The Psychology Honors Program

Welcome!

Ellen Markman

Tobi Gerstenberg

Kayla Good

Plan for today

- Welcome you!
- Get to know each other
- Tell you about the course
  - Course components
  - Course overview
  - Course logistics

Tobi Gerstenberg

Ellen Markman

Kayla Good

Introductions

Who are you? Your name & your pronouns (if you feel comfortable sharing)

Who do you work with?

What is your project about?

Share something nice that happened to you last week.

Course components

Course components

- Course website
- Canvas
- Slack
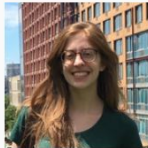- Email
- Feedback
- Office hours

Course website

PSYCH 197: ADVANCED RESEARCH

This is the course website for the Stanford Psychology Honors Program. The Honors Program in Psychology is designed for Psychology majors who wish to pursue a full year of intensive supervised independent research during their senior year. Students in the program will acquire a broad background in psychology as well as a deep background in their chosen area.

In the fall quarter, we will focus on career development, acquiring valuable research skills, and on discussing our research projects. In the winter quarter, we will focus on reading and discussing research papers that are relevant for our projects. In the spring quarter, we will focus on how to present our research in writing, as well as in poster and oral presentations.

Team

	Ellen Markman	Tobi Gerstenberg	Kayla Good
Role	Instructor	Instructor	Teaching assistant
Email (@stanford.edu)	markman	gerstenberg	kagood
Office hours	Wednesday 10:00-11:00am	Wednesday 1:30-2:30pm	Monday 3:00-4:00pm

https://psych197.stanford.edu

Canvas

we:

- send out announcements
- share materials (e.g. these slides)

you:

- submit assignments
- write reaction posts on papers

Slack

psych_honors workspace

- ask questions
- organize groups
- have fun :)

Email

- If you think it's a question that others might have as well, slack is better than email.
- Ideally, always email the whole teaching team: gerstenberg@stanford.edu, markman@stanford.edu, kagood@stanford.edu

Feedback

- we're still developing this class
- help us help you (and future generations :))
- will sometimes ask for feedback at the end of class
- sometimes we'll send out a quick survey

- you can provide anonymous feedback, too

Office hours

Ellen Markman

Wednesday
10:00-11:00am

send a quick email to
markman@stanford.edu

Tobi Gerstenberg

Wednesday
1:30-2:30pm

Kayla Good

Monday
3:00-4:00pm

Course overview

Course overview

- Learning goals
- Schedule

Learning goals

What would you like to learn?

Think (5 minutes) - **Pair** (10 minutes) - **Share** (15 minutes)

Learning goals

Research-specific skills:
- How to do scientific writing/write a thesis:
    - Drawing together multiple areas of literature
    - Synthesizing results into a story (and in different formats: in written form, on a poster, in a talk, etc.)
- Formulating a strong, concise research question
- Conducting more advanced statistical analysis (e.g., data wrangling)
- How to give a good presentation (what do you include? How do you organize it? Design?)
    - Building confidence in giving presentations
- How to share knowledge/findings back with the broader community (not just academic community)

More general skills:
- Time management, pacing yourself
- Dealing with setbacks (e.g., non-significant results)

Hopes:
- Feeling supported

Fears:
- Getting things done in time
- Writing confidently and clearly but without jargon
- Stats
- Dealing with unexpected results
- Staying motivated/not getting overwhelmed/maintaining passion for project

Some of our learning goals

- Help you be good scientists
- Doing science together!
- Learn from you (we're not getting any younger and we're interesting in how you do things!)
- Create community

Course overview

Fall
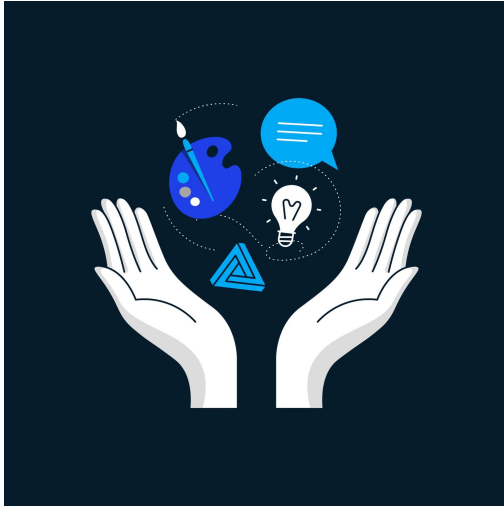
Skills and career development

Winter

Content and discussion

Spring

Presentation

Fall

- **Skills**: Useful skills for scientists (and non-scientists)
- **Career**: How to apply for NSF, grad school, lab manager, ...
- **Presentations**: Tell us more about your honors projects
- **Community**: We are all in this together :)

Skills and career development

Skills

- Project management
- RStudio
- Open Science
- Github
- Writing tools
- Online experiments
- Reading research papers
- Ethics
- TBD (what would you like to learn more about?!)

Career

Stanford VPUE and BEAM and HUME will share some resources and tips.

Panels with current PhD students.

- Applying for an NSF grant
- Applying to grad school
- Applying to be a lab manager

Presentations

- 2 presenters per session
- 40 minutes each:
  - 20 minutes for the presentation
  - 20 minutes discussion
- for the presentation:
  - ~ 5 minutes: some background about you, how did you get to be here?, why did you choose the topic you work on?, where would you like to go after you graduate?
  - ~ 15 minutes: present your proposal

Date	Presenter 1	Presenter 2
September 30	Claire Lund	Forrest Dollins
October 12	Angela Yang	Leah Harris
October 19	Ryan Bernstein	Abigail Graber
October 26	Larissa Bersh	Maia Rocklin
November 4	Mahnoor Hyat	Elian Valencia
November 16	Natalie Hampton	Polly Moser
November 23	Hadley Daniels	Mishaela Robison

Community

- End of quarter socials

Winter

- we'll meet once a week

- everyone leads the discussion of one paper

- others write reaction posts on canvas

Content and discussion

Spring

- How to present your work?

