

PSY299-01
Research Seminar: Careers
Spring 2011

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Office Hours: Wednesday 10-12 & by appointment

COURSE CATALOG DESCRIPTION:

Psychology Core Course. Students will apply scientific methods to psychological problems in their area of specialization. Students will develop research questions, design (qualitative and quantitative) research methodologies, collect and analyze data, and write research reports in American Psychological Association format. *Prerequisite: PSY203*

COURSE PURPOSE:

This research seminar will focus on vocational psychology, an interdisciplinary area concerned with the development and maintenance of career interests across the lifespan. We will emphasize the application of correlational and quasi-experimental designs and associated statistics (e.g., correlation, regression, ANOVA) in the development of original research studies that you will complete as part of the course. In particular, we will focus on writing, validating, and using psychometrically sound surveys to gather data for analysis. In order to achieve such higher level research, the course relies on considerable prior knowledge from Methods & Tools (PSY121) and Design & Statistical Analysis (PSY203).

COURSE MATERIALS:

There is no required textbook for this course. All required readings are posted on SOCS for download. It is your responsibility to print, read, and bring these readings to class on the days that we cover them.

LEARNING OBJECTIVES:

1. Have hands-on experience with, and sense of ownership of, all stages of a research project.
2. Extend knowledge of statistical and graphing procedures (using relevant software such as SPSS) by applying techniques learned in PSY203, as well as learning new techniques such as moderated multiple regression.
3. Learn to write a complete manuscript in American Psychological Association format, building upon the foundation provided in PSY121.
4. Deliver effective oral presentations, with PowerPoint support, building upon the foundation provided in Methods and Tools.
5. Sharpen ability to evaluate primary research, with alertness to operational definitions, sample characteristics, research design, and ecological validity.
6. Understand how differences in research methodology can contribute to empirical controversies.

COURSE REQUIREMENTS:

- Exams: There are two exams during the semester. The first is a take home, open-book exam designed to reinforce our initial coverage of topical content. The second is a traditional, closed book, in-class exam that covers the subsequent content on vocational psychology, survey methodology, correlational designs, and multivariate relationships.
- Homework Assignments: Four homework assignments are due over the course of the semester. Homework assignments are designed to contribute to your project and to reinforce statistical concepts that you will need for your analyses. Each will be explained with a separate handout.
- Participation: You must come to class prepared to actively talk about the assigned reading. Your participation will be graded on a daily basis; simply attending does not constitute participation. See the syllabus addendum on SOCS that explains the participation policy in more detail.
- Project Installments: The major deliverable in this course is the completion of a research study that involves the course theme, vocational psychology. Your project will be completed over the course of several installments, detailed below, along with an ethics proposal to submit to the RPE so that you may collect data through PIPER.

Grades will be calculated as follows:

Assignment	Points
Take-Home Exam 1	25
In-Class Exam 2	50
HW 1	20
HW 2	20
HW 3	20
HW 4	40
Participation	25
Project installment #1 (Introduction)	100
Project installment #2 (Revised installment #1 + Methods)	50
Project installment #3 (Revised installment #2 + Results)	75
Project installment #4 (Revised installment #3 + Discussion)	50
Presentation	25
TOTAL:	500

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

COURSE POLICIES

PIPER POLICY:

This course places a tremendous demand on the PIPER pool because of the participants we need to run our studies. Accordingly, the Psychology Department requires all students who are enrolled in PSY299 to complete 10 PIPER credits by participating in other research studies. The complete list of responsibilities for participants is online and accessible at <http://www.tcnj.edu/~piper/>. Failure to earn 10 PIPER points for research participation will result in a +/- *letter grade deduction* from your final course grade. In order to receive your PIPER credits, you must participate through the PIPER pool, follow all instructions for each study, and apply your credits to this course on or before the last day of classes. See me if you have any questions or problems with the PIPER system.

ASSIGNMENTS & COMMUNICATION:

Required will be posted on SOCS for you to download. It is your responsibility to print these articles, read them, and bring them to class. Most days you will be expected to read 1-2 book chapters or articles. Read the materials carefully because you will be expected to discuss the readings in groups and have sufficient understanding to participate in class activities. *Please note* that unannounced quizzes and/or mandatory reaction papers will be implemented if I find that students are coming to class unprepared. I will use SOCS for all course communication. If you do not use your TCNJ e-mail account, please forward e-mail from that account to the account that you check regularly.

