B303 Career Planning for Psychology Majors  
Fall 2012

COURSE INFORMATION:
Section 31380: Mondays at 4:30 in LD 030
Section 31379: Tuesdays at 12:00 in SL051

INSTRUCTOR:
Mikki Jeschke, Director of Undergraduate Student Services, Department of Psychology  
Office: LD 135, Email: mjeschke@iupui.edu; Phone: 278-7719
I prefer that all course correspondences go through OnCourse Messages. Please check the box that copies your message to my inbox.

To make an appointment, please contact the Psychology Advising Office in LD 123 or call 278-6765.

SERVICE LEARNING ASSISTANTS
Angela Wallen   angwalle@iupui.edu
Stephanie Middleton  skmiddle@iupui.edu

RISE TO THE IUPUI CHALLENGE
Each student in the course is required to engage in 5 hours of service at one pre-approved site. You will be introduced to the site offerings at the beginning of the semester. This will meet the Service Learning component of RISE. More information about RISE can be found here: http://academicaffairs.iupui.edu/plans/rise.cfm  We will discuss how Service Learning will work at the beginning of the course.

REQUIRED COURSE MATERIAL AND RESOURCES:
1) StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond. (2006, Clifton, Anderson, Schreiner)

The text for this course can be found online: http://www.strengthsquest.com/schoolaccess/  Students can purchase the online book and assessment for $12.50 by following this link.

To find the online book and personal reports on the StrengthsQuest web page, find the link to the My StrengthsQuest tab. There you will find a tab for your personal reports and the online book which is required reading for the class.

If you have already taken the StrengthsQuest in another course, you can submit those results. However, you will still need access to the book or e-text. Copies are also available in University Library.

2) Work Values Inventory (FREE) http://people.usd.edu/~bwjames/tut/time/workinv.html

3) Careers in Psychology: Opportunities in a Changing World by Tara L. Kuther and Robert D. Morgan

4) Additional readings and presentations will be provided electronically on the OnCourse site under resources.


PURPOSE OF THE COURSE
The essential question that this course addresses are: “Where am I going and how do I get there?” During this semester, you will learn to articulate your skills and strengths, connect with people and resources, create a solid course plan and explore career and academic options.
COURSE OBJECTIVES:

Objective 1: Students will develop skills in writing and speaking professionally about their skills, values, strengths and experiences. (Measured by About Me)

In other words: Convey compellingly who I am.

Objective 2: Students will learn the major themes of the discipline of psychology and how the curriculum is structured. They will learn to use the student information systems (AAR and Planner) and Registrar resources to better understand university, school and department requirements and policies. This will result in the development of a course plan. (Measured by Educational Goals and Plan)

In other words: Recognize how psychology fits.

Objective 3: Students will learn about RISE and other co-curricular experiences offered on campus and in the community. Students will learn, through participation in service learning, how RISE experiences can positively impact development that is personal, professional and civically minded. (Measured by Campus and Community Connection)

In other words: Learn the benefits of becoming engaged with other.

Objective 4: Students will learn how to create a professional resume that will prepare them for future job, internship and/or graduate school applications. (Measured by Resume)

In other words: Articulate what I bring to the table.

Objective 5: Students will be able to identify change that has occurred over the course of the semester as it relates to their academic and career planning. Students will be able to provide evidence of change by creating a new or revised integrative plan of action. (Measured by Academic Showcase)

In other words: Recognize and synthesize what I’ve learned.

PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

The following PULs have been determined to be the two most important for Career Planning for Psychology Majors.

PUL #3 (a & b): Integration and Application of Knowledge: [Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:]
   a. enhance their personal lives;
   b. meet professional standards and competencies;

PUL #1: Core Communication and Quantitative Skills: [Definitions:] The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:]
   a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats;
   c. communicate effectively in a range of settings;
   e. make effective use of information resources and technology.

COURSE REQUIREMENTS:

Daily Session Reflections. (25%) These daily reflections will be used by the instructor to monitor session learning objectives. Reflection topics may be about the day’s assigned reading and/or the topic of the session discussion. Session Reflections cannot be made up if you’re absent from class. You will be allowed to drop 1 Session Reflection grade at the end of the semester. (5 points for 13 sessions = 65)

About Me Drafts and Peer Feedback. (10%) In order to develop a professional About Me for posting in your ePDP, we’ll be working in stages. You will receive feedback on draft 1 from your instructor. You will receive
peer feedback on draft 2. Additionally, you will earn points for providing constructive feedback to your peers on their About Me narratives. (25 points)

**Resume Packet and Peer Feedback.** (10%) You must bring a resume packet to class for peer review on the date noted on the syllabus. You will work in groups to review each other’s resumes. You should incorporate the Peer Feedback into your final draft before posting to the ePDP. (25 points)

**ePDP.** (55%) The ePDP is divided into 5 sections. Each assignment on the syllabus that’s labeled “ePDP” will be posted online in Presentation (training is provided for using Presentation during Week 4). On ePDP due dates, please bring a paper copy of your narrative to turn into the instructor AND post it to Presentation before the class session begins to avoid using your late pass. (139 points)

