

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

# Wayland Mission Statement**:**

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

Course Title, Number, and Section**:**

**PSYC 3300 VC01 – Introduction to the Profession of Psychology**

# Term**:**

Spring 2019

# ****Instructor:****

Dr. Cassie Collins

# ****Office Phone Number and WBU Email Address:****

806-291-1182 (Office #) 806-685-7626 (cell)

Email: [collinsc@wbu.edu](mailto:collinsc@wbu.edu)

# ****Office Hours, Building, and Location**:**

Mon 9:00am-12:00pm; 1:00pm-1:45pm

Wed 1:00pm-1:45pm; 3pm-3:30pm

Or call to set up an alternative appointment time

WBU Plainview TX Campus, Gates Hall, Room 318

# ****Class Meeting Time and Location:****

Virtual Campus via Blackboard

**Course start date: February 25, 2019**

**Course end date: May 18, 2019**

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

**There is no prerequisite for this course.**

Required Textbook(s) and/or Required Material(s): 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 – Second Edition*. APA. Also, Kuther, T.L. and Morgan, R.D. (2010) *Careers in Psychology: Opportunities in a Changing World – Third Edition*. 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 Requirements:

WBUonline (Virtual Campus)

***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 and Grading Criteria:

Students will develop an increased understanding of the profession of psychology, examine personal career paths, learn about job opportunities in the field, identify skill sets needed, prepare a personal resume and sample cover letter, and gain a better understanding of ethical decision-making skills through discussion board assignments, site visits, reflection papers, and job explorations. Students MUST thoroughly read the syllabus! Students MUST be actively engaged in interacting on Blackboard multiple times each week in order to stay on task with course requirements.

**Minimum Technical Skills:**

To succeed in this class, students need to be able to understand and engage in a few important technical activities and have a basic skill set of each. Here is a general list: be knowledgeable in utilizing Blackboard 9.1; be able to navigate the web, including downloading and reading files from web sites; be able to use their WBU email, including attaching and downloading documents from email; be able to create and save files in commonly used word processing formats (i.e. .doc, .docx); be able to copy and paste text and other items on a computer; be able to save and retrieve documents and files on a computer; be able to locate information on the internet using search engines.

Because this is a full online class via Blackboard 9.1, students should be familiar with how to use Blackboard 9.1 including using Discussion board, submitting assignments, etc. Please contact Blackboard helpdesk at (806) 291-3740 during business hours or for 24/7 support at (806) 547-9192.

In addition, Blackboard tutorial is located at <https://www.wbu.edu/wbu-online/blackboard-tutorials.htm>

**Readings:**

Any required readings should be completed early in the week in which they are assigned with the expectation that students will be able to adequately address any question(s) posted through the weekly discussion board assignment. All class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST) with exception to the final Discussion Board submission, which is due on Saturday by 11:59 p.m. Each due date is listed on the Course Tentative Schedule. Specifically, regarding discussion board postings, your discussion board postings are posted by the instructor by 11:59 p.m. Sunday and your initial response to the postings are due on Thursday (of the same week) by 11:59 p.m. CST. Your follow-up responding discussion board postings to other student’s initial responses are due within the next three days no later than Sunday at 11:59 p.m. CST.

Professional behavior dictates that the student will contact the instructor through class email ahead of time if s/he will need to turn an assignment in late. Late work will be accepted only upon permission of the instructor. Any work accepted by the instructor late will receive a 5% reduction per day.

**Response Times of the Grading of Assignments:**

Grades for discussion board postings are typically entered a couple of days from the due date. Grades for other assignments may be expected no later than a week from the due date. Please check the instructor comments section for feedback and further instructions. The “My Grades” section of Blackboard provides a method for tracking your progress through the course. Grades will be entered in “My Grades” generally within a week. Response times may vary for each assignment type based on the criteria and length of the paper.

Emails are responded to within 24 hours during the work week and 48 hours during the weekends and holidays, although they are generally responded to sooner than that.

# EVALUATION OF STUDENT PERFORMANCE:

Weekly Online Discussion Board Assignments**:**

***(10 points possible for each completed discussion board assignment – I will grade 8 for a total of a possible 80 points for this assignment area)***

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 hours per week of online activities, navigating and conducting research over the web.

Any required readings should be completed early in the week in which they are assigned with the expectation that students will be able to adequately address any question(s) posted through the weekly discussion board assignment.

Discussion board postings are posted by the instructor by 11:59 p.m. Sunday each week. By Thursday of the same week by 11:59 p.m. CST each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Sunday at 11:59 p.m. CST each student is expected to have intelligently and comprehensively responded to two (2) other students.

*Discussion Board responses will not be accepted late.*

Three Comprehensive Site Summaries**:**

***(30 points possible for each completed site summary*** ***– A total of 90 points are possible for this assignment area)***

Identify 3 local mental health agencies that provide services for clients.

Call each agency, identify yourself as a WBU psychology student who is researching professions in the field, and request/schedule a site visit.

Then, complete a summary of each site that you toured. Collect pamphlets, brochures, related handouts, and other pertinent information as these may be helpful as you write up the summary.

***Each site summary should be 2 FULL pages in length, double-spaced, 12-point font, with 1-inch margins.***

The summary should include a complete overview of what you discovered during the visit. You may use the following prompts … but do not limit yourself to just these:

* 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
* What type of experience do you have that would make you a good candidate for the job?
* General overview and Impression of the site

*Class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST).* *Due dates are listed on the Course Tentative Schedule.* *These assignments will not be accepted late.*

Four Reflection Papers Assignment**:**

***(25 points possible for each completed reflection paper – A total of 100 points are possible for this assignment area)***

Four reflection papers will be required.

