

Psychology 295
Career Development in Psychology
Spring 2018
SCI Rm D314

Professor: Jeana L. Magyar, Ph.D.

Office: Sci D 243

Telephone: 715-346-3958

Meeting time: Wednesdays from 11-11:50 pm

Office hours: Mondays 10:45 – 11:45, Tuesdays 1:30 – 2:00, & By Appointment

OBJECTIVES:

1. To provide students with information and resources that will allow them to develop a comprehensive understanding of the various fields of psychology. To this end, there will be guest speakers throughout the term.
2. To promote student understanding of the Psychology Major at UWSP and to provide tips for being successful in the major.
3. To promote student understanding of the process of career development in psychology.
4. To familiarize students with planning for graduate school.
5. To introduce students to resources that will help in career exploration.

REQUIRED TEXT:

Kuther, T.L. & Morgan, R.D, (2010). Careers in Psychology: Opportunities in a changing world (3rd ed.). Belmont, CA: Thomson Learning/ Wadsworth.

Additional readings may be required. Information regarding location of such additional readings will be provided by your instructor as appropriate.

GRADING and REQUIREMENTS:

This is a pass-fail course. You will receive a “P” or “F” on your transcript, not a letter grade.

Passing the course will require the following:

- 1) Regular class attendance and participation and completion of required readings, homework, and in-class assignments and activities. Roll call will be taken at every class period. More than **two** unexcused class absences will result in a failing grade. Excused absences based on medical or family emergencies must be accompanied by a doctor's note, a funeral listing, or some other documentation. A person who does not attend 11 out of 15 classes will fail regardless of whether he/she had excused absences. Failing to act as a responsible student via engaging in such behaviors as consistent tardiness, walking out of class, chatting with neighbors while others are lecturing, texting, listening to music, sewing or knitting, and doing work for other courses can also be grounds for failure. **HUNTING SEASON, PERSONAL OR FAMILY VACATIONS, JOB OVERTIME HOURS, FORGETTING TO SET YOUR ALARM, AND CAR TROUBLE DO NOT CONSTITUTE DIRE EMERGENCIES** and are not eligible for excused absences.

- 2) Completion of at least 5 out of 7 guest speaker reflection forms (form is on D2L).
- 3) Completion of a **well-organized, thoughtful** career exploration/development portfolio. More information on the portfolio is provided later in the syllabus. **Portfolio contents will be completed over the course of the semester, culminating in a synthesis paper which will be e-mailed during or prior to the final exam period (you will not turn in the portfolio, as that is meant to be a resource for you to keep for the future). Papers will be accepted early, however, no late papers will be accepted unless there is a documented emergency.**

*****Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate this educational opportunity.*

******UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.*

SPEAKER SCHEDULE:

There will be multiple guest speakers representing many areas of psychology. Please be extra sure to be on time for these class periods and to show courtesy and gratitude to the various professionals who are taking time from their work to be with us for the purposes of helping you in your career development.

Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors

(see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

Title IX

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

Emergency Procedures

In the event of a medical emergency call 911 or use Red Emergency Phone located outside the door of D230. Offer assistance if trained and willing to do so. Guide Emergency Responders to

victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.”

Psych 295 Course Calendar

This is a tentative course calendar – the instructor reserves the right to make changes as needed and changes are likely to occur in order to accommodate speaker schedules! Any major changes to the schedule will be provided in writing. In the event that you miss a class period in which announcements regarding minor changes have been made, it is the responsibility of the student to get information from a classmate who was present.

