

PSY 205: CAREER SEMINAR

F 11-11:50; N207

- Instructor:** Ian MacFarlane, Ph.D.
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macfarlanei@etown.edu (best way to contact me)
- Office Hours:** M 11-12:30; T 12:30-2; Th 11-12:30; or by appointment
- Career Services Consultant:** Jane Nini
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Course Description:

This one-credit course orients Psychology majors to a broad range of careers available to them. Students will explore their own strengths and abilities, learn about the subfields of psychology as well as diverse career options for majors, and discern their fit in the field. In this course, students will interview professionals in the field, create a customized education plan, and develop the skills necessary for communicating their interests, abilities, and experiences to a professional audience.

Course Student Learning Outcomes:

- To apply psychological content and skills to career goals and cultivate a sense of purposeful life work
- To discover and articulate your skills, abilities, personality, and interests
- To understand the subfields of psychology and career options for psychology majors
- To explore how your interests and abilities intersect with paths within psychology and other related fields
- To gain professional skills related to sharing your story with others in appropriate oral and written formats

Psychology Department Student Learning Outcomes:

- To be able to critically analyze, synthesize and evaluate ideas.
- To interact effectively with others in academic and applied settings.
- To apply psychological content and skills to career goals and cultivate a sense of purposeful life work.

Required Materials:

Kuther, L.T. (2016). *The Psychology Major's Handbook*. (4th ed.) Boston, MA: Cengage Learning.

Kuther, L.T. & Morgan, R.D. (2013). *Careers in Psychology: Opportunities in a Changing World*. (4th ed.). Belmont, CA: Wadsworth Cengage.

Grading:

The assignments are exercises designed to reinforce the learning objectives in the course. Students are encouraged to keep electronic copies of assignments in a portfolio for future reference. This course is graded Pass/No Pass. As such, each assignment will be graded on a satisfactory (+) or unsatisfactory (-) basis. You must reach a satisfactory level on all assignments in order to pass the course.

Assignments:*Applied Exercises*

Throughout the semester, you will complete several exercises that apply the course material to your personal career path. Topics include self-assessment of personality, skills, and values, a survey of occupational options, practice reading job ads, and identifying career paths in psychology.

Informational Interview

Informational interviews are an effective way to meet people in a professional field of your interest. You will conduct an interview with a professional in an occupation/industry that you wish to learn more about. You will submit a 2-page essay summarizing the interview.

Resume

A resume is a document that describes an individual's background and skill sets and is most often used on the job market. During this course, you will prepare a professional resume aimed toward a particular job or internship opportunity that you may seek in the future.

Customized Education Plan

This assignment consists of compiling all the information you've learned about yourself and careers in psychology through your self-assessment, informational interviews, as well as readings and class discussion. The plan consists of a statement of your tentative career goal(s) as well as specific goals to be achieved in 2 years and 5 years along with a list of specific courses and activities you will participate in in pursuit of those goals.

Simulated Interview

This assignment consists of a 10-15 minute interview with a professional at Career Services. In the interview, you will practice professional communication skills and articulate your background, skills, strengths, and weaknesses with respect to a professional career.

Reflection paper

One goal of this course is to help you discern your own career path and find a sense of purposeful life work. This 2-3 page reflection paper will summarize your thoughts about your progress toward this goal.

Tentative Course Schedule (Updated schedule will be posted to Canvas)

Date	Topic	Readings	Assignments due
1/18	Introduction to course Overview of career paths in psychology	PMH Ch. 1 CiP Ch. 1	
1/25	What are your skills, abilities, personality, and interests?	PMH Ch. 2	Self-Assessment Reflection Assignment; Value Sort Reflection
2/1	Psychology Subfield Exploration	TBD	

