**Psychology Advising and Career Development**

Fall 2023

M, W, or F 2:45-3:35

PSYC 201-007 (Monday) <https://luc.zoom.us/j/82669195045>

PSYC 201-008 (Wednesday) <https://luc.zoom.us/j/82191854563>

PSYC 201-009 (Friday) <https://luc.zoom.us/j/89795436705>

Instructor: [Dr. Steve Davis](https://www.luc.edu/psychology/people/faculty/facultystaff/stevendavis/)

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Office Hours: MWF 12:30-1:30, or by appointment (note that I generally work off-campus on TTh)

**Overview:**

 Welcome to Psychology 201! This course is a resource designed to provide you with an overview of the study of psychology, including expectations for the psychology major at Loyola, resources available to help you navigate the major, and career options at varying levels of education. This course also covers skills needed to optimize your time at Loyola and to apply for jobs/internships. This online course meets via Zoom during our scheduled class times. However, much of this course occurs asynchronously, via activities (readings, assignments, videos, etc.) that you are expected to complete before our synchronous meetings.

**From the Catalog:**

 Prerequisite: PSYC 101

 Overview of the psychology major at Loyola and career options in psychology. Introduces students to psychology career development resources. Students will also prepare for opportunities in independent research and internships and plan for a career including creating a resume and CV.

 Outcomes: Students will learn about career options in psychology and plan their psychology major to support and develop their career interests.

**REQUIRED READING**

Copeland, D.E., & Houska, J.A. (2020). [Success as a Psychology Major](https://us.sagepub.com/en-us/nam/success-as-a-psychology-major/book262723). Sage Publications.

 *I also have assigned articles and other selected readings throughout the term to supplement the text. These will be available to you via email, through Sakai, or electronically through the syllabus (ctrl/click to follow links).*

**SOME CAMPUS RESOURCES AVAILABLE TO YOU**

 **Student Academic Services**  <http://www.luc.edu/sas>

  **LUC PSYC Dept. Student Page** <https://www.luc.edu/psychology/undergraduate/>

 **Writing Center** (x88468) <http://www.luc.edu/writing>

 **Career Development** (x87716) <http://www.luc.edu/career>

 **Wellness Center** (x82530) <http://www.luc.edu/wellness>

 **Academic Calendar** <https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml>

 **University Calendar (of events)** <http://lucweb.luc.edu/newsevents/public/calendar.cfm>

[**“Optimizing Learning in College: Tips from Cognitive Psychology”**](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=118477456&site=ehost-live)(Putnam, Sungkhasettee, & Roediger, 2016)

**A BIT ABOUT MY TEACHING PHILOSOPHY**

 As I see it, my job is to provide you with **opportunities** to learn. What you choose to do with those opportunities is up to you. I believe in treating my students like adults, recognizing that their values and priorities might be very different than mine, and respecting their right to make their own choices. For example, while I **strongly** suggest that you attend all classes, I do not keep track of student attendance. My assumption is that, if you are absent from class, that means that you have a conflicting priority for that day that is more pressing (to you) than coming to class. I am in no position to judge your priorities, and I certainly don’t want to put myself in that position. Therefore, unless your absence inconveniences me or your classmates (e.g., if you are going to be absent on the day of an exam), I do not need to know your reasons. **However, all choices have natural consequences, and class attendance is a strong predictor of class performance. Students who have multiple absences from class won’t learn as much or do as well on quizzes**. You’ll also have fewer opportunities to participate in class discussions and activities. However, again, if these are not your priorities, it is certainly not my place to judge your decisions. Note that, if you are absent from a class, it is your responsibility to obtain notes from a classmate. You can read more about my teaching philosophy throughout this syllabus.

**EVALUATION/ASSIGNMENTS/EXPECTATIONS**

 Graded assignments in this course include quizzes, brief papers, and other submissions. All assignments must be submitted via Sakai prior to your assigned class time on the week due. Details on each assignment are to be made available before it is due.

|  |  |
| --- | --- |
| **Assignment**  | **Points** |
| 1. Syllabus Quiz
 |  20 |
| 1. Career Self-Assessment assignment
 |  20 |
| 1. [Career Survey](https://docs.google.com/forms/d/e/1FAIpQLSdeoFhk2gRAq4Zskg7zQZKvDJCtsvFUVxKaEJuy2OCDVXKtxg/viewform?usp=sf_link)
 |  20 |
| 1. “Good Life” assignment
 |  20 |
| 1. Major Requirements Quiz
 |  20 |
| 1. Department Resources Quiz
 |  20 |
| 1. Academic Advising assignment
 |  20 |
| 1. Research Interests assignment
 |  20 |
| 1. Helping Careers Quiz
 |  20 |
| 1. Applying to Graduate School Quiz
 |  20 |
| 1. Meeting Preparation Assignment and Meeting
 |  40 |
| 1. Resume and Cover Letter assignment
 |  60 |
| 1. Customized Education Plan
 | 100 |
| **Total** | **400** |

**Meeting with Instructor**

Once during the semester, you are expected to schedule a 15-minute individual meeting with the instructor to discuss your current goals and plans. Before this meeting, you should complete and submit the meeting preparation assignment (assignment 11). This should be completed by Friday December 1.