  - About Me (28 points)
  - Educational Goals and Plan (37 points)
  - Resume (24 points)
  - Campus and Community Connection (40 points)
  - My College Achievements (20 points)

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<thead>
<tr>
<th>Daily Session Reflections</th>
<th>65 points</th>
<th>25%</th>
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<tbody>
<tr>
<td>About Me drafts and feedback</td>
<td>25 points</td>
<td>10%</td>
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<tr>
<td>Resume Packet and feedback</td>
<td>25 points</td>
<td>10%</td>
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<tr>
<td>ePDP</td>
<td>149 points</td>
<td>55%</td>
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**Total points:** 264

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEKLY TOPIC</th>
<th>READING DUE</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> 8/20 &amp; 8/21 8/21 (11-2pm) Fall Involvement Expo, Taylor Hall Courtyard</td>
<td>Syllabus/Introductions</td>
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<td><strong>Week 2</strong> 8/27 &amp; 8/28</td>
<td>Why RISE to the Challenge? Exploring Service Learning options. Guest – Jill Vanderwall, Externship Coordinator</td>
<td>OnCourse Resources Week 2</td>
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<td><strong>Week 3</strong> 9/3 &amp; 9/4</td>
<td>Labor Day: NO MEETING</td>
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<td><strong>Week 4</strong> 9/10 &amp; 9/11 MEET IN LAB THIS DAY</td>
<td>How do you use the ePDP tools? Guest Debbie Runshe</td>
<td>Professional photo in My Workspace in Oncourse.</td>
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<td><strong>Week 5</strong> 9/17 &amp; 9/18</td>
<td>How do I communicate professionally about myself and provide others with useful feedback?</td>
<td>Chapter 1-3 StrengthsQuest Online</td>
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<td>Week</td>
<td>Group formation.</td>
<td>Chapter 1 Careers in Psychology</td>
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<td>Week 6</td>
<td>How do psychology majors think differently?</td>
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<td>9/24 &amp; 9/25</td>
<td><em>Week 7</em> 10/1 &amp; 10/2, What’s the benefit of connecting through people, place and activity? (revisit service learning)</td>
<td>OnCourse Resources Week 7</td>
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<td><em>Week 8</em> 10/8 &amp; 10/9, Career Week MON/TUE PANELS MEET IN CAMPUS CENTER RM 309.</td>
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<td><em>10/12-16 Alternative Spring Break</em></td>
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<td>What can I do with a degree in Psychology?</td>
<td>OnCourse Resources Week 8</td>
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<td>Career Panel @ the Campus Center</td>
<td>Chapter 12: Careers in Psychology</td>
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<td>Week 9</td>
<td>Fall Break: NO MEETING</td>
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<td>10/15 &amp; 10/16</td>
<td>Week 10 10/22 &amp; 10/23, What classes should I take next and when will I graduate?</td>
<td>OnCourse Resources Week 10</td>
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<td>REGISTRATION BEGINS. PLAN TO ATTEND OPEN REGISTRATION Advising.</td>
<td>Choose a chapter from Careers in Psychology</td>
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<td><em>10/27 Make a Difference Day</em></td>
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<td>Week 11</td>
<td>How do I showcase myself professionally?</td>
<td>OnCourse Resources Week 11</td>
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<td>10/29 &amp; 10/30</td>
<td>Week 12 11/5 &amp; 11/6, What does professionalism look like when interviewing? (Or, What not to ware and what not to say!)</td>
<td>OnCourse Resources Week 12</td>
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<td>Guest: Willow Lock King, School of Science Career Development Services Director.</td>
<td>Choose a chapter from Careers in Psychology</td>
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<td>Week 13</td>
<td>What do you want your resume to say about you? (Peer Reviews)</td>
<td>Choose a chapter from Careers in Psychology</td>
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### COURSE POLICIES:

- **Paper Requirements:** All papers that are handed in to the instructor should be writing using 1 inch margins, double spaced with standard font/size. No running head, title page, or separate reference page is necessary (save the paper). At the top of your page include the assignment title, single space and type your first and last name, then start your paper (in other words don’t us 1/3 of the page for your name and title). Be certain to include APA style citations for any references that need to be cited properly (see note below about Academic Integrity). List full references (using APA style) at the end of your paper (not on a separate sheet). Proofread your work. If this is a weak area for you, please have someone else proofread your work. I highly recommend the Writing Center [http://www.iupui.edu/~uwc/](http://www.iupui.edu/~uwc/).

  **NOTE:** Before posting any ePDP paper in Presentation, be sure to remove any formatting (double spaces, tabs, bullets etc) and copy and paste your narrative into Presentation using the instructions in the manual. Any type of formatting can cause headaches when cutting and pasting into Presentation.