LATE ASSIGNMENT POLICY:

The syllabus notes the dates of tests and due dates of projects. I set these deadlines well in advance so that you should have no problems meeting them. Accordingly, make-up tests will not be provided except in extreme extenuating circumstances, defined at my discretion and supported with documentation. Late homework and project installments will be penalized at a rate of 15% per day for up to three days late, *counting weekends*, at which point I will no longer accept the project.

ATTENDANCE AND PARTICIPATION:

Attendance is expected in accordance with College attendance policy, as explained in full here: <http://www.tcnj.edu/~recreg/policies/attendance.html>.

If you do miss class, it is your responsibility to find out what you missed. Regular, active participation will be taken into account in the case of borderline final grades.

ACADEMIC INTEGRITY:

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy and will be dealt with accordingly. It is your responsibility to familiarize yourself with this policy, available in full here: <http://www.tcnj.edu/~academic/policy/integrity.html>

I will refer any violations to the Academic Integrity Officer for the School of Culture & Society, Dean Rifkin, for review.

DIFFERING ABILITIES AND ACCOMODATIONS:

Any student who has a documented disability and is in need of academic accommodations should notify me during the first week of classes and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TESTING POLICIES:

These policies, while unfortunate, are a consequence of several recent violations of academic integrity. Please plan accordingly for in-class exams.

- Students may not have a cell phone or any other electronic device on and viewable during tests.
- Students may not leave the classroom during tests for drinks, restroom usage, etc.

INSTRUCTIONAL INTERN:

Bobby Melloy (melloy2@tcnj.edu) is the instructional intern (II) for this course. Bobby has taken this course in the past and is presently earning course credit for completing this role as a resource for us. He will assist me with reviewing assignments and giving you feedback, but he is not responsible for assigning grades or creating exams. You can meet with Bobby during his office hour (time and location TBA) for help with writing, analyses, study tips, or to get caught up if you have to miss class. However, please remember that he is a student too, and he is taking a full load of courses like you. Therefore, he may not be available at all times and you need to be conscientious about scheduling appointments and seeking his help early enough that he has sufficient time to assist you.

Date	Topic & Reading	Events & Items Due
Jan 20	<p>Career Research: Theories <i>Reading:</i> (1) Fouad, N.A. (2007). Work and vocational psychology: Theory, research, and applications. <i>Annual Review of Psychology</i>, 58, 543-564. (2) Swanson, J.L., & Gore, P.A. (2000). Advances in vocational psychology theory and research. In S.D. Brown and R.W. Lent (Eds.), <i>Handbook of counseling psychology</i>, 3rd ed. (pp. 233-269). Hoboken, NJ: Wiley. (3) DeBell, C. (2006). What all applied psychologists should know about work. <i>Professional Psychology: Research and Practice</i>, 37, 325-333. (4) Betz, N.E. (2005). Women's career development. In S.D. Brown & R.W. Lent (Eds.), <i>Career development and counseling: Putting theory and research to work</i> (pp. 253-277). Hoboken, NJ: Wiley.</p>	Exam #1 due
24	<p>Career Research: Criteria <i>Reading:</i> Werbel, J.D. (2000). Relationships among career exploration, job search intensity, and job search effectiveness in graduating college students. <i>Journal of Vocational Psychology</i>, 57, 379-394.</p>	
27	<p>Career Research: Context <i>Reading:</i> (1) Dahling, J.J., & Thompson, M.N. (2010). Contextual supports and barriers to academic choices: A policy-capturing analysis. <i>Journal of Vocational Behavior</i>, 77, 374-382. (2) Fouad, N.A., Hackett, G., Smith, P.L., Kantamneni, N., Fitzpatrick, M., Haag, S. et al. (2010). Barriers and supports for continuing in mathematics and science: Gender and educational level differences. <i>Journal of Vocational Behavior</i>, 77, 361-373.</p>	
31	<p>Project Development <i>No reading – Class meets in computer lab to develop ideas and look for research</i></p>	Meet in SSB 8
Feb 3	<p>Project Development <i>No reading – Class meets in computer lab to develop ideas and look for research</i></p>	Meet in SSB 8
7	<p>Survey Research Methods <i>Reading:</i> Kline, R.B. (2009). Measurement. In R.B. Kline (Ed.), <i>Becoming a behavioral science researcher: A guide to producing research that matters</i> (pp. 191-222). New York, NY: Guilford Press.</p>	HW #1 due
10	<p>Survey Construction <i>No reading – Class meets in lab to find measures for all study constructs</i></p>	Meet in SSB8
14	<p>Ethics Proposals <i>Readings:</i></p>	HW #2 due

