



Point Loma Nazarene University
Department of Undergraduate Psychology

Psychology 4000 (Spring 2022)
History and Contemporary Issues in Psychology (2 units)

Instructor: Joel T. Sagawa, Ph.D.	Meeting Days: Tuesdays and Thursdays
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To schedule an appointment, use this link: Dr. Sagawa's Office Hours	

University Mission Statement: *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 becomes 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 Texts (Required):

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd 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 10 reading quizzes. Descriptions of all quizzes are listed on canvas.
3. Assignments: There will be a total of 4 assignments due throughout the semester. Descriptions of all assignments and grading rubrics are listed on canvas.
4. Final Paper: In lieu of a final exam, students are required to write a paper in which they will create a resume and cover letter or vita and personal statement based on what they would like to accomplish by graduation. A description of the final paper and the grading rubric is listed on canvas.

Grading:

Participation: (100 pts) 25%

Quizzes (100 pts) 25%

Assignments (100 pts) 25%

Final Paper (100 pts) 25%

Total: (400 pts) 100%

Percentage Score

A = 93-100%	B+ = 88-89%	C+ = 77-79%	D+ = 62-64%
A- = 90-92%	B = 84-87%	C = 70-76%	D = 55-61%
	B- = 80-83%	C- = 65-69%	D- = 50-54%
			F = Below 50%

Z Score

A = 1.33	B+ = 0.67	C+ = -0.33	D+ = -1.67
A- = 1	B = 0.33	C = -1	D = -2
	B- = 0	C- = -1.33	D- = -2.33
			F = Below -2.33

Course Policies:

1. Office Hours: Students are free to sign up for any open time during the instructor's office hours by using the link located at the top of this syllabus or using the link located on the homepage of our canvas course. Appointments are generally honored as long as the student provides the instructor with 24 hours advanced notice. In the event that the student does not provide the instructor with 24 hours advanced notice, the instructor may not be available during their office hours as they may need to be away from their office due to other commitments.
2. Email: Most often, you will receive a response to your emails from the instructor of this course within 7 days. As there may be times where you encounter a delayed response from your instructor over email, students are encouraged to schedule a time to speak with their instructor during the instructor's office hours and to use these office hours as a primary means of communication. In the event that a student has a logistical question (e.g., where to find an assignment, when an assignment is due, how to submit an assignment, etc.), students are encouraged to contact the TA for this course, as they are likely to respond to your email in a

more expedient manner. You can contact the TA for this course by using the link located at the top of this syllabus or the link located on the homepage of our canvas course.

3. Attendance: Student are at risk of being de-enrolled from this course in the event that they miss 4 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. Students who participate in Class 26 and Class 27 will be given participation points, which they can use to replace up to 2 missed class sessions. Students who complete the final online lecture will also receive points, which they can use to replace an additional missed class session. In certain extenuating circumstances, alternatives may be provided to make up participation points if permission is obtained from the instructor.
5. Quizzes: All quizzes are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit quizzes after a quiz closes on canvas. If 90% of our class completes the IDEA evaluation for this course by the end of the semester, each student's lowest quiz score will be replaced with a full score.
6. Assignments: All assignments are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit an assignment after the assignment closes on canvas. Students may choose to replace their lowest assignment score with a full score by completing the course feedback survey.
7. Final Paper: The final paper is due on the day of our final exam. In certain extenuating circumstances, students may be provided with the opportunity to submit their final paper late. However, prior permission to submit their final paper late must be provided by the instructor and students must submit their paper by the last day of the semester.

Attendance and Participation Policy:

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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 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](#).

Unit 1: Vocation and Career Exploration

Week 1 – The Value of a College Education

Week 1 Overview

This week we will review the policies and requirements for this course. In addition, we will reflect on the value of a college education and discuss strategies for academic success.

Student Learning Outcomes

1. Review course requirements and policies.
2. Reflect on the value of a college education.
3. Discuss strategies for academic success.

Tasks

Attend and participate in the following class:

- 1/13 – Class 1: The Value of a College Education

*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 – Majoring in Psychology

Week 2 Overview

This week 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. In addition, we discuss common barriers to vocation and career exploration for psychology majors.

Student Learning Outcomes

1. Examine the nature of the undergraduate psychology degree.
2. Review the major subdivisions of psychology.
3. Reflect on the opportunities for skill development that exist within the psychology major.
4. Discuss common barriers to vocation and career exploration for psychology majors.

Tasks

Attend and participate in the following classes:

- 1/18 – Class 2: Majoring in Psychology
- 1/20 – Class 3: Barriers to Vocation and Career Exploration

Required Readings and Associated Assignments

- 1/21 – Assignment 1 – Education Plan

*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 – Discovering Your Vocational Calling

Week 3 Overview

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

Student Learning Outcomes

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

Tasks

Attend and participate in the following classes:

- 1/25 – Class 4: Discovering Your Vocational Calling
- 1/27 – Class 5: Discovering Your Vocational Calling

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 1/28 – Quiz 1: Ch. 4 Assessing and Developing Career Goals

*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 4 – Vocation and Career Exploration

Week 4 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 classes:

- 2/1 – Class 6: Vocation and Career Exploration
- 2/3 – Class 7: Vocation and Career Exploration

Required Readings and Associated Assignments

- 2/4 – Assignment 2: Vocation and Career Exploration Plan

*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 5 – School Counselors and School Psychologists

Week 5 Overview

This week we will introduce students to the office of career services and 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. Introduce students to the office of career services.
2. Discuss the core activities that school counselors and school psychologists are involved in on a day-to-day basis.
3. Review the different pathways to becoming a school counselor or school psychologist.
4. Apply this information for the purpose of career planning.

