

PEER LAB TRAINING (PSY 410)

University of Oregon

Fall 2017

Tuesdays 4:00-5:50pm ♦ 251 Straub ♦ CRN: 15312

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PSY 202 Instructor:

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PSY 202 GEs:

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Office hours: W 3:30-5:30, Location: LISB 102 (ring doorbell)

COURSE DESCRIPTION AND OBJECTIVES

In this course, you will lead PSY 202 (Mind & Society) students through a series of lab activities that are designed to illustrate topics and methods of Psychology research covered in PSY 202. You will also serve as a model and guide to help PSY 202 students navigate their course. Your role as a peer leader is unique, in that you are distinct from graduate student Teaching Assistants (aka Graduate Employees, GEs, formerly GTFs) who DO teach. It may be best to think of yourself as a “guide” who is present as students explore a set of organized, pre-determined activities that take place during the lab sessions and outside of the PSY 202 lectures. (Think of a museum guide who is present in a gallery, very familiar with the content, highlighting nifty things about the exhibit, answering questions, and enriching the experience.) You will *not* be evaluating PSY 202 students’ performance.

The objectives of this course are twofold: First, the Psychology Department hopes to create a resource that will enrich PSY 202 students’ experience in that course. Second (and the part that impacts you as a student), this course is designed to provide an opportunity for qualified students (that would be you!) to learn to lead, exercise that leadership, and reinforce and deepen their knowledge of key concepts in Psychology by leading other students who are learning those concepts for the first time. You will practice presentation skills, people management skills, and record keeping. You will also be asked to think about pedagogical issues, study skills and ways of learning, issues of student privacy, and professionalism within higher education.

COURSE REQUIREMENTS AND EXPECTATIONS

Class: You really need to attend every meeting of **this class**. Not only is classwork a fundamental component of this course, but you will need to practice and understand the content of the labs to be a good guide. It is also part of your job to help your peers in this class. Please arrive on time and pay attention (put social media away) while you are here. Plan to attend our full class meetings, but if we get done early, I will be happy to let class go early.

Participation: This is a discussion-focused class, and your participation is very important. You should aim to have at least one constructive comment or question per class. I recommend writing down a few thoughts as you go through the material, so you have something you feel comfortable sharing. Your attendance grade will be based on both attending class and participating in discussion. If you have more than one unexcused absence, your participation grade will drop by 5% for each additional absence.

Leading Discussion: There will be two topics for each class: pedagogical issues and lab topics. As a class, we will discuss strategies for leading particular labs, cover background about the content and methods in each of the labs, and learn ways to be a better guide. You will also participate in EACH lab prior to leading it. Each week we will have two or three students lead discussion of these topics.

As these students run us through the lab materials we may notice things that work really well and things that feel awkward. This is a great opportunity to troubleshoot difficult areas before running the labs with the 202 students. Discussion leaders should expect to receive constructive feedback from their peers.

Assignments: You are expected to **complete all assignments on time**. Again, this is not simply because you need to stay caught up with the class, but because you will need to have acquired the information and had the experiences that are part of the assignments in order to lead the labs. Please ALWAYS read over the lab materials (what PSY 202 students will be doing prior to and in class) BEFORE our peer labs meeting about that lab. Keep in mind that additional assignments (not enormous ones) may be added to the course (you will be given as much notice as possible).

Short Paper: There is no final exam in this class, but there will be a short paper due at the end of the term. You will be asked to develop and write up a 1-2 page instructional plan for a lab. You can create your own lab or alter one that we already used. Detailed instructions will be posted on Canvas.

Lab: You need to attend every meeting of **your assigned lab section(s)**. Arrive with time to set up and prepare so that you can start the lab on time, and plan to answer questions while you pack up at the end of class. If you MUST miss a meeting of this class OR one of your lab sessions, please email me as soon as you know you will be missing (ndudukov@uoregon.edu), as well as any co-leaders of your session. At least once this term, your instructor or GE will observe one of your lab sections and provide constructive feedback.

Communication: You must PROMPTLY respond to emails and requests from the instructor and GEs associated with this class. Changes to the syllabus or course will be announced in class, over email, and/or on Canvas. If necessary, accommodations in response to swine flu, other pestilence, or inclement weather will be decided by the instructors in accordance with university guidelines and will be communicated to students via email and/or Canvas.

