



**Point Loma Nazarene University  
Psychology Department**

**Psychology 4000 (Fall 2024)  
History and Contemporary Issues in Psychology (2 units)**

<b>Instructor:</b> Lauren Mueller, PsyD	<b>Meeting Day:</b> Thursdays
<b>Phone:</b> 626-660-6133	<b>Meeting Times:</b> 10:00 - 11:45am
<b>Email:</b> lmueller@pointloma.edu	<b>Meeting Location:</b> RLC 108
<b>Office Hours:</b> By Appointment	<b>Final Exam Time:</b> Thursday, Dec 19 10:30am - 1:00pm

**University Mission Statement:**

**To Teach ~ To Shape ~ To Send**

*Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

**Course Description:**

This course is designed as an introduction to the psychology major and to the different career opportunities available to those who study psychology. Topics of exploration include an overview of the undergraduate psychology major, steps for vocational and career development, career options for psychology majors, and the process of preparing and applying for jobs and/or graduate school following the completion of a bachelor's degree.

**Catalog Description:**

A study of important ideas and debates in the history of psychology as they reappear in contemporary theory and research (e.g., the mind-body problem; nature-nurture). This course also provides a comprehensive review of important theories and findings in psychology in preparation for the GRE Subject Exam. An overview of the graduate school application process is offered.

**Student Learning Outcomes:**

1. Examine the nature of the undergraduate psychology degree, including its requirements and the educational opportunities it affords, and apply this information for the purpose of educational planning.
2. Learn strategies for academic success within the psychology major.

3. Understand the barriers to vocational and career exploration within psychology and how to overcome these barriers.
4. Explore various career paths within and related to psychology, including those at the undergraduate and graduate level, and apply this information for the purpose of career planning.
5. Understand how to prepare and apply for jobs and graduate school following the completion of a bachelor's degree in psychology.

### **Course Text (Required):**

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

### **Course Requirements:**

1. Participation: Participation is required and is figured into your final grade.
2. Quizzes: Students are expected to read the assigned text and complete all 12 reading quizzes. Descriptions of all quizzes are listed on canvas.
3. Assignments: There will be 4 writing assignments due during the semester. Descriptions of the assignments and grading rubrics are listed on canvas.
4. Final Paper: There is no final exam for this class. Writing Assignment #4 will be due during finals week.

### **Grading:**

Participation: (60 pts) 30%	Quizzes (60 pts) 30%	Assignments (80 pts) 40%
<b>Total: (200 pts) 100%</b>		

Grades will be based on the following:

#### **Standard Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

### **Course Policies:**

1. Office Hours: Students may set up a time to meet in person or virtually with the professor via email. Please allow 48 hours advance notice to schedule a time to meet.
2. Email: Most often, you will receive a response to your emails from the instructor of this course within 2 days. Questions regarding University Policy or broader questions regarding the Psychology Major can be addressed directly to the department administrator and/or department chair, as students will receive more prompt and knowledgeable responses directly from the department.
3. Attendance: Students are at risk of being de-enrolled from this course in the event that they miss 3 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
4. Participation: Students must participate in our class discussion times to receive participation credit. If students attend and participate in the final class of the semester, they will receive participation points that they can use to replace one (1) missed class session.
5. Quizzes: All readings and quizzes are due on Wednesdays by 11:59pm., to ensure that students read the material prior to class. Students are allowed extensions through Friday at 11:59pm, but students will not be allowed to submit quizzes after it closes on canvas. At the end of the semester, there will be an opportunity to complete 2 optional quizzes, which can be used to replace a student's two lowest quiz scores. These optional quizzes will be due Wednesday, Dec. 18 at 11:59pm. Students are allowed an extension through Friday, Dec. 20 at 11:59pm, but students will not be allowed to submit the optional quizzes after the assignments close on canvas.
6. Writing Assignments: Writing Assignments #1-3 are due on Wednesdays at 11:59pm. Students are allowed extensions through Sunday at 11:59pm if needed, but students will not be allowed to submit a writing assignment after it closes on canvas. Writing Assignment #4 will be due on Wednesday, Dec. 18 at 11:59pm. Students are allowed an extension through Friday, Dec. 20 at 11:59pm, but students will not be allowed to submit the final writing assignment after it closes on canvas. If 90% of the class completes the IDEA evaluation for this course, 10 points will be added to students' assignment grade totals.
7. Final Exam: There will be no final exam for this course. Students will submit Writing Assignment #4 during finals week.

