

Psychology 754: Proseminar in Biological Psychology
Fall 2022

Instructor: **Karyn Frick, Ph.D., Distinguished Professor**

Department of Psychology

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Office hours: By appointment. Please contact me by email to arrange a time to meet.

Email availability: I am generally available via email from 9 am – 5 pm on weekdays. I check email up until 10 pm on weekdays and at points on weekends, and may answer your question at these times as my schedule allows. However, you should not expect to receive an answer to any emails received after 5 pm until after 9 am the next weekday.

Class meetings: Wednesdays, 1-3 pm, Garland 204 (in person)

Course Description and Learning Outcomes:

- The learning objectives of this course are for incoming graduate students in the Neuroscience area of Psychology to better understand how graduate school works, discover what areas of neuroscience are studied in the Psychology department, and learn valuable skills essential to success in graduate school and beyond. By the end of the course, you should have learned:
 - How to build a CV that gets you hired after graduation
 - How to find, read, and present empirical literature
 - What aspects of neuroscience research are conducted in Psychology labs at UWM
 - How grant funding works
 - How to write an NIH-style specific aims and research strategy
 - How to give a research presentation
 - How various biases may influence the business of science

Course readings: Readings will be provided on our Canvas site as the semester progresses

Course Schedule:

Date	Topic
Sept. 7	Introductions, what is grad school?, building a CV, how academia works
Sept. 14	Finding, reading, and presenting literature; Frick research presentation
Sept. 21	Article presentations (find your own, circulate by Sept. 17)
Sept. 28	Article presentations (faculty provided), Faculty research presentations (Swain, Moyer)
Oct. 5	Article presentations (faculty provided), Faculty research presentations (Hannula, Bowman)
Oct. 12	Article presentations (faculty provided), Faculty research presentations (Lopez-Rojas, Georgiou)
Oct. 19	How funding works; how to write an NIH-style proposal
Oct. 26	No class (tentative); upload draft Specific Aims page to Canvas by 11:59 pm on 10/26
Nov. 2	Peer review of draft aims; how to give a presentation
Nov. 9	Informal class office hour for questions on Research Strategy; work on writing Research Strategy of NIH proposal
Nov. 16	No class (Society for Neuroscience meeting)
Nov. 23	No class (Thanksgiving); upload draft Research Strategy to Canvas by 11:59 pm 11/23
Nov. 30	Peer review of draft Research Strategy
Dec. 7	Bias and diversity in science
Dec. 14	Student grant proposal presentations, upload FINAL Specific Aims and Research Strategy to Canvas by 11:59 pm on 12/14

Grade assessment:

<u>Learning objective</u>	<u>Evaluation tool</u>	<u>% of grade</u>
Demonstrate ability to find and clearly present empirical literature	Article presentations	15
Demonstrate interest in course materials, respect for other's time, and high level of effort to produce quality work	Timely and high-quality participation in class, effort given to class assignments and activities	20
Develop testable ideas for grant funding	Drafts of specific aims and research strategy sections	10
Provide constructive feedback in peer review	Quality of feedback on draft a specific aims and research strategy	5
Incorporate feedback into final drafts	Final specific aims and research strategy submissions	30
Learn to give a clear and well-organized research presentation	Final grant proposal presentation	20
	Total	100

There is NO final exam (or any exams) in this course.

COVID-19 and other illnesses:

- Although mask wearing is not required on campus, it is encouraged, so I encourage you to wear masks for the duration of each class.
- Please do not come to class if you are feeling sick, or have been diagnosed with or are positive for COVID-19. Individuals who develop a fever (temperature of 100.4° or higher) or have had other symptoms consistent with COVID-19 should be evaluated by a healthcare professional before coming to campus.
- If you must miss class due to illness or COVID-19, but are feeling well enough to participate, then please email me ASAP so I can send you a virtual link for class.
- Current University COVID-19 policies can be found here: https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2022/08/COVID-Syllabus-Statement_F22.pdf
- Please follow these policies and avoid coming to class if you: (1) have been diagnosed with COVID-19 by a healthcare provider; and/or (2) have a positive COVID-19 test; and/or (3) otherwise is recommended to isolate or quarantine by the CDC.
- Coronavirus FAQs can be reviewed here: <https://uwm.edu/coronavirus/>

University Policies:

- Information on university policies on participation by students with disabilities, accommodation for religious observances, complaint procedures, grade appeal procedures, and other standing policies (e.g., sexual harassment, incompletes) can be found here: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

Accommodations:

- If you have a documented disability and need accommodations to meet any of the requirements of this course, please contact me as soon as possible. I will need a copy of your official Accommodation Plan. If you have one, it will be emailed to me by the Accessibility Resource Center (**Mitchell 115 – note the room change**, <http://uwm.edu/arc/>, phone 414-229-6287).

Students in Need

- Any student who faces challenges securing their food, housing, or technology, or is struggling with mental, physical, or emotional health, and believes this may affect their performance in the course is urged to contact the Dean of Students (dos@uwm.edu) for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide resources to support you and can connect you to the Dean of Students as well.

Academic Misconduct:

- In this course, we will strictly adhere to UWM's policy regarding academic misconduct. UWM does not tolerate academic misconduct, in any form. Cheating and plagiarism are examples of academic misconduct. Here is the university's definition: "an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts." Information about the procedures that are followed when a student is suspected of academic misconduct can be found on this web page: <https://uwm.edu/deanofstudents/academic-misconduct-2/>