

## ***Careers in Psychology***

Psychology 200.002

Fall Semester, 2018

*“Choose a job you love, and you will never have to work a day in your life.”*

-Confucius-

<b>Professor</b>	Dan Segrist, Ph.D. (618) 650-3159 <a href="mailto:dsegris@siue.edu">dsegris@siue.edu</a>
<b>Office &amp; Hours</b>	AH-0125 Tuesday: 12:30 p.m. – 2:00 p.m., Wednesday: 12:00 p.m. – 1:30 p.m. <b><i>If you cannot meet with me during these times don't hesitate to talk with me about scheduling another time to meet!</i></b>
<b>Teaching Assistant</b>	Rebecca Wagner <a href="mailto:rewagne@siue.edu">rewagne@siue.edu</a> <u>Office Hour</u> : Thursdays 11:00 a.m.– 12:00 p.m., Resource Center
<b>Psychology Department Twitter Feed</b>	<u><i>If you'd like to follow the SIUE Psychology Department on Twitter:</i></u> Our department's Twitter page (@SIUEpsychology) is a great way to get announcements, find out what is happening in the department, and learn more about recent psychology news.
<b>Class Meetings</b>	Tuesday & Thursday: 9:30 a.m. – 10:45 a.m. Founders Hall (FH) 0116
<b>Required Texts</b>	Helms, J. L., & Rogers, D. T. (2015). <i>Majoring in Psychology: Achieving your educational and career goals</i> . West Sussex, United Kingdom: John Wiley & Sons. Other readings as assigned – these readings will be posted on Blackboard
<b>Course Description</b>	This course is designed to provide students with information and skills that will help them select and pursue a career in psychology by incorporating such activities as lectures, assignments and small group exercises.

## Course Objectives



My goal is to make the journey through *Careers in Psychology* enjoyable and thought-provoking. It is also my goal that by the completion of this course you will be able to:

- Make an informed decision regarding Psychology's fit as your major
- Have increased awareness about the SIUE Psychology curriculum and opportunities available to Psychology majors
- Demonstrate increased knowledge about the subfields of psychology
- Understand the steps to take to prepare for graduate school in Psychology
- Demonstrate a basic understanding of career development
- Show an awareness of your interests, skills, and values and how they relate to career choice
- Locate and utilize resources for career information and job searching
- Write a resume or vita to market your skills and experiences
- Learn about job search strategies and interviewing skills
- Show increased awareness of departmental and campus resources designed to facilitate your academic and professional career

## Expectations & Policies

- ✓ Attend class and participate in discussions/activities.
- ✓ Complete assigned reading as scheduled. The majority of reading in this course will come from the text; however, I will occasionally provide you with supplemental reading material. These will be contained in the ADDITIONAL READINGS folder on Blackboard.
- ✓ Unless otherwise noted, all assignments must be turned in through Blackboard.
- ✓ Turn in assignments by the specified time on the due date. Typically late assignments will not be accepted. In cases of documented emergencies exceptions may be made. It is up to the student to talk with the instructor about whether an exception can be made.
- ✓ If you must miss an exam because you are involved in a University-sponsored activity (e.g., member of a sports team, etc.) you may take an exam early. To do this you must notify me at least one week prior to the exam to arrange a test date.
- ✓ Make-up exams are rarely permitted. However, in the case of an excused absence – documented emergencies (e.g., illness, death in the family) – a make-up exam may be allowed. Make-up exams, if offered, will be in an essay/short answer format.
- ✓ As a courtesy to your classmates, please turn all phones to “non-ringing” settings. No headphones/earbuds may be worn during class.
- ✓ I want you to be engaged in course material and to discuss it with your classmates. But please limit private conversations during class—

