FORDHAM UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

TEACHER TRAINING MANUAL
TEACHER TRAINING PROGRAM
Fordham University - Department of Psychology

2012

The Department of Psychology is committed to the teaching of psychology at all levels and seeks to provide doctoral students with opportunities for professional development through the teaching of psychology. These programs are for graduate students to prepare for full time academic careers, to complement practice with teaching, and to develop leadership, organizational, and public speaking skills. The Department provides a sequence of programs that begins during a doctoral student's first year and continues until the student earns his or her PhD degree. These programs are important vehicles for students' professional development and they embody the highest values of the Department and University: academic excellence, care of the person, and service to others. As in all areas of Psychology, the Department places emphasis on ethics and integrity; therefore, ethics related to teaching is featured at various training points in collaboration with the Center for Ethics Education.

The underlying philosophy behind the Teachers Training Program is that students trained in our doctoral programs should be prepared to take on positions in a wide range of academic settings. In order to be successful at the full range of academic settings, all doctoral students should be prepared to teach undergraduate courses in Introductory Psychology (now titled ‘Foundations of Psychology’ at Fordham University), Statistics, and Research Methods. Doctoral students should also be prepared to teach within their area of expertise based on their respective doctoral program. Finally, it is also anticipated that, through the Teachers Training Program, students will be capable of preparing and teaching courses that fall outside their primary area of expertise. This is in order to prepare for the real expectations frequently placed on newly hired professors at many institutions of higher learning.

The Psychology Department Teacher Training program begins with teaching assistantships in undergraduate laboratory courses. Thereafter, the Department offers

1) Teaching of Psychology Seminar every year, open to all students,
2) Teaching Fellowships (competitively awarded, requiring the Teaching of Psychology Seminar) for which all 3rd year students may apply,
3) Senior Teaching Fellowships (competitively awarded) for 4th year students,
4) mentorship by full-time faculty, and
5) Teaching Associate positions for ABD students.

In general teaching training should include:

1. Development of a syllabus, teaching materials, and course plan including clear statements of course goals, students learning objectives, and assessment mechanisms.
2. Strategies for identification of teaching resources, such as readings, videos, in-class and outside activities, lab exercises, and so on, that would enhance the course.
3. Observation of faculty teaching.
4. Observation and feedback by faculty.
5. Lecturing.
6. Leading class discussions.
7. Review of testing materials and assistance in test construction.
8. Paper and test grading.
Teaching Assistance and Lab Instruction

Teacher training begins with work as teaching assistants in undergraduate courses involving labs.

The Psychology faculty believes that students learn Psychology best through hands on activities and that experiencing the research process first hand is essential to education in this field. Therefore, the undergraduate curriculum includes labs in which students engage in research activities and report writing. Foundations of Psychology, Statistics, Research Methods in Psychology, Learning, Perception, Cognition, Biological Psychology, Reasoning, Social, Developmental, Testing, and Behavior Analysis all have lab sections. All graduate assistants are given the opportunity to serve as Teaching Assistants and to collaborate with the course professor on the content of these weekly labs and the assignment of lab grades.

TAs are assigned lab courses according to their backgrounds, interests and availability. TAs are encouraged to work closely with the professor, to attend lectures that are relevant to the labs, to offer guest lectures in the course, and to help with grading of lab reports. Typically, first year graduate students are assigned to Foundations of Psychology labs, second year students to the more advanced undergraduate courses, and third year students may be assigned to graduate course labs that involve psychological assessment. Assistants collaborate with professors in the design of labs and are responsible for delivering the lab component of the course. In teaching the lab section(s) they learn and perform curriculum planning, preparation of teaching materials, the use of instructional media, lecturing, classroom presentation, instruction in scientific writing, individual tutoring, and grading. The faculty member or Teaching Fellow is ultimately responsible for the structure of the entire course, lecture and lab. The teaching assistant reports to the course instructor. Teaching Fellows are assigned a Faculty supervisor who is familiar with the content matter and who can assist with all phases of the course.

Teaching Assistants’ training begins with a series of three orientation sessions early in the Fall semester. The first orientation will be during the week of the general graduate student orientation. The second and third orientation sessions will be held mid-day on Wednesday within the first few weeks of the semester.

