

**Careers in Psychology  
Psychology 200-001  
Alumni Hall 0401  
Dr. Cynthia Nordstrom  
Spring2012**

Meeting Time: 9:30-10:45 TR  
Office: 0119 Alumni Hall  
Office Hours: 1-3 W or by appointment  
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**Texts:**

Required Texts: Kuther, T., & Morgan, R. (2009). *Careers in Psychology: Opportunities in a Changing World (3<sup>rd</sup> Edition)*. Toronto: Thomson-Wadsworth

Additional readings may be assigned.

**Course Objectives:**

- Understand the career decision making process
- Explore your own interests, skills, and values as they apply to career decisions
- Locate and learn how to search for career information and jobs
- Demonstrate an awareness of various career development theories
- Make an informed decision about your fit as a psychology major
- Learn about how to best prepare yourself for your chosen field
- Know more about the SIUE curriculum
- Learn about the various subfields in psychology
- Understand the steps necessary to apply to graduate school
- Write an effective cover letter and resume to market yourself

**My Teaching Philosophy:** I believe that a teacher's role is primarily to provide guidance to students in their study of the subject matter. I believe the learning process is a collaborative one – with students and teachers joining together in working toward a better understanding of the material. I will urge you to take an active role in what you are learning. Class will involve discussions, demonstrations, group activities, self-other assessment and guest speakers. I believe that both teaching and learning should be fun. I want all of us to enjoy the class, the experience of learning about what being a major in psychology is all about and how we fit into that picture.

I also believe that students should be expected to read the text and understand a sizable portion of its content. Thus, I do not feel compelled to lecture word-for-word from the text. Instead, I will supplement what the text covers with additional material (including handouts). I encourage you to ask questions at any time to clarify text material or the content of my presentations.

**Creating a Learning Environment:** In order to achieve the goals of this course, we must work together. As a professional educator, I pledge to provide, to the best of my ability, meaningful material and experiences for you to meet the course objectives. In order for me to do this, a healthy learning environment must exist. Therefore, all students are expected to be attentive and polite to fellow students, guests, and instructors. Keep in mind that not everyone will share your viewpoints and opinions. Be respectful of others' ideas. Part of showing respect to me and your colleagues also involves being a good "class citizen". Behaviors such as reading the newspaper, text-messaging, sleeping in class, carrying on private conversations, or other potentially disruptive behaviors will not be tolerated. TURN off your cell-phones/pagers before entering class. Also, do NOT pack up your books/belongings before class is over. If you must occasionally arrive to class late or leave early, please enter and leave in as nondisruptive a manner as possible. Thank you for these courtesies to myself and others.

If the behavior of a fellow student or myself is inhibiting your learning experience, please let me know immediately. Also, if you have special learning needs and/or are physically disabled, please let me know how I may best accommodate you and help you achieve maximum learning from this course.

## **COURSE ORGANIZATION**

### **I. EXAMS:**

The course material has been divided into two components. There will be a 60 point multiple choice/short answer exam covering each of these areas. The second exam will be given during finals week and is non-cumulative (Thursday, April 3rd). Exams will cover material that is presented in lecture/textbook/class presentations. Tests will not be graded on a curve. The grade distribution for each exam is as follows:

A = 54 (90%)

B = 48 (80%)

C = 42 (70%)

D = 36 (60%)

F = 35 or below

Each exam has its own "statute of limitations". You will have one (1) week following each exam date to review your exam, reconcile any grading discrepancies, argue questions, etc. After the week has elapsed, there will be no grade adjustments.

**Disputing a Grade:** After reviewing an exam, you may write a rebuttal for any item for which you believe you chose the correct response. You must do this within one week of the date of the exam. Your rebuttal must be typed. Please include your name, social security number, section of the course, and date. Additionally, you must indicate:

- a). The item number and the form of the exam you took
- b). The letter of the keyed answer

- c). The letter of the answer you chose
- d). A paragraph explaining why you believe your answer should be counted as correct (a cautionary note here -- explain, do not merely complain)

Rebuttals which cite pages of the text or dates of the lecture which prompted your answer will be given preference. Rebuttals are voluntary and "compulsive" students should avoid rebutting every question missed (please keep in mind the story of the "boy who cried wolf!").

**Make Up Exams:** No makeup exams will be given except in the case of emergencies when appropriate documentation is provided (e.g., a doctor's excuse). Also, I must be notified before the scheduled exam. Both of these stipulations must be met in order for a makeup exam to be scheduled. If you miss an examination, you will receive a "0" score.

You may take an exam early if you must miss class for a University-sponsored event (such as band, debate, or your position on a sports team) if you make arrangements with me one week prior to taking the exam. If you know or suspect that you have a learning disability, test anxiety, etc. you may arrange to take your exams through the Office of Disability Concerns.

