

Texas A&M University - Central Texas

PSYC 4389.110 - ST: Career & Academic Opportunities in Psychology - Sp 2020

Instructor: Sam Fiala, Ph.D., L.P.

Class Meetings: T 6-8:45pm

Office: Warrior Hall 318-B

Email: sam.fiala@tamuct.edu

Office phone: 254-519-5759

Office hours: Mon 9-12, Tue 11-5, Wed 9-12 (and by appt...I'm typically in the office 9-5)

Course Web Page: <https://tamuct.instructure.com>

Course Overview:

PSYC 4389 Special Topics in Psychology: Examine different topics each semester with a focus on contemporary issues in psychology. This course may be repeated for credit as the topic changes.

This Special Topics Course (**Career & Academic Opportunities in Psychology**) will examine the vast array of academic and vocational opportunities available to those studying psychology at the baccalaureate level. In addition to providing an overview of these opportunities, this course will require students to evaluate their own interests, values, and skills and to explore how these align with the career and academic opportunities discussed.

Table 1: Student Learning Outcomes:

Course-Level SLO	Activity/Assignment	Program-Level SLO
Demonstrate their content-specific knowledge of careers in psychology and related fields, including the academic requirements for pursuing those careers.	Quizzes; Reflection Paper on Interview	1. Demonstrate factual knowledge (terminology, classifications, methods, trends).
Develop informative presentations on careers outside the field of psychology that make use of the skills and knowledge developed when earning a psychology degree.	Presentations	4. Demonstrate skill in expressing oneself in oral presentations and in writing.
Formulate a career goal and articulate a multi-stage plan for achieving that goal.	Career Plan	3. Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations. 4. Demonstrate skill in expressing oneself in oral presentations and in writing. 5. Find and use resources for answering questions and solving problems.
Design documents necessary to procure desired employment and/or graduate education.	Vita/Résumé and Cover letter	3. Apply course material to improve thinking, problem solving, and decisions, both in coursework and in real-life situations. 8. Demonstrate specific skills, competencies, and points of view needed by professionals in fields most closely related to specific courses
Evaluate how their values, skills, and knowledge align with different academic and career opportunities.	Journal entries	6. Analyze and critically evaluate ideas, arguments, and points of view 7. Demonstrate a clear understanding of, and commitment to, ethics and personal values

Mode of Instruction & Course Access

This is a *web-enhanced* course; approximately 40% of course instruction will be delivered asynchronously online via multi-media presentations and discussion postings. Additionally, there will be course activities (e.g., panel discussions) that may occur outside of the regularly scheduled class time. If a student is unable to participate in an out-of-class activity scheduled outside of regular class time, an alternative activity will be designed for the student. Thus, there will be weeks during the semester when we do not meet face to face (see calendar below). The majority of course instruction and student interaction will take place in a face-to-face classroom setting. Online interactions for the course will rely on TAMUCT's learning management system (Canvas <<https://tamuct.instructure.com>>). See the *Technological Requirements* section of the syllabus for more information on accessing/using Canvas.

Student-instructor Interactions

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. During our face-to-face interactions, I hope you will feel comfortable asking questions and offering your own course-

relevant insights. Some students are so excited about the material that they share too often and dominate class discussions; when this happens, it can detract from the learning experiences of other students. For this reason, I suggest that if you find yourself making disproportionately more comments during a single class meeting than your colleagues, consider whether your comments are enhancing or diminishing the learning environment. Other students are on the other end of the spectrum, rarely making an in-class contribution. As with most things in life, I encourage you to find the middle ground. You have lived life and know things...at some point the class would benefit from hearing your thoughts and/or questions.

The best way to ask me a question or make a comment outside of the classroom is via my university email <sam.fiala@tamuct.edu>. I will check this email account daily M-F. I will strive to respond to you within 48 hours of receiving your message. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions.

If you need to meet with me outside of my regularly scheduled office hours, you are welcome to drop by and see if I'm available. To make the most efficient use of your time, I suggest you email me ahead of time and schedule an appointment. I can also meet via phone or via WebEx.

Required Reading

Careers in Mental Health: Opportunities in Psychology, Counseling, and Social Work. Metz, K. (2016). ISBN: 978-1-118-76792-4
YOU DO NOT NEED TO BUY THIS BOOK. IT IS AVAILABLE FOR FREE ONLINE THROUGH THE LIBRARY AS AN EBOOK. LINK IN CANVAS.

