Fontbonne University Course Syllabus

Careers in Psychology
PSY 301 — Fall 2019 — 3 credit hours

Class time and location:

Tues & Thurs 3:30 – 4:45pm

***Room*: AB 202**

Important Dates:

Sept 1: Last day to add/drop course, change from credit to audit

Oct 18: Last day to withdraw from course, change between credit and pass/fail

Professor: Dr. Jason Finley

email: jfinley@fontbonne.edu

phone: (314)-719-3610

office: East Building 310A

office hours: Mon 2-3:30pm & Wed 3:30-5pm

Also by appointment (just email me and we'll schedule a time to meet)

Websites:

Schoology: fontbonne.schoology.com

Powerpoints, assignments, handouts, etc. will be posted on here.

Prerequisites: PSY 100

Required course text:

Kuther, T. L., & Morgan, R. D. (2019). Careers in psychology: opportunities in a changing world (5th ed.). Sage. ISBN: 9781544359731

https://us.sagepub.com/en-us/nam/careers-in-psychology/book265217

Course Description:

       This course is designed to introduce students to the wide variety of career opportunities that exist within the field of psychology. Theoretical and practical aspects of these careers will be discussed. Students will research job opportunities, contact possible employers, create a resume or CV, write cover letters, practice interviewing skills, and discuss the graduate school application process.

Goals and Objectives:

- **Examine the Major Disciplinary Specialties of Psychology**
Psychology and the applied behavioral sciences are broad-based areas of inquiry that are largely multidisciplinary in nature. One goal of this course is to expose students to the wide range of career opportunities available within our "hub" science.

- **Develop an Expanded Knowledge of Careers Available to Individuals With a BS/BA Degree**
Individuals working within the social and behavioral sciences demonstrate a wide variety of skillsets that frequently overlap with related disciplines. This course will highlight the unique strengths and benefits of being trained in the social and behavioral sciences. These unique skills are currently in high demand by a variety of organizations, companies, businesses, and graduate programs.
- **Engage in Personal Professional Growth and Development**
Often, students spend little time in college thinking about both short- and long-term goals after graduation. In addition, they frequently do not have a great deal of information about what "real" jobs in the field encompass. This course will provide students with the opportunity to think about their professional lives after Fontbonne. In addition, it will allow students to engage in information gathering from individuals who are actively working in the fields of psychology and related disciplines.
- **Develop a Career Portfolio**
By the end of this course, you should have a well-rounded perspective on career options within the behavioral sciences, including a list of future career goals in psychology, business, or related fields. In addition, you will have a collection of documents that highlight your knowledge, skills, abilities, and interests in a behavioral sciences career.

Course Format:
Tuesdays we will talk about the topics of the reading. Thursdays we will either have a guest speaker talk about their profession and career path, or it'll be a workshop day in which I'll teach you assorted skills.

Classroom Etiquette/Logistics:
- Bring laptops if you have them. They'll be useful sometimes for workshop days, but won't be required. Computers are for note-taking and other course-related activities, *not* for YouTube, Facebook, and so on.
- Please be mentally present. I will strive to not be boring.
- **Put your phone away and keep it away.**
  ## DO NOT USE YOUR PHONE DURING CLASS.
- No antimatter in class; trust me on this.
- **Ask questions**! Seriously! Speak up whenever you have questions, don't understand something, have answers, have ideas, etc. Asking questions is a sign of WISDOM, and it's also a great way to learn.

Evaluation: Your grade in this course will be based on:

Attendance/Participation	5%
Reading reflections 2% for each chapter that we read: 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15. (drop lowest score)	22%
Speaker reflections Each reflection will count for $16/(N\text{-}1)\%$ where N is the number of speakers we have. (drop lowest score)	16%
Assignments 1. Goal setting: 5% 2. Skills & experiences: 5% 3. Self-assessment & career ideas: 6% 4. APA divisions: 5% 5. Resume/CV: 5% 6. Informational interview: 8% 7. Grad program investigation: 5% 8. Personal statement: 5% 9. Revised resume and cover letter: 5% 10. Final portfolio: 8%	57%
Total:	100%

Final letter grades will be based on the following scale:

92.5	≤	A	≤	100
89.5	≤	A-	<	92.5
87.5	≤	B+	<	89.5
82.5	≤	B	<	87.5
79.5	≤	B-	<	82.5
77.5	≤	C+	<	79.5
72.5	≤	C	<	77.5
69.5	≤	C-	<	72.5
59.5	≤	D	<	69.5
0	≤	F	<	59.5

Attendance/Participation (5%):

In order to learn, you've got to show up to class, and participate in any activities we do that day. If you miss a class, it's your responsibility to get notes from another student, and come to my office hours if you need help understanding anything you missed. Attendance will be taken at every class. Here's how attendance figures into your grade: Every class you attend (not counting exam days or final presentation day) will earn you 0.2% toward your final grade, up to a maximum of 5%. (If you do the math, you'll see you can miss 3 classes before losing points.) Oh, also you have to be awake or it doesn't count!

