

Title: Communicating Science: Professional Development

Participating faculty: Silver, Ochsner, Tottenham, Romeo, Curley, Metcalfe, Aly, Hart (others TBD)

Open to: Psychology graduate students only

Points: 3

Room 405 Schermerhorn, Monday 10:10-12

Meets grad program requirements: "Two additional elective grad-level courses" (MPhil) or "Three grad-level seminars taught by core faculty" (MA). (This course counts as either a Psych grad seminar or an elective).

***NOTE:** This course is Communicating Science "2" and can be taken for credit by those who previously took Communicating Science "1"

Formal CourseNo: PSYCGR6100_001_2017_1 (aka PSYCG6100_001_2017_1)

This course tackles 3 aspects of a graduate career:

Becoming a sophisticated reader/reviewer/discussant: We will read a broad scientific literature by linking the readings to the Departmental Colloquia. Discussions will be led by the "expert-in-the-field" Department faculty who is hosting each colloquium speaker. Each topic will also be considered from the perspective of a second and third "stakeholder" interested in the topic from a different viewpoint.

- a. readings suggested by Spring 2017 colloquium speakers
 - b. and papers on the same topic from a different scientific perspectives
 - c. and from the vantage point of the lay person.
- II. Professional development. Topics have been selected based on comments in the graduate student review last year. The topics are relevant to early and later graduate careers, and include reviewing and writing manuscripts, dealing with reviewer comments, displaying results beautifully to get citations. (see below).
- III. Career strategies and considerations: Many issues that arise in a career are common to whatever career is chosen. This includes how to find a career path that is compatible with your skills and planned lifestyle, how to negotiate, how to identify potential mentors and sponsors (see below).

Schedule

I. Readings and Discussion Topics

Jan 25 Pain in the brain (Kevin Ochsner discussant- Tor Wager colloquium)

Jan 30 Development of psychiatric disorders (Nim Tottenham discussant - Staci Bilbo colloquium)

Feb 13 Sex differences in the brain (Russ Romeo discussant - Margaret McCarthy colloquium)

Mar 6 Social networks (James Curley discussant - Daniel Rubenstein colloquium)

Mar 20 Cognitive psychology of learning (Janet Metcalfe discussant - Nate Kornell colloquium)

Apr 3 Decision making (Tory Higgins *potential* discussant- Norbert Schwartz colloquium)

Apr 12 Annual Mamie and Kenneth Clark Memorial Lecture: (Carl Hart discussant - Dorothy Roberts colloquium)

II..Professional development

Feb 6: Professional Development Class 1

- How to review manuscripts
- How your own manuscript is reviewed
- How to respond to a manuscript review

Feb 20: Professional Development Class 2

- Visual display of quantitative information
- Visual display of your own quantitative information

Feb 27: Professional Development Class 3

- How to write an experimental manuscript
- How to write a review manuscript

March 27: Career Pathways and Development Class 4

- How to speak to your *current* audience: Understanding differences in how to speak/write for to

Guest visitor Ada Brunstein, executive editor, Oxford University Press, MS science writing (MIT) MA linguistics (NYU).

- a journalist
- lay audience
- scientific audience at a meeting
- job talk (and how to practice for a job talk)
- your elevator speech

III..Career Considerations

April 17: Career Development Class 5: (Knowledgeable discussant Geraldine Downey)

- Finding a mentor vs a sponsor (in graduate school and subsequently)
- How to choose a post-doc

April 24: Career Development Class 6: Discussant Mariam Aly

- the job search and
- teaching vs research positions
- how to gear up for a research position

May 1: TBD Possible topics depending on class interest

Pragmatics of an academic and non-academic career

- balancing teaching, research, and private life
- negotiating salary, space, advancement
- How to find out about funding opportunities

COURSE REQUIREMENTS and grades

For each of the 6 colloquium -related class sessions (after Tor Wager's talk and the introductory class), course participants are asked to seek and discuss a paper from the literature, based on material from a "stakeholder" discipline other than that of the speaker. For example, for Tor Wager's presentation (first class, as an introductory example) we could discuss the problem of pain from the point of view of the Federal Drug Administration (FDA), or from a social Psychology viewpoint.

For example, one might discuss the work of Jeff Moogil's lab, Department of Psychology at McGill

Martin LJ, Hathaway G, Isbester K, Mirali S, Acland EL, Niederstrasser N, Slepian PM, Trost Z, Bartz JA, Sapolsky RM, Sternberg WF, Levitin DJ, **Mogil JS**. [Reducing social stress elicits emotional contagion of pain in mouse and human strangers.](#) Curr Biol. 2015 Feb 2;25(3):326-32.

For example, one might consider the problem of the FDA in the drug approval process, given the efficacy of placebo effects.