Professional Development and Marketable Skills in Psychology
PSYC 3380 – 001 (Face-to-Face)
Spring 2024

Meeting Information

Where: McKibben Education Building (ED), Room 269 & Learning Lab 2 (occasionally)
When: Tuesdays and Thursdays, 12:30-1:45pm

Professor Information

Professor: Dr. Lauren Brewer, Psychology Department
Office: McKibben 215R
Phone: (936) 468-1470*
Email: BrewerLE@sfasu.edu
Office Hours: T/R: 1:45-3pm; Wednesdays: Noon – 2:30pm; by appointment

*Email is the best way to contact me. Please do not leave me a voicemail message. If you need to speak with me, please email me to make an appointment for an individual meeting.

Class GA: Ares Parkhurst
Email: parkhurssc@jacks.sfasu.edu

Email: For this course, please use the email platform contained within BrightSpace for all course-related correspondence. Additional information about email can be found in the Getting Started module until the link titled “Emailing Dr. Brewer.” Remember that you may forward your BrightSpace email out to another email platform, but you must log into BrightSpace to send an email response. In case of an emergency, please send e-mails to BrewerLE@sfasu.edu and include “PSYC 3380” in the subject line. You are responsible for checking your email daily.

BrightSpace: The course has a BrightSpace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. You will find your course assignments and grades posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk or call (936) 468-1919.

Structure: This course focuses on three major themes (“units”) including the development of marketable skills, technical skills, and careers in psychology. Each unit will contain four modules, each with a specific focus (each with a specific focus (e.g., skills to acquire during college, careers for those with a bachelor’s degree, data analysis using Excel).

Teaching Philosophy

If you ask me, psychology, the scientific study of the mind, brain, and behavior, is the best major. All of us have futures that involve working with other people (in our jobs and personal lives), so understanding how people think, what motivates them, and what makes them happy give psychology majors a real advantage over those without such insights. My hope for this class is to help you realize all of the skills you’ve developed as psychology majors that will make you marketable once you graduate and enter the workforce or continue your education in graduate school, law school, PT/OT school, or medical school.
Overview

**Prerequisite:** Students must be psychology majors who have successfully completed PSYC 3330 (Psychological Statistics).

**Catalog Course Description:** This course will provide students with an introduction to the development of marketable skills for psychology graduates, an overview of the career options for students completing a bachelor’s degree and/or who pursue a graduate degree in psychology, and a primer on the technical skills psychology graduates need to be desirable to employers.

**Program Learning Outcomes (PLO)**

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>

**Student Learning Outcomes**
At the end of this course you should be able to:

1) Describe the career options available to students who complete different levels of training in psychology (i.e., bachelor’s degree, master’s degree, or doctorate).
2) Identify skills and knowledge expected by employers of psychology majors and practice using these skills within the framework of the course.
3) Identify skills and knowledge expected of successful applicants to graduate programs in psychology.
4) Demonstrate skill in writing surveys both for paper-and-pencil as well as online distribution (e.g., Qualtrics).
5) Demonstrate skill in using common statistical software packages (e.g., Excel, SPSS, R)
6) Demonstrate professional communication skills.

**Materials:** All readings will be posted online. Students will need access to Qualtrics, which is available for free for students. Students will also need access to SPSS, JAMOVI, and Excel. SPSS 29 is available on computers in McKibben 127 and the LINC Lab in Steen Library or, for ~$35, students can purchase a six-month license for their own computer. Some students may have success downloading a free trial version. Slightly older versions of SPSS should be acceptable (Dr. Brewer will be using SPSS 29). JAMOVI is an open-source statistical program that can be downloaded for free. The cloud-based version of Microsoft Excel is available to all students for free in the Office 365 Apps section of Mysfa, however, a local copy is necessary to enable additional features in Excel required for data analysis.

**Course Grading**

**Due Dates:** All work is due by the beginning of class time (12:30pm) on the day in which the work is due (see Course Calendar at the end of this syllabus).
Late Work (Grace Period): Unless otherwise noted, all work will be given a 24-hour grace period in which no penalty will be assessed. Students who need an extension greater than 24 hours should contact Dr. Brewer BEFORE the work is due (i.e., before the due date). After the 24-hour grade period, late work will only be accepted in rare instances.