	1. TCNJ Psychology RPE procedures website: http://psychology.department.tcnj.edu/research/submissionprocedures.htm	
	2. Aguinis, H., & Henle, C.A. (2004). Ethics in research. In S.G. Rogelberg (Ed.), <i>Handbook of research methods in industrial and organizational psychology</i> (pp. 34-56). Malden, MA: Blackwell Publishing.	
17	Overview of Writing Empirical Manuscripts <i>Readings:</i> 1. Bem, D.J. (2003). Writing the empirical journal article (excerpt). In J.M. Darley, M.P. Zanna, & H.L. Roediger III (Eds.), <i>The compleat academic: A practical guide for the beginning social scientist, 2nd ed.</i> Washington, D.C.: American Psychological Association. 2. Lent, R.W., Brown, S.D., Brenner, B., Chopra, B., Davis, T., Talleyrand, et al. (2001). The role of contextual supports and barriers in the choice of math/science educational options: A test of social cognitive hypotheses. <i>Journal of Counseling Psychology, 48</i> , 474-483.	HW #3 due
21	Overview of Writing Empirical Manuscripts <i>Reading:</i> Anonymous (2009). Employee turnover in the catering service: A study on McDonalds, UK. <i>Unpublished manuscript.</i>	Outline of Introduction section due
24	Assemble RPE application <i>No reading – work as class to prepare and submit the full RPE application</i>	Your RPE components due
28	Consultations <i>No reading or group class meeting – individual consultations for help with Exam #2 or Introduction section</i>	
Mar 3	Exam #2	
7		
10	SPRING BREAK	
14	Data Collection Coordination <i>Reading:</i> PIPER Policy	Project installment #1 due Bring your schedule/planner
17	Methods <i>Reading:</i> Zikic, J., & Saks, A.M. (2009). Job search and social cognitive theory: The role of career-relevant activities. <i>Journal of Vocational Behavior, 74</i> , 117-127.	
21	Statistics: Dataset preparation <i>No reading</i>	Meet in computer lab TBA

	24	Statistics: Correlation & Regression <i>No reading</i>	Meet in computer lab TBA
	28	Statistics: Moderation <i>No reading</i>	Meet in computer lab TBA Project installment #2
	31	Statistics: Mediation <i>No reading</i>	Meet in computer lab TBA
Apr	4	Results & Discussion <i>Reading:</i> Sax, L.J., & Bryant, A.N. (2006). The impact of college on sex-atypical career choices of men and women. <i>Journal of Vocational Behavior</i> , 68, 52-63.	HW #4 due
	7	Presentation Preparation <i>Reading:</i> Kline, R.B. (2009). Presentations. In R.B. Kline (Ed.), <i>Becoming a behavioral science researcher: A guide to producing research that matters</i> (pp. 283-312). New York, NY: Guilford Press.	
	11	<i>Consultations</i> No class meeting -- help with Results, Discussion, or presentation preparation	
	14	<i>No class meeting – SIOP conference</i> – Finalize and submit project installment #3	Project installment #3
	18	<i>Consultations</i> No class meeting -- help with Results, Discussion, or presentation preparation	
	21	<i>Consultations</i> No class meeting -- help with Results, Discussion, or presentation preparation	
	25	Project presentations #1-8	
	28	Project presentations #9-15\	
May	??	Project installment #4 due at start of scheduled final exam period	Project installment #4