- if excessive these are not only rude but distracting and disruptive, so please save them for outside of the classroom.
- ✓ Be on time for class. Consistently coming into class late—even “just a couple of minutes” — is very disruptive.
  - ✓ Do not do homework for other classes, study for other exams, or sleep during class.
  - ✓ Please do not pack up books and belongings before class is over. This very disruptive.
  - ✓ If you miss class you are still responsible for the material covered that day in class, assignments given out that day, and for any assignments due that day. Assignments not turned in on the due date will be considered late and points will be deducted. “I wasn’t here that day” is NOT an acceptable excuse for turning in a late assignment or not getting a new assignment. When you miss class it is up to you to get the notes and handouts from another student.
  - ✓ From time to time course-related announcements may be sent out via Blackboard. It is your responsibility to check Blackboard and be sure to check your email—including your SIUE email—for any course-related announcements.
  - ✓ Show respect for your classmates. As college students I expect you to be open to a variety of viewpoints and opinions—even though you may disagree with them. This also includes not disrupting the learning environment of your classmates.
  - ✓ If any extra credit is offered during the semester any additional points you earn will be added to your total points at the end of the semester; however, you are only eligible for those points if you have turned in all assignments on time and taken all exams.

**Students needing Accommodations**

Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at [www.siue.edu/access](http://www.siue.edu/access).

**Psychology Department Policy on Student Writing**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;

- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing includes a loss of points on the corresponding assignment as well as the possibility of a failing grade for that assignment.

**Psychology  
Department  
Policy on  
Plagiarism**

Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

**Psychology  
Department**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82%

## Policy on Incomplete Grades and Withdrawal

of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

## Course Grades

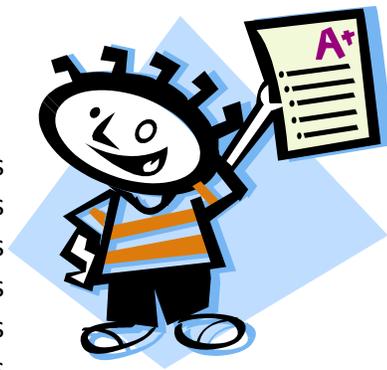
Your course grade will be based on your combined performance on exams and assignments. Missing class on a **MANDATORY ATTENDANCE** day without an excused absence or showing up on any of those days without the required materials **will result in a deduction of 10 points (for each occurrence) from your Final Grade.**

### Exams

- Midterm: 40 points
- Final: 40 points

### Assignments

- Syllabus Quiz: 10 points
- Scavenger Hunt: 40 points
- Interests: 15 points
- Skills: 15 points
- Values: 15 points
- Resume Draft: 20 points
- Final Resume: 30 points
- Fields of Psychology: 40 points



### Final Grade

A: 239 – 265 points  
B: 212 – 238 points  
C: 186 – 211 points  
D: 159 – 185 points  
F: < 159 points

**Note:** I do not round up for final grades

## Tentative Class Schedule

August 21	Review Syllabus Introductions <i>What do you hope to get out of this class?</i> <b>Complete Syllabus Quiz by 9:30 a.m. on August 23</b>
August 23	Career Myths Career Development <b>DUE: Syllabus Quiz (by 9:30 a.m.)</b>
August 28	Holland's Theory Interests, Skills, and Values Description of Scavenger Hunt assignment
August 30	Finding Career Information Building a Resume/Vita
September 4	Career Development Center
September 6	Psychology as a Major SIUE Psychology Curriculum and Advising <b>READ:</b> <ul style="list-style-type: none"><li>• Helms &amp; Rogers CH. 1 &amp; 3</li><li>• Careers in Psychology (APA) (pp. 1-13, 40-45) [Blackboard]</li></ul>
September 11	Journal Articles APA Style <b>READ:</b> <ul style="list-style-type: none"><li>• Read/listen to the APA Style Tutorial [Blackboard]</li></ul> <b><u>Skim, print, and bring this article to class:</u></b> <ul style="list-style-type: none"><li>• Simons, D. J., &amp; Chabris, C. F. (1999). Gorillas in our midst: Sustained inattentive blindness for dynamic events. <i>Perception</i>, 28, 1059-1074. [Blackboard]</li></ul>
September 13	<b>MANDATORY ATTENDANCE</b> <b>DUE: Resume Draft (by 9:30 a.m.); also <u>bring a printed copy of your resume draft to class</u></b> <b>DUE: Scavenger Hunt (by 9:30 a.m.)</b>
September 18	Psi Chi, Psychology Club, Research Assistants, URCA, Honors Academy, Book Club
September 20	Honors Academy, Field Study, Head Start