Date	Topic	Readings	Assignments due
2/8	Psychology Subfield Exploration	TBD	
2/15	Psychology Subfield Exploration	TBD	
2/22	Psychology Subfield Exploration	TBD	
3/1	What can I do with a bachelor's degree in psychology?	PMH Ch. 3 PMH Ch. 7	
3/8	<i>No Class – Spring Break</i>		
3/15	Psychology Subfield Exploration	TBD	Informational interview essay 7.2 Using O*NET to identify careers 7.3 Career research
3/22	Where do you fit in the field?	PMH Ch. 7	Responses to reflection prompts on p. 181-182
3/29	Resumes and LinkedIn	PMH Ch. 8 CiP Ch. 12	Exercise 8.1 Deconstructing job ads
4/5	Networking and Interviewing	PMH Ch. 8	Resume
4/12	Should I go to graduate school?	PMH Ch. 9 CiP Ch. 13	Exercise 9.3 Exploring psychology specializations Exercise 9.4 Interesting careers
4/19	<i>No Class – Easter Break</i>		
4/26	Applying to graduate school	PMH Ch. 10 CiP Ch. 14	
5/3	Catch up, debrief, and review		Customized Educational Plan & Reflection papers due
5/10	Simulated interviews during final exam time: 11am-2pm		

Technology

This course will be web-enhanced through the use of Canvas. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Canvas. You can access Canvas through the following link: <https://etown.instructure.com/login/>. Questions concerning content/postings should be directed to me, while questions regarding access/technical issues should be directed to the Elizabethtown College IT Help Desk (717-361-3333; helpdesk@etown.edu). A PDF viewer is required to view the content posted to the Canvas site. Free Adobe software is available for download via <http://get.adobe.com/reader/>.

Policies:*Academic Integrity*

Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; helping another student cheat on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in your citation. Failure to provide the page/paragraph number for a direct quote is a form of plagiarism and will not be tolerated.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how small) will be reported to the Academic Review Committee, which may impose sanctions up to and including expulsion. Elizabethtown College's full academic integrity policy is available in the Elizabethtown College Catalogue under the Academic Judicial System section of the Academic Policies chapter (a link to the current EC Catalogue is posted on Canvas). If you have any questions about whether something might be considered an academic integrity issue or not, please talk with me about it BEFORE you turn in an assignment.

Changes to the Syllabus

All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Canvas.

Communication

Outside of class, I will communicate with you most frequently via your *Elizabethtown College email address*. **It is your responsibility to monitor this address and you are responsible for the information delivered to this address.** I highly recommend you check your email at least daily. I will also post messages to Canvas, so you are encouraged to check Canvas regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning at the earliest.

Incompletes

An “incomplete” only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

Make-Up Exams

If circumstances prevent you from being in class on the day of an exam, please notify me as soon as you can (BEFORE the exam) in order to arrange to complete a make-up exam. Make-up exams will be scheduled prior to the exam date if possible. Please note **I will require documentation** (e.g., a doctor’s note) explaining your absence from class in nearly all cases. Make-up exams may be different than the original exam and **must be completed within 1 week of the original exam date**.

Role of Instructor

I will provide learning opportunities designed to provide you with information about psychology and foster critical thinking. I have created the course to incorporate different methods of learning and assignments draw upon multiple skillsets to be successful. Every effort will be made to accommodate different learning styles and you are encouraged to provide feedback both formally and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating you in a respectful, professional manner and creating a classroom atmosphere where students treat each other professionally. I will be accessible outside of class and encourage you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

Statement on Classroom Conduct

All students have the right to a civil, productive, and stimulating learning environment. In turn, as the instructor I have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is part of a stimulating learning environment. Both instructors and students, however, have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. We all bring different backgrounds, experiences, assumptions, and opinions into this class. The class will be a better experience for everyone if everyone feels safe enough to share their perspectives. It is encouraged to challenge each other’s perspectives, but we will debate ideas and theories using evidence to support our own positions. Repeated behaviors that undermine the learning environment described above may result in being asked to leave the class for a day or, if other interventions do not succeed, you may be dropped from the course at the instructor’s discretion.

Statement on Disabilities

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disabilities, Lynne Davies, by phone (717) 361-

1227 or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class. This syllabus is available in alternative formats upon request.

Statement on Diversity

We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

Statement on Religious Observances

Elizabethtown College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with me in advance to request accommodation related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

Statement on School Closure

In the event of a school closure (due to inclement weather or another issue) on a day when we are scheduled to have class, please be sure to check your email for a message from me. I may contact you with instructions to conduct the course virtually over Canvas, give you a link to a pre-recorded lecture, or provide an assignment or activity.