**Senior Seminar, Psychology 483**

**Block 3, Fall 2018**

**Class Hours:** M-F 8:15-11:00 a.m. **Place:** **Instructor:** Dr. Melinda Green

**Office:** Law Hall 106E **Phone:** 895-4313 **E-mail:** mgreen@cornellcollege.edu

**Office Hours:** MWThF 11:00 am-12:00 pm or By Appointment

**Required Resources:**

American Psychological Association. (2010). *Publication manual of the American*

*Psychological Association* (6th edition). Washington, DC: Author.

Articles will be posted on Moodle for each discussion topic (see below).

**Course Objectives:** This course is a capstone experience for psychology majors. It provides psychology majors with opportunities to reflect on the science and profession of psychology as a field. It also allows psychology majors to consider their future interests and professional pathways. It has a strong research focus, preparing students to write comprehensive research review papers since research proficiency reflects a central focus within the field of psychology.

This class will emphasize what it means to be a psychologist, how the field of psychology is currently developing, and what issues and conflicts must be addressed if psychology is to maintain a viable and effective influence within society. Themes and topics include the diverse scope of the field, social responsibility, ethics, the role of scientific psychology in society, and multiculturalism. The class also explores vocational options within psychology and vocational options within closely related professions. Finally, course content will explore the value of a high quality liberal arts education as excellent preparation for entry into psychology and related professions.

A seminar is a class with many teachers (i.e., the professor and students) and usually involves gaining a deep understanding of crucial issues and methods in a specific area of study. As a result, each seminar member is responsible for coming to class sessions having carefully read the assigned material and having thought critically about the issues at hand.

Cornell College has adopted a set of 9 educational priorities and objectives, including: 1) knowledge, 2) inquiry, 3) reasoning, 4) communication, 5) intercultural literacy, 6) ethical behavior, 7) citizenship, 8) vocation, and 9) well being. Our campus community views these objectives to be a critical component of a quality liberal arts education. Therefore, the learning objectives for this course reflect these college-wide priorities and objectives.

The learning objectives for this course are as follows:

1) To understand the current issues facing the field of psychology (Knowledge).

2) To understand the differing areas of focus across the subfields of psychology and related fields (Knowledge).

3) To understand career options and career outlook for undergraduate psychology majors (Vocation).

4) To understand options for graduate and professional training in psychology and related fields (Vocation).

5) To prepare materials for the job search and/or the graduate school admission process including vitas, resumes, cover letters, and personal statements (Vocation).

6) To apply ethical principles to guide ethical decision making in contexts related to psychology (Ethical Behavior)

7) To understand the ways in which psychological research may inform public policy, individual behavior, and other aspects of everyday living with the goal of improving living conditions within our respective communities (Citizenship, Well Being)

8) To accurately integrate and convey psychological research via a comprehensive research review paper written in APA Style (Knowledge, Communication, Inquiry, Reasoning)

9) To summarize and critique research and theoretical papers on a variety of topics pertinent to the field of psychology via peer-led discussion sections (Knowledge, Communication, Inquiry, Reasoning)

**Evaluation:** Course grades will be determined via the evaluation of:

1. Completion of sequenced research activities which prepare you to write a high quality comprehensive research review paper (110 points).
2. Completion of a comprehensive research review paper (100 points).
3. Proficiency as a research discussant of an assigned discussion area (25 points).
4. Effective presentation of an assigned career specialty area (50 points).
5. Class participation in 5 discussion topics (10 points per discussion - 50 points).
6. Completion of a vita or resume (25 points).
7. Completion of a cover letter or personal statement (25 points).
8. Completion of an individual presentation based on your research topic (50 points).

***All work is due at 8:15 a.m. on the specified date. No late work will be accepted unless accompanied by a documented excuse.***

**Major Research Review Paper** (100 Points Total: Due the Final Day of Class-Wednesday): Students will write a comprehensive review paper. The purpose of a review paper is to summarize the existing research on a given topic in order to provide the reader with an overview of the current state of knowledge in the topic area. This assignment will be completed in phases in order to make the task less daunting and to provide valuable feedback to improve writing process and quality at each stage in the research process.

