

SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL
SCIENCE DEPARTMENT
PSY 3316 COURSE SYLLABUS



Course Title:	Professional Issues in Psychology
Required Text:	<i>Perusall:</i> Kuther, T. L. (2024). <i>The psychology major's handbook</i> (6th ed.). Sage.
Contact Information:	Dr. Alicia M. Trotman – alicia.trotman@sulross.edu
Office (LH 306) Hours:	Mondays (2:30 to 4:30pm), Tuesdays (2:00 to 4:00pm), & Wednesdays (11:00am to 12:00pm; 3:00 to 5:30pm) 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 breadth 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 write 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 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 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**.

CONNECTING WITH STUDENTS (RESEARCH STUDY)

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

- I will know your name
- I will provide user-friendly, timely feedback on your assignments
- I will hold high standards and support you to achieve them
- I will hold an individual meeting with each student during the semester

This course will be participating in an initiative at our university referred to as “Connecting with Students for Success”. This study is aimed at connecting with students in a substantial way with the overall goal of elevating your success. As part of this study, you will be required to meet with me at least once during my office hours before Spring Break. Our meeting will count towards your participation grade. You will also be required to complete a survey at the end of the semester to determine how beneficial learning together helped you. Please schedule an appointment with me in advance: <https://calendly.com/amtsulross/office-hours-appointment>

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is P.O. Box C-122; Alpine, TX; 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](https://timelycare.com/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 LoboID 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.

STUDENT RESPONSIBILITIES:

All full-time and part-time students are responsible for familiarizing themselves with the **Student Handbook** and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their **Sul Ross email** as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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**.

The University *does not recommend or endorse* any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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 an in-person course that requires online and in class hands on experience and discussion. **Class attendance IS REQUIRED and participation is important IN CLASS and ONLINE.**

Class participation and attendance will be worth **20%** of the final grade. The percentage is considerable so your presence online in *Perusall* and in class will **help** your ability to complete all of the assignments for this class.

PARTICIPATION: 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, writing, participating via discussions in *Perusall*, completing assignments in a timely manner and checking email and Blackboard announcements frequently. 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. I reserve the right to drop a student from the class with a failing grade by November 10th if they do not attend class regularly within a three-week span. 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. **Excessive unexcused absences (more than 4 missed class sessions) will result in a failing grade for the course.** 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. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: 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. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: 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.

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:

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

Looking for additional support?

- **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.
- **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

SYLLABUS QUIZ – 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 23rd (before Thanksgiving)**. **They will be marked as zero 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 23rd (before Thanksgiving)**. They will be marked **as zero 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 **Monday November 30th.**

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 due dates will be marked as zero. 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 require a form of documentation to verify the absence.

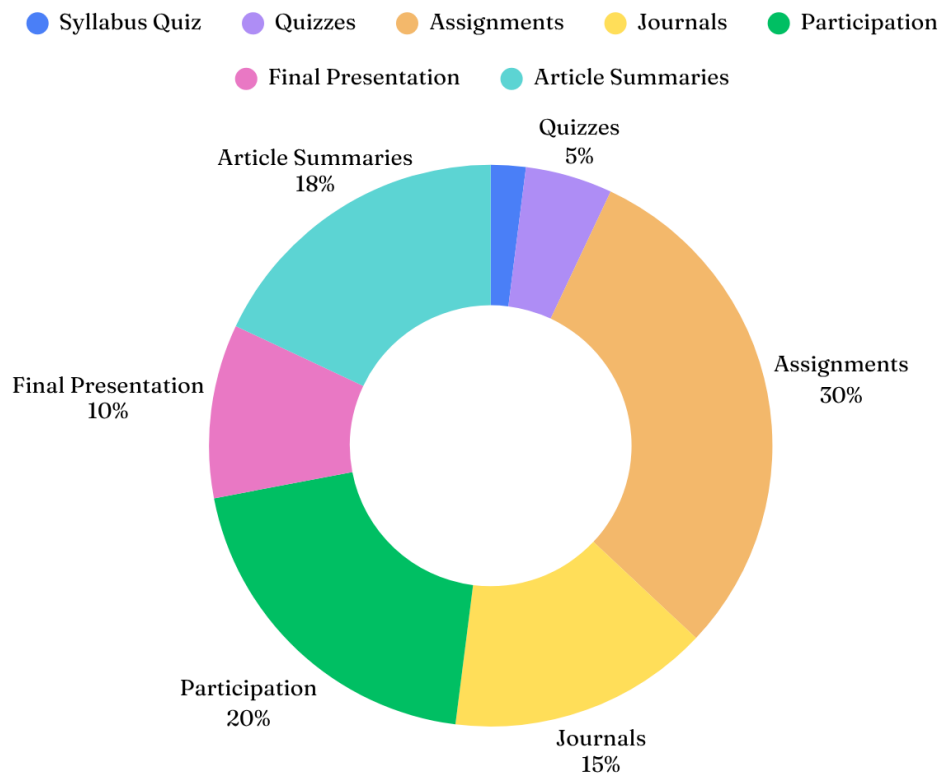
EXTRA CREDIT ACTIVITY – These points may be received for participating in up to two of the following activities (5pts/activity; 25pt maximum):