Reading Reflections (22%):

For each chapter that we read after the first two, you will have to write a brief (under one page) reflection. Your reflections can be about particularly interesting new things you learned, things you are unclear on, connections to other topics, or new thoughts that you had while reading the text. Basically, you are showing that you thoughtfully did the reading.

The chapters for which you have to write a reflection are: 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, and 15. Note chapters 1 and 2 do not require a reflection, and we are skipping chapter 7. Each reflection is worth 2% (up to max 22%), and you get to drop your lowest score. Reading reflections are due before the class in which we cover that reading (see schedule). Yes that means you have to do the readings before class. Late submissions will earn half credit.

Although you will be turning in each chapter reflection separately on the course website, I recommend that you also keep them all in a single Word document for your own reference.

Speaker Reflections (16%):

We will have a number of guest speakers throughout the semester, who will talk about their careers, the paths by which they got there, and the skills that have been most valuable. Be prepared to be interactive and ask questions! After each speaker, you will write a brief (under one page) reflection on what you learned from them, points of confusion, connections to other topics, or new thoughts. These will be due on the course website by 11:59pm the day after the speaker. Each will be worth $16/(N\text{-}1)$% (up to max 16%), where N is the number of speakers we end up having (which is subject to some uncertainty). Note that this formula means you get to drop the lowest score.

Although you will be turning in each chapter reflection separately on the course website, I recommend that you also keep them all in a single Word document for your own reference.

Assignments (57%):

Instructions for each assignment will be posted on the course website. Due dates are in the schedule below.

1. Goal setting: 5%
2. Skills & experiences: 5%
3. Self-assessment & career ideas: 6%
4. APA divisions: 5%
5. Resume/CV: 5%
6. Informational interview: 8%** PLAN WELL AHEAD FOR THIS ONE
7. Grad program investigation: 5%
8. Personal statement: 5%
9. Revised resume and cover letter: 5%
10. Final portfolio: 8%

Hypothetical bonus assignment (?%):

I reserve the right to *potentially* offer a bonus assignment. Any such assignment would be equally available to all students, and would be worth 3% at most.

Basic Wellness Needs

Your physical, mental and emotional health is important and can affect your performance in this class. Fontbonne University provides many services to help students, including counseling, health services, food and housing assistance, and emergency funds. If a service is not available on our campus, you may benefit from a referral to a provider in the greater community. If you are facing such challenges and believe it may affect your performance in this course, I encourage you to seek assistance in the Student Affairs office on the first floor of Medaille Hall, adjacent to the AMC lobby, or you can call that office at (314) 889-1411. Their hours are Monday through Friday, 8:30 am to 4:30 pm. If you are comfortable doing so, you also may contact me. I will offer any assistance that I can and help you connect with the appropriate resource.

Academic Integrity/Honesty:

Unwavering honesty is absolutely paramount in doing science and being a scholar. It is an essential value that every good scholar holds in his or her heart. My colleague, Dr. Rebecca Foushée, has written nicely about this importance: "The scientific enterprise is an organized framework for finding truths and understanding reality, and it

works for many reasons. One primary reason it works is that research professionals place a great deal of faith and trust in the work of their colleagues, including any public statements/reports made by their fellow scientists. Whenever this trust is broken, the entire structure of scholarly inquiry – regardless of discipline – is placed at risk. Therefore, one main goal of scientific training is to foster and encourage ethical behavior, academic honesty, and original, creative thought among future generations of scholars."

I take academic honesty <u>very</u> seriously, and you should too. The Fontbonne statement on academic integrity may be found in the catalog, in *The Griffin Scratch Student Handbook*, and in Policy Manual VI, Section 6.1.11. I'll excerpt from it here.

"According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students. Violations of academic integrity have a broad impact on the University and will result in University review and action.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. ...

- <u>Plagiarism</u> is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet."

Here are some guidelines to avoid plagiarism:
- o DON'T COPY/PASTE unless you put quotes around the copied text and cite the source of the text.
- o If you've paraphrased text from somewhere, cite the source.
- o If you're using ideas from somewhere, cite the source.
- o If you're ever unsure, just check with me.

Engaging in any academic dishonesty will result in the student receiving a score of zero on the exam or assignment and being reported to the Office of Academic Affairs. More than one offense will result in an automatic F grade.

