

**PSYC 3030
TENTATIVE COURSE SCHEDULE****

<i>Week</i>	<i>Date</i>	<i>Content</i>	<i>Assignments Due</i>
1	1/9	Introductions Course overview & expectations	❖ Sign-up on DawgTrak
2	1/16	Getting started: Learning to manage your own career	
3	1/23	They're definitely out there: Career possibilities with a Bachelor's degree in Psychology ❖ Guest Speaker: Kenneth Linsley	
4	1/30	Home field advantage: Psych grad programs at UGA Guest Speakers: Panel of UGA graduate students	Career Fair today! (5-pts extra credit)
5	2/6	Using the Internet to start the job search ❖ Guest Speaker: Kenneth Linsley	Assignments 1, 2, & 3
6	2/13	What might work for you? ❖ Debrief on self-assessment & career choices	
7	2/20	Making it happen ❖ Goal setting & decision making	❖ Assignment 4
8	2/27	Getting into grad school: Important tips & timetables	❖ Assignment 5
9	3/5	Keeping it real: Developing a strong resume or vita	❖ Assignment 6
10	3/12	Spring Break Ya'll	Having fun
11	3/19	So what do the decision makers think? ❖ Professional & Grad school panel ❖ Don't forget to wear a costume to class	
12	3/26	Dot the "Is", Cross the "Ts": Other important components of the interview/ application process a. Cover letters, personal statements, thank you letters, & follow-up notes	❖ Assignment 7
13	4/2	The Fine Art of Interviewing (Part I)	❖ Assignment 8
14	4/9	The Society for Industrial-Organizational Psychologist meets in San Francisco for it's annual convention - OUT OF CLASS WORKDAY ☺	Don't come to class
15	4/16	The Fine Art of Interviewing (Part II)	❖ Assignment 9
16	4/23	** MANDATORY CLASS Additional ideas for career development & networking ❖ Handout: Selecting a graduate program or professional position Concluding thoughts	❖ Assignment 10: Final Project

** The course syllabus is a general plan for the course.
Deviations announced to the class by the instructor may be necessary.

CAREERS IN PSYCHOLOGY
PSYC 3030
SYLLABUS, ASSIGNMENTS, POLICIES, & SCHEDULE
Spring 2008

Instructor: Brian D. Roote

Office: Room 301-A: Psychology

Email: roote@uga.edu

Office Hours: Weds 3:30 -4:30 p.m. or by appointment

Section 1: W 11:15-12:05 PARK 065

Section 2: W 1:25-2:15 PSY 243

Section 3: W 2:30-3:20 PSY 243

Required Materials

PSYC 3030 Course Packet

❖ Available at Bel-jean Copy & Print Center (163 E. Broad Street, Downtown Athens)

Course Description & Objectives:

The purpose of this course is to introduce *junior and senior-level* psychology majors to career opportunities in the field of psychology, and to help students identify and develop the skills and credentials they need to gain entry into their desired career fields. This course is designed to focus an equal amount of time on discussing careers that require graduate and undergraduate degrees. However, there will be some weeks that we will deal primarily with the job-search process and at least one week that we will focus solely on graduate school. Since everyone in the class will have a relatively different career direction, it will be difficult for me to address every possible scenario equally. If you have questions about something I have not covered, be sure to speak up!

Assignments

Students will complete several assignments over the course of the semester. Since the value of this class is primarily dependent upon the extent to which students engage in their own personal exploration and self-discovery, it is imperative that each student complete all assignments prior to the class period that they are due. All of these assignments are to be completed *individually* unless otherwise specified by the instructor. Further, all written assignments are due at 11:00 on the due date stated in the syllabus. All assignments (with the exception of the online self-assessment print outs and final project) are to be submitted through WebCT.

