

Psy 604: Prosem II

(Advanced Professional Development in Psychology)

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Student hours: Via Zoom, Thursdays 1-2 p.m., and at other times by appointment (URL on Canvas site)

Course info: PSY 604, CRN 22524

Meeting times: Tuesdays, 1:30 - 2:25 p.m. in 134 PSYC

Fridays, 3:00 - 4:30 p.m. in 134 PSYC (or other locations, TBD)

Resources

There is no textbook, but PDF readings and other course materials are available on our course's [Canvas site](#).

Course overview

The second semester of prosem extends student explorations and development in new directions. Whereas the first semester of prosem (PSY 603) involved general introductions to key aspects of graduate student life (e.g., the organization and functions of universities and academic departments, the academic job market, steps in the editorial review process), the second semester of prosem (PSY 604) is more tailored and hands-on. During this second semester of prosem, students will participate in programming designed to improve their intergroup relations skills and appreciation of diversity (e.g., Miami's Intergroup Dialogue program), develop master's thesis ideas that will serve as the basis for applying for nationally competitive graduate fellowships next fall (e.g., National Science Foundation Research Fellowship Program, National Defense Science and Engineering Graduate Fellowships), and create a "pay it forward project" to support fellow students (and by extension, the department) by developing a new resource that advances research, teaching, or service efforts.

PSY603 (fall semester) and PSY604 (spring semester) offers a two-semester sequence of structured engagement with professional development activities. Prosem has many goals, including:

- Learning about departmental and university cultures and how they facilitate one's professional development
- Reflecting on the value of mentorship and apprenticeship and learning how to align expectations and roles both as a mentee (with one's graduate advisors) and as a mentor (with peers and with undergraduates)
- Developing and refining one's career plans and identifying paths to accomplish professional goals
- Learning about job markets, academic and industry, and what features they share and how they involve different professional approaches and skills
- Becoming facile with explaining scholarly interests to a range of audiences (e.g., journals for peer reviewed papers, grant panels for obtaining extramural funding, fellow colleagues to foster collaborative projects, lay audiences to appreciate the importance of one's work and the value of science more broadly)
- Applying for extramural funding (e.g., National Science Foundation Graduate Research Fellowships) early in one's second year of graduate school (based on work developed during one's first year of graduate school)
- Appreciating and affirming the value of diversity, equity, inclusion, and belongingness into every facet of one's professional life (e.g., research, teaching, service, community engagement)
- Learning how to provide and how to receive constructive feedback in ways that support growth, one's professional and personal development, and the quality of one's work
- Wrestling with important value considerations (e.g., open science, research ethics)
- Building intellectual and social communities to provide support and celebrate for each other

Course evaluation

Source	Points per activity	Total points
Attendance (Tuesday and Friday non-IGD meetings)	1 x 13	13
On-line discussion posts	2 x 7	14
Completion of the Intergroup Dialogue program	5 x 6	30
Master's thesis idea and fellowship funding plan	14	14
Pay It Forward (PIF) project	25	25
Hinkle Poster Session attendance and evaluation	4	4
Total Points		100

In the end, grades are not the real point of prosem (or frankly, of any graduate course), but rather, they provide a mechanism for learning investment and engagement accountability, and grades help students identify the appropriate amount of energy and effort to devote to various development activities.

Diversity, equity, and inclusion professional development

We have recruited Tarah Trueblood and colleagues from Miami's Voices of Discovery Intergroup Dialogue (IGD) to offer six weeks of programming for prosem students this spring. The IGD program is an academic initiative for leveraging diversity as an institutional resource, and it uses an evidence-based model developed at the University of Michigan to bring together participants from different social identity groups in a sustained, facilitated learning environment. Participation in this IGD program is a requirement for prosem students, and it will take place on six different Fridays throughout the semester. The professor does not attend these meetings (they are administered by trained IGD facilitators), and he will only receive a report of the students who participated in the program. Prosem students may also take part in Safe Zone training (which supports students in becoming better allies of the LGBTQ+ community) on two Fridays in the middle of the semester.

Master's thesis project development and fellowship program identification

During the semester, students will hold conversations with their advisors to begin identifying what their master's thesis project might involve and what funding agency might support their graduate training with a fellowship (e.g., National Science Foundation Research Fellowship Program, National Defense Science and Engineering Graduate Fellowships). Students will continue refining their ideas with their advisors and peers throughout the semester, and they will provide a summary of their initial thesis ideas and identify an appropriate fellowship agency (to which they should apply during Fall 2022) by March 15. Students will also share their master's and second-year fellowship application plans with the entire class on March 15.