Finally, cheating or plagiarism will not be accepted and will result in a grade of E for the course and disciplinary action by the appropriate University body.

## **II. GROUP PROJECTS**

### **A. PRESENTATION**

Each of you will join an approximately 4-5 person group. Each group will give a brief 45-60 minute presentation on one of the sub disciplines of psychology. Your job is to educate the rest of us and get us excited about this sub disciplines using whatever techniques you choose to employ (activities, lecture, PowerPoint, videos, guest speakers, etc.). You might think about your presentation as a 45-60 minute infomercial about one of the areas in psychology. Your job is to educate us about this area in an entertaining fashion. Thus, reading to us from PowerPoint slides is not a good idea! Rather than having your colleagues passively taking in information, you want them to be active participants. Each group will be evaluated according to a number of criteria (see attached sheet) by a random sample of their colleagues.

In addition, for testing purposes, each group will also disseminate a 1-2 page handout covering key presentation material in more detail. In this way, all class members will know what information they are responsible for when tests occur. The paper will also be evaluated by the same random set of raters. The raters' average rating will be used to determine the group's presentation grade. All members of each group will receive the same grade.

### **B. SCAVENGER HUNT**

This same group of individuals will team up and work on the Scavenger Hunt assignment.

### **C. PEER ASSESSMENT**

After completing both A and B, team members will rate their colleagues regarding the quality and quantity of their work in the team. A total of 30 points may be earned on this component.

### **III. SELF-DEVELOPMENT ACTIVITIES/ASSIGNMENTS**

During the course, you will be taking part in various activities and assignments to stimulate your career development. These will include such things as assessing your career interests and values, developing a cover letter and resume, practicing and critiquing your and others' interview skills, etc. For each of your assignments, I will walk you through the grading rubric that will be used to assess your work.

All assignments must be:

- a. Turned in at the start of class on the designated date. An assignment turned in after this point is considered late and will result in a loss of one letter grade per day it is late.
- b. Typed, double-spaced and stapled (not paper-clipped). Papers that do not conform to this format will be marked down one letter grade.
- c. Handed in as a hard copy. E-mail attachments are NOT acceptable.

Keep in mind that you are responsible for the material covered in class and any assignments. When you miss a class, it is your responsibility to check with one of your colleagues regarding any notes/handouts/assignments you may have missed.

### **IV. ATTENDANCE POLICY:**

Lecture. Attendance at lectures is a vital component of doing well in this course. Students with extensive absences (i.e., more than the equivalent of four class periods) will be dropped from the course. Whether you are present or absent, you will be responsible for any material covered in lecture and any relevant announcements (e.g., regarding exams, assignments, etc.). Exams will cover material from the text and from lecture, which will not always overlap. That is, you will be responsible for some material that is presented in lecture, but not in the text.

Late attendance will count as an absence if the student has missed the attendance taken by the professor. To encourage attendance, I will be randomly assessing attendance FIVE times during the semester by having students turn in questions asked by the professor, completing "minute papers" at the beginning of class, etc. You may earn up to 25 points for attendance (5 points for each class attendance check).

### **V. BONUS POINTS**

There will be a variety of in-class and out-of-class extra credit opportunities. Any extra credit points that you earn will be added to your total points when determining your final grade.

### **VI. PSYCHOLOGY DEPARTMENT POLICY ON INCOMPLETE GRADES, PASS-NO CREDIT OPTION, AND WITHDRAWAL:**

It is your responsibility to officially withdraw from this course through the Enrollment Office by the dates set by the University if you do not intend to complete this course. If you do not withdraw and do not complete the course, you will receive an E. Only under special circumstances will I agree to give you an INC grade and allow you to complete the remaining work for the course (no later than the end of the following semester). An INC is never automatic but must be approved by me. If I agree to give you an INC grade, we will fill out a form

indicating why an INC was given. This form will be on file in my office and if the work is not completed by the specified time, the grade will be changed from an INC to an F.

**VII. COURSE GRADES:**

Your final grade will be based on the following components:

<u>Task</u>	<u>Possible Points</u>
2 exams	120
Presentation	40
Cover Letter	20
Resume	30
Career Fair Assignment	30
APA Style Assignment	30
Plagiarism Assignment	30
Scavenger Hunt	20
Attendance	25
Peer Assessment	30
Bonus Points	??