**Customized Education Plan**

The Customized Education Plan is designed to get you thinking about your career and to prompt you to start planning your psychology journey at Loyola. Your plan should involve compiling all that you’ve learned about yourself and careers in psychology over the course of the semester. Instructions for this assignment to be made available.

**Class Participation**

 The synchronous part of this course will be run largely in a **discussion** format. Your active participation is essential for the course to succeed. I therefore expect you to prepare for class discussions and activities by completing all readings and assignments *on time* and spending some time *before class* contemplating those readings. Because we will spend class time primarily in discussion and applied activities, your classmates' learning as well as your own depends upon your commitment to preparing for class.

You can prepare for discussion by asking yourself the following questions as you read:

* What is the main message the author is trying to communicate?
* What arguments does the author make in order to support that message? Are those arguments logically sound?
* How good is the quality of the evidence used by the author? Does the author provide enough detail to be able to evaluate that quality?
* What was my emotional reaction to this reading, if any? Why do I think that I reacted this way?
* What examples can I think of that either support or contradict the point(s) that the author is making? Are my examples good evidence?
* What are the implications of the author’s ideas for interventions, policy, attitude change, social justice, etc.?
* What from this reading can I apply to myself or to people around me?
* How does this reading reinforce or contradict ideas that I have learned about in other classes?

**General Policies**

 **Late assignments**. All written assignments are due before the beginning of class on the day of your assigned synchronous class session. Any papers submitted more than 5 minutes after class has started will be considered late. Assignments will be penalized 10% for each calendar day late.

 **Professional Communication.** Students are expected to maintain professional standards in all oral and written communication. In class, students are expected to show respect for the perspectives of others, to stay on task, and to present differing points of view politely. No emailing, texting, social media use, etc. is permitted during class (cell phones should be turned off before class). Whenever possible, **you should keep your camera on** during class discussions. Similarly, while not forbidden, I would discourage you from using laptops to take notes, as research suggests [that longhand notes are more helpful](http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=96698291&site=ehost-live), and that non-academic laptop use is both tempting and negatively related to performance ([Ravizza, 2017](http://journals.sagepub.com/doi/abs/10.1177/0956797616677314)). Written assignments are expected to be double-spaced, grammatically correct, well-organized, and proofread for typos and clarity. Clearly unprofessional assignments will be returned ungraded.

**Academic Honesty.** The highest standard of academic honesty is expected from all students. Any form of academic dishonesty, such as plagiarism or cheating, will not be tolerated, and may be grounds for an automatic grade of 0 on quizzes or assignments, and may result in a failing grade for the course. *Students are responsible for knowing Loyola University’s* [*Code of Academic Integrity*](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml)*!* Please refer to the Code of Academic Integrity or ask the instructor if you have questions about what constitutes academic dishonesty. Ignorance of the definition of “plagiarism” is not an excuse.

**Students with Disabilities**. Students with *documented* disabilities that might affect their performance are entitled to certain accommodations, within the classroom and/or on assignments. If you have a documented disability, please talk with me as soon as possible so we can arrange the necessary accommodations. If you suspect you have such a disability, I strongly recommend you speak with the [Student Accessibility Center](https://www.luc.edu/sac/) to secure the proper documentation you need to achieve your fullest potential in the classroom. If you have any other type of disability that could affect your performance in class, I also encourage you to speak with me as early as possible in the term.

**LUC Course Drop Policy.** Please see the [academic calendar](https://www.luc.edu/academics/schedules/fall/academic_calendar.shtml) for a list of relevant dates. Note that the last date to withdraw with a grade of W is November 3.

 **Psychology Department Diversity Statement.** The Department of Psychology at Loyola University Chicago believes that our department is best served when students, faculty, and staff reflect and celebrate the diversity of society at large. An integrated academic community is characterized by a broad range of perspectives. As such, our Department is committed to advocating for and supporting the interests of individuals from all races, sexes, gender identities, gender expressions, sexual orientations, religions, ethnic backgrounds, socioeconomic backgrounds, physical and mental abilities, and residency statuses. In the context of this course, students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social and racial justice.