Pay It Forward (PIF) project

Students (either by themselves or in dyads, but not in groups larger than two) will complete a Pay It Forward project to produce a useful resource for fellow students (and by extension, for the entire department). PIF projects should reflect the interests and passions of the students involved, and they will produce a concrete resource that improves our research, teaching, or service activities. Students should consider what sort of project they would find appealing (e.g., a primer for how to approach power analyses, materials that support DEI efforts, a collection of demonstration videos for teaching psychology courses). Each PIF project must have a deliverable that can be easily shared with others and that can be maintained (e.g., a PDF, a website). We will discuss the PIF activity on March 29, and the deliverables will be shared with the class on April 26.

Academic integrity

Both Miami University and the Department of Psychology are dedicated to providing a learning environment based not only on academic excellence but on academic integrity as well. In this course, it is expected that students will adhere to all Miami University guidelines regarding academic misconduct and academic integrity (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Academic misconduct includes, but is not limited to:

- Submitting work (homework, papers, etc.) conducted for another course without professor approval
- Submitting the work of another individual or party (whether in part or in whole) as one's own, including work from another student, a website, a book, or failing to provide appropriate citations for others' ideas
- Allowing other students to submit one's work as their own
- Providing or receiving assistance from another student without the professor's permission

Engaging in academic misconduct can result in penalties ranging from a *minimum* of an F on the assignment to an F in the course, an "AD" signifying academic dishonesty on Miami transcripts, academic suspension, and expulsion from Miami University. Misunderstanding appropriate academic conduct will not be accepted as an excuse for academic misconduct (see *Miami Student Handbook*, Chapter 5). Please speak to the professor for clarification regarding any of the above policies.

Class policies

Activities: All work assignments are due before class begins, on Tuesdays by 1:30 p.m. (US Eastern Time), and all assignments must be uploaded on Canvas. Late work is not accepted, so please submit work early.

Attendance: Because this is a graduate seminar on professional development, it is important for students to attend scheduled meetings and to participate in conversations so that they may engage with professional development issues at the heart of this course. For example, it is difficult for students to benefit from participation in the Voices of Discovery Intergroup Dialogue programming (which by design brings students together from different social identity groups in a sustained, facilitated learning environment) without attending and participating in these meetings (i.e., similar developmental experiences cannot occur by merely reading assignments). Attendance is a portion of the grade (13% of the overall grade) because professional development requires experiential engagement with course material. If students require absences for accommodation purposes (next point), alternative ways to participate (and thus, earn this course aspect of course credit) will be identified.

Accommodations: Students with a disability who feel that they may need a reasonable accommodation to fulfill the essential functions of the course listed in this syllabus, or students with physical, medical or psychiatric disabilities, or students with AD(H)D or specific learning disabilities are encouraged to contact the Miller Center for Student Disability Services (<https://miamioh.edu/student-life/sds/>; 513.529.1541, V/TTY).

Special considerations: In situations where special, documented circumstances exist (e.g., official university obligations, religious observances, attending conferences), special arrangements can be made with the professor. However, students must make these arrangements before the end of the second week of the semester and provide documentation for them. Also, please note that assignments can be completed well in advance, thus the majority of conflicts with a due date do *not* require accommodation (e.g., a religious observance falling on a Tuesday due date is not a problem because the work can simply be submitted before that due date).

Uploads and electronically-submitted assignments: For assignments that require uploading documents to Canvas, documents must in one of three formats: PDF (Acrobat's Portable Document Format), DOC (Microsoft Word's Document format), or RTF (Rich Text Format). Uploads in other formats (e.g., Mac Pages, JPEGs) will not be evaluated because Canvas cannot process them (even though they are uploaded). Comments on on-line discussion posts are simply typed in to a textbook using Canvas. All assignments (see last page of syllabus) must be posted before the start of class on Tuesdays (i.e., by 1:30 p.m.) for credit.

Incompletes: Except for cases of documented medical or family emergencies, incompletes will not be given. There is no need for students to do badly in this class: the professor will be available to meet with students and will answer e-mail questions promptly. Points are earned in small increments throughout the semester. Deadlines for dropping classes and withdrawals are provided by the Office of the Registrar. Students who miss these deadlines assume responsibility for the consequences. Please consult Miami's official publications regarding deadlines and university policies.

