Sul Ross State University – Behavioral and Social Science Department
PSY 3316 Course Syllabus

Course Title: Professional Issues in Psychology

Required Text: *Perusall*: Kuther, T. L. (2024). *The psychology major's handbook* (6th ed.). Sage.

Contact Information: Dr. Alicia M. Trotman – alicia.trotman@sulross.edu

Office (LH 306) Hours: Mondays (2:30 to 4:30pm), Tuesdays (2:30 to 5:30pm), & Wednesdays (11:00am to 12:00pm; 2:30 to 4:30pm)
By appointment: https://calendly.com/amtsulross/office-hours-appointment

Description

My name is Dr. Alicia M. Trotman and I am so excited to teach this course in *Professional Issues in Psychology*! This is the first practical course you will have as a psychology major where most of the skills you acquire in this course will be applied 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 style an APA research student paper. Thirdly, you will learn about the graduate school application process or applying for a job. Fourthly, you will step through the tactics for 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 when I entered college. 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 and literature reviews, assessing rigor of resources, writing a paper in American Psychological Association (APA) style, giving oral presentations and preparing 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 <u>recognize</u> the major fields, <u>identify</u> 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 <u>discuss</u> and <u>review</u> basic psychological research methods.
    Method of Formative Assessment: Quizzes, Discussions and Assignments
3. Given APA style formatting and writing, students can <u>write</u> an article summary 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 <u>apply</u> 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 textbook via Perusall MUST be obtained.
2. Respect for students and lecturer must be always maintained when we meet online and in person. Importantly, this class will foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights 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 and Counseling Services:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Sul Ross International students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

Library Services Statement

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. **Students should submit work that is their own** and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless *permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall All these 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. Further information about *Academic Honesty* can be read in the SRSU Student Handbook.

> **In this course**, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Your use of generative AI tools must be properly documented and cited for any work submitted in this course. *Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such*.

Observing Class guidelines

Class Participation

This is a course that requires online and in class hands on experience and discussion. **Class attendance IS REQUIRED and participation is important IN CLASS and ONLINE**. This class is held in person, and these sessions will begin October 21st.

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 in-class and online course. Your active, daily participation in this course is essential and required in order to be successful. Active involvement includes prompt and regular attendance, active listening, checking email daily, checking for Black Board announcements, and keeping up with readings. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will increase your participation grade.

Attendance: Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. 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 participate online and in class frequently (every week), please discuss the reason with me and check this syllabus or our Blackboard course to review online notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal, or medical documentation. **Excessive unexcused absences (more than 4 missed class sessions) will result in a failing grade for the course.** I reserve the right to drop a student from the class with a failing grade if the number of unexcused absences exceed a three-week span. If you recognize that you will need extra assistance with writing (more than I can provide), it is recommended that you make an appointment with the tutoring center or submit your papers to Tutor.com (more information below).

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 a secure login. 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. Directions for filing a student complaint are located in the [SRSU Student Handbook](#).

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. The most efficient way of contacting me is using the Messages tool on Black Board and/or [booking an appointment](#) which provides you with contact hours for the rest of the semester. GENERAL QUESTIONS are to be posted using the Messages tool. For PERSONAL or PRIVATE ISSUES email me at alicia.trotman@sulross.edu or call me at (432-837-8147) or make an appointment with me (https://calendly.com/amtsulross/office-hours-appointment) or text me on Microsoft Teams. I strive to respond as soon as possible. If you do not receive a reply within 48 hours during the work week, please resend your email or text me.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETIQUETTE - 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 partly online 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](#).

Marketable Skills

1. <u>Speaking Effectively</u>: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.

2. <u>Describing Feelings</u>: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.

3. <u>Identifying Resources</u>: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.

4. <u>Analyzing</u>: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

Cell phone and computer use: During the entire in-class period, you should be fully engaged in the class's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Off-topic activity (e.g., reading texts or posts, checking email, game playing) not directly related to the class is considered extremely disrespectful and can result in being marked "absent" for the day.

Children in the Classroom

The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1. All exclusively nursing/breastfeeding babies are welcome in class as often as is necessary to support the nursing/breastfeeding relationship. Because not all nursing parents can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

6. Don't forget to check out and utilize the ADA-compliant SRSU Lactation Room on the 2nd floor (Room 205) of Lawrence Hall!

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

-   o   Drop-in and Scheduled Appointments: Flexible options to fit your needs.
-   o   Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
-   o   Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
-   o   Location: BWML Room 128.
-   o   Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

-   o   Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
-   o   Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

EVALUATION

Video Introduction & Syllabus Quiz – This is an asynchronous online class for the first half of the semester and will be held in-person beginning October 21st. As a result, I will only see your products through your work and may not have any idea how you are uniquely you! The video introduction helps to give the context I need for the beginning of the semester. The syllabus quiz is to make sure you did not gloss over this... but actually have read it! Therefore, I expect you to know what is expected of you in this class, and you know what is expected of me as your instructor.

Quizzes – These two quizzes are marked as (Q) below in the course schedule. These quizzes are given to ensure that you have *read the assigned reading* and understand the most pertinent concepts. These quizzes are available for the duration of the course but must be completed by **Monday November 24th (before Thanksgiving)**. ***They will be marked as <u>zero</u> after this date***. You have only two chances to complete the quizzes.

Assignments – These fifteen (15) 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.

Journals – 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 24th (before Thanksgiving)**. They will be marked *as <u>zero</u> after this date*. A rubric is provided to assess how journal entries are scored.

APA formatted Article Summaries – There will be two article summaries due for this class. An article summary is a condensed version of an empirical and peer reviewed research article and includes commendation and critique of the journal article. The final article summary must be edited in APA style and be at least 700 words long. This is due on **Thursday December 4th**.