Other articles/chapters will be assigned as needed and will be provided to you at no additional cost.

Recommend Reading

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3217-8)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

Technological Requirements & Support

This course will use the A&M-Central Texas Instructure Canvas learning management system.

We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Academic Honesty Policy

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on quizzes and assignments (unless I explicitly say otherwise) and to appropriately credit sources when submitting written assignments. Violation of this trust will result in an F in this course, and you will be reported to Student Services for violating the Academic Integrity policy.

Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence, Stalking or Sexual Harassment) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

Warrior Shield

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct. Copyright. (2017) by Sam Fiala at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-519-579; sam.fiala@tamuct.edu

What you will be graded on:

I. Journal entries (7 entries X 20 points = 140 total points)

Similar to discussion postings (except only I will see your entries), you will be given prompts to respond to seven different times during the semester. These journal entries will variously require you to reflect on material we have encountered in the class and to occasionally seek out additional information in order to respond. Journal entries are due at 11:59pm on the Sunday of the week they are assigned (see calendar below). Postings will be evaluated using the rubric posted below.

Depth of thought evident in post:

0 = no entry; or entry is not explicitly related to an assigned prompt

5 = entry is reflective of limited thought/effort

10 = entry is reflective of moderate thought/effort

15 = entry is reflective of deep thought and/or high effort

Writing Standards:

0 = no entry; several writing and usage errors interfere with comprehension of the explanation

2.5 = some grammatical errors distract the reader and slow comprehension of the explanation

5 = few grammatical errors if any; errors do not interfere with comprehension or distract reader

II. Active Participation (60 points):

We will only have nine face-to-face meetings this semester for this class. For each of these classes you can earn up to 5 points by actively participating in discussions and class activities, with a maximum of 40 points that can be earned via participation in face-to-face class sessions (i.e., you can miss one class and still get all 40 points). The other 20 points will be assigned based on your active engagement in the online and out-of-class learning activities. If you are unable to attend an out-of-class learning activity that is scheduled outside of our regular class time (e.g., a discussion panel or intern fair), you can (with advanced notice given to the professor) receive an alternative for earning the points that would otherwise be missed.

III. Vita or Résumé and Cover Letter (150 points)

For this assignment you will be creating an audience-based résumé or vita and a cover letter. A résumé is typically used to describe one's skills and experiences when pursuing opportunities in the job market, and vita (or curriculum vitae) is the academic equivalent used when pursuing opportunities to study further or to work in academia. You will choose which of these two to create. Begin the assignment by identifying a job/internship posting that interests you (this could be something you are qualified for now or that will expect to be qualified for in the future). Note: it will be much easier to complete this assignment if you find a detailed and specific posting. You will then create your résumé /vita and cover letter as if you were applying for this position. A rubric will be provided with additional details.

IV. Reflection Paper on Interview (100 points)

You will identify someone who is working in a career that interests you with whom you will conduct a brief interview. You will then write a brief (400-600 words) paper summarizing what you learned and *reflecting* on how the experience impacted your thinking about future academic/career planning. You will also submit a copy of the thank you letter/email that you sent to the person you interviewed. A rubric will be provided with additional details.

V. Presentation (100 points)

During the first part of the class we will focus on careers in psychology and related fields that primarily require a graduate degree. However, a significant portion of students who study psychology at the undergraduate level enter the job market with additional schooling. You will be tasked with identifying a career for which undergraduate psychology education is good preparation and for which additional graduate training is not required. You will then prepare a brief (5-10 minute) presentation to the class summarizing key information about the job you chose. You will prepare a handout for your classmates but will not be creating a powerpoint presentation or using any other multimedia tools for this presentation. A rubric will be provided with additional details.

IV. Quizzes (5 X 50 points each = 250 points)

There will be five online quizzes that cover information in assigned readings as well as that presented both in class and in the online and out-of-class learning experiences.

V. Final Project: Career Plan (200 points)

In lieu of a comprehensive final exam you will have a final project. This project will require you to identify your ultimate career goal and to develop a multi-stage plan for achieving that goal. A rubric will be provided with additional details.