The major purpose of the 1st orientation is for the TA and course instructor to meet each other. TAs, course instructors and faculty supervisors should establish a meeting schedule. The TA and instructor should arrange for bi-weekly in-person meetings until the midterm. After the midterm, the TA and instructor should decide whether in-person meetings are still necessary, or whether a bi-weekly phone or e-mail connection would be adequate. TAs and instructors are both responsible for ensuring that they maintain biweekly communication. Bi-weekly meetings should include an explicit discussion of grading, including rubrics, and how much each lab component counts toward the final grade. It is the TA’s responsibility to grade lab assignments; it is the course instructor responsibility to grade course assignments. It is the responsibility of the faculty supervisor to oversee this process.

Lecture and lab should be integrated. Lecture and lab syllabi should be integrated to provide students with a cohesive experience of the course. The instructor should include a “lab tab” for the class on blackboard and the TA should be taught about and utilize blackboard for the lab. In both undergraduate and graduate courses, the TA should attend the first or second class and
the instructor should introduce the TA to the students. The instructor should make reference to what is being covered in the lab regularly during lectures. The lecture and lab syllabi should include attendance policy, missed exam and late assignment policy, academic integrity, office of disability services, course goals and student learning objectives. TAs should be introduced to the *Fordham University Undergraduate Faculty Handbook*, which includes information on grade appeals and academic integrity: (http://www.fordham.edu/academics/handbooks__publicati/undergraduate_facult_30155.asp)

Faculty supervisors responsible for overseeing the first three required major courses (Foundations of Psychology, Statistics, and Research Methods) are encouraged to jointly meet with fellows and assistants at this orientation to review components of the labs and ensure consistency across sections. The same process is recommended for Biopsychology, which satisfies the Life Science Core requirement.

TAs will be provided with documentation regarding APA format; all psychology papers should be written in APA citation format. TAs will be provided with the book, *Teaching Tips* by W. McKeachie.

The Second and Third Orientation Sessions will be presented in panel form. Teaching Assistants and Teaching Fellows will be included. Panel participants potentially include Senior Teaching Fellows, representatives from the Ethics Center, the Counseling Center, Disability Center, Writing Center, Service Learning and Multicultural Affairs Office. The fundamental principle of *cura personalis* should be presented during these panels. TAs should become familiar with the variety of Fordham documents available to address a broad range of student concerns:

- Student Mental Health Emergency Brochure
- The Dangerous Student Brochure
- Resource Guide for Faculty to Assist Students with Disabilities

During the second and third orientation sessions TAs will be told about and encouraged to attend EP3 training.

**Teaching Fellowships**

Graduate students are eligible to apply for a Teaching Fellowship in their 3rd year of study, after completing the Seminar in Teaching Psychology, and in most cases, having served as a Teaching Assistant. These fellowships are awarded by the Department of Psychology on a competitive basis. Students awarded Teaching Fellowships have the opportunity to teach three undergraduate Psychology courses during the academic year, including the supervision of TAs in lab courses. Students have some choice of assigned courses which take place in all undergraduate colleges and on all three of Fordham's campuses, providing students with an opportunity to have contact with various student populations.

Teaching Fellows will be assigned a faculty supervisor and are encouraged to draw on faculty resources such as course syllabi on file, and to consult with faculty and fellows who have taught the course to which the fellow is assigned. The student is the course instructor, responsible for designing and implementing the course in full, from beginning to end.

In their 4th year, doctoral students may apply for distinguished Senior Teaching Fellowships, awarded competitively to graduate students of various arts and sciences disciplines by the
Graduate School of Arts and Sciences. They have the responsibility of instruction of three undergraduate Psychology courses in their entirety during the academic year.

Additional details about Teaching Fellowships and Senior Teaching Fellowships can be found in the GSAS Academic Policies and Procedures Guidebook.

Teaching Associate Positions

The Department offers Teaching Associate positions, as available, to advanced graduate students. Associates are assigned instructional responsibilities in single undergraduate courses on a semester basis. This program allows students to gain additional experience as an undergraduate instructor and to broaden their portfolio of teaching competencies. This responsibility includes supervising TAs in lab courses.

The Teaching of Psychology

The goals of this course, which is offered annually, are to provide graduate students the opportunities to 1) reflect on the role and function of college teaching, and 2) complete activities, such as preparing a syllabus and developing assessments while getting feedback from other graduate students and the instructor.

This course is required for appointment as Teaching Fellow and Teaching Associate in the Psychology Department but does not assure such appointment. Any student interested in college teaching, such as those seeking adjunct appointments at area colleges, should take this course in order to obtain a letter of reference from the Psychology Department.

