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:

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 10 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 4 out of 6 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 (the portfolio itself will not be turned in, only the synthesis paper). 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

Wednesdays 10-10:50

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters to Be Read/Assignments to Be Completed</th>
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| 1. 9/5 | Intro to the class; basics of the Psychology Major at UWSP; Tips for Success [http://www3.uwsp.edu/psych/pages/default.aspx](http://www3.uwsp.edu/psych/pages/default.aspx) | Preface and Chapter 1  
*Complete class interest/question form to be turned in next week – available on D2L* |
| 2. 9/12 | Exploring Self: Strengths Theory and Gainful Employment  
Assessing your personality, strengths, values, and interests [http://www.careeronestop.org/TESTING/TestingAssessmentPgTwo.asp#ResearchTestingandAssessment](http://www.careeronestop.org/TESTING/TestingAssessmentPgTwo.asp#ResearchTestingandAssessment)  
StrengthsFinder Introduction | Complete the VIA Inventory at [www.viacharacter.org](http://www.viacharacter.org), print off and bring results to class today.  
*Bring completed class interest/question form from D2L today*  
*Pick up MBTI and Self-Directed Search Measures ($5.00 fee) from Dr. M (due next week)* |
| 3. 9/19 | Exploring Self: Strengths Theory and Gainful Employment, continued  
SCORE MBTI  
If time:  
MBTI Results Interpretation  
SDS Results Interpretation | Bring Completed MBTI and Self-Directed Search Measures (handed out in class last week). **Please also bring $5.00 in cash for test fees.** |
<table>
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<tr>
<th>Connecting Self-Assessment Results to Careers:</th>
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<tbody>
<tr>
<td>MBTI (personality/values): <a href="http://students.georgiasouthern.edu/counseling/selfhelp/career01.htm">http://students.georgiasouthern.edu/counseling/selfhelp/career01.htm</a></td>
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<td>Skills: <a href="http://www.careerinfonet.org/skills/default.aspx">http://www.careerinfonet.org/skills/default.aspx</a></td>
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<tr>
<td><strong>Exploring Careers:</strong></td>
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<td>General Career Info:</td>
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<td>4. 9/26</td>
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<tr>
<td>Finish with MBTI and SDS results interpretation</td>
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<td>5. 10/3</td>
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<td>Clinical, Counseling, and Related fields of psychology</td>
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<td>Date</td>
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<td>6. 10/10</td>
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<td>15. 12/12</td>
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<td>Final</td>
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<td>Monday</td>
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<td>12:30-2:30pm</td>
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**Useful Web Resources:**

**UWSP Career Center Career Guide:**

**UWSP Career Services Homepage:**
[http://www.uwsp.edu/career/](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

American Psychological Association Careers in Psychology Homepage:

APA Accredited Graduate School Programs

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, useful web resources, and the resume that you will be creating 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 to keep for your future interview purposes. **You will turn in the final paper only electronically via D2L.** Again, please keep the hard copy of your portfolio for future reference purposes!

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

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. 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. 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


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.]


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.
Master's in Child Development Online MS in Psychology. Register By: September 12 Classes Start: September 14. Earn a Master's in Child Psychology. $627/credit (36 credits total). Some possible career paths include: School psychologist: In this role, you might be part of a team to support the ability of students to learn. Child and Developmental Psychology Seminar: This course may take a holistic view of child and adolescent psychology, integrating all skills learned throughout the master's in child development online program. Each of these courses is designed to provide you with top-of-the-line instruction in the field of child development so that whichever direction you choose to take your career, you are ready to help others reach their fullest potential. Careers In The Field of Psychology. Learn Everything You Need to Know About Psychology Careers. One of the biggest mistakes people make when trying to reach their education and career goals is failing to truly explore and research the career paths they plan to pursue. Some of the obvious questions you should ask yourself are
The Psychology Department is committed to furthering our understanding of the mind and behavior by the methods of science, and applying the science of psychology to promote human welfare. The Department offers programs combining methodological and theoretical courses with fieldwork that focuses on the development of research and applied skills. Students learn about the foundations of psychology through a wide array of courses and activities, train for work in applied fields and prepare for advanced study. Alongside the study of the science of psychology, the psychology major offers the general Developmental psychology is the scientific study of how and why human beings change over the course of their life. Originally concerned with infants and children, the field has expanded to include adolescence, adult development, aging, and the entire lifespan. Developmental psychologists aim to explain how thinking, feeling, and behaviors change throughout life. This field examines change across three major dimensions: physical development, cognitive development, and social emotional development. Developmental psychology looks at how thinking, feeling, and behavior change throughout a person’s life. A significant proportion of theories within this discipline focus upon development during childhood, as this is the period during an individual's lifespan when the most change occurs. Developmental psychologists must also seek to explain the changes they have observed in relation to normative processes and individual differences. Although, it is often easier to describe development than to explain how it occurs. Finally, developmental psychologists hope to optimize development, and apply their theories to help people in practical situations (e.g. help parents develop secure attachments with their children). Developmental Questions.