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|  **Final course grades will be assigned as follows:** |
|  **A** | = 92.0 - 100%  | or 368-400 points  |
|  **A-** | = 90.0 - 91.9% | or 360-367 points |
|  **B+** | = 88.0 - 89.9% | or 352-359 points |
|  **B** | = 82.0 - 87.9% | or 328-351 points |
|  **B-** | = 80.0 - 81.9% | or 320-327 points  |
|  **C+** | = 78.0 - 79.9% | or 312-319 points |
|  **C** | = 72.0 - 77.9% | or 288-311 points  |
|  **C-** | = 70.0 - 71.9% | or 280-287 points |
|  **D+** | = 68.0 - 69.9% | or 272-279 points |
|  **D** | = 60.0 - 67.9% | or 240-271 points |
|  **F** | = < 60% | or at or below 239 points |

**Tentative Weekly Course Schedule**

(I reserve the right to make changes and add assignments to this schedule as appropriate)

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| **Week** | **Topics** | **Assignments (due by class time) and Readings** |
| Week 1 (beginning 8/28) | IntroductionPurpose of Class | * Consider attending the [*Welcome Week Student Organization Fair,*](https://lucweb.luc.edu/newsevents/public/calendar_detail_jmd.cfm?eventid=121912&siteid=0&month=8&year=2023&day=30&range=d&audience=0&view=mw&skin=default) *W 4-7, Gentile Arena*
 |
| Week 2 (beginning 9/4)\*\* **Labor Day Monday – M students attend W or F class.** | Identity in Emerging AdulthoodSelf-AssessmentCareer Development Theory | * Read Guiffrida (2009), pp. 2419-2425.
* Syllabus Quiz **due** (see Sakai tests page)
* Watch “[Emerging Adulthood, Identity, and Career Development](https://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5b0b08f7-25c5-4cd2-8165-ae21015b7be2)” video
* Complete IDEA-R and EIPQ measures
* Consider attending the [*Part-Time Job, Internship, and Service Fair*](https://lucweb.luc.edu/newsevents/public/calendar_detail_jmd.cfm?eventid=121436&siteid=0&month=9&year=2023&day=6&range=d&audience=0&view=mw&skin=default)*, W 1-4*
 |
| Week 3 (beginning 9/11) | The Psychology MajorShould You Major in Psychology? | * Read C&H Ch. 1
* [Career Survey](https://docs.google.com/forms/d/e/1FAIpQLSdeoFhk2gRAq4Zskg7zQZKvDJCtsvFUVxKaEJuy2OCDVXKtxg/viewform?usp=sf_link) **due**
* Career Self-Assessment **due**
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| Week 4 (beginning 9/18) | LUC Psychology Program RequirementsPsychology AdvisingPsychology Department ResourcesThe “Good Life” | * Watch [Introduction to the Psychology Website](https://www.luc.edu/psychology/undergraduate/overview/)
* Watch [Website Introduction](https://www.luc.edu/psychology/about/websiteintroduction/)
* Resources: [Psychology Course Options](https://www.luc.edu/psychology/undergraduate/psychologycourseofferings/)
* Resources: [Psychology Major Checklist](https://www.luc.edu/media/lucedu/psychology/pdfs/Major%20Checklist%202021.pdf)
* Resources: [Psychology Course Matrix](https://loyolauniversitychicago-my.sharepoint.com/%3Ax%3A/g/personal/rmorrison_luc_edu/EezNpvIQYERIqMxNYgJzuX0BeZ7nMTr3GQYzISsR6dDEvA)
* Resources: [Psychology Undergraduate Newsletter](https://www.luc.edu/psychology/undergraduate/psychologyundergraduatenewsletter/)
* Resources: [Job Offerings and Internships](https://www.luc.edu/psychology/resources/internshipandjoblistings/)
* “Good Life” assignment **due**
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| Week 5 (beginning 9/25) | Succeeding as a Psychology MajorStudy SkillsStudent Wellness and Managing StressGetting Involved in Organizations | * Read C&H Ch. 2, 3, & 4
* Resources: [LUC Student Success Resources](https://www.luc.edu/ace/resources/studentsuccessresources/)
* Dept. Resource Quiz **due**
* Major Requirements Quiz **due**
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| Week 6 (beginning 10/2) | Careers in Psychology (Research)Getting Involved in Research at LUC | * Read C&H Ch. 5-6
* Academic Advising assignment **due**
* Research Interests assignment **due**
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| Week 7 (beginning 10/9)\***\*Midsemester Break Monday – M students attend W or F class** | Careers in Psychology (Helping) | * Read C&H Ch. 9
* Read *Careers in Counseling and Psychotherapy* pamphlet (part 1)
* [Careers in Counseling and Psychotherapy Video](http://luc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=710756d2-dd67-4f05-bf2d-adb8015606f8)
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| Week 8(beginning 10/16) | Careers outside of Psychology (e.g., business, human resources, pre-law, pre-med, occupational and physical therapy) | * Helping Careers Quiz **due**
* Read “[Thinking about the world of work](https://search-ebscohost-com.flagship.luc.edu/login.aspx?direct=true&AuthType=ip,sso&db=pzh&AN=2016-25856-014&scope=site&custid=s8448101),” pp. 131-136.
* Resource: “What Can I Do with This Major” website, access via LUC [career center](https://www.luc.edu/career/) home page
* [Careers outside of psychological work](https://luc.zoom.us/rec/share/IiRPgQGzxmUUDAYSA_k-dK5hyFwoguRifeOgcM3VUw3JMQMz5tZ15VYYgCpTGxrv.u_PFEcC4-r3egtr_) video.
	+ Passcode: x&2GV9Bq
 |
| Week 9(beginning 10/23) | Resume and Cover LettersLUC Career Center | * Watch [Editing your Resume Part 1](https://www.youtube.com/watch?v=hwd8Mo4zoHE)
* Watch [Editing your Resume Part 2](https://www.youtube.com/watch?v=RvP9oEU0f68)
* Watch [Writing a Cover Letter](https://www.youtube.com/watch?v=FTi8sWV0c5E)
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| Week 10 (beginning 10/30) | Informational InterviewsLanding a Job or InternshipInterviewing SkillsCommnication & Follow-up | * Read C&H Ch. 10
* Watch [Acing the Interview Part 1](https://www.youtube.com/watch?v=npP_afoa7EU&list=PL45w9EnjEJbB4OTBX0AXhVrUwymo_QhaR&index=6)
* Watch [Acing the Interview Part 2](https://www.youtube.com/watch?v=px3UP967CI4&list=PL45w9EnjEJbB4OTBX0AXhVrUwymo_QhaR&index=7)
* Watch [Career Branding/Networking Part 1](https://www.youtube.com/watch?v=MCghtwb0U_Q&list=PL45w9EnjEJbB4OTBX0AXhVrUwymo_QhaR&index=9)
* Resume and cover letter (and job ad) **due**
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| Week 11 (beginning 11/6) | Graduate School Types of Programs Getting In Preparing for Grad School Writing a Statement of Purpose Getting Letters of Recommendation GREsGraduate School FinancesLUC’s 5-year programs | * Read C&H Ch. 11
* Read *Careers in Counseling and Psychotherapy* pamphlet (part 2)
 |
| Week 12 (beginning 11/13) | More Graduate School | * Reach C&H Ch. 12
 |
| Week 13 (beginning 11/20) | **Thanksgiving – No Class** |  |
| Week 14 (beginning 11/27) | Building Your NetworkJoining Professional OrganizationsAttending ConferencesFinding Mentors | * Read C&H Ch. 8 & 14
* Read Bruni (2018)
* Watch Career Branding/Networking, [Part 2](https://www.youtube.com/watch?v=YkNM1kMJj7M) and [Part 3](https://www.youtube.com/watch?v=fWbyZ-GrYUw)
* Applying to Graduate School Quiz **due**
* Meeting with instructor (and corresponding assignment) **due** by Friday 12/1
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| Week 15 (beginning 12/4) | Wrap UpYour education plan | * Customized Education Plan **due**
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| Finals Week  | **No Meeting** |  |