Grading

This class will use a 100-point* grading scale:

- A = 92.5-100 pts
- A- = 89.5-92.4 pts
- B+ = 85.5-89.4 pts
- B = 82.5-82.4
- C+ = 75.5-79.4
- C = 72.5-72.4 pts
- D = 60-68 pts
- F = 59 pts & below

Points for this class are as follows:

Self-assessments		25 points
Reflection/Journal Assignments	4 @ 5 points each	20 points
Professional Development Materials	3 @ 10 points each	30 points
<u>Occupational Research Project</u>		<u>25 points</u>
Total		*100 points

Late Work

*** Assignments turned in late *will not be accepted*. This policy is strictly enforced.

Attendance

Students may miss *one* class for any reason during the course of the semester. Any additional absence will result in a deduction of *five points from the final course grade for every class period missed*. This policy is strictly enforced.

Tardiness: Students who are more than 10 minutes late to class or leave class early will be considered absent from class. **This policy is strictly enforced.**

Withdrawals: Students will *not* be automatically withdrawn from this course due to poor attendance. If students are failing this course at the time of withdrawal, they will receive a "W/F" as their final grade.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Any form of academic dishonesty, be it plagiarism or cheating, will not be tolerated. All work is expected to be your own. Work previously completed for another course may not be submitted, nor may work completed in this course be used for a future course.

It is your responsibility to be familiar with and abide by the Academic Honesty guidelines outlined in the UGA Handbook (see <http://www.uga.edu/ovpi/honesty/acadhon.htm>). The minimum penalty for academic dishonesty is a failing grade in this course.

Disabilities

If any student has a disability that requires attention, please contact me as soon as possible so that I can make the appropriate accommodations.

DESCRIPTION OF ASSIGNMENTS

Online Self-Assessments (25 points total)

1 & 2. FOCUS Comprehensive Inventory AND Type Focus Inventory: Complete these inventories online and explore the results of each.

Accessing the Assessments: Go to

[<http://www.career.uga.edu/STUDENTS/assessments.html>].

I will provide a handout in class that includes more information about each of these assessments including the login and passwords that you will need to access each of these inventories as well as how to get the most out of each of them.

Due: Both inventories must be completed online before **Wednesday, February 13th**.

To Receive Credit:

- b. FOCUS Inventory (15 points): To receive credit for the FOCUS, you must print out the Main Menu page which should indicate (via check marks) that you have completed all seven components of this inventory. *Bring this printout to class on 2/6.*
- c. Type Focus Personality Profile (10 points): In order to receive credit for completing the Type Focus Inventory, you must print out and *bring to class* any page from the Type Focus website that provides both *your name and your 4-letter personality Type* up in the top right corner on 2/6.

Reflection/ Journal Assignments (4 @ 5 points each)

Reflection is an extremely important aspect of career development. Throughout the semester, I will ask you to reflect on 4 different aspects of your own career and turn in several short, but structured reflection papers. The following is a brief description of each:

3. Interests, Personality & Values: Based on what you've learned about yourself from the online and in-class inventories, reflect on your own strengths, interests, values and how you've seen them manifested in your life and career to date. For full credit, you should reference information that you learned from both online inventories and submit through Web CT. (2 pages)

4. Visioning Assignment: This assignment is designed to help you identify and set professional goals. Using information obtained from class activities so far, predict what your life will be like immediately after graduation (1-2 years) as well as in 5 and 10 years including information about both work and family. For instance, you might include information about where you will live (urban/rural area), type of industry in which you will

work, your salary, your career status, size of your family, your spouse's career, etc. Submit this through WebCT. (2 pages)

5. Career Barriers: Predict and explain at least 5 potential barriers that you may face and/or have to overcome along the way to reaching your career goals. These may include but certainly are not limited to personal barriers, training or education, financial barriers, gender, spouse and family, etc. Second, tell me at least one way that you might overcome each barrier. Be realistic, considering both the social and economic parameters/constraints within which you will live and work. Submit this through WebCT. (2 pages)

6. Future Career Options: Identify 3 future career options (grad programs, jobs, internships or some combination thereof) that you would like to apply to in the future. LIST at least 10 steps you need to take to become competitive for EACH of these options and include the DATES by which you should complete each of these steps in order to reach your goals. Submit this through WebCT. (2 pages)

Professional Development Activities (3 @ 10 points each)

7. Interview a Professional or meet with a Career Consultant: For this assignment, you must make an appointment to do *ONE* of the following:

Option A. Conduct a one-to-one interview (in person, NOT by phone or e-mail) someone who works in a field of your choice (e.g., a social psychologist, drug rehabilitation counselor, human resources manager, school counselor, etc.).

