Mission/Learning Goals

The Professional Development Series (PDS) meets Learning Goal #9 of the Ph.D. Program in Psychology:

9. Career Planning and Development – Students should emerge from doctoral study with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

It also addresses parts of goals 6 (Communication), 3 (Values), 4 (Sociocultural and International Awareness) and 7 (informational and Technological Literacy)

Structure

Steering Committee

The steering committee is composed of a set of doctoral faculty from different subprograms and campuses, 1 alum, and 1-2 students (to be drawn from the Student Representatives to Psychology Council). For the 2011-2012 academic year the members of the Steering committee are: (Angela Crossman, Mark Hauber, Laura Reigada and Tracey Revenson (Chair, Social-Personality Psychology – Deputy Executive Officer for Psychology). The student member is from our Clinical Psychology subprogram, and the alumni member, Dr. Ana Abraido-Lanza, is currently at the Mailman School of Public Health, Columbia University. The Executive Officer Maureen O’Connor serves as an ex officio member.

The Steering Committee will

- Plan the content of the PDS sessions
- Recommend and contact faculty and psychology alumni to participate on session panels
- Chair one or more sessions, if they desire
- Attend as many sessions as possible, but not all members of the steering committee need to be at all events.

Professional Development Curriculum

The professional development curriculum is targeted to all doctoral students in Psychology, including 1st year cohorts, mid-career and advanced graduate students. It is never too early to start planning one’s postgraduate career and the series’ aim is to have students at all stages be thinking about their professional development during graduate school and after. We hold the expectations that students will get something no matter what year they are in and that students may repeat these sessions over the years and still learn something.

Professional Development Series 12/1/2011
We aim to have 5-6 sessions each year. One of these sessions will be the annual 1\textsuperscript{st} year cohort EO orientation (this year, to be held January 26, 2012) (hopefully in October in following years), and a second will be part of the All-Psychology Research Day in the spring semester (this year, to be held April 20, 2012). Individual sessions will be led by panels of faculty, students and alums. Sessions will both present some didactic information but also allow for a good deal of Q & A by the student audience and panel members. Most sessions will be held at the Graduate Center (Room 6304.01) in the early evening, with a light dinner served. The sessions will be held on different days of the week to allow flexibility for students who may have evening classes.

**Learning Objectives**

1. Students should understand that career planning occurs at all points in the graduate school career, from the first semester on.

2. Students should demonstrate increased self-efficacy and competence in planning their graduate and postgraduate career paths. That is, they should (begin to) identify their own professional goals, know how their desired postgraduate goal(s) can be attained, and learn what they must do over time to attain their goals.

3. Students should develop knowledge of the skills needed for obtaining their desired postgraduate position – and the means by which they can/will obtain such skills, including attendance at professional development sessions.

4. Students should demonstrate awareness of a variety of realistic, potential career paths and be able to identify relevant opportunities that would lead toward those paths, and ultimately, toward success in each career.

5. Students should demonstrate recognition of the need for lifelong learning in psychology.

**Funding**

The Executive Office has limited program activity funds. Most funds go to support the All-Psychology Pedagogy Conference, the All-Psychology Student Meeting (February 15, 2012), the All-Psychology Faculty meetings each semester, the occasional meetings of the Psychology Student Leadership Council (PSLC; Fall 2011 meeting to be Wednesday, November 30, 2012.), and the All-Psychology Student Research Day. Nevertheless, by co-sponsoring this series with the Executive Office in Nursing we were able to obtain sufficient funding to proceed with the series this academic year. We are still pursuing other funding options.
## Schedule

The dates for the 2012 spring semester Professional Development sessions are:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday Jan 26</td>
<td>6-8 pm</td>
<td>Career Planning in Graduate School</td>
<td>for 1st year students only to be held at new EO orientation</td>
</tr>
<tr>
<td>Wed Feb 8</td>
<td>6-8 pm</td>
<td>Career Planning in Graduate School</td>
<td>For yrs 2-infinity</td>
</tr>
<tr>
<td>Thursday Mr 1</td>
<td>6-8 pm</td>
<td>CV-Building: The Work Listed on the CV</td>
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<tr>
<td>Monday April 9</td>
<td>6-8 pm</td>
<td>Job Search Bootcamp: Wishes, Dreams, Nuts &amp; Bolts</td>
<td></td>
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<tr>
<td>Friday, April 20</td>
<td>12:30-2:30</td>
<td>Applying for Grants in Graduate School</td>
<td>As part of the all-Psychology Student Research Day</td>
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**Assessment**

We are piloting the GC’s learning goals for professional development for the response to the Middle States report (due, April, 2012; initial assessment plan due Jan 12, 2012).

**Longitudinal analyses by cohorts.** The 1st year cohort will have annual assessments. We will start the measurement with a baseline survey of the incoming students. Areas will include expectations/attitudes toward career; awareness of starting early; quality of mentoring; importance of community service. We will then be able to conduct annual follow-ups with this cohort and add annual cohorts.

**Course evaluations.** We will collect evaluations after each session. We will measure satisfaction with sessions; perceptions of knowledge gained; areas for which additional training could be useful. We are still working on a system for linking these evaluations by student so we can evaluate the number of sessions attended and outcomes.

**Professional Development Portfolio.** At the end of each academic year we will expect each student to have put together a Professional Development Portfolio. Although this may vary a bit depending on the student’s level in program, it will contain at least some of the following materials:

- An updated Academic C.V.
- Cover letter for job/self-statement (for Level III students)
- Research statement – to begin with Level I students and modify over time
- List of dissertation grants that are relevant to student’s self-identified interest/list of grants submitted/received
- List of publications and conference presentations
- Chronicle of service – within subprogram, Psychology, community – with a self-assessment of the experience; goals for the coming year
- Teaching portfolio (teaching philosophy, evaluations, syllabi; data base of advisees); this will be done in conjunction with the Teaching of Psychology course

**Behavioral Outcomes**

**ASSESSMENT IDEAS:**

1. Ask students to identify where they can find information about postgraduate positions of interest to them.
2. Ask them what skills/preparation are most important for them to be competitive in postgraduate positions of interest to them – to get them and to succeed in them.
3. Ask students how successful they think they would be – and what would increase their success.
4. Ask students to identify their professional goals and what steps they plan to take to reach their professional goals (with approx. timeline).