



OTRP online

Office of Teaching Resources in Psychology

**Spring 2006 Course Syllabus for
Psychology of Careers, 42.304.1
Wednesdays, 6:30-9:30, HH101A**

Faculty Information

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- *If you send me an e-mail, always include your **FIRST AND LAST NAME** and the course in which you are enrolled. Thank you!*

Office Hours: Tuesdays & Wednesdays 10:30-12, **Wednesdays 5:30-6:20**, & by appointment.

- *As a courtesy to students who come to my office hours, I do not answer my phone during office hours if I am with a student. Please leave a message and I will return your call a.s.a.p.*

Course Blackboard Address: <http://framingham.blackboard.com>; **Course Name:** Psychology of Careers- EVE.

- *If you forget your Blackboard login name or password, contact Blackboard Support toll free at 866-361-8970 or on-line at <http://supportcenteronline.com/ics/support/default.asp?deptID=850>. If you forget your password, do **NOT** create a new account and re-enroll in the course; when you do that you get entered as a new student and your grades do **NOT** transfer over. Please contact Blackboard Support about your password instead.*

Course Materials

Reading Materials

I will provide some of your reading materials as we progress through the course. In addition, you need to purchase the following book:

Stebleton, M., Henle, M., & Harris, C. (2006). *Hired! The Job-Hunting/Career Planning Guide* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Website 'Test'/Activity

One of the topics we will be discussing is vocational interests. To assess your interests with a well-validated assessment tool, you will each take and complete the Self-Directed Search inventory. This inventory is available on-line at <http://www.self-directed-search.com/>. It costs \$9.95 to take the inventory and once you have taken it, you will receive a detailed report of your interests (8-12 pages) based on Holland's theory of vocational interests. You will use this report for a class assignment.

Course Portfolio/Notebook

You will be writing several reflection papers, participating in several activities, and reading many articles about career planning and development. To help you organize your materials for this class- and your future career planning efforts- you will be compiling the course materials into a portfolio. The portfolio will consist of a 3-ring notebook (with pockets) with your name clearly labeled on the outside of the notebook. You can purchase a new notebook or use one that you already have for your portfolio. Obtain a notebook ASAP to begin compiling your materials. I will provide more information about how to organize your portfolio at a later date.

Course Description (from the FSC catalog)

An introduction to research on career development and the contemporary workforce. The course provides an overview of the major theories of career choice, including trait-factor, developmental, and sociological approaches. The structure of vocational interests, values, personality, and abilities is discussed. Finally, research on contemporary aspects of work is introduced, with possible topics including work-family conflict, the virtual workplace, downsizing, job search strategies, changing psychological contracts, and the contingent workforce.

Prerequisites: Declared psychology major* and at least second-semester sophomore status, and completion of three psychology courses.

** Or permission of instructor.*

Learning Objectives

Broadly speaking, this course is designed to help you 1) understand the process of career decision-making and 2) to help prepare you for future career experiences. You will be learning content and developing skills to help you reach these objectives. More specifically, by the end of the course students should be able to:

- 1) Describe the basic components of several theories of career choice and apply them to real people.
- 2) Understand the components of self-assessment and be able to discuss their own vocational interests, values, skills/abilities, and personality.
- 3) Explore of a career of interest to them using several career exploration techniques.
- 4) Develop a professional action plan for the next 1-2 years, including the development of an 'elevator pitch' and 'networking' plan.
- 5) Understand what employers are looking for in a résumé, cover letter, and interview and how to present themselves in the most favorable light in these domains.
- 6) Discuss several trends in the contemporary workforce that they are facing or will likely face in the future.
- 7) Develop their oral communication skills, including:
 - Active listening
 - Articulating ideas and knowledge clearly & concisely in one-one-conversations, small groups, & class presentations

- Communicating interest in one-one-conversations, small groups, & class presentations
- Providing feedback to others
- Team/partner communication- expressing ideas, desires, concerns, feedback, etc. in a proactive and constructive manner with teammates

Course Format & Grading

I hear and forget.

I see and I remember.

I do and I understand.