GRADING

Satisfactory completion of all assignments is required in order to earn a passing grade. Egregious behavior may result in you being dropped from the course or losing the privilege of leading labs. Non-egregious but less than ideal execution of assignments and duties may result in this term being your final term as a peer leader.

Grades will be based on the combined scores from participation (50%), leading a discussion (15%), assignments (10%), lab observation (10%), and a short paper (15%).

Letter grades will be determined as follows: A (90 – 100% of total possible points), B (80 – 89%), C (70 – 79%), D (60 – 69%), F (0 – 59%); +’s and –’s will also be assigned. However, the instructor reserves the right to relax (but not stiffen) these criteria, depending on the actual distribution of grades.

ACADEMIC INTEGRITY

Academic dishonesty will not be tolerated. If detected, it will be reported to the Office of Student Conduct and Community Standards and will be severely penalized (up to and including failure in this course).

SAFE AND INCLUSIVE ENVIRONMENT

The University of Oregon is working to create inclusive learning environments. If you have a documented disability that requires **accommodations** in this course, please meet with me about it as soon as possible so I will know which aspects of the instruction or design of this course result in barriers to your participation. Please also request that a counselor from the Accessible Education Center (in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu) send me a letter about your accommodations.

In the event of an **emergency** during this class, first call 911. For non-emergency assistance, call the UO Police Department at (541) 346-2919. If we need to evacuate the building during class, our designated assembly point will be outside, on 15th street near the practice fields by the Rec Center (south of this classroom). To receive UO Alert text messages: 1) Login to DuckWeb, 2) Click on the “Personal Information” menu, and 3) Click on “Enter/Update Emergency Alert Phone.” More information on emergency preparedness can be found online: emc.uoregon.edu/content/students.

The UO is committed to providing an environment **free** of all forms of discrimination and sexual harassment. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu. The UO Ombuds Office is another place you can discuss matters confidentially, (541) 346-6400.

You are being given a leadership role that comes with responsibilities. During the term, we will discuss what some of those responsibilities include. When in doubt, if you ever have questions, please consult me or the teaching assistant for this course. Although you will be leading other undergraduate students, you are also an undergraduate student, and specifically an undergraduate student in this course. Thus, the usual caveats apply in terms of your rights and responsibilities as a student and my rights and responsibilities as an instructor. Although I anticipate our relationship will be more collegial and collaborative than that which usually occurs between a faculty member and undergraduate students, some key guidelines still hold. There needs to be an environment of mutual respect – between you and your classmates, and between you and me. If you do not feel comfortable in the class, or believe there is more I could do to promote a better learning environment, I would really appreciate you telling me (even – especially! – if I am the person making you feel uncomfortable). I will always listen to your concerns with respect, and I will make adjustments whenever appropriate and possible.

SCHEDULE

Week	Due BEFORE start of PSY 410	What 410ers will do in THIS class...	What you will do in the LABS...
Week 1 Sept 25- Sept 29	<ol style="list-style-type: none"> 1. Download iClicker software to your laptop 2. Visit the classroom(s) you will be leading in, connect your laptop, and make sure you can project both the screen AND sound 3. Pick up iClicker base from Psych office 4. Bring iClicker base, clicker, and your laptop to class 5. Pick up copy of PSY 202 textbook (aka "Gazz"; 5th edition) 6. Read PSY 202 syllabus (on Canvas) 	<ol style="list-style-type: none"> 1. Get to know each other 2. Go over this syllabus 3. Go over FERPA guidelines 4. Talk about what you'll do in first lab 5. Learn how to set up iClicker bases 6. Get list of 202 students in your labs 7. Sign contracts 	<ol style="list-style-type: none"> 1. Introduce yourself and the concept of peer labs 2. Get to know lab students' names 3. Go over concept of Peer Labs and expectations 4. Explain difference in faculty member, GEs, and peer leaders 5. Trial run of iClickers
Week 2 Oct 2 – Oct 6	<ol style="list-style-type: none"> 1. Read Hypothesis Testing lab materials 2. Read Gazz pp. 48-53 3. Read powerpoint slides on correlations and variables (on Canvas) 4. Read Title IX article: http://www.theatlantic.com/national/archive/2013/05/which-matters-more-reporting-assault-or-respecting-a-victims-wishes/276042/ 5. Read Rule #4 – "When Lost, Ask Questions" from Sufka's <i>The A Game</i> (pp. 65-71). 	<ol style="list-style-type: none"> 1. Correlation and Hypothesis Testing Lab 2. Discuss sexual harassment, new reporting policies at UO, dual role of Peer Leaders 3. Volunteer to provide room photo and Big 5 scores – send by Friday Oct 6. 	<ol style="list-style-type: none"> 1. Correlation and Hypothesis Testing Lab 2. Assign students to complete "Out of Service" Big-5 personality inventory: http://www.outofservice.com/bigfive/ and enter percentiles on Canvas before Sunday (10/8/17) at 8 pm. They should also bring scores to class next week.
Week 3 Oct 9 – Oct 13	<ol style="list-style-type: none"> 1. Complete "Out of Service" Big-5 personality inventory: http://www.outofservice.com/bigfive/ and submit scores (either on Canvas or to me via email) 3. Read Personality/Room with a Cue lab materials 4. Read Gazz pp. 562-565; 568-573 5. Read Chapters 4 & 5 from Cain, <i>Quiet</i> (pp. 97-114). 	<ol style="list-style-type: none"> 1. Personality/Room with a Cue lab 2. Strategies for getting widespread class participation 	<ol style="list-style-type: none"> 1. Personality/Room with a Cue lab 2. Assign students to complete Sleep Survey (link will be on Canvas) before Sunday (10/15/17) at 8 pm.