- writing your thesis

- poster presentation

- oral presentation

Presentation

What do you think?

- Does this plan sound good to you?
- What did we miss?

Course logistics

Course logistics

- Grading
- Expectations
- Materials
- Current circumstances
- Open discourse
- Respect for diversity and commitment to inclusion

Grading

no grades!

Grading

no grades!



… but

What we expect from you

- **Fall**:
    - project presentation
    - write NSF project proposal (+ peer feedback)
- **Winter**:
    - lead paper discussion
    - reaction posts
    - literature review (+ peer feedback)
- **Spring**:
    - project presentation (in class)
    - 3 minute recorded presentation
    - poster presentation (at departmental colloquium)
    - project report

What you can expect from us

- Be there for you during and after class
- Be there for you during office hours
- Provide written feedback on all your written assignments
- Answer questions on slack or via email along the way

Materials

- no need to buy anything
- we'll share materials via canvas
- [The Writing Workshop](#)
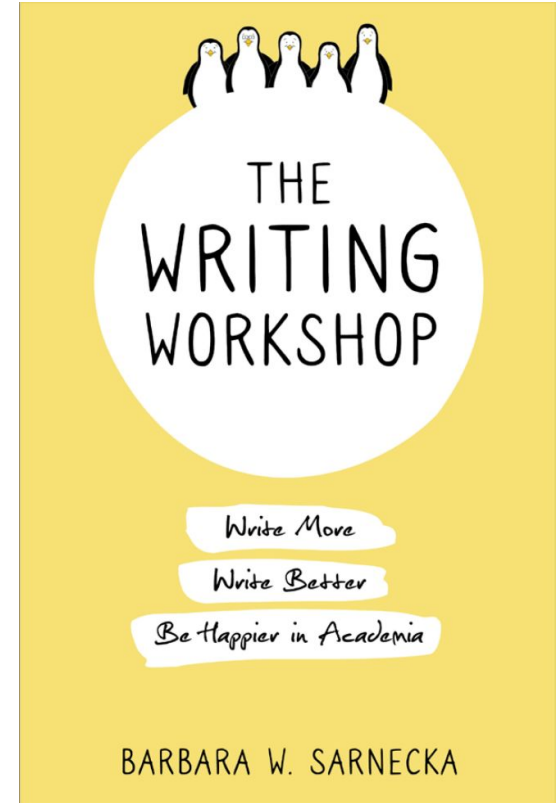
Current circumstances

- the past 18 months were a lot …
- we all need to get used to the "old normal" again
- we'll do everything we can to support you!

- reach out to us if you have any concerns
- course website has information about
  different sources of support on campus

Support

Students who may need an academic accommodation based on the impact of a disability should initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: http://oae.stanford.edu).

Stanford offers several services that might be of help:
- Well-being at Stanford Coaching
- Counselors
- Academic Skills Coaching
- Financial support
- Tutor for learner variability
- Hume Center for Writing and Speaking
- Hume honors writing

Open discourse*

- All viewpoints are welcome.
- Treat every member of the course with respect, even if they disagree with another student's view.
- Treat every claim as open to examination, **even if it comes from someone with more experience or expertise than you**.
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions.
- Our passions and social and political commitments are welcomed in this space. They are also subject to respectful challenge.
- Some perspectives, opinions, and conclusions are unreasonable or based on falsehoods and should be identified as such.
- No ideas are immune from scrutiny and debate.
- Evidence and reasoning guide our conclusions.

* language from the Center for Teaching and Learning

Respect for diversity and commitment to inclusion

It is our intent that students from all diverse backgrounds, perspectives, and situations be well served by this course. We will do our best to address students' learning needs both in and out of class. **We view the diversity that students bring to this class as a resource, strength and benefit**. We will present materials and activities that are respectful of diversity, which may include but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, political affiliation, culture, and so on. We realize that there is likely to be a diversity of access to resources among students and plan to support all of you as best as we can. **Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups**. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

Respect for diversity and commitment to inclusion

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. We will do my best to address and refer to all students accordingly and support your peers in doing so as well.

Respect for diversity and commitment to inclusion

Along with our course commitments, Stanford University is committed to providing a safe living and learning environment in which every person is valued and respected, inclusion is assured, and free expression and debate are encouraged. **Protected Identity Harm Reporting establishes a mechanism for addressing situations involving intended or perceived acts of intolerance**. In such instances, we wish to proceed thoughtfully, providing support to all of those affected, while also affirming that we value differences, free expression and debate as sources of strength for our community. Please visit https://protectedidentityharm.stanford.edu/ to submit a report.

Respect for diversity and commitment to inclusion

Diversity and inclusion will be recurring theme in class

- Session on open science
- Session on Ethics, IRB, Diversity, Sampling
- critical reading of journal articles
- ...

Best practices for learning

- If possible, **attend all class meetings** and be fully present and engaged.
- **Ask questions!** During class, in office hours, and asynchronously over email or Canvas. The teaching team welcomes all questions and will address them individually with you, or collectively in class.
- Review these study tips and tools from Stanford's Center for Teaching and Learning.

Our goal is to help you learn how to learn!

Stretch break (till 4:15pm)

Questions?