CONFUCIUS

You will have multiple opportunities to 1) hear, 2) see, and 3) “do” vocational psychology in this course. These opportunities will come in several forms:

- **Weekly assignments/activities.** Each week you will have various homework assignments to prepare you to actively contribute in upcoming classes. These assignments will vary from week to week and may include reading assignments, reflection papers, on-line discussion boards, career planning/exploration activities, quizzes, etc.
 - ✓ Assignments are due at the START of class on their assigned due date. I will circulate at the beginning of the class to initial your assignments but you will usually keep them for the remainder of the class period. I will collect most of the assignments for grading on the day they are due; however, on occasion, you may need to keep an assignment for the next week.
 - ✓ Assignment points will vary depending on the amount of time and effort required to do the assignment well. Because I expect you to put in quality time and effort on the assignments, the total points across them will be *at least* 100 points.
 - ✓ Once I have returned your assignments to you, you should place each one into your course portfolio with related notes, class handouts, etc.

- **Student Presentations.** Teaching others is one of the ultimate ways to learn material. In addition, skills in public speaking and teamwork are highly valued by most employers! Therefore, each student will have 3 presentations this term:

1. A Brief “Media Report”

- ✓ Students will locate an article in print on a career topic of their choosing. An excellent source is the Sunday Boston Globe’s “Boston Works” section. However, you may also consult magazines, on-line articles, etc.
- ✓ Students should type up a short (1-page) summary of the article to turn in on the day they present. Students should also turn in the article (or a copy of it) with their summary.
- ✓ Students will sign up to present their media report on one of several “Media Report” days. On their scheduled presentation day, students will present the major points from the article that think are important and useful for the class to know. No slides or handouts are required- this should be an informal discussion as you might have around the dinner table. However, students will NOT be allowed to read their summary. Instead, they should prepare a short (5 minutes max) summary of the main points and communicate them to the class with

enthusiasm! In addition, students should prepare 2-3 follow-up questions to ask the class about the topic. Students who speak with enthusiasm and who engage the class with questions and discussion will earn full credit for their presentation.

- ✓ 15 Possible Points (5 for summary and 10 for presentation)

2. Career Exploration Mini-Presentation

- ✓ In a few weeks we will begin discussing career exploration techniques- ways you can research a career of interest to you. All students will be required to explore a career field using multiple research techniques, including an informational interview (more details about all of these techniques will be provided at a later date). Students will then type up a short report (3-5 pages) of what they learned about the occupation and their reactions to the career exploration strategies they used.
- ✓ Then, during the first class after spring break, we will share the results of our career exploration projects with each other. Like the 'media reports' above, these will be relatively informal presentations that are done 'across' the table or in a circle. Your major responsibilities will be to 1) communicate what you learned accurately, clearly, and with enthusiasm and 2) to involve us in discussion/evaluation of what you've taught us. You will also prepare a short handout for the class to help us follow your presentation since it will be a bit longer than your media report (likely 10-20 minutes each).
- ✓ 40 Possible Points (20 points for written report, 5 points for handout, and 15 points for your presentation)

3. Final Presentation on a "Hot Topic" in the Contemporary Workforce

- ✓ Students will work in teams to research and present a 'hot topic' in the contemporary workforce. The goal of these presentations are to 1) raise awareness of what the current world of work is like and 2) to help students develop their formal presentation skills. Students will be able to choose from a list of several topics, such as downsizing, work-family conflict/balance, career self-management, diversity in the workplace, and temporary employment. More details will be provided after spring break. The presentations will occur during the last two weeks of classes.
 - ✓ These presentations will be more formal in that students will prepare several handouts/slides and deliver the information at the front of the classroom. They will also last about 30 minutes each. However, some of the same guidelines that existed for the 'mini' presentations hold for this one as well: student should 1) communicate what they learned accurately, clearly, and with enthusiasm and 2) involve the audience in discussion/evaluation of what you've taught us. Fear not- when presenters take a more active 'teaching' approach like this the presentations often become very fun for both the audience and the 'teachers'!
 - ✓ Teams will prepare a written summary in addition to the presentation requirements. Students will also be graded on how well they evaluate one another's presentations. Total possible points: 60 (20 for the written report, 35 for the presentation, and 5 for the peer evaluations).
- **Take home paper/exam.** Students will have one take-home paper/exam on which they must work independently. The paper will consist of several questions designed to help you synthesize what you

have learned in the first $\frac{3}{4}$ of the course. The paper is due at the START of class on its assigned due date (April 26). It should include your full name, and must be typed AND stapled to receive full credit. The exam will be worth 40 possible points.