Course Journal: In this course you will be asked to keep a (private) journal. Your Course Journal will serve the purpose of consolidating and documenting your learning from the first day until the last day, across the entire term. Keeping a Course Journal is for you to document...

(a) your goals at the outset of the course
(b) what you have learned in each module of this course
(c) why you have learned what you have learned in each module of this course
(d) how you’ll apply what you have learned in each module of this course to your other courses and to your life
(e) how well you achieved your course goals at the conclusion of the course.

The Course Journal is a discussion thread in BrightSpace that is private. Your peers will not be able to see what you write. You must make at least one entry per module, and each entry must be at least 200 words. You must also make one Goal Setting entry and one Goal Assessing entry (each of which must be at least 300 words). Therefore, your completed Course Journal will contain at least 12 module journal entries and two goals entries. You are certainly welcome to include more entries than those required for this course. For each entry you will be given a writing prompt. Please be sure to think through the questions and fully articulate your response to that prompt. You are welcome to expand your response beyond the prompt, but you must respond to the prompt at minimum.

Assignments: Students will complete assignments that requires them to remember, understand, apply, analyze, evaluate, or create something to enhance their learning from that unit. These assignments will vary but may include skills assessments, presentations, data analysis, CV/resume writing, job/grad school application creation, or other kinds of assignments.

Class Participation: Students are expected to be active participants in class discussion. Generally, students should strive to participate in discussion AT LEAST once per week. Students who are not in attendance cannot participate and are at risk of losing participation credit.

Extra Credit: You may have an opportunity to earn extra credit. Extra credit should not replace studying. In this course, the material builds on itself, so it is important that you do NOT fall behind. If you do, talk with Dr. Brewer.

Grading: Course Journal = 150 points
Goal Setting Entry = 15 points
Module Journal Entries (@ 10 points per entry X 12 entries) = 120 points
Goal Assessing Entry = 15 points
Assignments = 140 points
Skill Set Survey (in Qualtrics) = 5
Comprehensive Skills Assessment = 5
Skill Set Presentation = 20
Self-Designed Qualtrics Survey = 20
JAMOVI Stats Assignment = 20
SPSS Stats Assignment = 20
Excel Stats Assignment = 20
CV/Resume = 10
Job Application Cover Letter/Grad School Statement of Purpose = 20
Class Participation = 10 points

POINTS AVAILABLE = 300
Computing Your Final Grade: Standard rounding rules are applied to final grade only (e.g., 268.7 is rounded up to 269 [A], whereas 268.3 is rounded down to 268 [B]). Fractional points may be earned on graded work.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>269-300</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>239-268</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>209-238</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>179-208</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-178</td>
</tr>
</tbody>
</table>

Total Points = all points earned + extra credit

**Important:** Except in cases in which your final grade has been calculated in error, please do not email me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade.

Syllabus: This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing me. Because I am confident that you all will use this syllabus, I am rewarding you with 2 extra credit points. Here is the catch. Each time you email me about a question that is answered in the syllabus, you lose some of these extra credit points. My advice is to refer to your syllabus before emailing me with questions. With this said, if you EVER have a question that is NOT answered in the syllabus, please don’t hesitate to ask!

Course Expectations

Willingness to Learn: Please approach this class every day with a willingness to learn. The material in this course is designed to benefit you by helping you articulate the skills you’ve acquired as a psychology major. I would consider this course a failure if I did not at some point succeed in pushing you to think about things that make you uncomfortable (the future is uncertain, and uncertainty is uncomfortable). Critical and self-reflective thinking are not easy, and they frequently force us to reexamine our cherished beliefs. Please keep an open mind at all times. Both giving and taking criticism is a skill that must be practiced (and can be added to your repertoire of skills). Do not withdraw into stony silence. Please express your views while at all times remembering to respect the viewpoints of others.

Readings and Activities: Plan to read all of the assigned reading and complete all of the assigned activities before the due dates. We will spend class time discussing the readings, so please plan to come to class prepared with discussion questions.

Class Attendance: Class attendance is not required (but strongly encouraged). On average, the more a student attends class, the higher is his or her final grade. However, please DO NOT come to class if you are feeling at all sick.

Coming Late to Class/Leaving Early: Students are encouraged to come to class on time and to stay for the entire class period. However, students are allowed to come late and leave early, as long as they 1) do their best to minimally disrupt class when they arrive/leave and 2) don’t make a habit out of coming late and/or leaving early.