### **Attendance and Participation Policy:**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. If absences exceed these limits but are due to university excused health issues, an exception will be granted. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week. A complete description of the [Academic Policies](#) along can be found in the Undergraduate Academic Catalog.

### **Course Credit Hour Information:**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **Academic Honesty Policy:**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty will follow and students may appeal using the procedures in the University Catalog. See the [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Use of Technology:**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources, please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **Copyright Policy:**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the [PLNU Copyright Policy](#) can be found online.

### **State Authorization:**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's

responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **Academic Accommodations:**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students may find additional support through other campus offices as well including the [Office of Spiritual Development](#), the [Tutorial Center](#), and/or the [Wellness Center](#).

### **Loma Writing Center:**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **Unit 1: Vocation and Career Exploration**

### **Week 1 - Value of Education & Majoring in Psychology**

#### ***Week 1 Overview***

This week we will briefly review the policies and requirements for this course. We will reflect on the value of a college education and discuss strategies for academic success. Also we will examine the nature of the undergraduate psychology degree including the major subdivisions of psychology and the opportunities for skill development that exist within the psychology major.

#### ***Student Learning Outcomes***

1. Review course requirements and policies.
2. Reflect on the value of a college education.
3. Discuss strategies for academic success.
4. Examine the nature of the undergraduate psychology degree.
5. Review the major subdivisions of psychology.
6. Reflect on the opportunities for skill development that exist within the psychology major.

#### ***Tasks***

Attend and participate in the following class:

- 9/5, 10:00 -11:45 am

#### ***Required Reading and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #1 - Ch. 4 Assessing and Developing Career Goals (Due 9/11 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 2 - Discovering Your Vocational Calling**

### ***Week 2 Overview***

This week we discuss common barriers to vocation and career exploration for psychology majors. In addition, we will reflect on how to overcome some common barriers to vocation and career exploration. We will also discuss the potential steps a student can take to discover their vocational calling.

### ***Student Learning Outcomes***

1. Discuss common barriers to vocation and career exploration for psychology majors.
2. Reflect on how to overcome the common barriers to vocation and career exploration.
3. Discuss the potential steps a student can take to discover their vocational calling.

### ***Tasks***

Attend and participate in the following class:

- 9/12, 10:00-11:45 am

### ***Assignment***

Writing Assignment #1 - Vocation and Career Exploration Plan (Due 9/18 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 3 - Exploring Vocational Calling & Avoiding Pitfalls**

### ***Week 3 Overview***

This week we will reflect on the common assumptions a psychology student may have about vocation and career exploration and how to avoid these pitfalls during the vocation and career exploration process.

### ***Student Learning Outcomes***

1. Reflect on the common assumptions a psychology student may have about vocation and career exploration.
2. Discuss how a student may be able to avoid these pitfalls during the vocation and career exploration process.

### ***Tasks***

Attend and participate in the following class:

- 9/19, 10:00 - 11:45 am

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #2 - Ch. 11 Educational and School Psychology (Due - 9/25 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.



## **Unit 2: Master's Level Career Opportunities**

### **Week 4 - School Counselors & School Psychologists**

#### ***Week 4 Overview***

This week we will introduce students to the career opportunities that exist within the fields of school counseling and school psychology. As part of this introduction, we will discuss the core activities that school counselors and school psychologists are involved in on a day-to-day basis, review the different pathways to entering into these professions, and apply this information for the purpose of career planning.

#### ***Student Learning Outcomes***

1. Discuss the core activities that school counselors and school psychologists are involved in on a day-to-day basis.
2. Review the different pathways to becoming a school counselor or school psychologist.
3. Apply this information for the purpose of career planning.

#### ***Tasks***

Attend and participate in the following class:

- 9/26, 10:00 - 11:45 am

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #3 - Ch. 10 Careers in Clinical Psychology and Counseling Psychology (Due - 10/2 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 5 - Psychotherapists**

### ***Week 5 Overview***

This week we will introduce students to the career opportunities that exist within the field of psychotherapy. As part of this introduction, we will discuss the core activities that psychotherapists are involved in on a day-to-day basis, review the different pathways to entering into this profession, and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that psychotherapists are involved in on a day-to-day basis.
2. Review the different pathways to becoming a psychotherapist.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- 10/3, 10:00 - 11:45 am

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #4 - Ch. 9 Careers in Industrial and Organizational Psychology (Due - 10/9 at 11:59pm):

