Quercus

The course webpage is on Quercus (<https://q.utoronto.ca>). Please check frequently for course announcements and updates.

Grading Criteria

Mini-Thesis	40%
Weekly Writing Assignments	30%
Attendance & Class Participation	30%

Mini-Thesis

Each of you will work in the lab of a tenure-stream St. George campus Psychology faculty member for 6-8 hours per week. Every experience will be different, but all will involve taking an active role in developing or implementing a research project. Look at you, creating new knowledge! Throughout the term, you will regularly present about your progress in your lab, culminating in a final paper describing the project.

Weekly Writing Assignments

We may not be trying to get to Carnegie Hall, but we still need to practice. In this spirit, you will complete weekly writing assignments to build the critical cognitive muscle of writing.

Attendance and Class Participation

You are embarking upon a unique, small class experience. Your input will shape this experience for everyone else in the course. Therefore, it is mandatory for you to not only attend every meeting, but to actively participate in all of our (sometimes goofy) class activities. Be ready to present in almost every class meeting. If you are not able to come to class, contact me ASAP.

Email

Please reserve the use of email addressed to me for personal matters, only. To ask content-related questions, class is a great time! We are a small group. I'm also happy to chat before or after class (unless I'm already late for my next meeting). Please also feel free to post on the Discussion Board. Many students will likely have the same question, so it will benefit the whole class to see the question and answer (whether posted by fellow students or me). **I can only check emails sporadically during business hours (9am-5pm) and do NOT check after hours (5pm-9am). Please anticipate up to a 48-hour period before you receive a response to your email. Plan accordingly.** I encourage you to book an individual appointment with me to help clear up any questions.

Missed Assignment Deadline or Assessment

If a student misses a deadline for an assignment for any reason (illness, family situation, etc.), an online absence declaration must be submitted on ACORN. Please email me within one week if this should happen. For **any written work**, an 8% penalty will be applied for every 24-hour period or portion thereof the work is submitted late. Assignments will not be accepted more than 4 days after the due date.

Writing Help

Book an appointment online with the Writing Centres on St. George Campus:

<http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Attend a free group workshop with Writing Plus:

<http://writing.utoronto.ca/writing-plus/>

English is not your first language? Take a look at these resources:

<http://www.writing.utoronto.ca/support/english-language-support>

<https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Questions About Marking

Any questions regarding a grade received for an item of work in this course should be brought to the attention of Dr. Wood **within two weeks** of receipt of the graded work. A legitimate request will result in a re-grade of the entire work, which may result in a higher, lower, or identical grade.

Academic Integrity

The University of Toronto considers cases of academic misconduct to be quite serious. The UofT Code of Behaviour on Academic Matters (linked to here:

<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) is a detailed document describing policies regarding misconduct, which includes:

- quoting another person's ideas in your work without clear acknowledgement
- using or possessing an unauthorized aid or obtaining unauthorized assistance in taking an exam or writing a paper
- submitting forged or altered documentation for excuses for missed exams

Any of these offenses will result in referral to the central academic integrity office and consequences that the University deems appropriate after investigation.

Plagiarism

Plagiarism is using another writer's words or ideas without the proper acknowledgement. Know what plagiarism is so you can avoid it:

<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize>

If you have any questions about whether what you are doing constitutes plagiarism, contact your TA.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

If you wish to opt out of submitting work to plagiarism detection, you must do the following:

1. Email the TA no later than two weeks before the due date indicating you wish to opt out
2. Submit a paragraph describing why this topic is of particular interest to you with your final essay
3. Submit handwritten notes used for the design of your essay with your final essay

Accessibility

University of Toronto is committed to accessibility. If you require accommodations for a disability or have an accessibility concern about this course, please contact Accessibility Services as soon as possible: <http://www.studentlife.utoronto.ca/as>

That Other Kind of Psychology

These years can be challenging, both in and out of the classroom. University of Toronto offers services to assist students facing a wide range of emotional and psychological challenges: <http://www.studentlife.utoronto.ca/hwc>

SCHEDULE OF CLASS MEETINGS
(topics subject to change, due dates are fixed)