***Research Activity 1:*** By Thursday of week 1, all students should submit an APA style reference page citing a minimum of 10 references related to the topic that students intend to include in the final paper. The content of the referenced articles to be used in the paper should be summarized in individual summaries (this is typically done on notecards but can take other forms). At this point in the writing process, students should begin to note the ways in which they can use each reference in their paper. Students should also note the similarities across findings in order to identify major common themes in the body of research. When discrepant findings are noted across studies, differences in research methodology should be noted in order to offer possible explanations for discrepant findings. This activity is worth 10 points.

***Research Activity 2:*** By Tuesday of week 2, all students will submit an APA-style references page citing a minimum of 25 references (15 new references beyond those obtained during week 1). The content of the newly referenced 15 articles should be summarized in the same manner identified in Research Activity 1. This activity is worth 25 points.

***Research Activity 3:*** By Thursday of week 2, students should submit an outline specifying the structure of their first draft of the paper (25 points). The outline should address the key points to be articulated at each point in the paper and should cite the relevant references. This activity should prepare students to conceptualize the entire structure of the paper before the writing process begins.

***Research Activity 4:*** Draft 1 of the paper will be submitted to the instructor by Wednesday of week 3 (50 points). Students will review the contents of the paper with the instructor and fellow students. Both entities will critique the paper and offer praise, as well as a significant amount of constructive feedback. Students will keep all feedback offered on the initial draft and will incorporate the instructor’s feedback into the later drafts of the paper.

***Research Activity 5:*** This is the final draft of the research paper. Draft 2 will be a (sometimes significantly) reformulated version of draft 1. The revised draft should be comprehensive, paragraphs should flow logically from one another, the language should be concise, and the tone should be formal. Differences in conclusions across studies should be explained in terms of methodological differences and the author should offer 1) overall conclusions regarding the state of current research in great detail with an overarching relevant theory, 2) limitations of the current research, and 3) directions for future research. The final draft of the paper should be submitted (in hard copy) by the final Wednesday of the course (100 points).

**Overview of Submission Schedule:**

1. Thursday, Week 1:
   1. APA Style References Page with a minimum of 10 cited references (10 pts)
   2. 10 note cards (1 per reference - summarizing the content of each reference and noting differences and similarities across references) (10 pts)
2. Tuesday, Week 2:
   1. APA Style References Page with a minimum of 25 cited references (25 pts)
   2. 25 note cards (1 summarizing the content of each reference and noting differences and similarities across references) (25 pts)
3. Thursday, Week 2:
   1. Outline for draft 1 of the paper (25 pts)
4. Wednesday, Week 3:
   1. Draft 1 of the paper in APA style (10-15 page minimum and all 25 references cited) (50 pts)
5. Wednesday, Week 4
   1. Draft 2 of the paper in APA style (20-25 page minimum and a minimum of 25 references cited) (100 points)

***\*\*REMINDER: No late work will be accepted without a documented excuse.\*\****

**Group Discussant & Group Discussions:** (25 Points for Serving as the Group Discussant; 10 Points per Discussion for Serving as a Discussion Participant for 5 Discussions – 75 Points Total)**:** A group of 2-3 students will be assigned to serve as discussants for 1 of the 6 discussion topics outlined below. All students will be assigned to read and be prepared to discuss the content of the articles. Students serving as the discussant for the topic will develop a series of questions to encourage other students to think critically about the assigned readings. The purpose of the discussion sessions is to further understand relevant professional issues facing the field of psychology. Well-prepared discussants should have read the assigned material and understand it well. In addition, discussants should develop a minimum of 10 questions related to the assigned reading. Next, students should facilitate a conversation with their peers regarding the topic. In this facilitation, discussants should be mindful to get all students involved and lead the discussion in such a way that it is thought-provoking and stimulating for the class. The group discussant schedule will be devised on the first day of class and will be posted on Moodle.

