

# PSYCH 200 - Applying to Graduate School

Fall 2018

Section 001: B105 MARB on Th from 3:00pm - 3:50pm

## Instructor/TA Info

### Instructor Information

**Name:** Derin Cobia

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### TA Information

**Name:** Chaz Rich

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## Course Information

### Description

The purpose of this course is to orient and prepare students for the application process for graduate education in the field of psychology. It is designed to maximize the opportunity for getting into a graduate program that best fits the student's interests and long-term training goals.

### Prerequisites

PSYCH 101

PSYCH 111

or Instructor's consent

### Materials

Norcross, J.C., & Sayette, M.A (2016). Insider's guide to graduate programs in clinical and counseling psychology. 2018/2019 Ed. New York: The Guilford Press.

Keith-Spiegel, P. & Wiederman, M.W. (2000). The complete guide to graduate school admission: Psychology, counseling, and related professions, 2nd Ed. Mahwah, NJ: Lawrence Erlbaum Assoc.

### Learning Outcomes

#### 1. Organizing and scheduling the application process for graduate school

Students will demonstrate an awareness of the steps and timetable associated with applying to graduate school.

*Measurement:* Writing assignments and group presentations.

#### 2. Identification of appropriate graduate programs

Students will be able to identify appropriate graduate programs based on their academic record, relevant experiences, and interests.

*Measurement:* Writing assignments and group presentations.

### 3. Solicit and obtain letters of recommendation

Students will be able to properly solicit and obtain letters of recommendation from mentors/supervisors.

*Measurement:* Writing assignments.

### 4. Writing a statement of intent/interest

Students will be able to write a statement of intent/interest that highlights their preparation for graduate school.

*Measurement:* Writing assignments and group presentations.

### 5. Interview preparation

Students will demonstrate an understanding of, and preparation for, the process of graduate school interviews.

*Measurement:* Writing assignments and group presentations.

## Grading Scale

P 70%

E 0%

I 0%

## Grading Policy

This is a Pass/Fail course determined by performance on the assignments below:

Writing Assignments: (100 pts each, 60% of total grade) Writing activities will focus on key elements relevant to the graduate application process. For feedback, your writing will be shared with other students in the class and with professors of your choice for discussion and suggestions. Assignments are due at the beginning of class by uploading to CANVAS. Additional feedback can also be provided by Dr. Cobia and the TAs as needed.

1. **Timetable:** Create a timetable spreadsheet based on Appendix A of NS. Check off completed items; make a timeline for future to-do items.
2. **List of Characteristics:** List and describe the characteristics you are looking for in a graduate program.
3. **Credentials Audit:** Based on the readings, briefly identify and describe your credential strengths and weaknesses.
4. **Program Review:** Compile detailed information on five graduate programs you are interested in applying to.
5. **Letters of Recommendation:** Approach at least one faculty member about writing a letter of recommendation for you, and write a brief description about your experience.
6. **Personal Statement:** Using information from the course, draft a Personal Statement
7. **Curriculum Vitae/Resume:** Using information from the course, draft a CV/Resume
8. **Non-Traditional Funding Sources:** Identify 3 grants or loans that you might qualify for outside of traditional funding sources.

Presentations: (100 pts, 20% of total grade) Each student will join a group of 5-6 students and present 1 time during the semester on the topic assigned during that week. Please prepare a thorough presentation covering the material in that week's assigned reading. Creativity and engaging presentation are appreciated and audio-visual material is encouraged if appropriate. Group discussions, class discussion, and other activities will improve the quality of your presentation. Please plan for the presentation to last 30-35 minutes. A handout summarizing the key information and "to-do" items is required, and should be uploaded via CANVAS. Be prepared to answer questions from students during and at the end of your presentation. When it is appropriate, the instructor may interrupt your presentation to ask questions and add information.

Panel Questions: (100 pts each, 20% of total grade) During the semester, 3 panels of students and faculty will be invited to class to share their insights and answer questions related to the application process. The topics are: 1) Taking the GRE, 2) Applications & Interviews, and 3) How to Succeed in Graduate School. To prepare, submit 3 questions for each panel via CANVAS.

### Resources for Psychology Students:

#### APA Format Tutorials:

I require all writing assignments (and references) to be written in APA style. I strongly encourage you to complete the online tutorial to learn APA format. This tutorial includes changes made in the new 6th Edition of the APA manual.

<http://flash1r.apa.org/apastyle/basics/index.htm>

<http://flash1r.apa.org/apastyle/whatsnew/index.htm>

### FHSS Writing Lab:

The FHSS Writing Lab in 1175 JFSB is available for students to meet one-on-one with a peer advisor to get help with organization, structure, focus, tone, and documentation style in writing. All advisors are students who are trained in APA, Turabian, and some AMA and MLA styles.

