



Point Loma Nazarene University/Psychology Department

**PSY 3070 Career Exploration in Psychology**

3 units

*Spring 2026*

**T/Th 11:00 am - 12:15 pm**

**Taylor 314**

**Final Exam: Thursday, 12/18, 10:00 am - 1:30 pm**

| INFORMATION                       | SPECIFICS FOR THE COURSE |
|-----------------------------------|--------------------------|
| <b>Instructor title and name:</b> | Lauren Mueller, PsyD     |
| <b>Phone:</b>                     | (626) 660-6133           |
| <b>Email:</b>                     | lmueller@pointloma.edu   |
| <b>Office location and hours:</b> | By Appointment           |

**PLNU Mission**

**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 strive 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 career and vocation exploration for psychology majors. Topics of exploration include an overview of the undergraduate psychology major, steps for vocation 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.

**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.

**Assessment and Grading**

1. Class Participation: Class 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. Service Learning Project: As part of this course, students will participate in 10 hours of Service Learning. Students will submit documentation of participation and a reflection paper in order to receive credit for the project. Descriptions of the Service Learning requirements and the documentation and reflection paper requirements are listed on Canvas.
5. Final Paper: There is no final exam for this class. The Service Learning Project reflection paper will be due during finals week.

|                                    |                  |                              |
|------------------------------------|------------------|------------------------------|
| Class Attendance: (50) 25%         | Quizzes (50) 25% | Assignments (60 pts) 30%     |
| Service Learning Project: (40) 20% |                  | <b>Total: (200 pts) 100%</b> |

Grades will be based on the following:

### Standard Grade Scale Based on Percentages

| A           | B           | C           | D           | F               |
|-------------|-------------|-------------|-------------|-----------------|
| A 93-100    | B+ 87-89.99 | C+ 77-79.99 | D+ 67-69.99 | F 59.99 or less |
| A- 90-92.99 | B 83-86.99  | C 73-76.99  | D 63-66.99  |                 |
|             | B- 80-82.99 | C- 70-72.99 | D- 60-62.99 |                 |

### 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 & Canvas messages: 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 6 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
4. Class Attendance: Students must be present in class and participate in small group discussions to receive participation credit. Participation will be 2 points per class for 29 class meetings. However, final participation grades will be calculated using the top 25 class points for each student (a total of 50 points), meaning students can miss up to 4 classes during the semester and still receive full credit. Therefore, no additional opportunities will be given to make up for missed participation points. \*Students will have an opportunity to make up missed participation points for University excused absences only, as well as students who have specific EAC-approved accommodations for absences. The professor must receive communication from University faculty or staff to count an absence as University-excused. For accommodations, the professor must receive communication from the student each time, indicating that the student is utilizing their accommodations.

5. Quizzes: All readings and quizzes are due on Mondays by 11:59pm, to encourage students to read the material prior to class. Students are allowed extensions through Thursday at 11:59pm if needed, but students will not be allowed to submit quizzes after they close on canvas. There will be 12 quizzes worth 5 points each. Final quiz grades will be calculated using the top 10 quiz grades (a total of 50 points). Therefore, no additional opportunities will be given to make up for missed quiz points.
6. Writing Assignments: Generally, Writing Assignments are due on Wednesdays at 11:59pm (Monday at 11:59pm for Writing Assignment #4). 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. There are 4 writing assignments worth 15 points each, for a total of 60 points. If 90% of the class completes the IDEA evaluation for this course, 8 points will be added to each student's assignment grade total. Therefore, no additional opportunities will be given for missed assignment points.
7. Service Learning Participation: Students will participate in a Service Learning Project of their choosing as part of this course. Students will complete 10 hours of service. They will then submit documentation of their service, as well as complete a reflection paper on the experience. The documentation and reflection paper will be due Wednesday, Dec. 17 at 11:59pm. Students are allowed an extension through Friday, December 19 at 11:59 pm if needed. But students will not be allowed to submit this assignment after it closes on Canvas.
8. Final Exam: There will be no final exam for this course. Students will submit their Service Learning Project documentation and reflection paper during finals week.

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **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 distance education outside California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

### **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.

### **PLNU 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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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.

Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU 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 withdrawal date or, after that date, receive an “F” grade.

## **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](#)
- [Website](#)

- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

**Lomabooks Instructions for Students:**

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

*You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)*

## Unit 1: Vocation and Career Exploration

### Week 1 - Course Introduction & Value of Education

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

This week we will review the policies and requirements for this course, including the Service Learning Project requirements. We will reflect on the value of a college education and discuss strategies for academic and professional success.

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

1. Review course requirements and policies, including the Service Learning Project.
2. Reflect on the value of a college education.
3. Discuss strategies for academic success.
4. Discuss professionalism at the undergraduate and career development levels.