Date	Topic	Chapters to Be Read/Assignments to Be Completed
1. 1/24	<p>Intro to the class; basics of the Psychology Major at UWSP; Tips for Success http://www3.uwsp.edu/psych/pages/default.aspx</p>	<p>Preface and Chapter 1</p> <p>*Complete class interest/question form to be turned in next week – available on D2L</p>
2. 1/31	<p>Exploring Self: Strengths Theory and Gainful Employment</p> <p>Assessing your personality, strengths, values, and interests http://www.careeronestop.org/TESTING/TestingAssessmentPgTwo.asp#ResearchTestingandAssessment</p> <p>StrengthsFinder Introduction</p>	<p>Complete the VIA Inventory at www.viacharacter.org, print off and bring results to class today.</p> <p>Bring completed class interest/question form from D2L today</p> <p>*Pick up MBTI and Self-Directed Search Measures (\$5.00 fee) from Dr. M (due next week)</p> <p>Optional: -Complete Strengthfinder Measure (fee of \$14.00)</p>
3. 2/7	<p>Exploring Self: Strengths Theory and Gainful Employment, continued</p> <p>SCORE MBTI If time: MBTI Results Interpretation</p>	<p><u>Bring Completed MBTI and Self-Directed Search Measures</u> (handed out in class last week). <u>Please also bring \$5.00 in cash for test fees.</u></p>

	<p>SDS Results Interpretation</p> <p>Connecting Self-Assessment Results to Careers:</p> <p>RIASEC (interests): http://www.careerplanner.com/JobDescSearchTool.cfm</p> <p>MBTI (personality/values): http://students.georgiasouthern.edu/counseling/selfhelp/career01.htm</p> <p>Skills: http://www.careerinfonet.org/skills/default.aspx</p> <p>Exploring Careers: General Career Info:</p> <p>Dictionary of Occupational Titles: http://www.occupationalinfo.org/index.html</p> <p>US Dept. of Labor and Statistics: http://www.bls.gov/home.htm</p> <p>Occupational Information Network: http://www.onetonline.org/</p>	
4. 2/14	Guest Speaker: TBD	
5. 2/21	Guest Speaker: TBD	
6. 2/28	Guest Speaker: TBD	
7. 3/7	Guest Speaker: TBD	
8. 3/14	<p>Exploring Self, Continued.... Finish with MBTI and SDS results interpretation/ Exploring Psychology Careers: Clinical, Counseling, and Related fields of psychology</p>	
9. 3/21	<p>Exploring Psychology Careers: Clinical, Counseling, and Related fields of psychology</p>	Chapter 3

10. 3/28	Spring Break	
11. 4/4	<p>Exploring Psychology Careers Continued:</p> <p>Careers with a Bachelor's Degree http://uncw.edu/stuaff/career/Majors/psychology.html</p> <p>Careers with a Graduate Degree http://www.apa.org/careers/resources/guides/careers.aspx</p> <p>Where do UWSP psych majors go after graduation? http://www.uwsp.edu/career/annualReports.aspx</p>	
12. 4/11	Preparing for Bachelor's Careers or Graduate School: Graduate Programs, Personal Statements, References (letters), Interviewing, and More	Read At Least <u>Two</u> Chapters That You Have an Interest In from Chapters 4-13
13. 4/18	Guest Speaker: TBD	
14. 4/25	Guest Speaker: TBD	
15. 5/2	Guest Speaker: TBD	
16. 5/9	Course Wrap-Up Course Evals	
17. 5/14 (Mon) 8– 10am	Submit Completed Career Exploration Synthesis Paper in D2L Dropbox during (or prior to) Final Exam Time	Career Exploration Final Paper Due (to be submitted electronically on D2L)

Useful Web Resources:

UWSP Career Center Career Guide:

<http://www.uwsp.edu/career/pdfHandouts/careerguide-10-web.pdf>

UWSP Career Services Homepage:

<http://www.uwsp.edu/career/>

UWSP Psychology Department Homepage (see specifically sections on “student resources” and “research”)

<http://www3.uwsp.edu/psych/pages/default.aspx>

StrengthsQuest:

<http://www.strengthsquest.com/content/143780/Students.aspx>

Values in Action:

<http://www.viacharacter.org/>

Occupational Information Network:

<http://www.onetonline.org/>

Teaching of Psychology Advising Resources

<http://teachpsych.org/otrp/resources/index.php?category=Advising>

American Psychological Association Careers in Psychology Homepage:

<http://www.apa.org/careers/resources/guides/careers.aspx>

APA Accredited Graduate School Programs

<http://www.apa.org/ed/accreditation/programs/index.aspx>

Journal Sources:

- **Psych Articles or Psych Info via Ebscohost are subscriber data bases of abstracts of psychology articles available through the UWSP library**
 - **Psychology journals often have articles about career issues. Here is a sample list of journals.**
 - ❖ *American Psychologist*
 - ❖ *Career Development Quarterly*
 - ❖ *The Counseling Psychologist*
 - ❖ *Journal of Career Development*
 - ❖ *Professional Psychology: Research and Practice*
 - ❖ *Professional School Psychology*
 - ❖ *Vocational Guidance Quarterly*

Psyc 295

Instructions For Career Exploration/Development Portfolio

Overview

Please obtain a 3-ring binder to be used to compile your assessment measure results, informational handouts, and useful web resources you obtain throughout the semester (see calendar for details regarding due dates). You will then use this information in conjunction with the information you read about in class and hear from our guest speakers to fully explore one

psychology-related career that you believe is a good fit for your personality type, values, interests, skills, and strengths. You will write a final paper regarding this career interest for inclusion in the portfolio. Please note, you will only turn in the final paper electronically via D2L. The binder is for your own future reference when applying for jobs, internships, graduate school, etc....

The paper should be written in APA-Style. In total, the paper should be about five pages in length (not including title page or any references you may use) and should include the following:

- APA-Style Cover Page
- Introduction:
Provide background information regarding your background related to career development. In other words, include general information about how you wound up at UWSP and either majoring in or considering a major in psychology.
- A Section on Career Assessment Results
Write about the results of all of the various career assessments that you completed for this course (i.e., VIA Strengths Survey, MBTI, Self-Directed Search, Skills Profiler, and any of the optional measures you may have chosen to do. You may also include results from career assessments you may have taken outside of this course.) Be sure to include what the results mean to you and how they affect your career development process/career search.
- A Comprehensive Section on One Psychology Related Career of Interest
Select one psychology-related career that you are currently most seriously considering. Be sure to provide information about the characteristics of your chosen job title, the number of people employed in the job, future job prospects, salary, the kind of education and/or certification you would need to perform the job, etc. You should also include a discussion of the kinds of skills, personality styles, values, etc. needed for the job. All of the information in this section should be based upon valid sources (see your syllabus for a list of websites and journals where you can find the factual information required in this section) and you must cite your sources in APA-Style and include a reference page (see notes below regarding APA style).
- An Analysis Section
Analyze the areas of fit and lack of fit between the career reviewed in the previous section and your values, skills, interests, and personality features based upon the assessments taken throughout this semester. Please refer to scholarly sources when linking your skill sets to this career (i.e., refer to DOT data, RIASEC tables, MBTI-based career research, strengths theory, etc...)
- A Section on How You Will Structure Your Time at UWSP
Discuss how you will structure your college degree and extracurricular activities to help you achieve your career goals. Be specific. You might include information here related to

key courses you will take, what you will minor in, research and internship plans, volunteer work, graduate school application plans, etc....

- Strong Conclusion
- APA-Style Reference Page

**Please feel free to add additional sections as you see appropriate. All I ask is that your portfolio is neat/organized well and contains the basic components described in this handout. My hope is that the portfolio is meaningful to you and can be used as a useful resource as you approach graduation and beyond.

Notes on APA Style

Psychology papers follow the style described in the publication manual of the American Psychological Association. There are several copies available of this guide for check-out in the Psychology Department office. Dr. Plonsky's website, "Psychology with Style" at <http://www.uwsp.edu/psych/apa4b.htm>, also gives quick hints for APA style, as does the UWSP library quick guide at [http://library.uwsp.edu/Guides/VRD/APA_2010\[1\].pdf](http://library.uwsp.edu/Guides/VRD/APA_2010[1].pdf). Here are some brief guidelines to follow.

1. Headings. APA style encourages writers to use underlined headings to organize their papers. Examples of headings include those listed below; you can create your own as you see most fit.

