

**VIRTUAL CAMPUS**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**University Mission:**  Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Course No and Title: PSYC 3300 Introduction to the Profession of Psychology

**Term: Spring, 2018**

**Term Dates:** Feb 26-May 19, 2018

Professor: Mee-Gaik Lim, Ph. D

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**Office Hours**: Mon-Thurs 9:00-2:00pm

Class Time and Location: Online

**Catalog Description**: Introduction to areas of specialization, educational and certification requirements, ethics, and cultural considerations for careers in psychology.

**Prerequisites: No Prerequisite**

**Textbook**: None Required

Textbooks are an information source and a means of explaining and stimulating interest in the material. It does not contain all the information students need to know, however. Additional information, interpretations, and analyses will be given in class.

**Optional Materials:**

Sternberg, R.J. (2006) Career Paths in Psychology: Where Your Degree Can Take You (2nd ed.)

Kuther, T.L. and Morgan, R.D. (2010) Careers in Psychology: Opportunities in a Changing World (3rd ed.). Wadsworth

**Course outcome competencies**:

Upon completion of this course, students will be able to:

* Understand the different areas of specialization in psychology
* Know the types of jobs that exist in the areas of specialization
* Understand the educational and certification requirements for careers in psychology
* Be familiar with ethical principles of professional psychologists
* Understand cultural considerations in psychology
* Be able to think critically about topics important to psychology
* Develop a personal philosophy about the role of faith in psychology
* Gain first-hand information by visiting people and places involved in careers in psychology

**Attendance:**

Students are expected to submit class assignments with punctuality and are expected to check the online class weekly and complete weekly assignments. They include weekly reading assignments and complete all online assignments. I will be viewing the discussion area regularly and will post responses to you each week. Students are to respond to three of these activities each week. Be sure to **POST YOUR RESPONSES BY NOON OF EACH FRIDAY.**

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.

Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

**Course Requirements:** The student will develop an increased understanding of professional self-care and steps to ethical decision-making skills. Each module will require conceptualizing the ideas presented in the textbook through weekly assignments and quizzes.

1. **Online discussions** (120 pts; 29% of final grade)

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. This averages out to be about 5-6 hrs per week of online activities, navigating and conducting research over the web. All initial posts have to be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

1. **Site Summaries** (100 pts; 23.5% of final grade)

Visit 5 mental health agencies that provide services for clients. Upon completion of the visit, complete a summary of each site that we visit. At the site, collect pamphlets, brochures, related handouts, and other pertinent information. The summary should include a complete overview of what was discovered during the visit. It should include the following:

* Name of the site
* Population or clientele served
* Description of the type of services offered
* Degree requirements and/or credentials necessary for employment
* Pay scale and benefits for clinical personnel
* What did you like most about this setting
* What did you like least about this setting
* Type of position that interests you
* General overview and impression of the site

1. **Job Exploration** (50 pts; 12% of final grade)

Review the Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

Investigate eight to ten jobs that you have an interest in and write a 2-3 page paper discussing what you found to most interesting about these occupation. How do these occupation fit your personality. Note: Investigate the job of a counselor as one of your occupational options.

1. **Career Genogram** (100 pts; 23.5% of final grade)

Construct a career genogram of your family-of-origin. Be sure to focus on career choices of at least 3 generations (ex: your generation; your parent’s generation; and your grandparent’s generation). Identify their career choices and personality traits. Track similar or different career traits and options of these three generations. Review any of these Youtube videos of genogram construction prior to completing this assignment.

