|  |  |  |
| --- | --- | --- |
| University of Maryland Logo | **PSYC 309P: PREP for Psychology**  **Wednesdays 2pm-2:50pm BPS 1140B** | **PSYC 309P**  **Spring 2019** |

|  |  |  |
| --- | --- | --- |
| **Course Description**  What does it take to be a successful psychology student? What are my career ambitions and how do I achieve these goals? What career paths are related to psychology? This course will expose students to research in psychology, help students connect to faculty, staff, and students that can help further their career goals, and assist students in maximizing their professional development as psychology students. The specific research, networking, and professional development goals for this class are listed below.  **PREP Program Goals**  Research training goals:   1. Increase student knowledge about the research process 2. Increase student interest in research involvement 3. Increase student research self-efficacy 4. Increase student participation in research assistantship positions within the department of psychology 5. Apply to 5 labs to work as an RA   Faculty, advisor and peer relationships   1. Meet individually with three faculty members 2. Identify two possible research mentors in psychology   Goals for preparation for doctoral study:   1. Increase student knowledge about doctoral programs in psychology 2. Increase student knowledge about the application and selection process for doctoral programs in psychology 3. Increase student awareness about the specific steps that will make them strong applicants for doctoral programs   **PSYC 309P Course Learning Objectives**  By the end of the course, students will   1. Demonstrate knowledge of the stages of the research process 2. Summarize and analyze research in psychology 3. Demonstrate awareness about the steps that make students competitive for graduate school 4. Demonstrate self-efficacy in completing the steps that make students competitive for graduate school 5. Demonstrate professional communication and conduct 6. Identify at least two possible faculty mentors/research mentors 7. Articulate a realistic and achievable academic and career development plan |  | **Dr. Naz Salahuddin**  nsalah@umd.edu  Pronouns: she/her/hers  **Class Meets**  Wednesdays 2pm-2:50pm  BPS #1140B  **Office Hours**  BPS 1121Q  Wednesday 1-2pm  and by appointment  **Teaching Assistants**  PREP Peer Mentors  Lauren Dudley  [llaurendudley@gmail.com](mailto:llaurendudley@gmail.com)  Maia Williams  [themaiawilliams@gmail.com](mailto:themaiawilliams@gmail.com)  **Communication**  Please use email (not Canvas) to reach me. For helpful guidance on writing professional emails ([ter.ps/email](http://ter.ps/email)). |

**Required Resources**

Course website: Canvas.umd.edu

**Campus Policies**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Attendance and excused absences
* Accessibility and accommodations
* Copyright and intellectual property
* Grades and appeals
* Student and instructor conduct

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

**Activities, Learning Assessments, & Expectations for Students**

Class time will be devoted primarily to discussion, small group work, guest speakers, and classroom activities. Students are expected to complete the assigned readings and homework **PRIOR** to coming to class and be prepared to discuss the readings and homework in class.

**Course-Specific Policies**

**No computers, phones or tablet devices are permitted during our class meetings.** I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations). If a computer is needed to accomplish a class objective for the day I will give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy, watch: <http://youtu.be/WwPaw3Fx5Hk>

The instructor and TA(s) are available by email to respond to your questions about assignments and exams. **However, do not send questions after 7pm on the day before the assignment is due.** Thus, if an assignment is due on Friday, the instructor and TAs may not reply to emails after 7pm on Thursday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. Additionally, the instructor and TAs will not guarantee email responsiveness on nights and weekends.

***Expectations of the instructor and teaching assistants.***You can expect that the instructor and the teaching assistants will treat students with respect, be prepared for class, respond to student concerns in a timely manner, demonstrate current content knowledge, and communicate clear expectations for students. If you believe these expectations are not being met, please schedule an appointment with the instructor to discuss the issue.

***Expectations of students in the class.***Students are expected to attend and actively participate in class, be prepared for class, and to treat the instructor, teaching assistants, and each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or the instructor will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

**Get Some Help!**



You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu/).

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

**Grades**

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me or the Teaching Assistant(s) to schedule a time for us to meet in my office.

**Late work** will be deducted 10% for each day late (including weekends), so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. **Any formal grade disputes must be submitted in writing and within one week of receiving the grade.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning**  **Assessment** | | | | | **Percent of Final Grade** | |
| Participation | | | | | 20% | |
| Get to Know Your Faculty (3) | | | | | 20% | |
| Homework assignments | | |  |  | 20% |
| Personal Career Development Plan | | | | | 15% | |
| Final Mock Interviews and Professional Materials | | | | | 25% | |
|  |  |  | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Final Grade Cutoffs** | | | | | | | | | |
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% |  |  |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% |  |  |

**Course Schedule**

\*\*All assigned readings are to be completed before class on the day they are listed.\*\*

|  |  |  |
| --- | --- | --- |
| **Class Meeting Date** | **In Class Topics** | **Assignments Due** |
| Week 1  January 30 | **Introductions**   * Activity to meet each other (bingo) * Teaching team, advisors * What is PREP * Goals and expectations for the course   **Why PREP?**  **What do you know about Psychology (Jeopardy)**   * The department * The faculty * The subfields (specializations) * Student success strategies * Resources on campus |  |
| Week 2  February 6 | **Putting your best foot forward: Making the most of your undergraduate experience** | **Due: Personal Goals** |
| Week 3  February 13 | **Planning your undergraduate career in Psychology**  Guest Speaker: Dr. Kim Nickerson | **Due: Meet your faculty reflection 1** |
| Week 4  February 20 | **Academic Success**   * Managing stress * Getting organized * Finding support   **Guest: Alexis Foley, Academic Advisor** | **Due: Campus resources reflection due**  **\*\*Plan to attend PSYC UG Town Hall on Thursday, February 21 from 4pm to 5:40pm. \*\*** |
| Week 5  February 27 | **Academic Success**   * **Undergraduate and Graduate Panel (Hannah Griffith, Tori, Comfort, Jose, Thomas, Greta, Dominique?)** | **Due: Meet your faculty reflection 2** |
| Week 6  March 6 | **Career Paths** | **Due: Take SII and research 3 career paths. Self-reflection paper** |
| Week 7  March 13 | **Career Paths and Resume Workshop**  Career Center visit with Crystal Sehlke  **\*\*MEET IN 3100 Hornbake Library** |  |
| Week 8  March 20 | **SPRING BREAK** | **HAVE FUN!** |
| Week 9  March 27 | **Research Lab Crawl**  **-Glasper (Priyanka Agarwal-confirmed)**  **-Wessel (confirmed)**  **-Beier, Iwamoto (emailed)** | **Due: Personal career development plan** |
| Week 10  April 3 | **Internships – Steve or panel?** | **Due: Meet your faculty paper 3** |
| Week 11  April 10 | **Find a research lab** | **Due: List of Research Labs** |
| Week 12  April 17 | **Professional Self-Presentation**   * Elevator introductions * Resumes and CVs * Letters of interest * Thank you letters * Interviews | **Due: Draft of professional materials (Resume, CV, letter of interest and thank you letters)** |
| Week 13  April 24 | **Professional Self-Presentation**   * Elevator introductions * Resumes and CVs * Letters of interest * Thank you letters * Interviews | **\*\*On Monday, April 22, attend PSYC research day from 12-2 in the BRB colonnade\*\*** |
| Week 14  May 1 | **Mock Interviews**  **-PREP+ students?** | **Due: Revised of professional materials (Resume, CV, letter of interest and thank you letters)** |
| Week 15  May 8 | **Wrap up and plan for next semester** |  |

**Note**: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.