**Discussion Topics:**

1. ***The role and significance of an undergraduate major in psychology and preparing for your futures***: What should a psychology student learn from a psychology education? Is there a standard body of knowledge in psychology? What is the career outlook for someone with an undergraduate degree in psychology? What types of undergraduate experiences are graduate schools prioritizing? What is important to include in a graduate student application?
2. ***The changing climate within psychology***: What will psychology look like in the future? What implications may prescription privileges have for the field of psychology? How is the psychological health changing among the next generation of youth? What impact may this have on the field?
3. ***Multicultural issues in psychology:*** Does academic psychology have a racial/cultural bias? To what degree is cultural competence important for contemporary psychologists? What issues are faced by immigrant populations in the U.S.? How should psychologists handle issues of acculturation and diversity? What role should psychologists play in policy efforts related to advocacy for marginalized groups?
4. ***Gender and sexual orientation:*** To what degree are biases related to sexual orientation and gender present within psychology? How shall we respond effectively to the intersections of social identity (e.g., gender, sexual orientation, ethnicity etc.)? How should psychologists respond to national controversies such as gay marriage? How does the cultural objectification of women influence women and men?
5. ***Globalization, social justice, and psychology:*** How will globalization change the face of psychology? In what ways is the practice of western psychology ethnocentric? What might a truly inclusive transnational psychology (or psychologies) look like? What are the responsibilities of psychologists to work for social justice in the international context?
6. ***General ethical issues and research ethics:*** What are psychologists’ responsibilities to research participants? How should psychologists study and disseminate findings regarding controversial research? What are the major ethical dilemmas faced by practicing psychologists? How should psychologists deal with informed consent issues and multiple relationships?

**Assigned Readings**

**Topic One:** The role and significance of an undergraduate education in psychology and preparing for your futures

1. American Psychological Association. (2011). *Principles for Quality Undergraduate Education in Psychology.* Washington, DC: Author. Retrieved from <http://www.apa.org/education/undergrad/principles.aspx>
2. American Psychological Association. (2013). *The APA Guidelines for the Undergraduate Psychology Major. Version 2.0.* Washington, DC: Author. Retrieved from <http://www.apa.org/education/undergrad/curriculum.aspx>
3. Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate application process. *Teaching of Psychology, 33*, 19-24.
4. American Psychological Association. (2011). Careers in psychology. Washington, DC: Author. Retrieved from http:www.apa.org/careers/resources/guides/careers.aspx

**Topic Two:** The changing climate within psychology

1. Lavoie, K. L., & Barone, S. (2006). Prescription privileges for psychologists: A comprehensive review and critical analysis of current issues and controversies. *CNS Drugs, 20,* 51-66.

2. Bray, J. H. (2010). The future of psychology practice and science. *American Psychologist, 65*, 355-369.

3. Jonas, B. S., Quiping. G. , & Albertorio-Diaz, M. A. (2013). Psychotropic medication use among adolescents: United States 2005-2010. *National Center for Health Statistics Data Brief,* U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 135, 1-8.

4. Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. *Journal of Adolescent Health, 46,* 3-10. doi: 10.1016/j.jadohealth.2009.08.008

**Topic Three:** Multicultural issues in psychology

1. American Psychological Association. (2012). Crossroads: The Psychology of Immigration in the New Century. Washington, DC: Author. Retrieved from <http://www.apa.org/topics/immigration/report.aspx>
2. American Psychological Association. (2002). APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx>
3. Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist, 62,* 563-574. doi: 10.1037/0003-066X.62.6.563
4. Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions, *Annual Review of Psychology, 60*, 525-548. doi: 10.1146/annurev.psych.60.110707.163651

**Topic Four:** Gender-Related Issues: Current Topics Within the Field

1. Hanson Breitenbecher, K. (2000). Sexual assault on college campuses: Is an ounce of prevention enough? *Applied and Preventive Psychology, 9*, 23-52.
2. Reidy et al. (2009). Men who aggress against women: Effects of feminine gender role violation on physical aggression in hypermasculine men. *Psychology of Men and Masculinity, 10,* 1-12.
3. American Psychological Association (2007, December). Guidelines for Psychological Practice with Girls and Women, *American Psychologist*, 949-979.
4. American Psychological Association. (2007). Task Force Report on the Sexualization of

Girls. Washington, DC: Author. <http://www.apa.org/pi/women/programs/girls/report-summary.pdf>

**Topic Five:** Perceptions of Psychology – Changing Views and the Influence of the Field

1. American Psychologist Association. (2014). Mental Health Parity. Washington, D C.: Author.
2. Davidio, J. F., & Esses, V. M. (2007). Psychological research and public policy: Bridging the gap. *Social Issues and Policy Review, 1*, 5-14.
3. Brown et al. (2002). The role of psychology in health care delivery. *Professional Psychology Research and Practice, 33,* 536-545.
4. Chiu, C., Griers, P., Torelli, C., J., Cheng, S. Y. Y. (2011). Toward a social psychology

of globalization. *Journal of Social Issues, 67*, 663-676.