#### ***Tasks***

Attend and participate in the following classes:

- **1/13**, 11:00 am - 12:15 pm (Course Introduction)
- **1/15**, 11:00 am - 12:15 pm (Value of an Education - Online Lecture)

#### ***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 Monday, 1/19 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 2 - Majoring in Psychology & Discovering Vocational Calling**

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

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. We will discuss the concept of vocational calling and the potential steps a student can take to discover their vocational calling.

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

1. Learn about the resources available at Career Services and gain a basic understanding of how to access those resources.
2. Examine the nature of the undergraduate psychology degree.
3. Review the major subdivisions of psychology.
4. Reflect on the opportunities for skill development that exist within the psychology major.
5. Discuss conceptualizations of vocational calling.
6. Discuss the potential steps a student can take to discover their vocational calling.

### ***Tasks***

Attend and participate in the following class:

- **1/20**, 11:00 am - 12:15 pm (Career Services Presentation, Majoring in Psychology)
- **1/22**, 11:00 am - 12:15 pm (Discovering Vocational Calling)

### ***Assignment***

- Writing Assignment #1 - Vocation and Career Exploration Plan (Due Wednesday, 1/28 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 3 - Overcoming Barriers and Avoiding Pitfalls in Vocational Calling**

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

This week we discuss common barriers to vocation and career exploration, and how to overcome them. 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. 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. Reflect on the common assumptions a psychology student may have about vocation and career exploration.
4. 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:

- **1/27**, 11:00 am - 12:15 pm (Overcoming Barriers & Avoiding Pitfalls)
- **1/29**, 11:00 am - 12:15 pm (Overcoming Barriers & Avoiding Pitfalls)

### ***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 - Monday, 2/2 at 11:59pm)

### ***(Week 3 Assignment Reminder)***

- Writing Assignment #1 - Vocation and Career Exploration Plan (Due Wednesday, 1/28 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 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:

- **2/3**, 11:00 am - 12:15 pm (School Counselors & School Psychologists)
- **2/5**, 11:00 am - 12:15 pm (School Counselors & School Psychologists)

#### ***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 - Monday, 2/9 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 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.
4. Revisit the Service Learning Project to ensure that students have begun planning how they can achieve the service hours during the semester.

### ***Tasks***

Attend and participate in the following class:

- **2/10**, 11:00 am - 12:15 pm (Psychotherapists)
- **2/12**, 11:00 am - 12:15 pm (Psychotherapists)

### ***Informal Assignment***

- If you do not have a plan for your Service Learning Project and need assistance getting started, email the professor to set up a time to meet.

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 6 - Behavior Analysts and Occupational Therapists**

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

This week we will introduce students to the career opportunities that exist within the fields of behavior analysis and occupational therapy. 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 and occupational therapists are involved in on a day-to-day basis.
2. Review the different pathways to becoming a behavior analyst or occupational therapist.
3. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- **2/17**, 11:00 am - 12:15 pm (Behavior Analysts)
- **2/19**, 11:00 am - 12:15 pm (Occupational Therapists)

### ***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 - Monday, 2/23 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 7 - Data Analysts and Industrial Organizational Psychologists**

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

This week we will introduce students to the career opportunities that exist within the fields of 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. We will also review ways to prepare for and effectively utilize Advising appointments at PLNU.

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

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

### ***Tasks***

Attend and participate in the following class:

- **2/24**, 11:00 am - 12:15 pm (Data Analysts, Advising Prep)
- **2/26**, 11:00 am - 12:15 pm (Industrial Organizational Psychologists)

### ***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 - Monday, 3/2 at 11:59pm)
- Quiz #6 - Ch. 8 Careers in Research (Due - Monday, 3/2 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## Unit 3: Doctoral Level Career Opportunities

### Week 8 - Professors and Researchers

#### ***Week 8 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.
4. Discuss strategies for utilizing Advising effectively at PLNU

#### ***Tasks***

Attend and participate in the following class:

- **3/3**, 11:00 am - 12:15 pm (Professors & Researchers)
- **3/5**, 11:00 am - 12:15 pm (Professors & Researchers, Advising Strategies)

#### ***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 - Monday, 3/16 at 11:59pm)
- Quiz #8 - Ch. 15 Careers in Forensic Psychology (Due - Monday, 3/16 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

**SPRING BREAK - NO Class 3/10 or 3/12**

## **Week 9 - Doctoral Level Practitioners: Clinical & 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.
2. Discuss the specialization of neuropsychology.
3. Review the different pathways to a doctoral program in these areas.
4. Apply this information for the purpose of career planning.