Week 4 Oct 16 – Oct 20	1. Read Stress and Well-Being lab materials 2. Do Sleep Survey 3. Read Gazz pp. 469-482 4. Read “Sleep as a Public Health Issue” 5. Read “To Learn, Retrieve” from Brown et al., <i>Make It Stick</i> (pp. 23-45)	1. Stress and Well-Being Lab 2. Talk about Midterm review	1. Stress & Well-Being lab 2. Assign “Study Stems” review for midterm (responses to be submitted on Canvas by Sunday, 10/22/17 at 8 pm)
Week 5 Oct 23 – Oct 27	1. Read Development and Gender lab materials 2. Read Gazz pp. 384-389 3. Read Hyde “New Directions in the Study of Gender Similarities and Differences” 4. Read: https://www.noodle.com/articles/the-achievement-gap-we-dont-talk-about-a-parents-guide-to-addressing-gender-bias 5. Submit time management and study strategies that have helped you most on Canvas or to me via email by Monday 5pm	1. Development and Gender lab 2. Your best time management and study strategies	1. Development and Gender lab No lab assignments for 202 students this week
Week 6 Oct 30 – Nov 3	1. Read Habituation lab materials 2. Read Gazz pp. 374-379 3. Read Pascalis et al. (2002) 4. Read “Keeping Students’ Voices In Balance”	1. Habituation lab 2. Balancing voices in the classroom	1. Habituation lab 2. Assign students to complete EQ and SQ online and then submit scores on Canvas before Sunday (11/5/17) at 8 pm 3. Assign students to read Time article on prodigies
Week 7 Nov 6 – Nov 10	1. Read Ordinary/Extraordinary (autism) lab materials 2. Complete EQ/SQ online and submit scores on Canvas or via email 3. Read Time article on prodigies 4. Read Gazz pp. 643-647 5. Read Insider Higher Ed piece on devices: https://www.insidehighered.com/news/2016/01/26/study-use-devices-class-nonclass-purposes-rise	1. Ordinary/Extraordinary lab 2. Digital distractions	1. Ordinary/Extraordinary lab 2. Discuss going to office hours 3. Assign students to complete Canvas questionnaire about ways to improve studying for next midterm.

Week 8 Nov 13– Nov 17	1. Read Medication Ads lab 2. Read Gazz pp. 661-663 4. Reading “Embrace Difficulties” from Brown et al., <i>Make It Stick</i> (pp. 67-101) 5. Watch: https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en	1. Medication Ads lab 2. Normalizing struggle	1. Medication Ads lab. 2. Assign students Mate Preference lab assignment (on Canvas)
Week 9 Nov 21	Planning for next term	1. What have we learned?	Thanksgiving week! (labs do not meet)
Week 10 Nov 27– Dec 1	1. Read Mate Preference lab 2. Read Gazz pp. 525-526; pp. 535-538 3. Read Rule #9 – “Be Exam Savvy” from Sufka’s <i>The A Game</i> (pp. 65-71). 3. Read Miller (2002)	1. Mate Preference lab 2. Tips for Finals	1. Mate Preference lab 2. Assign students to complete Peer Labs survey (link on Canvas)