September 25	Clinical and Counseling Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 10</b></li> </ul>
September 27	Clinical and Counseling Psychology <b>DUE: Interests, Skills and Values Assignment (by 9:30 a.m.)</b>
October 2	School Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 11</b></li> <li>• <b>Who Are School Psychologists? [Blackboard]</b></li> <li>• <b>School Psychology – A Career That Makes a Difference [Blackboard]</b></li> </ul>
October 4	School Psychology Developmental Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 8 (pp. 174-175)</b></li> </ul>
October 9	Forensic Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 15</b></li> </ul>
October 11	Industrial/Organizational Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 9</b></li> </ul>
<b>October 16</b>	<b>MIDTERM EXAM</b>
October 18	TBD
October 23	Exercise, Sport, and Health Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 12 &amp; 13</b></li> </ul>
October 25	Biopsychology & Neuropsychology <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 8 (pp. 179-180), 14</b></li> </ul>
October 30	Cognitive Psychology, Human Factors <b>READ:</b> <ul style="list-style-type: none"> <li>• <b>Helms &amp; Rogers CH. 8 (pp. 177-178)</b></li> <li>• <b>Pursuing a Career in Human Factors and Engineering Psychology [Blackboard]</b></li> </ul>

November 1	Social Psychology <b>READ:</b> <ul style="list-style-type: none"> <li>• Helms &amp; Rogers CH. 8 (pp. 175-177)</li> </ul>
November 6	Academic Careers Finding Information about Graduate Programs <b>READ:</b> <ul style="list-style-type: none"> <li>• Helms &amp; Rogers CH. 16</li> <li>• Birchmeier, Z., Shore, C., &amp; McCormick, S. (2008). Getting in: Finding your fit in a graduate program. <i>Eye on Psi Chi</i>, 12(4). [Blackboard]</li> </ul>
November 8	Preparing for Graduate School <b>READ:</b> <ul style="list-style-type: none"> <li>• Helms &amp; Rogers CH. 6</li> <li>• Judson, S., &amp; Orchowski, L.M. (2010). Applying for graduate programs in psychology: Recommendations for the next generation of psychologists. <i>Eye on Psi Chi</i>, 14(2). [Blackboard]</li> </ul>
November 13	Graduate Application Process <b>READ:</b> <ul style="list-style-type: none"> <li>• Helms &amp; Rogers CH. 7</li> <li>• Appleby &amp; Appleby - Kisses of Death in the Graduate School Applications Process. [Blackboard]</li> <li>• Sleigh, M. J. (2009) Organizing your personal statement. <i>Eye on Psi Chi</i>, 13(4). [Blackboard]</li> </ul>
November 15	Graduate Student Experience
<b>November 20</b>	<b>NO CLASS – THANKSGIVING BREAK</b>
<b>November 22</b>	<b>NO CLASS – THANKSGIVING BREAK</b>
November 27	<b>MANDATORY ATTENDANCE</b> Graduate programs outside of psychology
November 29	<b>DUE: Fields of Psychology (by 9:30 a.m.)</b>
December 4	Interviewing Job Search Strategies & Networking <b>READ:</b> <ul style="list-style-type: none"> <li>• Helms &amp; Rogers CH. 5</li> <li>• Inappropriate email addresses [Blackboard]</li> </ul>

December 6

**MANDATORY ATTENDANCE**

Interviewing

**DUE: Final Resume (by 9:30 a.m.)**

**FINAL EXAM**

**Wednesday, December 12, 8:00 a.m. – 9:40 a.m.**