### ***Tasks***

Attend and participate in the following class:

- **3/17**, 11:00 am - 12:15 pm (Clinical & Counseling Psychologists)
- **3/19**, 11:00 am - 12:15 pm (Neuropsychologists)

### ***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. 13 Careers in Health Psychology (Due - Monday, 3/23 at 11:59pm)
- Quiz #10 - Ch. 12 Careers in Sport, Exercise, and Performance Psychology (Due - Monday, 3/23 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 10 - Doctoral Level Practitioners: Forensic Psychologists, Sport Psychologists, Health 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 forensic psychology, sport psychology, and health 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 forensic psychology, sport psychology, and health 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:

- **3/24**, 11:00 am - 12:15 pm (Forensic Psychologists)
- **3/26**, 11:00 am - 12:15 pm (Sport Psychologists, Health Psychologists)

### ***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 - Monday, 3/30 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Unit 4: Preparing and Applying for Jobs**

### **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:

- **3/31**, 11:00 am - 12:15 pm (Mental and Physical Health, Social Services)
- **4/2 - NO CLASS (EASTER BREAK)**

#### ***Assignment***

- Writing Assignment #2 - Resume OR Curriculum Vita (Due - Wednesday, 4/15 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 12 - Bachelors Level Opportunities Cont'd & Career Panel Video (Online)**

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

This week we will continue to introduce students to the career opportunities that exist within the 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. Additionally, students will have the opportunity to hear from professionals in the field about their careers and their pathways into those fields

### ***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.
4. Learn from various professionals in the field about their careers and the tasks that they engage in.
5. Learn about each professional's pathway into their field - education, work experience, and networking that helped them on their way.

### ***Tasks***

1. Attend and participate in the following class:
  - **4/7**, 11:00 am - 12:15 pm (Human Resources, Business)
  - **4/9**, 11:00am - 12:15pm (Career Panel Video)

### ***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 -Monday, 4/13 at 11:59pm)

### ***(Week 11 Assignment Reminder)***

- Writing Assignment #2 - Resume OR Curriculum Vita (Due - Wednesday, 4/15 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 13 - Preparation for and Applying to the Job Market, Career Services: Resumes & CVs**

### ***Week 13 Overview***

We will review how to search for jobs, volunteer opportunities, and internships. In addition, we will review strategies for writing resumes and cover letters. Career Services will present.

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

1. Learn about strategies for finding jobs, volunteer opportunities, and internships.
2. Learn strategies to create a strong resume that will be readable by technology and appealing to potential employers.

### ***Tasks***

1. Attend and participate in the following class:
  - **4/14**, 11:00 am - 12:15 pm (Preparing for & Applying to the Job Market)
  - **4/16**, 11:00 am - 12:15 pm (Career Services - Resumes & CVs)

### ***Required Assignments***

- Writing Assignment #3 - Job Description & Cover Letter OR Grad School Description & Personal Statement (Due -Wednesday, 4/22 at 11:59pm)

### ***(Week 11 Assignment Reminder)***

- Writing Assignment #2 - Resume OR Curriculum Vita (Due - Wednesday, 4/15 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## 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 strategies for searching graduate school searches and maximizing success in your application process. In addition, we will review common application materials and strategies for getting strong Letters of Recommendation and creating strong Personal Statements.

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

1. Apply strategies for finding graduate schools and relevant graduate programs.
2. Review common application materials required for graduate school.

#### ***Tasks***

Attend and participate in the following class:

- **4/21**, 11:00 am - 12:15 pm (Grad School Search, Preparing for Graduate School)
- **4/23**, 11:00 am - 12:15 pm (Applying for Graduate School - Letters of Rec, Personal Statements)

#### ***Assignments***

- Writing Assignment #4 - Create (or update) LinkedIn Profile (Due - **Monday**, 4/27 at 11:59pm)

#### ***(Reminder - Week 13 Assignment)***

- Writing Assignment #3 - Job Description & Cover Letter OR Grad School Description & Personal Statement (Due -Wednesday, 4/22 at 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Week 15 - Networking, Interviewing, & Professionalism**

### ***Week 15 Overview***

This week we will more deeply explore the topics of networking, interviewing preparation, and professionalism at all stages of career development. Career services will present on these topics and remind students of their additional resources that students can utilize during career exploration and building.

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

1. Review examples of networking and discuss specific opportunities available to PLNU students and alumni.
2. Discuss professionalism at all stages of career development.
3. Discuss interview preparation for both the job market and graduate school. Review commonly asked questions.

### ***Tasks***

Attend and participate in the following class:

- **4/28**, 11:00 am - 12:15 pm (Career Services: Networking & Job Searching)
- **4/30**, 11:00 am - 12:15 pm (Professionalism & Interviewing)

### ***Assignment***

- Service Learning Project Documentation and Reflection (Due Wednesday, 5/6 @ 11:59pm)

\*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

## **Finals Week**

### ***Assignment***

- Service Learning Project Documentation and Reflection (Due Wednesday, 5/6 @ 11:59pm)

**\*HAVE A LOVELY AND REJUVENATING SUMMER BREAK!!**