

CAREER SEMINAR IN THE BEHAVIORAL SCIENCES

COURSE SYLLABUS

North Central University
PSYC177, 2 credits
Fall Semester, 2012
4th hour, MW, 1:15-2:05PM

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Course Description:

This course is designed for career orientation and evaluation in the social and behavioral sciences. It serves as an introduction to the NCU School of Social & Behavioral Sciences, as well as an orientation to the educational and professional field. A major component of the class includes presentation of various careers in the fields of psychology, social work, and counseling.

Objectives:

1. The student will have greater awareness of occupational opportunities within the field.
2. The student will have greater awareness of graduate education opportunities within the field.
3. The student will have greater awareness of him/herself in relation to future plans within the field and God's calling.
4. The student will continue to develop job search and resume writing skills.
5. The student will develop a career and educational strategy that is both realistic and specific.
6. The student will be stimulated to further study and thought in the field.

Materials:

1. Stebelton, M., & Henle, M. (2011). *Hired! The Job Hunting and Career Planning Guide*. Boston: Pearson.
2. Galvan, J. (2009). *Writing literature reviews* (4th ed.). Los Angeles: Pyczak Publishing.
3. American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: APA.
4. Course manual.

Requirements:

1. One **resume and cover letter**.
2. One **ten year academic and career development plan**.
3. One **group project on a specific vocational area**.
4. One **database search exercise**
5. One **reading activity assessment**
6. Self- and group-**evaluations**

Policies:

1. **Attendance and participation.** The student is expected to attend and actively participate in each class session. Students who add the course after the first class meeting are held to the same syllabi expectations as students who start the course on the official start date. The attendance policy described

- in the university catalog for 200-level courses will be enforced.
- 2. Academic progress.** The student is expected to take on the primary responsibility for progressing successfully through the semester. The student is expected to remain current with the assigned readings, complete assignments on time, and contact the professor with questions/concerns. The student is also encouraged to visit the Academic Success Center when needed.
 - 3. Copies of assignments and records of grades.** The student is expected to keep copies of assignments and records of scores received so that verification of assignments completed may be made (if necessary), and so that the student's grade may be calculated at any point in the semester.
 - 4. Academic integrity.** The student is expected to behave in a moral manner. Academic dishonesty is a serious breach of conduct at NCU and violations can result in serious discipline including the possibility of dismissal from the University. Academic dishonesty is defined as intentional plagiarism, cheating, fabricating or attempting to help others to be dishonest which includes, but is not limited to, roster fraud and attendance deception. The policy as described in the university catalog will be enforced.
 - 5. Disability.** If you have a documented disability and wish to discuss academic accommodations, please contact the professor as soon as possible.
 - 6. Late registrations.** Students who add the course after the first class meeting are held to the same syllabi expectations as students who start the course on the official start date. These expectations include, but are not limited to, assignments and attendance policy. It is the responsibility of the late addition student to make up missed assignments, class notes, etc.
 - 7. Due dates.** The assignments will be due on the dates outlined in class. Late assignments will be accepted for full credit only with documentation of medical illness or family emergency. Other late assignments will be tolerated as follows: worth 80% if received the date due but after class, worth 60% if one day late, 40% if two days late, etc. (includes weekends and holidays).

Grading Criteria:

- 1. Resume and cover letter.** The student will prepare a letter of introduction and resume in line with current recommendations for writing such documents. The cover letter and resume will be written in response to an actual posted job advertisement, a copy of which will be attached to the resume/cover letter. Although these can be handed in early for a brief review by the professor, they are due in final form on the date outlined in class, and will be worth 25 points.
- 2. Ten year academic and career development plan.** The student will produce a paper representing his/her educational and career plans over the next ten years. These plans will be specific, concrete, practical, realistic, and presented in a year-by-year manner. Such plans will indicate the student's goals for entering the career field and developing as a professional. The paper will be typed, double spaced, approximately ten pages long, and will be worth 50 points. See the course manual for specific requirements.
- 3. Group project on a specific vocational area.** The student will work as a cooperative member of a small group which will be assigned a specific field of vocation within the behavioral sciences. The group will provide information on the current status of that occupational area, including a basic job description, education and training necessary, job market projections, likely places of employment, a hypothetical "typical day," approximate salary range, examples of job postings for this area, related web sites, related books, related associations and licensure agencies, graduate school training sites, etc. The student may choose to consult the *Job Outlook Handbook*, the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, and various online resources. The group will provide a typed, double-spaced copy of this information for the professor. The group will also present this information to the larger class in a presentation no less than 30 minutes. The paper and presentation will be worth 75 points, and will be due on the dates outlined in the course schedule.
- 4. Database search exercise.** Each student will complete a database search that assists the student in becoming familiar with the databases available from our TJ Jones Library. The activity will be worth 10 points. See the course manual for specific requirements.

5. **Reading Activity Assessment.** Each student will complete a reading activity worksheet that provides evidence that the reading assignments have been successfully completed. See the course manual for specific requirements. The activity will be worth 50 points.
6. **Self- and group-evaluations.** At both the middle and end of the semester, each student will evaluate his/her individual investment and involvement in the small group to which he/she has been assigned. Each student will also evaluate each individual group member on the same scale. Each evaluation will be worth 25 points.
7. **Grading scale:**
 - A = 90-100%
 - B = 80-89%
 - C = 70-79%
 - D = 60-69%
 - F = 0-59%

Course Schedule (subject to change):

SH = Stebelton & Henle chapter

	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1	8/29	Course Introduction	
2	9/3	Undergraduate Planning	SH 2
3	9/5	Overview of the Field of Behavioral & Social Sciences	SH 3
4	9/10		
5	9/12	Job Searching	SH 8 & 9
6	9/17		
7	9/19	Developing a Resume	SH 6 & 7
8	9/24	Self-Appraisal	SH 1
9	9/26		
10	10/1	Internships	SH 4
11	10/3		Resume/Cover letter
12	10/8	Preparing for Graduate School	
13	10/10		
14	10/15	Writing Literature Reviews	Review Galvan text
15	10/17		
16	10/22	APA Style	Review APA manual
17	10/24		Database search activity
18	10/29	Licensure	
19	10/31	Presentation on Clinical & Counseling/ADC settings	
20	11/5	Presentation on Community/Social Work/Sociology settings	
21	11/12	Presentation on Pastoral Counseling/Family Ministries/Church settings	
22	11/14	Presentation on Developmental/Educational/School settings	
23	11/19	Presentation on Industrial/Organizational/Environmental/Work settings	
24	11/26	Presentation on Neuropsychology/Biological/Medical settings	
25	11/28	Presentation on Forensic/Legal settings	
26	12/3		10 year plan; Reading activity assessment
27	12/5	Course Conclusion	
27	Wednesday, December 12, 10:00 AM - 12:00 PM		