➤ **Course Portfolio/Notebook.** As described earlier, you will compile all of your assignments, class notes, handouts, etc. into a course portfolio. This will be turned in with your take home exam/paper. Students who follow the portfolio instructions carefully should earn full credit for their work. 20 possible points.

➤ **Attendance & Late Arrivals.** Learning is an active process; therefore it is imperative that students participate in and attend class on a regular basis. In addition, since we only meet once a week, it is crucial that students attend class to learn the new material and prepare for the following week. Attendance will be taken at the start of each class period (i.e., at 6:30).

✓ At the end of the semester, students with perfect attendance (i.e., missing no classes) will be rewarded with **10 extra credit points.**

✓ Student who miss only one class will earn 0 extra credit points but will also have no deductions for the lost class (**i.e., there are no penalties for missing one class**).

✓ Students who miss **more than 1 class period** and/or **habitually come late/leave early** will incur the following penalties:

▪ Every missed class period after the “free” miss will result in a -10 point deduction from the student’s overall course points for **any reason**. For example, a student who misses 3 classes will have 20 points deducted from their overall points (2 excessive absences at -10 pts each equals a -20 point deduction).

▪ Students who miss more than three classes will automatically earn an “E” in the course.

▪ Coming late to class/leaving early is very disruptive and results in the student missing valuable information. Coming late is defined as coming to class after attendance has been taken and leaving early is defined as leaving before the class is let out. **Any combination of 3 late arrivals/departures will be the equivalent of missing an entire class period**; points will be deducted as stated above. If you cannot be here by 6:30pm, please consider whether you are able to commit to this course this term.

Attendance log. You and I will both be monitoring your attendance in this course. I will monitor attendance every class period and you will keep an attendance log that you will turn in with your portfolio. Failing to turn in an updated attendance log with your portfolio will result in a -5 point deduction from your portfolio grade. I will compare your log and my records so that we can reconcile any discrepancies before the end of the term.

➤ **Extra Credit.** There may be a small number of opportunities to earn extra credit in this course (e.g., 5-10 points). The opportunities will come in different forms, including unannounced in-class activities, short take-home assignments, etc. If you are not in class on a day an extra credit opportunity is given/assigned, you cannot earn the points. These are the only extra credit opportunities you will have.

➤ **Course Grade.** Your final course grade will be based on your weekly assignments/activities, presentations, take home paper/exam, course portfolio, attendance, and extra credit. The total points

in the class will vary depending on the number of assignments we have. I will post grades on Blackboard regularly. At the end of the semester, I will calculate the total number of possible points in the class and will then apply the following percentages will in determining letter grades: **100-93% = A; 90-92.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9% = C; 70-72.9% = C-; 67-69.9% = D+; 63-66.9% = D; 60-62.9% = D-; <59.9%=E.**

Course & College Policies

Respectful Classroom Behaviors. Class will almost always run the full time period so plan to be here on time and stay throughout the entire scheduled class period. If this is going to be a problem for you, I strongly urge you to find a class that better suits your schedule. I also expect everyone to behave in a courteous manner in the classroom (e.g., not talking while others are talking, turning off cell phones, using laptops ONLY for note-taking). These are basic courtesies that contribute to an effective learning environment. If you are unable to follow these rules, I may ask you to leave the class, turn off your laptop, etc. In addition, if the behavior of a fellow student or my behavior is inhibiting your learning, please let me know immediately.

Late work. In general, late work will not be accepted and students will earn a “0” for any assignment or presentation for which they are unprepared.

Missed notes. If you are late or absent, you must obtain the notes from a fellow classmate if you want the material. I strongly encourage you to meet with me about questions you have on the missed material, but you must obtain the notes from a classmate first.

