

Psychologist Highlight Project (PHP) Guide

Purpose:

The purpose of this project is to think critically about where our information and history of psychology comes from, what voices are highlighted and who is missing from the conversation. This is our chance as a class to highlight and celebrate those who are underrepresented in our field.

Components:

This project is worth a total of 65 points that will be broken down as following:

PHP Selection Paragraphs (5 points)

You will find **three** psychologists from underrepresented communities in the field. You will write 1 paragraph for each person describing who they are, what they study, and why you are interested in focusing on them throughout this term.

Please put them in order of who you are most interested in studying. After everyone submits this, I will assign you one of your people to spend the rest of the term learning about. This is so no one studies and presents on the same person.

Guiding Worksheets (4 x 5 points)

Throughout the session, there will be three worksheets to guide your research on your individual that will help frame your presentation. These worksheets will help you dive deeper into what contributions the scholar made to the field, what their line(s) of research are, and who they are as a person.

Presentation (40 points)

At the end of the semester, you will do a 7-10 minute presentation on your person.

I reserve the right to altar this at any time. Throughout the semester, more information/details will be provided on each component.

Off Limits Psychologists :

1. Margaret Floy Washburn
2. Munider Kaur Ahluwalia
3. Michael Muthukrishna

These psychologists are off limits because I am highlighting them the first week. After that, my highlights will be selected based on who you all are researching.

Helpful Websites I've Used:

<https://psychology.iresearchnet.com/history-of-psychology/women-and-minorities/>

<https://www.apa.org/pi/oema/resources/ethnicity-health/psychologists>

<https://nqtcn.com/en/>

PHP Worksheet 1 – Biography of Person (5 Points)

Instructions:

Find **at least two sources** that talk about the life of your person and answer the questions below.

Correctly cite these sources using APA-style format.

This assignment will be submitted using TurnItIn – so make sure you answer questions in your own words.

Questions:

1. Name
2. Are they alive or deceased? When were they alive?
3. Where did they live in their lifetime? Where are they from? Where else did they live?
4. Any interesting fact you learned about them from their childhood.
5. Where did they go to school?
6. What did they study in school?
7. What job(s) did they have?
8. One interesting thing about them from their adult life.

If you cannot find the answer to any of these questions, let me know. Hopefully, we do not have this problem, but you never know.

PHP Worksheet 2 – Academic Life (5 Points)

Instructions:

Find **at least two sources** that talk about or are the author's research or writing to answer the questions below.

Correctly cite these sources using APA-style format.

This assignment will be submitted using TurnItIn – so make sure you answer questions in your own words.

Questions:

1. What is their main “branch” of psychology? Why do they “fit” into this branch?
2. What work/accomplishment are they most known for? Please describe it in 1 – 2 paragraphs. For your presentation, you will have to describe their research and important findings they contributed to the field.

PHP Worksheet 3 – Personal/ Non-Academic Life (5 Points)

Instructions:

Find **at least two sources** that talk about the psychologist's personal life to answer the questions below.

Correctly cite these sources using APA-style format.

This assignment will be submitted using TurnItIn – so make sure you answer questions in your own words.

Questions:

1. Find three pieces of information that are “fun facts” about the person.
 - a. These do not have to be corroborated – they can be “gossip” just make sure you note that.
 - b. If the person is alive, you can look at their website or if they have a blog.
 - c. If the person is not alive, you can look to see if there is any controversy about their prominence or if they were involved in any scandals.
 - d. It could also be if anyone wrote positive/negative comments about them as well.

PHP Worksheet 4 – Reflection (5 Points)

Instructions: Answer these questions in paragraphs.

Questions:

1. What is something you found most interesting from your peers' presentations on Monday? Include three examples.
2. What is something you found most interesting from your peers' presentations on Tuesday? Include three examples.
3. What did you enjoy about this project? What would you have changed?
4. How has your knowledge about psychology been “diversified?” How can we (as in the field of psychology) improve our research and teaching practices to be more inclusive?

PHP Presentation Instructions (40 points)

Instructions:

Create a 7-10 minute presentation using all of the information from the worksheets. You should use slides or some other visual aide for the presentation.

In addition to incorporating the information from the 3 worksheets, you will need to conclude by answering the question: “**why should we learn about this person in PSY 205?**”

See rubric for specific breakdown of points.

Submission:

Slides are due August 5th at 2:00pm.

PHP Presentation Rubric

	Exceptional (4-5)	Sufficient (3)	Developing (2)	Needs Improvement (1)
BIOGRAPHY: The presentation should introduce the audience to a psychologist.	All questions from worksheet are answered in presentation.	Only one – two questions are missing from presentation.	Only over half of the questions are missing from presentation.	Most questions are not answered.
ACADEMIC ACHIEVEMENTS: The presentation should describe the academic and research expertise of the person. What did they study? What did they contribute to the field of psychology?	All questions from worksheet are answered in presentation. Their research is thoroughly described and explained what branch of psychology is most related to the person's work.	Questions from worksheet are answered in presentation but lacks specificity and thoroughness of research explanation.	One of the components of this (research explanation or branch of psychology explanation) is completely missing or both are weakly described.	Section is missing.
PERSONAL LIFE: You share three juicy pieces of information with the class	Shared all three pieces of information and share where you found this (it's okay if it cannot be verified. This is a fun section).	Two juicy pieces of information are shared or forgot to share where you found the information.	Only one piece of information is shared.	Section is missing.
WHY WE SHOULD LEARN ABOUT THEM: Answer this question that was not included in a worksheet: Why should we learn about this person in an intro to psychology class?	Answers the question with deep reflection on their expertise and what they bring to the field.	Answers the question but does not go into detail about	Tries to answer the questions but still needs work critically thinking about their importance.	Section is missing.
RESPONSE TO ASSIGNMENT: Oral presentations are expected to address the assignment's requirements and are appropriate for the intended audience.	The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical	The presentation responds to the assignment and addresses the topic but has minor weaknesses with respect to some of the requirements and/or	The presentation responds to the assignment and addresses the topic but has significant weaknesses with respect to some of the	The presentation does not respond to many assignment requirements and/or is poorly tailored for the intended audience.

	level for the intended audience.	appropriate technical level.	requirements and/or appropriate technical level.	
ORGANIZATION: Oral presentations are expected to be well-organized in overall structure.	The presentation is well-structured; its organization tells a story. Content is well ordered for clarity.	The presentation is generally well-structured, with only a few flaws in overall organization.	The presentation has a defined structure, but the organization is not optimal for supporting the presentation's content.	The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity.
STYLE/FORM AND FORMAT: Presentations are expected to be stylistically effective – that is, to consist of visual aids with well-chosen words and graphics which complement the speaker, and consistent with the time limit of the presentation.	The visual aids (e.g., PowerPoint slides) are informative, well designed, easy to read, and complement the speaker's content. The number of slides is consistent with the time limit of the presentation.	The visual aids are informative and generally supportive of the presentation but could be improved to more effectively complement the speaker's content.	The visual aids are generally supportive of the presentation, but some are difficult to read, too busy, and/or not necessary for the talk's intent.	Visual aids are not designed to effectively convey the information intended by the speaker.
SPEAKING SKILLS: Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in the audience, and communicates the intended information.	Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time.	Speaker is prepared and familiar with the content of the visual aids, but may occasionally stray from topic and/or have other deficiencies in speaking style.	Speaker is reasonably prepared but tends to look at visual aids for prompting, and is not able to communicate all of the intended content.	Speaker is not prepared and has to read from visual aids or cue cards, does not use voice or body language effectively to engage audience in topic.