

**SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE
DEPARTMENT PSY 2315 COURSE SYLLABUS**

Course Title:	Professional Issues in Psychology
Required Text (1):	Kuther, T. L. (2020). <i>The psychology major's handbook</i> . Sage. (https://www.vitalsource.com/products/the-psychology-major-39-s-handbook-tara-l-kuther-v9781544359496)
Recommended Text (1):	Hatala, M. (2020). <i>APA Simplified: Your concise guide to the 7th edition</i> . Greentop Academic Press. (Link to book)
Contact Information:	Alicia M. Trotman, PhD – alicia.trotman@sulross.edu
Office (LH 306) Hours:	

DESCRIPTION

My name is Alicia Trotman and I am very excited to teach this course in *Professional Issues in Psychology*! This is the first practical course you will be meeting as a psychology major where most of the skills you acquire in this course, you will use in your advanced classes and after graduation. You will learn to write in APA style, and your goal should be to master this skill. Also, you will learn how to write an APA styled research paper. Thirdly, you will learn about the graduate school application process, or applying for a job. Fourthly, you will step through the tactics in giving an effective oral presentation. Finally, you will learn the techniques for doing job interviews, mastering the professional 'image', and finally, setting up an online 'LinkedIn profile. I believe these objectives are critical because they were critical for me as a college student. I had no idea how to write in APA style, dress professionally, or give an effective presentation. I learned from friends, but never in a formal classroom. I hope this class provides you with the tools I wish I had in my college years!

COURSE OBJECTIVE:

This course is designed to introduce you to (1) the breadth of topics relevant to being a psychology major and exploring personal fit; (2) acquaint you with information about major fields and professions, characteristics of psychologists, and information about professional organizations; (3) encourage you to develop an active role in your education, self-management skills, and information on how to increase your job marketability and success post-graduation with a Bachelor's Degree; (4) familiarize you with the process of topic development, assessing rigor of resources, literature review, writing a paper in American Psychological Association (APA) style, and how to give oral presentations and prepare visual products; and (5) inform you about how to design a plan of study, gain experiences to maximize success, and pursue admittance to graduate school and careers paths with a graduate degree, if you so desire.

STUDENT LEARNING OUTCOMES:

Throughout the course, you will be encouraged to think about how the tools presented can be helpful to your own professional development. Briefly stated, the objectives of this course include (though are not limited to):

1. Given the breath of psychology careers, students can recognize the major fields, identify those that mostly their interests, and prepare a plan to pursue the selected field.

Method of Formative Assessment: Quizzes and Assignments

2. Given the scientific component of psychology as a discipline, students will discuss and review basic psychological research methods.
Method of Formative Assessment: Quizzes, Discussions and Assignments
3. Given APA style formatting and writing, students can rewrite a literature review that follows APA style guidelines to achieve effective communication in written assignment concerning psychological subject matter.
Method of Formative Assessment: Quizzes, Discussions and Assignments
4. Given the prevalence of professional networks and conferences that are part of the community of psychologists and psychology practitioners, students will apply techniques for professional attire and behaviors to aspire towards effective visual and oral communication and presentation.
Method of Formative Assessment: Journals, Discussions, Assignments and Final Presentation

COURSE REQUIREMENTS:

1. The text must be obtained (digital preferred).
2. Respect for students and lecturer must be maintained at all times when we meet. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

SRSU DISABILITY SERVICES - AMERICANS WITH DISABILITIES ACT STATEMENT:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973.

It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

HONORING ACADEMIC INTEGRITY

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Scholastic Dishonesty Policy](#).

OBSERVING CLASS GUIDELINES

CLASS PARTICIPATION

This is a course that requires online interaction and discussion. **Class attendance IS REQUIRED and participation is important.** Class participation and attendance will be worth **20%** of the final grade. The percentage is considerable so your presence will *help* your ability to complete all of assignments for this class.

Participation: This is an online course. However, your active, daily participation in this course is essential and required in order to be successful, including checking email daily, checking for Black Board announcements, staying up with readings and participating in Blackboard Collaborate (or Zoom) meetings. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade. Excused absences due to established religious observance, or emergency, university-authorized, legal or medical issues and events will not count toward the absence limit but do require written documentation. At your earliest convenience, arrange to make up any missing work as far in advance of your absence as possible. If you are unable to attend a class session for other circumstances, please discuss the reason with me and make arrangements with another student to obtain any notes, handouts or assignments you may have missed. **Excessive unexcused absences (more than 6 missed class sessions) WILL result in a failing grade for the course.**

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Online Support Desk

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Regular communications with the professor: It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. GENERAL QUESTIONS are to be posted to a discussion board for all. For PERSONAL or PRIVATE ISSUES email me at alicia.trotman@sulross.edu or call me at 432-837-8147. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email. The most efficient way of contacting me is by email, meeting with me during our weekly Zoom meetings or scheduling a meeting with me which provides you with contact hours for the rest of the semester.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETTIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and <https://www.youtube.com/watch?v=80uRE972uQ0>. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the SRSU Student Handbook (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)

Communicating with the Professor: The best way to contact me is by email or scheduling a meeting with me at <https://calendly.com/amtsulross-office-hours>.