The course is worth 3 credits and meets two hours a week. It focuses on such topics as the following: the purpose and goals of college teaching, grading papers and designing and grading essay exams, generating discussions, syllabus construction, lecturing, alternatives to lecturing, assessment, writing assignments, and classroom management. For instance, students in the seminar may develop three syllabi, one for Introductory Psychology, and two for courses of their choice, after consultation with the instructor. This course also addresses techniques for multicultural education and diversity, as well as managing non-academic issues, and accommodating students with disabilities. Readings include such texts as Teaching Tips by W. McKeachie and articles from the APA journal Teaching of Psychology. Throughout the course, emphasis is placed on practical considerations for the new college instructor.

Supervision and Evaluation

Teaching Fellows and Associates are assigned a faculty supervisor, and meet with their faculty supervisors regularly. Meetings should include general training to be a professor and address strategies for managing specific issues that occur during teaching individual courses. Teaching Fellows and Associates should contact and meet with students who stop attending class, perform poorly, and/or stop submitting assignments. Teachers should also contact the appropriate class dean about such students (see Fordham Undergraduate Faculty Handbook for more information and the names and contact information of appropriate class deans).

All Teaching Assistants receive feedback from their faculty supervisors and have the opportunity to evaluate their experience formally. In addition, all undergraduate classes include the
administration of the Student Educational Evaluation Questionnaire (SEEQ) to all students which provides Teaching Assistants, Teaching Fellows and Teaching Associates with quantitative and qualitative feedback from their students. These evaluations are good sources of performance assessment that graduate students can learn from. Typically, our Teaching Fellows and Associates receive very high scores and superlative comments on the SEEQ which may be kept as an impressive record of high quality teaching for potential employers.

Teaching Fellows and Associates will also be evaluated once each semester with the Teacher Evaluation and Observation Form to help students grow from observations of their teaching. The Teacher Evaluation and Observation Form is used to assess the course syllabus and course material, as well as through class observation the teacher’s variety of instruction, organization, presentations skills, clarity of instruction, content knowledge, and instructor-student rapport. Once the form is completed the supervisor shares the report with the teacher. Completed observation forms are kept together in a file cabinet in the department office. Teaching Fellows and Associates will also evaluate their faculty supervisors and Teaching Assistants will have the opportunity to evaluate their undergraduate course instructors.

Assessment

As part of Middle State’s requirements, the Psychology Department will assess its courses on a regular basis. Course syllabi need to have goals and learning objectives. A clear connection between goals and assessment should be evident, with course goals linked to the methods used to assess them (e.g., exams, papers, and/or projects). Introductory Psychology, Statistics, and Research Methods will be assessed in 2011-2012, the 2000-level courses in 2012-2013, and the 3000-level courses in 2013-2014.

Useful Resources

Fordham Undergraduate Faculty Handbook
• Academic Integrity
• Grade Appeals
• Assistant Deans at FCRH, FCLC, and FCLS
http://www.fordham.edu/academics/handbooks_publicati/undergraduate_facult_30155.asp

Student Mental Health Emergency Brochure

Dangerous Student Brochure
• Designed by Senate Student Life Committee/Academic Affairs working group (Chaired by Dr. Procidano).
• Not yet available on-line (to be distributed soon)

Resource Guide for Faculty to Assist Students with Disabilities
http://www.fordham.edu/campus_resources/student_services/disability_services__resources/faculty_resource_gui_16528.asp

Center for Teaching Excellence
• Model Syllabi and course planning (Click on “Art of Teaching”)
- Useful Teachers' Links (e.g., media services, E-reserves, Faculty Technology, etc.)
  (Click on “Art of Teaching”)
  http://www.fordham.edu/academics/office_of_research/research_centers_in/center_for_teaching/

**Multicultural Affairs**
http://www.fordham.edu/student_affairs/multicultural_affair/

**GSAS Academic Policies and Procedures Guidebook**
- Teaching Fellowships
- Senior Teaching Fellowships
- Teaching Associates
  http://www.fordham.edu/images/academics/graduate_schools/gsas/gsas_academic_policies_and_procedures_guidebook_2010-2011.pdf

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**FACULTY SUPERVISORS**

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<tr>
<th>Name</th>
<th>Area of Expertise</th>
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<td>Rachel Annunziato</td>
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<td>Josh Brown</td>
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<td>Se-Kang Kim</td>
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<td>Jim MacDonall</td>
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<td>Dean McKay</td>
<td>Abnormal &amp; Clinical Psych</td>
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<td>Monica Rivera-Mindt</td>
<td>Biopsychology</td>
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<td>Kathy Schiaffino</td>
<td>Social Psychology</td>
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<td>Multicultural Issues in Psychology</td>
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