Week	Date	Topic	Reading
1	Jan. 10	Introductions	None-welcome!
	<i>Prepare</i>	1. Get ready to introduce yourself	
2	Jan. 17	Presentation Skills	Fenesi, et al. (2014) Gernsbacher (2019)
	<i>Prepare</i>	1. Presentations on presenting	
3	Jan. 24	Mini-Thesis Presentations	None
	<i>Prepare</i>	1. Mini-thesis overview presentations	
4	Jan. 31	Writing Skills 1: Style and Substance	APA Manual (pp. 111-149)
	<i>Prepare</i>	1. APA style presentations 2. One page mini-thesis proposal	
5	Feb. 7	Writing Skills 2: Research Papers	APA Manual (pp. 29-67, 195-309)
	<i>Prepare</i>	1. APA structure presentations 2. Mini-thesis introduction section 3. Peer feedback on mini-thesis proposal	Mensh & Kording (2017)
6	Feb. 14	Life as a Graduate Student	Evans, et al. (2018) Liu, et al. (2019) Paglis (2006)
	<i>Prepare</i>	1. APA reference presentations 2. Mini-thesis method section 3. Peer feedback on mini-thesis introduction section 4. Appointment confirmations for faculty interviews	
	Feb. 21	--- Reading Week ---	
7	Feb. 28	Life as an Academic Psychologist	Afful (2013) Jaremka et al. (2020) Leder (2013)
	<i>Prepare</i>	1. Faculty interview presentations 2. Peer feedback on mini-thesis method section	
8	Mar. 7	Applying to Graduate School	Appleby & Appleby (2006) Hughes, et al. (2019) Landrum, et al. (2022) Taylor & Topor (2019)
	<i>Prepare</i>	1. 1-page faculty interview summary	
9	Mar. 14	No class – use this time for mini-thesis projects	
10	Mar. 21	Presentations of Mini-Thesis Projects 1	None
	<i>Prepare</i>	1. Final presentation 2. 2-page graduate school personal statement 3. Peer feedback on 1-page faculty interview summary	

11	Mar. 28	Presentations of Mini-Thesis Projects 2	None
	<i>Prepare</i>	1. Final presentation 2. Peer feedback on graduate school personal statement	
12	Apr. 4	Presentations of Mini-Thesis Projects 3	None
	<i>Prepare</i>	1. Final presentation	
	Apr. 7	Mini Thesis Research Report – Due by 11:59pm	

READING SOURCE DETAILS

Week 2

Fenesi, B., Heisz, J. J., Savage, P. I., Shore, D. I., & Kim, J. A. (2014). Combining best-practice and experimental approaches: redundancy, images and misperceptions in multimedia learning. *The Journal of Experimental Education*, 82(2), 253-263.
<https://doi.org/10.1080/00220973.2012.745472>

Gernsbacher, M. A. (2019). How to envision, design, and deliver engaging research presentations. In R. J. Harnish, K. R. Bridges, D. N. Sattler, M. Munson, S. Bridgen, F. J. Slack, & S. M. Smith (Eds.). *What I wished my mentor had told me*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>

Week 5

Mensh, B., & Kording, K. (2017). Ten simple rules for structuring papers. *PLoS Computational Biology*, 13(9), 1-9.

Week 6

Evans, T. M., Bira, L., Gastelum, J. B., Weiss, L. T., & Vanderford, N. L. (2018). Evidence for a mental health crisis in graduate education. *Nature Biotechnology*, 36(3), 282-284.

Liu, C., Wang, L., Qi, R., Wang, W., Jia, S., Shang, D., Shao, Y., Yu, M. Zhu, X., Yan, S., Chang, Q., & Zhao, Y. (2019). Prevalence and associated factors of depression and anxiety among doctoral students: the mediating effect of mentoring relationships on the association between research self-efficacy and depression / anxiety. *Psychology Research and Behavior Management*, 12, 195-208.

Paglis, L. L., Green, S. G., & Bauer, T. N. (2006). Does adviser mentoring add value? A longitudinal study of mentoring and doctoral student outcomes. *Research in Higher Education*, 47(4), 451-476.

Week 7

Afful, S.E. (2013). Work-life balance for early career academics: from divided attention to integrated roles. In J. Keely, S. E. Afful, J. J. Stiegler-Balfour, J. Good & S. Leder (Eds.). *So you landed a job – What's next? Advice for early career psychologists from early career psychologists*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/ecp2013/index.php>

Jaremka, L. M., Ackerman, J. M., Gawronski, B., Rule, N. O., Sweeny, K., Tropp, L. R., Metz, M. A., Molina, L., Ryan, W. S., & Vick, S. B. (2020). Common academic experiences no one talks about: repeated rejection, impostor syndrome, and burnout. *Perspectives on Psychological Science*, 15(3), 519-543.

Leder, S. (2013). The three-ring circus of academia: balancing teaching, research, and service. In J. Keely, S. E. Afful, J. J. Stiegler-Balfour, J. Good & S. Leder (Eds.). *So you landed a job – What's next? Advice for early career psychologists from early career psychologists*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/ecp2013/index.php>

Week 8

Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate school application process. *Teaching in Psychology*, 33(1), 19-24.

Hughes, J. L., Li, M., McDonnell, E. R., & Engsber, E. V. (2019). Invited editorial: professors' research expectations for admission to psychology graduate programs. *Psi Chi Journal of Psychological Research*, 24(1), 2-11.

Landrum, R. E., Alvarez, L. D. C., Jones, K. N., & Burton, L. (2022). Graduate admissions in psychology: using quantitative and qualitative measures to understand the frequency and fatality of applicant errors. *Teaching of Psychology*, 0(0), 1-14. <https://doi.org/10.1177/00986283211072853>

Taylor, A. D., & Topor, D. (2019). What I wish my advisor had told me about applying to graduate school. In R. J. Harnish, K. R. Bridges, D. N. Sattler, M. Munson, S. Bridgen, F. J. Slack, & S. M. Smith (Eds.). *What I wished my mentor had told me*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/>