LATE ASSIGNMENTS/PROJECTS/QUIZZES

You are expected to meet assignment, quiz, discussion and journal deadlines. Discussion posts and quizzes submitted after their due dates will be marked as **zero**. Late assignments or journal posts will be reduced by 10% of the overall assignment for the first day of lateness **and** 40% for lateness beyond that for unexcused absences. In other words, your grade for assignments and journal posts will be reduced by 50% with excessive unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

EVALUATION

Quizzes – These two quizzes are marked as (Q) below and in the course schedule. This is an online 10 question test given to ensure that you have *read the assigned reading* and understand the most pertinent concepts. Thus, try to complete the quiz as we are covering the associated reading. These quizzes are available for the duration of the course but must be completed by **Monday November 30th**. **They will be marked as zero after this date.** These are automatically graded so you will receive immediate feedback for incorrect answers. You have only two chances to complete the checklist and they are all twenty minutes long.

Assignments – These thirteen (13) assignments are marked as (A) below and in the course schedule. These assignments are designed to challenge you to use your critical thinking skills, and to gain a stronger understanding of your role pursuing psychology as a major, and to perfect the skills to be successful.

Discussions – These four (4) discussions are marked as (D) below and in the course schedule. You must post and respond to these discussions in a timely manner, as shown in the course schedule. If not, you will receive a **zero** after the **posted due date**. A rubric is provided to assess how discussions are scored.

Journal – These five (5) journal entries are marked as (J) below and in the course schedule. Your journal entries will not be shared with other students in the class, so you can choose to write freely. Your journal is available for the duration of the course but must be completed by **Monday November 30th**. They will be marked as with a reduced grade for lateness after this date. A rubric is provided to assess how journal entries are scored.

Final Professional Presentation – You will present your plan for what you have chosen to do once you graduate and your LinkedIn Profile. In terms of your plan, you will show the selected school or company/organization, and present the plan you are taking to apply. This professional presentation will be 8 to 10 minutes long.

GRADING

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will take an in-class midterm and an in-class final exam (objective short answer, multiple choice and/or essay).

Grading:	1000 points total	Final Grade
Video Introduction & Syllabus Quiz	20 points	2%
Quizzes	50 (2 @ 25 points each)	5%
Assignments	260 (13 @ 20 points each)	26%
Discussion	120 (4 @ 30 points each)	12%
Journal	150 (5 @ 30 points each)	15%
APA Literature Review	100 points	10%
Attendance/Participation:	200 points	20%
Final Presentation:	100 points	10%

COURSE OUTLINE

(This schedule and the topics listed below are subject to modification by the instructor.)

START HERE

Days	Content
Week of August 24th	Getting Started Activities - Syllabus Quiz, Introduction Video - Getting textbook
Homework	Read Chapter 1 of Kuther (2020)

UNIT 1 – PSYCHOLOGY MAJOR, SOCIAL MEDIA PROFILE, SELF MANAGEMENT

Days	Content
Week of August 31st	Degrees and Divisions in Psychology <i>July 3rd: LAST Day for late registration and schedule changes</i>
Homework	(A1) Subfields of Psychology (A2) Psychology in the Media Read Chapter 2 of Kuther (2020)
Week of September 7th	Is Psychology for You? <i>(Featured Talk with a Recent Graduate)</i>
Homework	(A3) MBTI Assessment (A4) Assess your Skills (J1) Review your personal history
Week of September 14th	LinkedIn Profile Demonstration <i>(Featured Talk with Make-up Artist/Professional)</i>

Homework	Work on your LinkedIn Profile Read Ethical and Social Responsibility: How to make the world a better place (Geher Chapters 1 & 2 – <i>uploaded to Black Board</i>)
Week of September 21st	Present your LinkedIn Profiles (Ask questions about what you would like to improve, and incorporate aspects of ethical and social responsibility into your profile)
Homework	(D1) LinkedIn Profile Evaluation (J2) Self-Management Strategies Read Chapter 5 of Kuther (2020)
Week of September 28th	Self-Management Skills
Homework	(J3) Matching your professional aspirations with your academic actions (A5) Academic Progress Assessment Read Chapter 4 of Kuther (2020)

UNIT 2 – APA FORMAT, PSYCHOLOGY WRITING

Days	Content
Week of October 5th	Assessment of your progress of your academic actions Discussion of <i>APA style</i>
Homework	(Q1) APA Format (A6) APA Style Read Chapter 7 of Kuther (2020)
Week of October 12th	APA Format and Writing Literature Reviews
Homework	(Q2) APA Format (A7) 1 st Article Summary Read Chapter 9 of Kuther (2020)
Week of October 19th	Résumés and Interviews
Homework	(A8) Revise your Résumés – Feedback by Monday October 26th
Week of October 26th	Career Fair – Tuesday October 27th (or Mock Interviews)
Homework	(A9) Feedback on Peer's Article Summary (D2) Discussion on Peer Feedback Process (J4) Career Fair / Mock Interview Self-Evaluation
Week of November 2nd	Article Summaries and Literature Reviews
Homework	(A10) 2 nd Article Summary (A11) Literature Review Outline Read Organizing a Paper (Taking note of Professor's feedback) (Barnard Beins) – <i>uploaded to Black Board</i>
Week of November 9th	Writing your Final Literature Review using APA style
Homework	(A12) Applying to Graduate School Read Chapters 10 & 11 of Kuther (2020)

UNIT 3 – GRADUATE SCHOOL, ORAL PRESENTATIONS

Days	Content
Week of November 16th	Applying to Graduate School - Part 1
Homework	(A13) – Graduate School Application (D3) Questions on applying to graduate school (J5) Career/Graduate School Aspirations
Week of November 23rd	Applying to Graduate School - Part 2
	(D4) Questions on Oral Presentations Read Giving Oral Presentations (Barnard Beins) – <i>uploaded to Black Board</i> ; Remember Course Evaluations!
Week of November 30th	Work on your Final Professional Presentations
Wednesday December 6th	Final Presentations of your Post-Graduation Plan Submit your Final Literature Reviews