* In the **first** reflection paper you will discuss your personal career path/career development. This assignment should include a discussion of what you wanted to be as a child and how your career plans changed over your life to the present date. Talk about significant events in your life that affected your current choice of career. Talk about your personality traits that may have contributed to your career development during your life.
* In the **second** reflection paper you will analyze your own culture and how it might affect your future profession. Your culture includes your religious background, gender, political views, ethnicity, geographical heritage (i.e. small southern town), familial values, attitudes, beliefs, & rituals, etc. Talk about the dynamics within your family of origin that may have contributed to your career development during your life and how these various aspects of your culture will influence you as a career professional. How will your heritage strengthen you as a professional and what aspects of who you are might you need to be aware of to avoid potential pitfalls in your career and your dealings with clients.
* In the **third** reflection paper you will explore how you personally integrate your faith with your understanding of psychology. Include a discussion of your faith, what it means to you and how important it is in your daily life. How might your faith affect your relationships with supervisors, co-workers, and clients. How might your spiritual values affect your clinical and/or counseling interactions with clients.
* In the **fourth** and final reflection paper you will provide a realistic narrative of how you see yourself progressing over your lifetime with respect to your career path. For example, list the jobs you may hold, skills you may develop, education you may need to acquire, licensures you plan to obtain, etc. Ultimately, you should find yourself at the career that you intend on having. Include the salary that you think that you will be making at your first job (once you graduate from college), the final salary that you think that you will be making in your ideal career job, and the age you think that you will be retiring.

Note: These papers should be of college-level quality and demonstrate that you have read and thought about the topics in question. ***Each of these papers should be 2 FULL pages in length, double-spaced, 12-point font, with 1-inch margins.***

*Class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST).* *Due dates are listed on the Course Tentative Schedule. These assignments will not be accepted late.*

Resume and Cover Letter Assignment:

***(25 points possible for competed resume; 25 points possible for completed cover letter – A total of 50 points are possible for this assignment area)***

Build a professional resume and a sample cover letter. Use any resources (i.e. internet, books, etc.) to develop the best resume and cover letter that you can. Your resume and cover letter will be scrutinized by both the professor and your peers to help you polish your resume and cover letter into a final product. ***Attempt to make your resume only 1 FULL page, 12-point font, and keep the cover letter to 1 page as well.***

*Class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST).* *Due date is listed on the Course Tentative Schedule. This assignment will not be accepted late.*

Job Exploration Assignment:

***(50 points possible for a completed job exploration paper)***

Review the Occupational Outlook Handbook: <https://www.bls.gov/ooh/> Investigate 5 jobs that you have an interest in and write a 3-page paper discussing what you found to be the most interesting about these occupations. How do these occupations fit your personality? Note: Investigate the job of a counselor as one of your occupational options. ***This paper should be 3 FULL pages in length, double-spaced, 12-point font, with 1-inch margins.***

*Class assignments are due on Sunday by 11:59 p.m. Central Standard Time (CST).* *Due date is listed on the Course Tentative Schedule. This assignment will not be accepted late.*

# The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a micro-term to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the “incomplete” is converted to an F.

Course Grading Scale: (400 total possible points)

A = 90%-100% 400-360

B = 80%-89% 359-320

C = 70%-79% 319-280

D = 60%-69% 279-240

F= below 60% 239 and below

\*This scale may be revised to accommodate any changes in assignments.

# Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule:

| **Tentative Schedule: WEEK#** | **Assignment Due** |
| --- | --- |
| Week #1  Feb 25-March 3 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, Feb 28  Two (2) responses to other students’ self-introductions due by 11:59 p.m. Sunday, March 3 |
| Week #2  March 4-  March 10 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, March 7  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, March 10 |
| **March 11-**  **March 17** | **Spring Break** |
| Week #3  March 18-  March 24 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, March 21  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, March 24  **Resume and Cover Letter Assignment Due** by 11:59 p.m. Sunday, March 24, Submit to Blackboard |
| Week #4  March 25-March 31 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, March 28  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, March 31  **Reflection Paper 1 Due** by 11:59 p.m. Sunday, March 31, Submit to Blackboard |
| Week #5  April 1-  April 7 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, April 4  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, April 7  **Reflection Paper 2 Due** by 11:59 p.m. Sunday, April 7, Submit to Blackboard |
| Week #6  April 8-  April 14 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, April 11  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, April 14 |
| Week #7  April 15-  April 21 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, April 18  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, April 21  **Reflection Paper 3 Due** by 11:59 p.m. Sunday, April 21, Submit to Blackboard |
| Week #8  April 22-  April 28 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, April 25  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, April 28  **Reflection Paper 4 Due** by 11:59 p.m. Sunday, April 28, Submit to Blackboard |
| Week #9  April 29-  May 5 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, May 2  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, May 5  **Job Exploration Assignment Due** by 11:59 p.m. Sunday, May 5, Submit to Blackboard |
| Week #10  May 6-May12 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Thursday, May 9  Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, May 12  **Comprehensive Site Summaries (All 3) Due** by 11:59 p.m. Sunday, May 12, Submit to Blackboard |
| Week #11  May 13-  May 18 | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. Wednesday, May 15  Two (2) responses to other students’ responses due by 11:59 p.m. Saturday, May 18 |

Material that may also be covered during 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.**

**Additional Information:**

<http://catalog.wbu.edu>