**Topic Six:** Ethical Issues in Psychology

1. American Psychological Association. (2010). Ethical principles of psychologists and code of conduct. Washington, DC: Author. <http://www.apa.org/ethics/code/principles.pdf>

2. Choose 5 ethical vignettes from <http://www.ethicalpsychology.com/p/vignette-warehouse.html> and analyze critically what you believe to be the appropriate course of action based on the code of ethics.

3. Jennings, L., Sovereign, A., Bottorff, N., Mussell, M. P., & Vye, C. (2005). Nine ethical values of master therapists. *Journal of Mental Health Counseling, 27,* 32-47.

4. Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, & disclosure. *Professional Psychology: Research & Practice, 45,* 11-19.

**Individual Career Presentations** (25 Points, Presentation Schedule to Be Developed)**:**

Students will deliver a 15-minute Powerpoint presentation regarding subfields within Psychology or closely related fields. The purpose of these presentations is to inform students of career options and options for graduate and professional study. The type subfields discussed will be tailored to class interest, but may include: 1) Counseling Psychology, 2) Clinical Psychology, 3) Social Psychology, 4) Behavioral Neuroscience, 5) Developmental Psychology, 6) Cognitive Psychology, 7) Industrial-Organizational Psychology, 8) Health Psychology, 9) Experimental Psychology, 10) Biological Psychology, 11) Social Work, 12) Marriage and Family Therapy, 13) School Psychology, or 14) Sports Psychology.

In these presentations, students should discuss: 1) the scope of the subfield, 2) the career options within the subfield, 3) salary ranges, 4) career prospects, 5) length of graduate study, 6) competitiveness of graduate programs in the area, and 7) graduate or professional school entrance requirements. Audience members should leave the presentation with a strong grasp of the focus of the field, training requirements, and career outlook. In order for the audience to gain this information, students must be well-prepared with the relevant information and must engage the audience with adept presentation skills (pacing, voice tone and control, amount of information per slide, and tone of the presentation should all be conducive to student learning.

**Personal Essay or Cover Letter** (25 Points, Due 3rd Friday of the Block):

Students will develop a personal essay similar to essays expected for graduate school applications or a cover letter similar to cover letters expected for job applications. Students should view this essay as an opportunity to develop a personal essay for the graduate school application process or a letter of intent (cover letter) for a job application. The content of personal statements varies widely from person to person. Standard components are 1) to discuss your interests in the field or position, 2) to discuss career aspirations in the field or the position, 3) to discuss possible research interests in the field (these should intersect with the research interests of the faculty of the graduate programs to which you are applying if applicable) or your specific interest in the position, 4) to discuss the manner in which your undergraduate training, abilities, intellect, and personal characteristics combine to make the area or position an ideal career path for you. Personal statements should be 3-5 double-spaced pages and should give your audience a strong positive overview of you as a person and a professional. *Note: Do not mention any aspect of personal psychopathology in a personal statement or a cover letter.*

**Vita or Resume (**25 Points, Due 3rd Friday of the Block): Students will develop a vita or resume for use in future job searches or graduate school applications.

**Individual Presentation Based on Research Topic (50 points):** Students will deliver a 10-minute presentation based on your research paper. The presentations should summarize the research findings and relevant theory in the area. Presentations will be held on the final Monday and Tuesday afternoons of the block.

**Attendance:** Attendance is imperative in order to perform well in this course. Therefore, students are allowed only ***2 unexcused absences*** over the course of the term. However, students should note that only 1 absence likely will place them behind in coursework. Students should notify the instructor prior to an absence and will be responsible for contacting the instructor for any information missed due to an absence (this should occur during office hours and not prior to class).

***No more than 4 absences may be accrued in this course for ANY reason***. If a student comes across a struggle (medical or personal) that will result in more than 4 absences the student should withdrawal from the course (see the professor for options in this realm). If a withdrawal is not warranted, the student with receive a failing grade.

