**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.

**Contact Information**

**Course**

: PSYC 3300 VC01 – Introduction to the Profession of Psychology

**Campus**

: WBUonline

**Term/Session**

**:** WBUonline Summer 8wks 2025

**Instructor**

**:** **Dr. Cassie Collins**

**Office Phone Number**

**:** 806-291-1182 or cell # **806-685-7626**

**WBU Email Address**

**:** **collinsc@wbu.edu**

**Office Hours, Building, and Location**

**:**

Mondays 10:00am-11:00am; 12:15-1:45pm; 3pm-4pm

Wednesdays 12:00pm-1:45pm; 3:00pm-4:00pm

Fridays 10am-11:00am; 12:15pm-3:00pm

Or call to set up an alternative appointment time

Gates Hall, Room 318

**Class Meeting Time and Location**

**:** WBUonline Summer 8wks 2025

**Course start date: June 2, 2025**

**Course end date: July 26, 2025**

**Course Information**

**Catalog Description**

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

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

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**: None required**

**Optional Materials**

**:** Sternberg, R.J. (2017) *Career Paths in Psychology: Where Your Degree Can Take You – Third Edition*. APA. ISBN 9781433823107.

Also, Kuther, T.L. and Morgan, R.D. (2010) *Careers in Psychology: Opportunities in a Changing World – Third Edition*. Wadsworth.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**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

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 2 or more weeks of an 8-week session, 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 session 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.

**University Policies**

[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. Generative AI tools permitted in specific context and with proper citations.
	1. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
	2. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate to content must be properly referenced and cited.
	3. Specific parameters for generative AI usage are provided by the instructor.
	4. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, hammerr@wbu.edu or call (806) 292-9150.

**Course Requirements and Grading Criteria**

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 Ultra; 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 Ultra, students should be familiar with how to use Blackboard Ultra 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 [Blackboard Help Desk](https://www.wbu.edu/wbu-online/blackboard-resources.htm)

****Readings:****

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the 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. (CST). 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. (CST) Sunday and your initial response to the postings are due on Thursday by 11:59 p.m. (CST). Your follow-up responding discussion board postings to other student’s initial responses are due on Sunday at 11:59 p.m. (CST).

Professional behavior dictates that the student will contact the instructor through class email ahead of time if he or she 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 of each (Discussion Board, At-Risk Populations Essay, Social Media Resources Essay, and Rural Human Services Writing Assignment – APA Style) 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.

**Course Assignments**

DISCUSSION BOARD

**(10 points each - 80 points total)**

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/videos 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 a minimum of two (2) other students. Going over and beyond by responding to more than the minimum and with meaningful exchange of content will allow you to score higher on the grading rubric.

*Late Discussion Board responses will not be accepted.*

**Exception: The last week of the course the discussion board questions will be asked by the instructor by 11:59 p.m. (CST)** **Sunday. By Wednesday 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 Saturday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.**

THREE COMPREHENSIVE SITE SUMMARIES

**(40 points each - 120 points total)**

Identify 3 local mental health agencies in your area 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.

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

Note: These summaries should be of college-level quality and demonstrate that you have fully researched each of the sites. ***Each site summary should be 2 FULL pages in length, double-spaced, 12-point font, with 1-inch margins.***

*This class assignments is due on* ***Saturday 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 each - 100 points total)**

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 OVER LETTER ASSIGNMENT

**(25 points each - 50 points total)**

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.

Note: The resume and cover letter should be of a professional quality in wording and appearance. ***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).* *The due date is listed on the Course Tentative Schedule. This assignment will not be accepted late.*

JOB EXPLORATION ASSIGNMENT **(50 points total)**

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.

Note: This paper should be of college-level quality and demonstrate that you have read and thoroughly research the 5 jobs that you selected. ***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).* *The due date is listed on the Course Tentative Schedule. This assignment will not be accepted late.*

**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.

**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, within the last week of an 8-week session, or within the last two days of a microterm 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 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**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 are 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**

| **Course Tentative Schedule: WEEK#** | **Assignment Due** |
| --- | --- |
| Week #1June 2-June 8  | **Discussion Board:**Students should orient themselves to the syllabus and Blackboard. Via Discussion Board, tell the class a little about yourself. For example, your name, important family facts, what you enjoy doing when you are not studying or working, current occupation, why the field of human services interests you, and what you hope to get from this course.Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 5.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 8.Responses to your peers should demonstrate that you have read their initial introduction posting. |
| Week #2June 9-June 15 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 12.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 15.**REFLECTION PAPER #1 Due** by 11:59 p.m. (CST) Sunday, June 15, Submit to Blackboard |
| Week #3June 16-June 22 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 19.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 22.**REFLECTION PAPER #2 Due** by 11:59 p.m. (CST) Sunday, June 22, Submit to Blackboard |
| Week #4June 23-June 29 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 26.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 29.**RESUME AND COVER LETTER ASSIGNMENT Due** by 11:59 p.m. (CST) Sunday, June 29 Submit to Blackboard |
| Week #5June 30-July 6 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Thursday, July 3.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, July 6.**REFLECTION PAPER #3 Due** by 11:59 p.m. (CST) Sunday, July 6, Submit to Blackboard |
| Week #6July 7-July 13 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. Thursday, July 10.Two (2) responses to other students’ responses due by 11:59 p.m. Sunday, July 13.**REFLECTION PAPER #4 Due** by 11:59 p.m. (CST) Sunday, July 13, Submit to Blackboard |
| Week #7July 14-July 20 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Thursday, July 17.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, July 20.**JOB EXPLORATION ASSIGNMENT Due** by 11:59 p.m. (CST) Sunday, July 20, Submit to Blackboard |
| Week #8July 21-July 26 | **Discussion Board:**Student’s Initial Response due by 11:59 p.m. (CST) Wednesday, July 23.Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Saturday, July 26.**COMPREHENSIVE SITE SUMMARIES (ALL 3) Due** by 11:59 p.m. (CST) Saturday, July 26, Submit to Blackboard |