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 summary 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
Syllabus Quiz (20)	20 points	2%
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]80 + [2nd]100)	180 points	18%
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	<i>Getting Started Activities</i> - Syllabus Quiz - Getting textbook and learning Perusall - Discussing writing in Psychology – Literature Reviews (Thursday Aug. 27th – 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 August 31st MODULE 1	<i>Degrees and Divisions in Psychology</i>
Homework	(A1) Subfields of Psychology (A2) Psychology in the Media Read Chapter 2 of Kuther (2024)
Week of September 7th MODULE 2	Is Psychology for You? (HOLIDAY - Labor Day – September 7th) (Wednesday September 9th – 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 14th MODULE 3	<i>LinkedIn Profile Demonstration & Self-Management Skills</i>
Homework	(A5) LinkedIn Profile Submission Read Ethical and Social Responsibility: How to make the world a better place (Geher Chapters 1 & 2 – <i>uploaded to Black Board</i>) Read Chapter 4 of Kuther (2024)
Week of September 21st MODULE 4	<i>Academic Actions and Advising</i> <i>Present your LinkedIn Profiles</i> (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 28th MODULE 5	<i>APA Format and Writing</i> Discussion of <i>APA style</i>
Homework	(Q2) APA Format (A7) APA Style Read Chapter 7 of Kuther (2024)

UNIT 2 – APA FORMAT, PSYCHOLOGY WRITING

Days	Content
Week of October 5th MODULE 6	<i>APA style Writing and Paraphrasing – Part 1</i>
Homework	Practicing Paraphrasing – APA in-text citation worksheets Read Chapter 7 of Kuther (2024)
Week of October 12th MODULE 7	<i>APA style Writing and Article Summaries – Part 2</i>
Homework	(A8) 1 st Article Summary Draft – DUE Wednesday October 21st Read Chapter 7 of Kuther (2024)
Week of October 19th MODULE 8	<i>Résumés and Interviews</i>
Homework	(J3) Mock Interview Self-Evaluation (A9 & A10) Upload your Résumé & Revise your Résumé – Feedback by Wednesday November 4 th Read Chapter 9 of Kuther (2024)
Week of October 26th MODULE 9	Mock Interviews – Monday October 26th <i>(Featured Discussion with a Recent Graduate)</i>
Homework	Revising your 1 st Article Summary Draft
Week of November 2nd MODULE 10	<i>Article Summaries and Literature Reviews</i>
Homework	(A11) Feedback on Peer's Article Summary Read Writing a Psychology Literature Review (two documents) — <i>uploaded to Black Board</i> (Monday November 2 nd - Registration for Spring 2027 begins & Spring 2027 graduation application opens)

	(Friday November 6th by 4pm: LAST Day to withdraw from the 16-week course with grade of 'W')
Week of November 9th MODULE 11	<i>Revising your 2nd Article Summary and Literature Review Outline using APA style</i> (Tuesday November 10 th : 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 16th MODULE 12	<i>Applying to Graduate School</i>
Homework	Review Powerpoint slides on <i>Effective Poster Presentations</i> by Joanne Lax – uploaded to Black Board; (A15) – Graduate School Application (J4) Careers in Psychology
Week of November 23rd MODULE 13	Thanksgiving Break - Wednesday November 25th to Friday November 27th 
	(J5) Career/Graduate School Aspirations Remember Course Evaluations!
Week of November 30th	(A12) 1 st (FINAL) Article Summary – DUE Monday November 30th (A13) How to write a Literature Review Outline - DUE Monday December 7th <i>Oral Presentation Discussion</i> (any other questions about Applying to Graduate School) Work on your Final Professional Presentations
Tuesday December 8th (12:30 to 2:30pm)	Final Presentations of your Post-Graduation Plan Submit your 2 nd Article Summary (Thursday December 4 th)