**Writing Rules**

I have noticed that several common writing mistakes appear repeatedly in students’ papers. In order to help you avoid these mistakes, I have listed them for you below. Please remember that in all papers you submit, clarity and organization count!

\* Words to use correctly:

affect is a verb (except when used as a noun meaning “emotion”)

effect is a noun (except when used as a verb meaning “to cause or accomplish” as in “to effect change”)

their possessive form of they, used to describe something they have

they’re contraction of “they are”

there any other use of the word. There is, over there, etc.

too also, or in excessive quantity (too much)

two 2

to any other use of the word.

it’s it is

its any other use of the word, including the possessive form

should/would/could HAVE not should/would/could OF

\* Use complete sentences. This means that all sentences ending in a period should have a subject and a predicate and should express a complete idea.

\* Writing should be formal (i.e., don’t use slang expressions), but don’t try to be overly formal by using “big words” when ordinary words will do.

\* Don’t make broad generalizations that you can’t back up with a source or reason, unless they are truly common knowledge, or unless you make clear in some way that you are just stating your opinion. (Students sometimes begin papers with statements like, “Since the earliest days of mankind, people have wondered how the mind works.” Unless you are prepared to show me cave paintings illustrating this claim, don’t write it.)

\* Use commas correctly. Commas belong at the points where you would pause if you were reading a sentence aloud.

\* Paragraphs should be at least two sentences long.

\* Proofread your paper even after using spell checking programs, to make sure that words like “from” don’t come up as “form,” etc.

\* I also strongly suggest you have a friend or classmate proofread your paper to make sure that it makes sense to other people and to catch grammatical and organizational mistakes. Also, you should not assume any prior specific knowledge on the part of your audience; having someone else read your paper will help you catch this.