Grading

Active Participation	60
Journal entries (7 x 20)	140
Vita/Résumé and Cover Letter	150
Reflection Paper on Interview	100
Presentation	100
Quizzes (5 x 50)	250
Final Project: Career Plan	200
<hr/>	
TOTAL	1000

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A	90-100 %	B	80-89 %	C	70-79 %	D	60-69 %	F	(<60 %)
	900-1000 pts		800-899 pts		700-799 pts		600-699 pts		<600 pts
	Mastery of content		Above average understanding of content		Average understanding of content		Below average understanding of content		Failure to understand content

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each 24-hour period it's late (with a maximum reduction of 30%). **However, no late work will be accepted for assignments turned in more than 7 days past its due date.** No late work will be accepted after May 10th at 12pm (noon). If you fail to complete a quiz within 3 days of its published due date, you will not be able to make it up without documentation of an excused absence. Determination of an excused absence is made by the faculty.

Some Thoughts About This Course

This special topics course is a work in progress. As arrangements for outside-of-class learning opportunities are finalized, updates to this syllabus will be distributed.

One last thought on grades...it is unfortunate that I cannot grade you on effort or passion for learning. I believe these are essential to academics, but they are difficult to measure objectively. I can only evaluate the products that you generate (e.g., exam responses, papers). This product is the result of your own intelligence, your effort, my ability to teach, and luck. It is unfortunate that luck enters the equation, but it is unavoidable. There may be semesters when life tosses you around quite a bit and earning a "C" is more impressive for you than the "A" that the person next to you earned. In these instances, I encourage you to take pride in your effort and not worry too much about grade that cannot perfectly represent your achievements.

Table 2 Course Calendar

WEEK	READ	TUESDAY CLASS ACTIVITY/DISCUSSION	ASSIGNMENT/ASSESSMENT DUE SUNDAY 11:59PM
WEEK 1 JAN 14		Course introduction; Overview of Pathways	
WEEK 2 JAN 21	Metz Ch. 1-2	Careers in Mental Health: Doctoral Level Options	
WEEK 3 JAN 28	TBD	Online: Job Search Intervention Training Module	Journal Entry #1; Quiz #1
WEEK 4 FEB 4	Metz Ch. 4-6	Careers in Mental Health: Counseling, MFT, & Addictions Counseling	
WEEK 5 FEB 11	TBD	Online: Videos on Therapy	Journal Entry #2; Quiz #2
WEEK 6 FEB 18	Metz Ch. 3 & 7	Careers in Mental Health: Social Work, School Psychology & School Counseling	
WEEK 7 FEB 25	TBD	Out-of-Class Activity: Graduate School Panel	Journal Entry #3; Quiz #3
WEEK 8 MAR 3	TBD	Careers in Other Applied Psychology Settings	
SPRING BREAK MAR 10	TBD	Out-of-Class Activity: Interview a Professional	Journal Entry #4; Quiz #4
WEEK 9 MAR 17	Metz Ch. 9	Careers in Psychological Research and Academia	
WEEK 10 MAR 24	TBD	Online and Out-of-Class Activities: TBD	Journal Entry #5; Quiz #5
WEEK 11 MAR 31	TBD	Careers Outside of Psychology	Presentation
WEEK 12 APR 7	TBD	Online and Out-of-Class Activities: TBD	Journal Entry #6; Reflection Paper on Interview
WEEK 13 APR 14	TBD	Getting a Job	
WEEK 14 APR 21	TBD	Out-of-Class Activity: Career Services (TBD)	Journal Entry #7; Résumé or Vita; Cover Letter
WEEK 15 APR 28	Metz Ch. 11	Getting into Graduate School	
WEEK 16 MAY 5		Finals Week: No Class	Final Project: Career Plan

**###large portions of this syllabus were blatantly pirated from a wide variety of sources###
##Professor reserves the right to amend the syllabus at any time##**

Other important dates:

- January 15, 2020 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
- January 20, 2020 Martin Luther King, Jr Day (University Closed)
- January 29, 2020 Deadline to Drop 16-Week Classes with No Record
- March 27, 2020 Deadline for Graduation Application for Ceremony Participation
- April 3, 2020 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
- May 8, 2020 Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
- May 8, 2020 Deadline to Withdraw from the University for 16- and Second 8-Week Classes
- May 8, 2020 Spring Semester Ends
- May 9, 2020 Spring Commencement Ceremony