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 schools or company/organization and present the plan you are taking to apply to become an employee or student. This professional presentation will be 8 to 10 minutes long.

Late Assignments/Projects/Quizzes

You are expected to meet assignments, quiz, discussion, and journal deadlines. Quizzes and journal posts submitted after their <u>due dates</u> will be marked as <u>zero</u>. Late assignments 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 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. Please note that all excused absences <u>require</u> a form of documentation to verify the absence.

Extra Credit Activity – These points may be received for participating in up to two of the following activities (5pts/activity; 25pt maximum):

1. Attendance at a public lecture or activity related to psychology, such as drug/alcohol abuse, domestic violence, mental health awareness, a cultural event, an international event or religious activity different than your own, etc. Submit a <u>summary</u> to me via email (alicia.trotman@sulross.edu) or on Blackboard of your attendance at the activity and what you learned from it.

2. Complete the [citi program](#) Ethics training (25 pts).

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 (20) and Syllabus Quiz (20)	40 points	4%
Quizzes ([1st]25 + [2nd]25)	50 points total	5%
Assignments	300 (15 @ 20 points each)	30%
Journals	150 (5 @ 30 points each)	15%
Article Summaries ([1st]60 + [2nd]100)	160 points	16%
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 25th	*Getting Started Activities* - Syllabus Quiz - Getting textbook and learning Perusall - Discussing writing in Psychology – Literature Reviews (Aug. 28th – Last day for late registration and schedule changes)
Homework	Read Chapter 1 of Kuther (2024)

Unit 1 – Psychology Major, Social Media Profile, Self Management

Days	Content
Week of September 2nd **MODULE 1**	*Degrees and Divisions in Psychology* (HOLIDAY - Labor Day – September 1st)
Homework	(A1) Subfields of Psychology (A2) Psychology in the Media Read Chapter 2 of Kuther (2024)
Week of September 8th **MODULE 2**	*Is Psychology for You?* (*Featured Discussion with a Recent Graduate*) (September 10th – Last day to drop classes without creating an academic record)
Homework	(A3) Truity - https://www.truity.com/test/type-finder-careers (A4) Assess your Skills

	(J1) Review your personal history Read Chapter 5 of Kuther (2024) - optional
Week of September 15th **MODULE 3**	*LinkedIn Profile Demonstration & Self-Management Skills*
Homework	(A5) LinkedIn Profile Submission Read Ethical and Social Responsibility: How to make the world a better place (Geher Chapters 1 & 2 – *uploaded to Black Board*) Read Chapter 4 of Kuther (2024)
Week of September 22nd **MODULE 4**	*Academic Actions and Advising* *Present your LinkedIn Profiles* (Ask questions about what you would like to improve, and incorporate aspects of ethical and social responsibility into your profile; Introducing citi program from IRB to complete on your own time.)
Homework	(A6) Advising Checklist (J2) Reviewing Uncertainty (Q1) Quiz on Ethical and Social Responsibility Read Chapter 7 of Kuther (2024)
Week of September 29th **MODULE 5**	*APA Format and Writing* Discussion of *APA style*
Homework	(Q2) APA Format (A7) APA Style Read Chapter 7 of Kuther (2024)

Unit 2 – APA Format, Psychology Writing

Days	Content
Week of October 6th **MODULE 6**	*APA style Writing and Paraphrasing* – Part 1
Homework	Practicing Paraphrasing – APA in-text citation worksheets Read Chapter 7 of Kuther (2024)
Week of October 13th **MODULE 7**	*APA style Writing and Article Summaries* – Part 2
Homework	(A8) 1st Article Summary Draft – **DUE Wednesday October 22nd** Read Chapter 7 of Kuther (2024)
Week of October 20th **MODULE 8**	*Résumés and Interviews*
Homework	(J3) Matching your professional aspirations with your academic actions (A9) Academic Progress Assessment ~ Functional Skills (In Class) (A10) Revise your Résumés – Feedback by Wednesday November 5th Read Chapter 9 of Kuther (2024)
Week of October 27th **MODULE 9**	Mock Interviews – Monday October 27th October 31st: LAST Day to apply for Fall 2025 graduation with a late fee

Homework	(A11) Feedback on Peer's Article Summary (J4) Career Fair / Mock Interview Self-Evaluation
Week of November 3rd **MODULE 10**	*Article Summaries and Literature Reviews*
Homework	(A12) 1st (FINAL) Article Summary – **DUE Monday November 11th** (A13) How to write a Literature Review Outline Read Writing a Psychology Literature Review (two documents) -– *uploaded to Black Board* November 7th: LAST Day to withdraw from the 16-week course with grade of 'W'
Week of November 10th **MODULE 11**	*Revising your 2nd Article Summary and Literature Review Outline using APA style* November 11th: Last day for instructor initiated drop for excessive absences
Homework	(A14) Careers and Psychologists Read Chapters 10 & 11 of Kuther (2024)

Unit 3 – Graduate School, Oral Presentations

Days	Content
Week of November 17th **MODULE 12**	*Applying to Graduate School*
Homework	Review Powerpoint slides on *Effective Poster Presentations* by Joanne Lax – *uploaded to Black Board*; (A15) – Graduate School Application
Week of November 24th **MODULE 13**	Thanksgiving Break - Wednesday November 26th to Friday November 28th
	(J5) Career/Graduate School Aspirations Remember Course Evaluations!
Week of December 1st	*Oral Presentation Discussion* (any other questions about Applying to Graduate School) Work on your Final Professional Presentations
Tuesday December 9th **(12:30 to 2:30pm)**	Final Presentations of your Post-Graduation Plan Submit your 2nd Article Summary (Thursday December 4th)