Option B. Make an Appointment with a Career Consultant at the Career Center located in Clark Howell Hall to talk about your career options or your resume, vita, personal statement or cover letter. Make sure you make your appointment early!

For Credit: Write a (1-page) summary about your visit and what you learned from the experience. If you do an informational interview, you might include: Who did you interview? Where do they work? What duties do they perform on the job? What is their educational background? How do most people get into the field? What types of companies/organizations hire people in their field? What will you do with the information you learned. The write up is due through WebCT. *Don't wait until the last minute to set up this appointment!*

8. Resume or Vita: Depending on your goals after college, you will need either a resume or a vita that highlights your strengths and experience. Resumes should be prepared according to the examples provided in class and in your course-pack. A resume should be no longer than 1 page; vitae may be longer. Submit this through WebCT, but also bring a print out copy to class for peer review.

9. Cover letter or Personal Statement: A cover letter or personal statement is a powerful and more "personal" tool for helping you to highlight your unique strengths, talents and interests for a potential employer. For this assignment, you will be asked to prepare either A) a mock cover letter addressed to a potential employer with whom you

might seek a job or internship or B) a personal statement addressed to a potential graduate program. Your letter or statement should be addressed to a specific person (even if contrived for the exercise) and you should use formal business writing etiquette. To create the most effective cover letter or personal statement, follow the guidelines and examples provided during class. (Personal Statement can be 2-3 pages, Cover Letter should be no longer than 1 page). Submit this through WebCT.

Final Occupational Research Project (25 points)

10. Occupational Research Projects: The occupational research project is a comprehensive and integrative project. The purpose is for you to identify a single occupation and provide a detailed description of that occupation including necessary training and/or licensure, advancement opportunities and future outlook for the occupation, salary and benefits associated with the occupation, etc.

Due: This project is due on the last day of class. Detailed information about this project will be provided during class. Estimated time spent on this project is 5-10 hours. These should be turned in outside of my office.

POLICIES REGARDING COURSE COMMUNICATION & ASSIGNMENTS

Assignment Policy:

All written assignments should be typed (double-spaced, 1-inch margins, Times Roman font: exception is Final Occupational Research Project) and turned in **by 11:00** on the due date stated in the syllabus.

The *minimum* length of the assignment is designated in the "description of assignments" section of this document.

Please refer to the grading rubric for the necessary content for each assignment.

Remember, any assignment that is turned in after the designated time will not be accepted.

How to Get an A in PSYC 3030...

- ❖ Attend class weekly—arrive on time & stay until class is dismissed— and participate!
- ❖ Accurately & thoroughly complete every assignment
- ❖ Follow instructions

... It's as easy as that!

How to Get Full Credit...
Grade rubrics for assignments #1-#6

I. Completion of FOCUS Inventory (15 points)	Yes	No	
This inventory should be completed online before Wednesday, 9/13 . In order to receive credit, you must print and turn in the Main Page to confirm completion of all 7 inventories.			
Completed Inventory?	<input type="checkbox"/>	<input type="checkbox"/>	
II. Completion of Type Focus Inventory (10 points)			
This inventory should be completed online before Wednesday, 9/13 . In order to receive credit, you must print and turn in any page from the inventory website indicating your name and 4-letter personality type.			
Completed Inventory?	<input type="checkbox"/>	<input type="checkbox"/>	
III. Reflection on Interests, Personality & Values (5 points)	Yes	No	IC*
1. Cites info about <i>interests</i> learned from the FOCUS Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cites info about <i>personality</i> learned from the Type Focus Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cites info about <i>values</i> learned from the FOCUS or in-class inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appropriate length (at least 2 pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Correct grammar and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Visioning Exercise (5 points)			
1. Makes predictions for post-graduation (~1-2 yrs), 5 and 10 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Includes information about <i>work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Includes information about <i>family</i> (or notes that it isn't part of your plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appropriate length (at least 2 pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Correct grammar and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Career Barriers (5 points)			
1. Predicts at least 5 personal career barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides detailed explanations about why and how each barrier might affect you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes at least one potential method for overcoming each barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appropriate length (at least 2 pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Correct grammar and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Identification of 3 Career Options and Outline of Steps (5 pts)			
1. Identifies at least 3 options (i.e. graduate programs, jobs, internships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifies at least 10 steps to be taken to prepare for each of the Options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. List of steps is appropriately detailed (i.e. "apply to school" is too broad!)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Indicates reasonable dates by which steps can be accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Correct grammar and spelling and appropriate length (at least 2 pages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: IC=inconsistent (substantial variability from the criterion listed. You will be awarded only $\frac{1}{2}$ the point)