Academic Integrity. I will pursue any violation of FSC’s Policy on Academic Honesty fully. Violations include, but are not limited to: plagiarism on a paper, turning in work that is not your own, etc. Possible penalties for violating the honesty policy include a failing grade in the course. See FSC’s “Policy on Academic Honesty” at http://www.framingham.edu/catalog_acadreg.htm for more information.

Snow Days. If, due to inclement weather, Framingham State College closes the college on a scheduled class day, **then the Department of Graduate and Continuing Education’s make-up policy will be implemented: cancelled classes are to be made up that Friday immediately following the cancelled class, same time and location.** Announcements for school closing are made on Channel 4 TV, WBZ AM radio, and the FSC weather number: (508) 626-4898.

Campus Resources

Career Services, College Center 507, 508.626.4625, www.framingham.edu/careerservices

Looking for an internship? Graduating soon and planning a job search? Wondering how to develop a résumé, work a job fair, ace an interview? The Career Services Office can help you with all of these questions and more. Take advantage of this great student service!

CASA: Center for Academic Support and Advising, Pierce Hall Annex, 508.626.4509; www.frc.mass.edu/casa

CASA provides a multitude of FREE educational support services, such as tutoring, Math & Writing Centers, and professional advising. If you’re not doing as well in this class as you’d like, strongly consider visiting this office! Evening and weekend hours are available.

Students with disabilities. CASA and the Disability Services Office also offer assistance for students with documented disabilities. If you have a disability for which you are or may be requesting an

accommodation, please contact both your instructor and the Academic Coordinator for Students with Disabilities at 508.626.4905. The coordinator will verify your disability and determine reasonable accommodations for this course.

Course Schedule
(subject to revisions)

Jan. 25	<ul style="list-style-type: none"> • Intro to Course & Each Other • Career Services at FSC
Feb. 1	<ul style="list-style-type: none"> • First Student “Media Reports” • Career Theory/Approach #1: “External Influences” on Career Choice (parents, labor market, etc.)
Feb. 8	<ul style="list-style-type: none"> • Career Theory/Approach #2: Developmental Models of Career Choice & Planning
Feb. 15	<ul style="list-style-type: none"> • Two Student “Media Reports” • Developmental Career Planning Theories/Research continued
Feb. 22	<ul style="list-style-type: none"> • Career Planning Theory/Approach #3: Trait-Factor Models of Career Choice • Begin Self-Assessment (the ‘traits’ one assesses in Trait-Factor Theories)
Mar. 1	<ul style="list-style-type: none"> • Self-Assessment continued • Introduction to Career Exploration • <i>Pass out & review Career Exploration assignment/mini presentation- due Mar. 22</i>
Mar. 8	<ul style="list-style-type: none"> • Two Student “Media Reports” • Career Exploration continued • <i>Career Exploration assignment/mini presentation due next class, Mar. 22</i>
Mar. 15	<i>SPRING BREAK- no classes</i>
Mar. 22	<ul style="list-style-type: none"> • Career Exploration ‘mini-presentations’ • Discuss presentation requirements for end-of-term presentations • Intro to Developing a Professional Plan (if time)

Mar. 29	<ul style="list-style-type: none"> • Two Student “Media Reports” • Discussion of Graduation School Options/Preparation • Networking & General Job Search Preparation <p><i>Last day to withdraw from this course without academic penalty.</i></p>
Apr. 5	<ul style="list-style-type: none"> • Résumés & Cover Letters, peer editing of both in class
Apr. 12	<ul style="list-style-type: none"> • Two Student “Media Reports” • Interviewing
Apr. 19	<ul style="list-style-type: none"> • Negotiating during a job search • Discussion of any other remaining job search topics/overflow • <i>Review take home paper/exam & portfolio requirements- due next week, Apr. 26.</i>
Apr. 26	<ul style="list-style-type: none"> • Discussion of take home papers/exams • Intro to Current Workforce Trends/Hot Topics • Partner meeting time to prepare for presentations
May 3	<ul style="list-style-type: none"> • <i>Class Presentations:</i> “Hot Topics” in the Contemporary Workplace
May 10	<ul style="list-style-type: none"> • <i>Class Presentations:</i> “Hot Topics” in the Contemporary Workplace