Classroom conduct, respecting others, and valuing diversity: Students are expected to conduct themselves in a respectful and civil manner in our course, and they are encouraged to express their opinions and beliefs. It is another thing, however, to be disrespectful or rude to students or to the professor. It is fine to disagree with others and to express non-politically-correct views. However, bigotry or disrespectful behavior is unacceptable and it is antithetical to our departmental community.

The Miami Department of Psychology is strongly committed to diversity and inclusion (for details, visit <https://www.miamioh.edu/cas/academics/departments/psychology/about/diversity-inclusion/index.html>). Here is a statement adopted by the Department of Psychology on diversity and inclusion:

We, members of the Department of Psychology, value diversity and inclusion because the goal of psychology is to improve understanding and outcomes for all individuals. We value persons of all identities, including dimensions such as age, culture, national origin, ability, ethnicity, gender, gender identity, language, race, religion, sexual orientation, socioeconomic status, and others. As psychologists, we understand that diverse groups bring diverse perspectives; this diversity produces better outcomes in a variety of contexts, including learning and decision making, and our ability to work with one another. Consistent with these values, our department actively seeks opportunities to increase and improve understanding of diversity. These enduring efforts include conducting research with diverse populations on topics related to intergroup understanding and asking questions that are relevant to different groups. We promote the academic and professional development of students, faculty, and staff from different backgrounds and provide education to improve intercultural knowledge, skills, and attitudes for all members of our academic community. We endeavor to actively engage in positive behaviors in order to achieve these goals. In sum, we value diversity because multiple perspectives improve our ability to understand psychological processes and to understand and contribute to the communities we serve.

Semester schedule

Each week, we will often (though not always) hold class on Tuesdays, which sometimes have readings to read *before class* (see Canvas) and often have an assignment due (which must be posted on Canvas before the start of class on Tuesdays, see 🏠s below). Also, there will often (though not always) be Friday activities (e.g., intergroup dialogue meetings, diversity teach-in) where student attendance and participation are required (assignments for Friday activities will be provided by parties administering the activities). Syllabus is subject to change (e.g., adapting to the global pandemic, changes in speaker availability), and it was updated on 18feb2022.

Date		Topic	Assignments
Week 1	Tu 1/25 F 1/28	Organizational meeting <i>No meeting</i>	
Week 2	Tu 2/1 F 2/4	Academic vs. industry careers Intergroup Dialogue meeting #1	Read several short articles, post reflection 🏠
Week 3	Tu 2/8 F 2/11	<i>No meeting</i> Intergroup Dialogue meeting #2	Questions for alumni in industry 🏠
Week 4	Tu 2/15 F 2/18	Miami graduate alumni in industry Intergroup Dialogue meeting #3	
Week 5	Tu 2/22 F 2/25	Master's theses, fellowships, ethics Safe Zone training meeting #1	APA Code of Conduct (2017), post reflection 🏠
Week 6	Tu 3/1 F 3/4	<i>No meeting</i> Safe Zone training meeting #2	Master's ideas and identify fellowship program 🏠
Week 7	Tu 3/8 F 3/11	Impostor syndrome Intergroup Dialogue meeting #4	Muradoglu et al. (in press) and related readings 🏠
Week 8	Tu 3/15 F 3/18	Master's and fellowship plans shareouts <i>No meeting</i>	Final master's thesis and fellowship plans 🏠
Week 9	Tu 3/22 F 3/25	<i>No meeting</i> <i>No meeting</i>	
Week 10	Tu 3/29 F 4/1	More graduate alumni; PIF activity preview Intergroup Dialogue meeting #5	
Week 11	Tu 4/5 F 4/8	<i>No meeting</i> Intergroup Dialogue meeting #6	Identify PIF activity, deliverables, and teams 🏠
Week 12	Tu 4/12 F 4/15	Discuss intergroup dialogue experience Diversity Teach-In	Questions for post-doc discussion 🏠
Week 13	Tu 4/19 F 4/22	Post-doctoral training <i>No meeting</i>	Sato et al. (2013); Reflection on Teach-In 🏠
Week 14	Tu 4/26 F 4/29	Pay It Forward project shareouts Hinkle Poster Session	Pay It Forward deliverables 🏠 Attend and evaluate poster sessions
Week 15	Tu 5/3 F 5/6	First-year wrap-up <i>No meeting</i>	End-of-year reflection 🏠