*How to Get Full Credit ...
Grade rubrics for assignments #7-#10*

VII. Interview with a Professional (in person or by phone)

NOTE: A business card or confirmation letter from the professional with whom you met MUST be turned in along with the write-up in order to receive credit for this assignment. Business card or signed letter attached!	YES	NO	IC*
<u>2 points each</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Summarizes your visit, including who you met with & purpose of visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describes what you learned during the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Describes how you will use the information you learned from your visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appropriate length (at least 1 page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Correct grammar and spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. Resume or Vita (10 pts)	YES	NO	IC*
1. Does not exceed 1 page for resumes (vitas may be longer) (1 pt)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Professionally presented (e.g., well-organized, professional appearance) (2 pts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. NO spelling errors and appropriate, professional e-mail address (<i>not "cutebabe@hotmail.com"</i>) (1 pt)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses <u>action verbs</u> to convey job responsibilities and skills developed (3 pts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Appropriate depth and level of effort given to the assignment. (3pts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*See sample resumes in your course pack or look online for good examples.

IX. Cover Letter or Personal Statement	YES	NO	IC*
<u>Cover Letters (1 point each)</u>			
1. Includes an Introduction (2-4 sentences), Body (1 medium or 2 short paragraphs), and a Closing (1 paragraph).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specifically identifies the position of interest and how you became aware of it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Introduces some of your abilities that may benefit the employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mentions at least 3 strengths you possess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Explains your education & work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Mentions qualities that suggest you'll be a good employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Indicates specifically, that you would like to arrange an interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Mentions how you can be reached or that you will call the employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The letter is addressed to a specific person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The letter is professional in tone and appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Personal Statements (1 point each)</i>			
1. Answers the question "What are your career goals?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Answers the question "What experiences have led you to these goals?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Answers the question "How can our program help you fulfill these goals?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Highlights the author's <i>uniqueness</i> and <i>strengths</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. You appear to be <i>honest</i> and <i>realistic</i> about your goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Flows well (transition from paragraph to paragraph)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrates familiarity with the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Emphasizes "match" between you and the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does not include jargon or "fluff."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Approximately 2-3 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

X. Final Career Research Project (Grading Details are on the Project Handout)



Frustrated or confused about your career goals???

Come see me! I'm here to help so feel free to make an appointment!

How to get on my good side:

Hint 1: In the subject line of all emails, include the course that you are in (i.e., Psy 3030). This will help me access the email and helps me with my files.

Hint 2: Do not, I repeat: DO NOT save any files as a ".docx". Last semester I had about 10 students with Office 2007 who continued to submit items in a 2007 format. Not all computers I work on have the capability to open this document. If you are using Office 2007, when you go to save the file, save the file in a 1997-2003 format (click on the top left windows icon, go to "save file" highlight "save in 1997-2003 format". Check your file when you upload it to webct – if it does not say ".rtf" or ".doc" you will not receive credit. (Again: ".docx" will not be accepted!)

Hint 3: Show up for class and don't email me at the end of the semester attempting to get out of several absences.

Hint 4: Don't be late – it interrupts my lecture and I reserve the right to implement a closed door policy if tardiness is an issue with a class. This means, at the start of class, I close the door and no one can enter. The absence will count against you.

Hint 5: Turn all assignment in on time. No late assignments will be accepted.

Hint 6: Have fun in class. I'm very happy you are here and look forward to a wonderful semester with you! ☺