Career assessment results

Skills needed

My college program

Educational requirements

2. Formality of writing and diction. Science writing generally does not encourage the use of the first person, "I", when describing facts or research findings. A writer would not say, "I believe that there are 20,000 school psychologists in America." The facts would be stated and cited, as in, "Smith (1996) estimates that there are 20,000 school psychologists in America."

However, when students briefly describe their own interests, they will find it necessary to use the first person. The following is an example of the appropriate, brief use of the first person followed by the appropriate use of the third person.

I am interested in school psychology. I have always enjoyed working with children and feel that I could offer help to children who have lived troubled lives. When I was in junior high the school a psychologist helped me deal with my parents' divorce; she served as a career role model for me.

The DOT (cite source, year) describes school psychology as involving {X,Y,Z} Brown (1995) reports that school psychologists spend much of their time involved in testing, while 40% of their time involves paperwork and documentation.

3. Science writing does not use the second person, "you". It is too informal. This handout uses "you" because as the professor, I am instructing students whom I know. Don't use: "You need an MSW to be a social worker" or "So, you see, the job market is very good for counselors."

4. Utilizing sources. Whenever you state a fact or note someone else's opinion, you must cite the source. APA style does not use extensive, direct quotations. Rather, we paraphrase, which means that we state the information in our own words. Then we cite the original source. There is no reason to use a direct quote of an entire paragraph. Instead, restate the information in the paragraph, making sure to give credit to the source. Here is an example of a direct quotation versus a paraphrase.

Direct quotation: "There are approximately 140,000 people who practice psychotherapy in the United States. Psychotherapists can include counseling and clinical psychologists, psychiatrists, mental health counselors and social workers. They can have Ph.D's, Ed.D's, MD.'s, MSW's, and MA's (Brown, 2006, p. 2)." THIS QUOTE IS TOO LONG.

Paraphrase: According to Brown (2006), about 140,000 professionals practice psychotherapy in this country. They have many different titles, including psychiatrist, mental health worker, and clinical and counseling psychologists. Some social workers also practice psychotherapy.

5. Citing sources. As noted above, all information from other sources must be cited in the body of the paper. Typically, a citation includes the last name of the author(s) and the year of publication. Usually a magazine article will have an author; even an internet source usually has an author. Reference list citation of Internet sources must include the author, title, date of publication, website URL and date of retrieval. You can never "over-cite". You can cite the same author again and again if you use information from the same article in different paragraphs. It is better to cite than to be accused of plagiarism. If sources on the internet are taken from the full text copy of a published article, cite the author, year, name of journal, etc. along with the internet URL and date of retrieval.

6. Reference list. At the end of your paper, your reference list will include a full listing of the author(s), year, title of article/internet title, name of journal/book, volume of journal, and page numbers of the article/chapter in book. A book will also include place of publication and publishing company. You can use the reference list in any psychology textbook as a model for citing sources. Your reference list should have as many sources as are noted in the body of your paper. Sources that you actually cite (not sources that you merely perused) must be listed in your reference list.

Below is a partial reference list for various occupations with a journal article, a book, and an internet source listed. (You may look at these sources for your paper if they are relevant.)

Sample References

Kuther, T.L. (2005). *Your career in psychology: Psychology and the law*. Belmont, CA:

Wadsworth. [This is a book.]

Neimeyer, G.J. (2005). Does the model matter? The relationship between science-practice

emphasis and outcomes in academic training programs in counseling psychology. The

Counseling Psychologist, 33, 635-54. DOI: 10.1177/0011000005277821 [This is a

professional journal article.]

Quiones, M. (no date). How to choose a graduate training program [in I/O psychology].

<http://www.siop.org/gtp/GTPchoose.aspx>. Retrieved January 14, 2008. [This is an online

source from a professional website.]

"School Psychology" (no date). http://en.wikipedia.org/wiki/School_psychology. Retrieved

1/15/2011. [This is a non professional online source.]

7. What you should focus on while writing. Spend time developing your ideas and integrating information from various sources. Make sure that your organization is easy to follow, your grammar is correct, you have not used slang or colloquial language, and you have proof-read your paper.