Course grades will be determined thusly:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59 % and below	F

## **VIII. COURSE TOPICS, READINGS AND TENTATIVE EXAM DATES**

### **January**

T 10	Introduction to the Course
R 12	Career Myths/Holland Model of Career Development
T 17	Myer Briggs Theory/Values and Interests
R 19	Finding Career Info – Career Development Center
T 24	Cover Letters/Resumes
R 26	Cover Letters/Resumes
T 31	The Psychology Curriculum/Advising Chapter 1

### **February**

R 2	Clinical and Counseling Psychology Presentation Chapter 3
T 7	Research and APA Style
R 9	Interviewing
T14	Interviewing/Follow-up and Salary Negotiation
R16	School Psychology Presentation Chapter 4
T 21	Industrial/Organizational Psychology Presentation Chapter 9
R 23	Midterm Exam
T 28	Fashion Show/Presenting a Professional Image

### **March**

R 1	Career Fair Discussion
T 6	Spring Break
R 8	Spring Break
T 13	Developmental Psychology Presentation Chapter 12
R 15	Ethics and Plagiarism
T 20	Getting the most from your degree: Psychology Club & Psi Chi
R 22	Social Psychology Presentation Chapter 11
T 27	Health and Sports Psychology Presentation Chapters 6 & 7
R 29	Graduate School Chapters 13 & 14

### **April**

T 3	Graduate School
R 5	Field Study and URCA
T 10	Neuropsychology and Biological Psychology Presentation Chapter 8
R 12	Cognitive/Experimental/Human Factors Psychology Presentation Chapter 10
T 17	Hitting the ground running

R 19 Updating your skills and career advancement strategies  
T 24 Staying Connected/Wrap Up  
R 26 No Class – Study Day

**May**

R 3 Final Exam 8:00-9:40

**IX. HOW TO SUCCEED IN THIS COURSE**

1. Attend class and work to be an active participant.
2. Read the assigned material before our class meeting time.
3. When reading, try to make the material as self-relevant as possible.
4. When rereading a chapter or your notes from class, take notes.
5. Budget your time so that you are able to read each chapter a minimum of twice.
6. Spend extra time studying material with which you have initial difficulty.
7. Develop a relationship with someone in class. This person may be a resource if you a) miss class and need notes, b) can't read/understand your notes, c) want a study partner.
8. Make use of your professor's office hours.
9. If you are having difficulty, come see me before the end of the semester.

**In conclusion, welcome to Careers in Psychology! I wish you success in the course and look forward to working with you this semester.**

**Group Members:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Presentation Component**

- |                   |                   |   |   |   |                    |
|-------------------|-------------------|---|---|---|--------------------|
| 1. Interesting    | 1                 | 2 | 3 | 4 | 5                  |
|                   | Boring            |   |   |   | Interesting        |
| 2. Professional   | 1                 | 2 | 3 | 4 | 5                  |
|                   | Unprofessional    |   |   |   | Professional       |
| 3. Informative    | 1                 | 2 | 3 | 4 | 5                  |
|                   | Not a lot of info |   |   |   | Very Informative   |
| 4. Easy to Follow | 1                 | 2 | 3 | 4 | 5                  |
|                   | Confusing         |   |   |   | Easy to Understand |

**Paper Component**

- |                |                                     |   |   |   |  |
|----------------|-------------------------------------|---|---|---|--|
| 1. Organized   | 1                                   | 2 | 3 | 4 | 5  |
|                | Disorganized                        |   |   |   | Well organized                             |
| 2. Informative | 1                                   | 2 | 3 | 4 | 5  |
|                | Not a lot of info                   |   |   |   | Very helpful for test                      |
| 3. Error-free  | 1                                   | 2 | 3 | 4 | 5  |
|                | Many typos<br>or grammatical errors |   |   |   | Few, if any typos<br>or grammatical errors |
| 4. References  | 1                                   | 2 | 3 | 4 | 5  |
|                | References<br>not included          |   |   |   | References cited                           |

**Total:** \_\_\_\_ / 40 points possible

**Comments:** What did the group do particularly well – strengths of the presentation. What might they have improved upon?

## Careers in Psychology Survey

**Name:**

**Email Address:**

**Year in school:**

**What psychology courses have you taken before?**

**In which course topics are you particularly interested?**

- 1.
- 2.
- 3.

**In what fields of psychology are you most interested (at least at this point). Please put a “1” in front of your first choice and a “2” your second choice and a “3” corresponding to your third choice.**

1. \_\_\_\_ **Clinical/Counseling**
2. \_\_\_\_ **Industrial/Organizational**
3. \_\_\_\_ **Legal/Forensic**
4. \_\_\_\_ **Cognitive/Experimental**
5. \_\_\_\_ **Biopsychology**
6. \_\_\_\_ **Health/Sport**
7. \_\_\_\_ **Developmental**
8. \_\_\_\_ **Social/Consumer**

**As a professor, what can I do to enhance your learning?**

**Tell me something about you that will help me remember you.**

