

# Research Specialization: Practicum (PSY309H1 S)

Faculty of Arts & Science, Department of Psychology

Winter 2024

Thursdays, 10:10 a.m. – 1:00 p.m.

Sidney Smith Hall, Room 2120

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## Course Contacts

**Instructor:** Dr. Suzanne Wood

Email: [suzanne.wood@utoronto.ca](mailto:suzanne.wood@utoronto.ca)

Office Hours: by appointment – send me an email or talk to me during class to set up a time

**Teaching Assistant:** Victoria Liu

Email: [victoria.liu@mail.utoronto.ca](mailto:victoria.liu@mail.utoronto.ca)

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

## Course Materials

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

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

## Course Overview

**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 St. George campus, tenure-stream Psychology faculty member's lab on your mini-thesis. The remaining time devoted to this course will challenge you to improve 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

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

## Marking Scheme

### Grading Criteria

Mini-Thesis	40%
Frequent Writing Assignments & Peer Feedback	30%
Attendance, Class Participation & Presentations	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. Your work in your lab, your final presentation, and your final research report will constitute this portion of your grade.

### Frequent Writing Assignments & Peer Feedback

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

### Attendance, Class Participation & Presentations

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.

## Policies & Statements

### Missed Assignment Deadline or Assessment

For any written work submitted without any related documentation, 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. Missed class attendance and presentations will receive a zero.

### **Specific Medical Circumstances**

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

### **Accommodation for Personal Reasons**

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

### **Religious Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### **Students with Disabilities or Accommodation Requirements**

Students with diverse learning needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting: <https://studentlife.utoronto.ca/department/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

## 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.

## 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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#)

(<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>).

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](#) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](#) (<https://www.academicintegrity.utoronto.ca>).

## 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 or me. We will discuss plagiarism in scientific writing in this class, as well.

## 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

## 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>

## COURSE SCHEDULE

(topics subject to change, due dates are fixed)

Week	Date	Topic	Reading
1	Jan. 11	Introductions	None-welcome!
	<i>Prepare</i>	1. Get ready to introduce yourself	
2	Jan. 18	Presentation Skills	Fenesi, et al. (2014) Gernsbacher (2019)
	<i>Prepare</i>	1. Presentations on presenting	
3	Jan. 25	Mini-Thesis Presentations	None
	<i>Prepare</i>	1. Mini-thesis overview presentations	
4	Feb. 1	Writing Skills 1: Style and Substance	
	<i>Prepare</i>	1. APA style presentations 2. One page mini-thesis proposal 3. Appointment confirmations for faculty interviews ( <i>ideally; soft deadline here</i> )	APA Manual (Chp. 4, Chp. 5; pp. 111-149)
5	Feb. 8	Writing Skills 2: Research Papers	APA Manual (Chp. 2, Chp. 7., Chp. 8, Chp. 9; pp. 29-67, 195-309)
	<i>Prepare</i>	1. APA structure & plagiarism presentations 2. Mini-thesis introduction section 3. Peer feedback on mini-thesis proposal	Hartocollis & McNeill (2023) Mensch & Kording (2017)
6	Feb. 15	Life as a Graduate Student	Evans, et al. (2018) Liu, et al. (2019) Paglis (2006)
	<i>Prepare</i>	1. Grad student life presentations 2. Mini-thesis methods section 3. Peer feedback on mini-thesis introduction section	
	Feb. 22	--- Reading Week ---	
7	Feb. 29	Life as an Academic Psychologist	Jaremka et al. (2020) Leder (2013)
	<i>Prepare</i>	1. Faculty interview presentations 2. Faculty life presentations (reading for week) 3. 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. Grad school application presentations 2. 1-page faculty interview summary	
9	Mar. 14	<b>No class – use this time for mini-thesis projects</b>	

10	Mar. 21	Presentations of Mini-Thesis Projects 1	None
	<i>Prepare</i>	1. Final presentations 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 presentations 2. Peer feedback on graduate school personal statement	
12	Apr. 4	Presentations of Mini-Thesis Projects 3	None
	<i>Prepare</i>	1. Final presentations	
	Apr. 11	<b>Mini Thesis Research Report – Due by 11:59pm</b>	

## READING SOURCE DETAILS

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### 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

Hartocollis, A., & McNeill, S. (2023, December 21). Excerpts from Dr. Claudine Gay's work. *The New York Times*, <https://www.nytimes.com/2023/12/21/us/claudine-gay-harvard-president-excerpts.html>

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

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/>