Students are responsible for signing the daily attendance sheet provided. If a student fails to sign his or her name on the daily attendance sheet, it will be assumed he or she was absent that day. ***If students are absent on the day of an assignment, paper, presentation, etc., the student must contact the instructor prior to the absence and supply a documented excuse upon their return in order to receive credit for the component missed. No late work is accepted without a documented excuse.***

**Participation:** Beyond attendance, students are expected to participate regularly in course discussions and to take an active role in the review of colleagues’ papers. In order to help ensure this component, students will receive 20 points for participation. Participation points will be assigned by the instructor (based on frequency and quality of participation, arriving to class on time, attending class regularly, being consistently well-prepared) at the conclusion of the course. Participation points are also occasionally assigned for classroom assignments. Unexcused absences, tardiness to class, lack of participation, lack of insight into assigned readings, and any disruptive classroom behavior will detract from the overall participation grade.

**Reading Assignments:** The reading assignments are provided on the attached page. Students are expected to have read the material ***prior to*** the class period during which it will be discussed. This helps to ensure that each member of the class can make insightful contributions to class activities and discussion.

**Grading:** The top score in the course will determine 100% and grades will be figured according to the following scale: 100-93% A; 92.9-90% A-; 89.9-87% B+; 86.9-83% B; 82.9-80% B-; 79.9-77% C+; 76.9-73% C; 72.9-70% C-; 69.9-67% D+; 69.9-63% D; 62.9-60% D-; 59% and below F.

Paper Assignments 110 points

Major Research Paper 100 points

Participation 20 points

Reading Discussions 50 points

Discussant Role 25 points

Personal Essay 25 points

Vita or Resume 25 points

Career Presentation 25 points

Research Presentation 50 points

Total 430 points

**Technology Requirements:** Students will be expected to regularly check Cornell College e-mail accounts and Moodle (<http://moodle.cornellcollege.edu>) for course-related announcements. Students will also demonstrate proficiency in the use of Microsoft Word to develop tables and graphs, as well as using Microsoft PowerPoint to deliver presentations. Students will also be expected to effectively search online databases to conduct literature searches in preparation for writing research review papers.

**Statement on Diversity:** A commitment to diversity has been widely recognized as a critical component shaping the future of psychology. Diversity considerations will be incorporated throughout in-class discussions, lectures, and activities.

**Academic Accommodations:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

**Plagiarism/Cheating:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**Psychology 483, Term 3, Course Schedule**

Date Topic Reading/Assignments

M Oct 22 Course Introduction

Research Paper Prep

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T Oct 23 Topic One Discussion Topic 1

Research Paper Prep

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W Oct 24 Topic One Discussion Topic 1

**\*Career Presentations**

Research Paper Prep

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Th Oct 25 Topic Two Discussion Topic 2

**\*References Page & Summaries (10 citations)**

Research Paper Prep

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F Oct 26 Topic Two Discussion Topic 2

Research Paper Prep

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M Oct 29 Topic Three Discussion Topic 3

**\*Career Presentations**

Research Paper Prep

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T Oct 30 Topic Three Discussion Topic 3

**\*References Page & Notecards (25 citations)**

Research Paper Prep

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W Oct 31 Topic Four Discussion Topic 4

**\*Career Presentations**

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Th Nov 1 Topic Four Discussion Topic 4

**\*Outline**

Research Paper Prep

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F Nov 2 Topic Five Discussion Topic 5

**\*Peer Outline Review**

Research Paper Prep

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M Nov 5 Topic Five Discussion Topic 5

Vitas & Resumes

**\*Career Presentations**

**\*NIH Ethics Training**

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T Nov 6 Topic Six Discussion Topic 6

**\*Career Presentations**

Research Paper Prep

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W Nov 7 Topic Six Discussion Topic 6

**\*Draft 1 Paper Due**

\*Peer Paper Review

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Th Nov 8 Personal Statements and Cover Letters

**\*Peer Review Personal Statements**

Research Paper Prep

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F Nov 9 **\*Personal Statements, Vitas, Cover Letters Due**

**\*Career Presentations**

Research Paper Prep

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M Nov 12 **\*Research Presentations**

Research Paper Prep

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T Nov 13 **\*Research Presentations**

Research Paper Completion

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W Nov 14 **\*Major Research Paper – Final Draft \*Research Presentations**

Course Wrap-Up & Tearful Goodbyes

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