

Western University
Psychology
PSY 9704Y
Social, Personality and Developmental Psychology (SPDP) Research Seminar
Fall 2022
SSC XXXX, Fri 12:00noon-1pm

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in the SPDP cluster in Psychology, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program.

Instructor and Information

Instructor: Paul F. Tremblay
Office: SSC 6336
Office Phone: (519) 661-2111 x85644
Office Hours: by appointment
Email: ptrembla@uwo.ca

Course Description

The goal of this seminar course is to develop students' research presentation skills, promote interaction between students within the research cluster cohort, and allow students to solicit and provide feedback to one another in different stages of the research process. The seminar will also include guest presentations throughout the course.

Course Format

Lectures in person

Course Learning Outcomes/Objectives

Upon completion of this course, students should be able to:

1. Feel more confident about presenting their proposed research work, either at the proposal or completion stage among colleagues and faculty.
2. Have a good understanding of the expectations and standards of research quality in the SPDP cluster.
3. Identify and develop knowledge in the main areas of SPDP research.

Methods of Evaluation

The two requirements for pass/fail are:

- Do one presentation during the course
- Miss no more than three scheduled seminar “sessions” during the course
- Participate in one minor SPDP role such as updating computers in SPDP lab, coordinating lab booking access, and various committees to survey SPDP members on different matters and assist in preparing events such as interview day in February.

Students are allocated 30 min for their presentation. This includes time for questions and discussion. Ideally, presentations should therefore be approximately 20-25 minutes. The presentation can consist of (1) proposed research ideas in development for a thesis or dissertation (2) an ongoing or completed research project including thesis, dissertation or additional research.

Below is the course timeline with openings for two presentations per session unless indicated otherwise.

Course Timeline

Fall Semester		Winter Semester	
Date	Topics	Date	Topics
Sep 16	SPDP meeting	Jan 13	
Sep 23		Jan 20	
Sep 30		Jan 27	
Oct 7		Feb 3	
Oct 14		Feb 10	
Oct 21		Feb 17	
Oct 28		Feb 24	Reading week (no class)
Nov 4	Reading week (no class)	Mar 3	
Nov 11		Mar 10	
Nov 18		Mar 17	
Nov 25		Mar 24	
Nov 2		Mar 31	

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.