To prepare for a tutorial, take

- a copy of the assignment
- a hard copy of your draft, whatever stage it may be in
- a list of questions and concerns you have about your paper

Drop in or make an appointment: Monday through Friday 9:00 am – 5:00 pm, closed Tuesday from 11:00 am-12:00 pm (for devotional) and Thursday from 3:00 pm- 5:00 pm (for staff meeting). For more information, go to

<http://fhsswriting.byu.edu> or email: [fhss-writinglab@byu.edu](mailto:fhss-writinglab@byu.edu)

## **Participation Policy**

I have an expectation that students will read assigned chapters/materials, as listed on the course schedule, *prior to class*. This is in an effort to enhance your learning and promote class discussion. I encourage questions in class with the aim of clarifying and expounding important topics relevant to course material, don't be afraid to speak up!

## **Attendance Policy**

Attendance is expected as we will be discussing information not necessarily covered in the text. You are expected to be in class on time. Please plan your schedules accordingly. Arriving late is disrespectful to the professor and other class members. Students who arrive late often disrupt class work and may face academic sanctions. No late work will be accepted. If you feel that you cannot complete an assignment on time you must a) plan with me well in advance of the due date of the assignment, or b) your excuse had better be very, very good!

## **Classroom Procedures**

Electronics Use Policy:

I welcome the use of laptops/tablets in class to help you take notes or augment our discussion, although I have a strong rationale for not using them (see <http://bit.ly/2eyc4UI> and <http://bit.ly/2ibOnn7> . Beyond that, personal digital communication in class (including but not limited to internet surfing, use of social media, personal communications such as email/text/tweet) is disruptive for students sitting around you and has been shown to negatively impact not only your grade but also your neighbors' grade. Part of the BYU Honor Code is to respect others, one simple way to show respect to your classmates and instructor is to refrain from using electronic devices in inappropriate and distracting ways in class. Persons engaging in such activities will be dismissed from the lecture. Repeated violations of this policy will result in a reduction in the course grade to be determined by the professor. If this becomes a wider problem, I reserve the right to ban electronic devices for all students except those with documented need for such classroom accommodations.

Our Agreement:

- You have read and understood the contents of the syllabus for the course and agree to abide by the rules, guidelines and schedule contained within it
  - You will consult the syllabus if you have a question about the course rules, guidelines, and schedule
  - You understand special exceptions cannot be made for you without being unfair to everyone else in the course
  - The schedule represents a minimally flexible agenda of class topics and reading assignments.
- I reserve the right to make changes to any of these elements that will be in the best interest of the student and course.

# Schedule

Date	Topic	Readings	Writing Assignment	Presenting
9/6	Introduction			
9/13	What should I be doing when?	Ch. 2 (KW) p. 54-56 (NS)	<ul style="list-style-type: none"> <li>• Timetable</li> </ul>	Group 1
9/20	What do I want? What are "they" looking for?	Ch. 5 (KW) p. 26, 39-40, 53-60 Ch. 4 (KW) p. 53-54, 29-33, 67-72 (NS) Ch. 2 - <i>Clinical only</i> (NS)	<ul style="list-style-type: none"> <li>• List of characteristics</li> <li>• Credential Audit</li> <li>• 3 Questions for panel</li> </ul>	Group 2
9/27	Taking the GRE: <i>Graduate student panel</i>	Chapter 10 (KW) p. 41-49 (NS)		<b>Panel</b>
10/4	How do I get information about programs? How do I make final program choices?	Ch. 11 & 15 (KW) p. 72-77, 84-88 (NS)	<ul style="list-style-type: none"> <li>• Program Review</li> </ul>	Group 3
10/11	How do I get help from faculty? What about letters of recommendation?	Ch. 6 & 17 (KW) p. 33-34, 99-105 (NS)	<ul style="list-style-type: none"> <li>• Letters of Recommendation</li> </ul>	Group 4
10/18	What can I do academically? What about research and practicum experience? What about professional organizations and meetings?	Chapters 7, 8, & 9 (KW) p. 34-41, 49-51 (NS)		Group 5
10/25	What about statements of purpose and other essays?	Ch. 19 (KW) p. 95-99 (NS)	<ul style="list-style-type: none"> <li>• Personal statement</li> </ul>	Group 6
11/1	What about writing a resume?	Appendix A (KW) pp. 91-95 (NS)	<ul style="list-style-type: none"> <li>• CV/Resume</li> </ul>	Group 7
11/8	What are my first steps in applying? What should I consider when filling out application forms?	Ch. 16 & 18 (KW) p. 53, 89-91, 105-107 (NS)	<ul style="list-style-type: none"> <li>• 3 Questions for panel</li> </ul>	Group 8
11/15	Applications and interviews: <i>Faculty panel</i>	Ch. 22 (KW) Ch. 7 (NS)		<b>Panel</b>
11/29	Making final decisions. Is there anything I can do other than wait? How do I accept and reject offers? What if I'm an alternate for a program?	Ch. 21, 23, & 24 (KW) Ch. 8 (NS)		Group 9
12/6	How am I going to pay for graduate school?	Ch. 13 (KW) p.79-84 (NS)	<ul style="list-style-type: none"> <li>• Non-Traditional Funding Sources</li> <li>• 3 Questions for panel</li> </ul>	Group 10
12/13	How to succeed in graduate school: <i>Graduate student panel</i>			<b>Panel</b>

# University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political,

athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010