Tasks

Attend and participate in the following classes:

- 2/8 – Class 8: Introduction to Career Services
- 2/10 – Class 9: School Counselors and School Psychologists

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 2/11 – Quiz 2: Ch. 11 Careers in Education and School Psychology

*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 – Psychotherapists

Week 6 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 classes:

- 2/15 – Class 10: Psychotherapists
- 2/17 – Class 11: Psychotherapists

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 2/18 – Quiz 3: Ch. 10 Careers in Clinical Psychology and Counseling Psychology

*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 7 – Behavior Analysts, Occupational Therapists, 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 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 classes:

- 2/22 – Class 12: Behavior Analysts and Occupational Therapists
- 2/24 – Class 13: Data Analysts and Industrial Organizational Psychologists

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 2/25 – Quiz 4: Ch. 9 Careers in Industrial-Organization Psychology

*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 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.

Tasks

Attend and participate in the following classes:

- 3/1 – Class 14: Professors and Researchers
- 3/3 – Class 15: Professors and Researchers

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 3/4 – Quiz 5: Ch. 16 Careers in Academe
- 3/4 – Quiz 6: Ch. 8 Careers in Research: Experimental, Developmental, Social, Cognitive, and Biopsychology

*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 9 – Practitioners

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, 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 that clinical psychologists and counseling psychologists are involved in on a day-to-day basis, including those that specialize in neuropsychology, 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 classes:

- 3/15 – Class 16: Practitioners – Clinical and Counseling Psychologists
- 3/17 – Class 17: Practitioners – Neuropsychologists, Forensic Psychologists, and Sports Psychologists

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 3/18 – Quiz 7: Ch. 15 Careers in Forensic Psychology
- 3/18 – Quiz 8: Ch. 14 Careers in Neuropsychology

*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: Bachelor Level Career Opportunities

Week 10 – Mental Health, Social Services, Human Resources, and Business

Week 10 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:

- 3/22 – Class 18: Mental Health and Social Services
- 3/24 – Class 19: Human Resources and Business

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 3/25 – Quiz 9: Ch 5. Using your Bachelor's Degree: Preparing for the Job Market

*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 5: Preparing and Applying for Jobs and Graduate School

Week 11 – Career Panel and Graduate School Panel

Week 11 Overview

This week students will have the opportunity to hear from a diverse panel of professionals who have obtained degrees in psychology or closely related to psychology. In addition, students will have the opportunity to hear from students who are currently in a graduate program within the field of psychology or closely related to the field of psychology.

Student Learning Outcomes

1. Gain direct knowledge from professionals within the field of psychology or closely related to psychology.
2. Gain direct knowledge from graduate students within the field of psychology or closely related to the field of psychology.

Tasks

Attend and participate in the following classes:

- 3/29 – Class 20: Career Panel
- 3/31 – Class 21: Graduate School Panel

Required Readings and Associated Assignments

Helms, J. L., & Rogers, D. T. (2015). *Majoring in Psychology: Achieving Your Educational and Career Goals – 2nd edition*. Oxford: Wiley-Blackwell Publishers.

- 4/1 – Quiz 10: Ch. 7 The Preprofessional Degree: Applying to Graduate School

*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 – Preparing and Applying for 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 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 and internships.
2. Create initial draft of a resume.
3. Discuss how to best prepare for a job interview.

Tasks

1. Attend and participate in the following classes:
 - 4/5 – Class 22: Preparing and Applying for the Job Market
 - 4/7 – Class 23: Preparing and Applying for the Job Market

Required Readings and Associated Assignments

- 4/8 – Assignment 3 – Resume or Vita

*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 – Resume and Curriculum Vita Workshop

Week 13 Overview

This week students will participate in a resume and curriculum vita workshop facilitated by the office of career services.

Student Learning Outcomes

1. Learn strategies for improving your resume or curriculum vita.
2. Review a draft of your resume or curriculum vita and make revisions prior to final submission.

Tasks

Attend and participate in the following classes:

- 4/12 – Class 24: Resume and CV Workshop
- 4/14 – Easter Break (No Class)

*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 14 – Preparing and Applying for 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. Discuss how to best prepare for interviews.

Tasks

Attend and participate in the following classes:

- 4/19 – Class 25: Preparing and Applying for Graduate School
- 4/21 – Class 26: Preparing and Applying for Graduate School

Required Readings and Associated Assignments

- 4/22 – Assignment 4 – Informational Interview

Weeks 15 and 16 – Course Review and Final Paper

Weeks 15 and 16 Overview

In the final weeks of this course, we will review the requirements for the final paper and make revisions prior to final submission. In addition, the career opportunities available to psychology majors will be reviewed as a means of concluding this course.

Student Learning Outcomes

1. Review the requirements for the final paper including the grading rubric.
2. Review the career opportunities available to psychology majors.

Tasks

Attend and participate in the following classes:

- 4/26 – Class 27: Final Paper Review
- 4/28 – Class 28 (Online Lecture) – Course Review

Required Readings and Associated Assignments

Final Paper

- 5/3 – Final Paper: Job Description, Cover Letter, and Resume (or Graduate School Description, Personal Statement, and Vita)

*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.