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 6 - Behavior Analysts and Occupational Therapists, Data Analysts and Industrial Organizational Psychologists**

### ***Week 6 Overview***

This week we will introduce students to the career opportunities that exist within the fields of behavior analysis, occupational therapy, data science, and industrial organizational psychology. As part of this introduction, we will discuss the core activities that professionals within these fields are involved in on a day-to-day basis, review the different pathways to entering into these professions, and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that behavior analysts, occupational therapists, data scientists, and industrial organizational psychologists are involved in on a day-to-day basis.
2. Review the different pathways to becoming a behavior analyst, occupational therapist, data scientist, or industrial organizational psychologist.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- **10/10**, 10:00 - 11:45 am

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #5 - Ch. 16 Careers in Academe (Due - 10/16 at 11:59pm)
- Quiz #6 - Ch. 8 Careers in Research (Due - 10/16 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 3: Doctoral Level Career Opportunities**

### **Week 7 - Professors and Researchers**

#### ***Week 7 Overview***

This week we will introduce students to the career opportunities that exist for psychology majors at the doctoral level. In particular, we will discuss the core activities that experimental psychologists, developmental psychologists, social psychologists, and cognitive psychologists are involved in on a day-to-day basis. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

#### ***Student Learning Outcomes***

1. Discuss the core activities that experimental psychologists, developmental psychologists, social psychologists, and cognitive psychologists are involved in on a day-to-day basis.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

#### ***Tasks***

Attend and participate in the following class:

- 10/17, 10:00 - 11:45 am

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #7 - Ch. 14 Careers in Neuropsychology (Due - 10/30 @ 11:59pm)
- Quiz #8 - Ch. 13 Careers in Health Psychology (Due - 10/30 @ 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

**Week 8 - FALL BREAK**

**NO CLASS on Thursday 10/24**

***Reminder - Week 7 Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #7 - Ch. 14 Careers in Neuropsychology (Due - 10/30 @ 11:59pm)
- Quiz #8 - Ch. 13 Careers in Health Psychology (Due - 10/30 @ 11:59pm)

## **Week 9 - Doctoral Level Practitioners: Clinical and Counseling Psychologists, Neuropsychologists**

### ***Week 9 Overview***

This week we will introduce students to the career opportunities that exist for doctoral level practitioners within the field of psychology. In particular, we will discuss the core activities that clinical psychologists and counseling psychologists are involved in on a day-to-day basis, including those that specialize in neuropsychology. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities that clinical psychologists and counseling psychologists are involved in on a day-to-day basis, including those that specialize in neuropsychology.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- **10/31**, 10:00 - 11:45 am

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #9 - Ch. 15 Careers in Forensic Psychology (Due - 11/6 at 11:59pm)
- Quiz #10 - Ch. 12 Careers in Sport, Exercise, and Performance Psychology (Due - 11/6 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Week 10 - Doctoral Level Practitioners: Health Psychologists, Forensic Psychologists, Sports Psychologists**

### ***Week 10 Overview***

This week we will introduce students to the career opportunities that exist for doctoral level practitioners within the field of psychology. In particular, we will discuss the core activities of clinical psychologists that specialize in health psychology, forensic psychology, and sports psychology. In addition, we will discuss the different pathways to a doctoral program in these areas and apply this information for the purpose of career planning.

### ***Student Learning Outcomes***

1. Discuss the core activities of specialists in health psychology, forensic psychology, and sports psychology.
2. Review the different pathways to a doctoral program in these areas.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- 11/7, 10:00 - 11:45 am

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## **Unit 4: Preparing and Applying for Jobs & Graduate School**

### **Week 11 - Bachelors Level Opportunities: Mental and Physical Health, Social Services, Human Resources and Business**

#### ***Week 11 Overview***

This week we will introduce students to the career opportunities that exist within the mental health, social services, human resources, and business fields that do not require a graduate degree. As part of this review, we will highlight specific jobs in these fields that offer entry level positions. In addition, we will highlight the core activities involved in these types of jobs and how to find relevant experiences to make yourself a competitive candidate for these types of positions.

#### ***Student Learning Outcomes***

1. Review the opportunities that exist within the fields of mental health, social services, human resources, and business that do not require a graduate degree.
2. Highlight the core activities involved in these types of jobs.
3. Learn how to find relevant experiences to make yourself a competitive candidate for these types of positions.