Genogram Instructions - Marriage and Family by Deena S

<https://www.youtube.com/watch?v=nGXEnLrR3EY>

# How to Make a Genogram by [Ryan Messatzzia](https://www.youtube.com/channel/UC-zMbUWwDxzhHtsq8mNwlvQ)

<https://www.youtube.com/watch?v=KM7gLOrF8TQ>

How to Draw Genogram by Wilma Schroeder

<https://www.youtube.com/watch?v=wX_HqEjLM_g>

1. **Reflection Paper** (50 pts; 12% of final grade)

Write a 2-3 page reflection paper that addresses your personal career path/career development. Address the following influences of your career development:

* Childhood job fantasy
* Significant events in your life that affected your career choice
* Personality traits that may have contributed to your career choice
* Analyze how your family background and familial values affected your career choice
* Analyze how your culture affected your career choice (religious background, gender, political views, ethnicity, geographical heritage, etc)
* How do you see yourself progressing over your professional journey

**University Grading System:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 90-100% |  | Cr | For Credit\* |
| B | 80-89% |  | NCR | No Credit |
| C | 70-79% |  | I | Incomplete\*\* |
| D | 60-69% |  | W | Withdrawal |
| F | Below 60 |  | X | No grade given |
|  |  |  | IP | In Progress |

\* A grade of CR indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*\*A grade of incomplete is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes F. This grade is given only if circumstances beyond the student’s control prevented completion of work during the semester enrolled and attendance requirements have been met.

**Schedule:**

|  |  |
| --- | --- |
| **Week** | **Topic** |
| 1 Feb 26- Mar 4 | Introduction  Specialization in psychology |
| 2 Mar 5-11 | Types of jobs that exist in the areas of specialization |
| 3 Mar 12-18 | SPRING BREAK |
| 4 Mar 19-25 | Paper Due: Job Exploration |
| 5 Mar 26-Apr 1 | Educational and certification requirements for careers in psychology |
| 6 Apr 2-8 | Ethical principles of professional psychologists |
| 7 Apr 9-15 | Paper Due: Site Summaries |
| 8 Apr 16-22 | Cultural considerations in psychology |
| 9 Apr 23-29 | Paper Due: Career Genogram |
| 10 Apr 30-May 6 | Role of faith in psychology |
| 11 May 7-13 | Paper Due: Reflection Paper |
| 12 May 14 | Personal Reflection (due by Monday) |

**Additional Information:**

Material that may also be covered during the course of this class from the recommended text: Sternberg, R.J. (2006) Career Paths in Psychology: Where Your Degree Can Take You – Second Edition. APA

Chapter 1 – Teaching, Research, and More: Psychologists in an Academic Career

Chapter 2 – Learning About Learning: Psychologists in Schools of Education

Chapter 3 – Teaching the Managers of Tomorrow: Psychologists in Business School

Chapter 4 – Working as a Psychologist in a Medical School

Chapter 5 – Coming Full Circle: From Academe to Administration to Academe

Chapter 6 – Clinical Psychologists in Independent Practice: Infinite Opportunities

Chapter 7 – Careers in Child Clinical Psychologist

Chapter 8 – The Diverse and Intriguing Career Opportunities for Counseling Psychologists

Chapter 9 – Clinical Neuropsychology: Brain-Behavior Relationships

Chapter 10 – Career Experiences of Clinical Psychologists Working in a Hospital

Chapter 11 – Careers in Public Service: The Intersection of Science and Policy

## Chapter 12 – Science Careers in Psychology in Government Service

Chapter 13 – Promoting Positive School Environments: A Career in School Psychology

## Chapter 14 – Industrial/Organizational (I/O) Psychology as a Career: Improving Workforce Performance

Chapter 15 – In the Halls of Business: Consulting Psychology as a Career: Psychologists in Educational and

Psychological Testing Organizations

## Chapter 16 – Military Psychology: A Dynamic and Practical Application of Psychological Expertise

## Chapter 17 – Health Psychology: Where psychological, Biological, and Social Factors Intersect

## Chapter 18 – A Psychologist in Managed Care: An Unexpected Career

Chapter 19 – Improving Test Development, Use, and Research

Professor reserves right to modify syllabus as needed. Please consult catalog for important deadlines such as add/drop, withdrawal, etc.