- **Attendance:** Students are expected to attend every class session. One way I track your attendance and participation is through the Daily Session Reflections. These could be on topics related to the weekly readings or the topic of discussion in class or both. You will be permitted to drop 1 of these reflections at the end of the semester. If you miss a class, it is solely your responsibility to obtain copies of class notes, handouts, and any other oral or written information from your peers. After you have collected the information you missed, you may feel free to discuss any questions with me. Please do not email or message me asking if you missed anything important. If you are experiencing circumstances that are taking you out of this class for more than two class periods (or one week), you should immediately contact me to discuss your options. If you fall behind more than a week it may be better to cut your losses and drop the course.

  **NOTE:** Attendance is required on Week 15 & 16 for presentations. Failure to attend on these days (even if you are not presenting that day) will result in a loss of points.

- **Late Assignments:** I understand that life can get hectic; therefore, I will allow one late pass for ONE assignment only – permission to be up to 24 hours late without penalty. To use your late pass send me a message **BEFORE THE DEADLINE** notifying me that you would like to apply your “pass” (no other explanation needed) and submit the assignment **within 24 hours** of the due date/time. **This pass can be used only once.** If you have already used your pass and are up to 24 hours late on any assignment, you will receive a 10% point deduction automatically. However, the 24-hour rule still applies. **No assignments will be accepted beyond 24 hours of the due date/time.** The only exceptions to this policy are in the case of serious personal illness and a doctor’s letter will be required.

- **Academic Integrity:** Academic misconduct of any form will not be tolerated. According to the *Code of Student Rights, Responsibilities, and Conduct*, academic misconduct may result in an F for the course. At the very least, it will...
result in a zero for the assignment, and your case will be reported in writing to the Chair of the Psychology Department as well as to the Dean of Students. Academic misconduct includes cheating (e.g., using unauthorized assistance, having another person complete your assignments, altering grades); fabrication (e.g., falsifying results in your writing); plagiarism (e.g., quoting without proper citation, paraphrasing another’s ideas or construction); interference (e.g., bribery or threats); facilitation (e.g., helping another person cheat); and violating course policies. If you are in doubt about these rules, please consult the Code of Student Conduct (http://www.life.iupui.edu/help/code.asp).

- **Time Management and Technology:** I expect students in this class to have the ability and willingness to manage time effectively so that work will be completed on time and will be of the best quality work (thoroughly thought out, complete and proof read for accurate grammar and spelling). Having a technology problem is not a viable excuse to override the Late Assignment policy. If you choose to complete assignments right before the deadline and have technology problems, understand that you are still subject to the Late Assignment policy spelled out on the syllabus. If your home computer is not allowing you to access course information, you have the option of using a computer lab on campus. Please plan your time wisely. It’s what an employer expects and it is what I expect.

- **Classroom Etiquette:** There should be, under no circumstances, any disrespect or personal attacks posted on the OnCourse site.

- **Disabilities:** Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241. Visit [http://aes.iupui.edu/](http://aes.iupui.edu/) for more information.

- **The Oncourse Grade Book:** I will record your scores in the Oncourse Gradebook. Check it frequently to insure its accuracy, and communicate with me immediately if you believe it to be inaccurate.

- **Minimum Grade You Need to Pass This Course if You Are a Psychology Major:** This class—as well as all other psychology classes taken to fulfill psychology major requirements—must be passed with a grade of C- or higher. This means that a psychology major who earns a final grade of D+ or lower in this class will be required to repeat it.

- **How to Withdraw from this Course**
  1. Students may withdraw from this course without penalty during the first half of the semester if they secure the approval of their advisor. A grade of W (Withdrawal) will be recorded on the final grade report.
  2. Students may withdraw from this class during the third quarter of the semester if they secure the approval of their advisor and the instructor of the course. A grade of W or F will be assigned by the instructor and recorded on the final grade report.
  3. Students may withdraw from this class during the final quarter of the semester if they secure the approval of their advisor, the instructor, and the dean of their school. A grade of W or F will be assigned by the instructor and recorded on the final grade report. Students will be allowed to withdraw from this class during this time only as a result of seriously extenuating circumstances. Written justification from a doctor, member of the clergy, academic advisor, etc. must be presented.

  **Note:** If you simply stop participating in class without completing your coursework, you will receive zeroes for missing assignments and I will record a final grade of FN (which is treated as F in GPA calculation) and report your last date of attendance. Please be mindful of withdrawal dates rather than simply not attending class. The Academic Calendar can be found here: [http://registrar.iupui.edu/accal.html](http://registrar.iupui.edu/accal.html)

  **Incompletes:** I follow the School of Science guidelines regarding incompletes. "I" grades will be assigned only under rare circumstances (e.g., serious prolonged illness) and when the following conditions are met:
  a. you have completed at least 75% of the coursework
  b. you are passing the course
  c. you have contacted me in advance to make arrangements for completing the remainder of the course requirements and you have completed the Department of Psychology Incomplete Contract.
What Is CAPS and How Can B103 Students Benefit From Its Services?
The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students only compounds those stresses. A high percentage of IUPUI students work, support families, and/or are first in their family to attend college. These situations can cause students to feel overwhelmed. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD (fees are charged for testing). CAPS can assist in student adjustment, coping, and academic progress by providing the following services.

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, test-taking strategies, and management of test anxiety
- Education and training in stress and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: http://life.iupui.edu/caps/