#### ***Tasks***

Attend and participate in the following classes:

- 11/14, 10:00 - 11:45 am

#### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #11 - Ch. 5 Using Your Bachelor's Degree: Preparing for the Job Market (Due - 11/20 at 11:59pm)

#### ***Assignment***

- Writing Assignment #2 - Resume (Due - 11/27 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.



## **Week 12 - Preparation and Applying to the Job Market**

### ***Week 12 Overview***

This week we will engage in a variety of exercises designed to help students to prepare and apply for the job market. In particular, we will review how to search for jobs, volunteer opportunities, and internships. In addition, we will review strategies for writing resumes and cover letters. We will also discuss how to best prepare for a job interview.

### ***Student Learning Outcomes***

1. Apply strategies for finding jobs, volunteer opportunities, and internships.
2. Create an initial draft of a resume.
3. Discuss how to best prepare for a job interview.

### ***Tasks***

1. Attend and participate in the following class:

- 11/21, 10:00 - 11:45 am

### ***Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #12 - Ch. 7 The Preprofessional Degree: Applying to Graduate School (Due - 12/4 at 11:59pm)

### ***Reminder - Week 11 Assignment***

- Writing Assignment #2 - Resume (Due - 11/27 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

**Week 13 - THANKSGIVING BREAK**  
**NO CLASS on 11/28**

***Assignment***

Writing Assignment #3 - Curriculum Vita (Due - 12/11 at 11:59pm)

***Reminder - Week 12 Required Readings and Associated Assignments***

Helms, J. L., & Rogers, D. T. (2023). *Majoring in Psychology: Achieving Your Educational and Career Goals – 3rd edition*. Oxford: Wiley-Blackwell Publishers.

- Quiz #12 - Ch. 7 The Preprofessional Degree: Applying to Graduate School (Due - 12/4 at 11:59pm)

## **Unit 5: Preparing and Applying for Graduate School**

### **Week 14 - Preparation and Applying to Graduate School**

#### ***Week 14 Overview***

This week we will engage in a variety of exercises designed to help students to prepare and apply for graduate school. In particular, we will review how to search for graduate schools and relevant graduate programs. In addition, we will review common application materials and discuss how to best prepare for interviews.

#### ***Student Learning Outcomes***

1. Apply strategies for finding graduate schools and relevant graduate programs.
2. Review common application materials required for graduate school.
3. Create initial draft of a curriculum vita.
4. Discuss how to best prepare for interviews.

#### ***Tasks***

Attend and participate in the following class:

- 12/5, 10:00 - 11:45 am

#### ***Assignments***

- Writing Assignment #3 - Curriculum Vita (Due - 12/11 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## Week 15 - Applying to Grad School, & Resume/Vita Workshop

### *Week 15 Overview*

This week we will finish discussing preparing and applying for graduate school. Additionally, students will participate in a resume/vita workshop. Please have a digital or hard copy of your resume or vita available to utilize in class.

### *Student Learning Outcomes*

1. Finish reviewing common application materials and interview preparation for graduate school.
2. Learn strategies for improving your resume or curriculum vita.
3. Review a draft of your resume or curriculum vita and make revisions prior to final submission.

### *Tasks*

Attend and participate in the following class:

- 12/12, 10:00 - 11:45 am

### *Assignments*

- **Writing Assignment #4** - Choose either option:
  - 1) Job Description, Revised Resume, and Cover Letter
  - 2) Graduate School Description, Revised Curriculum Vita, and Personal Statement  
(Due Wednesday 12/18 by 11:59pm)
- **Optional Quizzes** (May take one or both to replace lowest Quiz Grades) (Due Wednesday 12/18 by 11:59pm)
  - Quiz #13 - Ch. 6 - The Preprofessional Degree: Preparing for Graduate School
  - Quiz #14 - Ch. 17 - Assessing the Career Outlook for the Psychology Major and Appendix (p. 452)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 5 hours per week when averaged across the semester.

## Finals Week

### *Assignments*

- **Writing Assignment #4** - Choose either option:
  - 1) Job Description, Revised Resume, and Cover Letter
  - 2) Graduate School Description, Revised Curriculum Vita, and Personal Statement  
***(Due Wednesday 12/18 by 11:59pm)***
  
- **Optional Quizzes** *(May take one or both to replace lowest Quiz Grades)* ***(Due Wednesday 12/18 by 11:59pm)***
  - *Quiz #13 - Ch. 6 - The Preprofessional Degree: Preparing for Graduate School*
  - *Quiz #14 - Ch. 17 - Assessing the Career Outlook for the Psychology Major and Appendix (p. 452)*