Nondiscrimination

Fontbonne University does not discriminate on the basis of race, color, religion, age, sex, gender identity, sexual orientation, national origin, disability, genetic information, or any other characteristic protected by applicable law. If you have concerns that you or someone else has been discriminated against, it is your right to bring those concerns to the attention of the University's Title IX coordinator, Associate Vice President for Student Affairs, Medaille Hall 85-99, (314) 889-1416 the Director of

Human Resources, Ryan Hall 103, (314) 889-1493. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Chair. Additional information on Fontbonne's policy of nondiscrimination is available in the catalog, in *The Griffin Scratch Student Handbook*, and in Policy Manual II, Section 2.1.2.

Accommodation of Students with Disabilities

Fontbonne University offers accommodations to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Fontbonne student is eligible for special services or accommodations if: 1) The student self-identifies that he or she has a disability and needs accommodation; 2) The student provides appropriate and verifiable documentation of the disability; and 3) The student provides notification in a timely fashion. For academic accommodations, contact the Academic and Disabilities Resources Coordinator at (314) 719-3627. Ryan Hall 3rd floor
http://www.fontbonne.edu/academics/academic-services-support/
Note also: free tutoring for any student

Writing Support Services

The Kinkel Center provides free writing support to all students at Fontbonne University. Trained writing specialists are available to assist you at any stage in the writing process, from brainstorming and organizing ideas, to polishing a final draft. Each appointment is an hour and tailored to meet the expressed needs of you, the client. The goal is to have a substantive conversation about your project where we can collaboratively develop some usable strategies, techniques, and principles that can be applied to future projects in your collegiate and professional life. The instructions for making an appointment are on the Kinkel Center page. Appointments are held in Ryan 304. For off campus students, sessions can be conducted electronically. To request an electronic appointment, send a message to writing@fontbonne.edu All writing support inquiries can be directed to Matt Nelson, the Academic Writing Support Coordinator, at mnelson@fontbonne.edu.

Subject-to-Change Clause:

This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student's responsibility to keep aware of such changes.

Date	Topic	Reading (reflections due before class)	Assignmnet due by 11:59pm
Tues Aug 27	Intro: Psych careers	ch. 1	
Thurs Aug 29	guest: Lilly Murphy (class of '18)		
Tues Sept 3	Intro: skills, etc. Keeping Connected to Psych	ch. 2	1. Goal setting
Thurs Sept 5	guest: Danica Stone (class of '17. Clayton Sleep Institute)		
Tues Sept 10	??iworx demo?		2. Skills and experiences
Thurs Sept 12	Special Topics: Collective Memory In American Culture (East 103)		
Tues Sept 17	Clinical/Counseling Psych	ch. 3	3. Self-assessment and career ideas
Thurs Sept 19	guest: Dr. Debbie Holderle (clinical psych)		
Tues Sept 24	Health Psych	ch. 6	
Thurs Sept 26	guest: Dr. Laura Beaver (social work)		4. APA Divisions
Tues Oct 1	Getting a job with bachelor degree	ch. 13	
Thurs Oct 3	workshop?		
Tues Oct 8	Graduate-level Careers	ch. 14	
Thurs Oct 10	guest: Dr. Erin Jones Higgins (US Dept. Edu)		5. Resume/CV
Tues Oct 15	Social & Consumer Psych	ch. 11	
Thurs Oct 17	guest: Dr. Laurel Newman (Maritz)		

Date	Topic	Reading (reflections due before class)	Assignmnet due by 11:59pm
Tues Oct 22	NO CLASS, FALL BREAK		
Thurs Oct 24	Getting into grad school	ch. 15	6. Informational interview
Tues Oct 29	Legal & Forensic Psych	ch. 5	
Thurs Oct 31	guest: Sadie Weiss (Peace Corps)		7. Grad Program Investigation
Tues Nov 5	Neuro	ch. 8	
Thurs Nov 7	workshop?		
Tues Nov 12	I/O, Cognitive Psych, Human Factors	ch. 9	8. Personal Statement
Thurs Nov 14	guest: Deborah Aschheim (artist)		
Tues Nov 19	School Psych	ch. 4	
Thurs Nov 21	guest: Dr. Mike Ambinder (Valve)		
Tues Nov 26	Developmental Psych	ch. 12	9. Revised resume & cover letter
Thurs Nov 28	NO CLASS, THANKSGIVING		
Tues Dec 3	Experimental/Quant Psych	ch. 10	
Thurs Dec 5	workshop?		
Thurs Dec 12, 3:30-5:20pm	??? Data Science/Analytics? Dr. Cassie Jacobs? Victor Sungkhasettee?		10. Final portfolio