Missing Class: I make no distinction between a good and a bad reason to miss class, so there is no need to bring me excusal documentation. If you miss class and want the class notes, you MUST get them from a fellow student.
**Excused Absences:** As outlined by the Dean of Students Office, one way for me to excuse your absence is for documentation to be approved through a faculty notification request, which includes the following process:

1. **Step 1:** Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. **Step 2:** SFA’s Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.
3. **Step 3:** SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.
4. **Step 4:** It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member’s discretion to honor approved circumstantial requests.

Faculty Notification Requests are best used when students need to be away from class for more than one class day (e.g., recovering from surgery, death in the family, call to active military duty). In the event of single-class absences (e.g., dentist/doctor’s appointments, sick children, short-term illness), students can email a copy of their excusal documentation directly to Dr. Brewer. Dr. Brewer is unlikely to excuse absences without documentation.

**Incorrect or Unreadable Files:** Please make sure you are submitting the correct files and that you save and submit your work as a .doc or .docx file, unless otherwise specified. Students who submit incorrect or unreadable files may be given zeros.

**Document Formatting:** Per the requirements of APA style, all graded work should be typed into a .doc(x) file with 1-inch margins. The text should double-space and written in 12-point Times New Roman or Arial font. Cover page and running head are not required.

**University Policies, Requirements, and Information**

**Institution Absences (HOP 04-110):** An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences). There are NO Keystones Events in this class.
Academic Integrity (HOP 04-106): The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (HOP 02-206): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information can be found at the link above.

Students with Disabilities: To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, SFA provides a variety
of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office  
(Rusk Building, 3rd floor lobby)  
www.sfasu.edu/deanofstudents  
936.468.7249  
dos@sfasu.edu

SFA Human Services Counseling Clinic  
(Human Services, Room 202)  
www.sfasu.edu/humanservices/139.asp  
936.468.1041

The Health and Wellness Hub “The Hub” (Location: corner of E. College and Raguet St.)  
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services  
• Counseling Services  
• Student Outreach and Support  
• Food Pantry  
• Wellness Coaching  
• Alcohol and Other Drug Education  
www.sfasu.edu/thehub  
936.468.4008; thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343  
• National Suicide Crisis Prevention: 9-8-8  
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
• johCrisis Text Line: Text HELLO to 741-741

Final Course Grade Appeals: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a final course grade, please refer to the relevant policy: https://www.sfasu.edu/docs/hops/04-109.pdf

Credit Hour Justification: PSYC 3380, “Professional Development and Marketable Skills in Psychology,” is a face-to-face 3-credit course that meets for 150 minutes a week across two 75-minute sessions. This course is designed to help prepare students for their lives after their bachelor’s degrees in psychology. Across the semester, students typically engage in personal reflection, journaling, interviewing, preparing job/graduate school materials, quantitative and statistical skill development and refinement, reading to prepare for discussions, and studying for class assignments, presentations, and projects. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. This course requires extensive writing.

Additional Information

COVID- and Illness-Related Expectations: COVID-19 is no longer a pandemic; it’s endemic (in epidemiology, this means that the disease is consistently present in our population). Each day we are learning new information about this complex virus, its transmissibility, and about how we can successfully live with it. There are actions we can choose to take to protect ourselves and others. Consider staying home or wearing a mask if you aren’t feeling 100%, and give ample physical space between you and others when sick.

Even with the most careful precautions, students (and professors and other staff) may become ill this semester. If you feel ill at all, have a sore throat, fever, cough or other symptoms, have been exposed to someone who is sick or who tests positive for COVID, think you may have COVID, or are positive for COVID, please stay home. I will make every effort to work with you, if you miss class due to illness. I simply ask that you do your part to reduce the likelihood that you get sick, whenever possible, and by staying home if you aren’t feeling well. Your efforts are greatly appreciated!
**Civility:** I expect you to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrespectful communication (i.e., rude or aggressive tone in person or via e-mail), using the course website and materials for non-class related purposes, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, using a laptop or tablet during class (unless instructed to do so), disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the classroom. Audio or video recordings or taking pictures without my permission are not allowed.

**Grievances:** I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us. If you feel that you have been treated unfairly, please come to me first.

**Personal reactions to topics:** Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus.

**Safe Space:** My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+ or with many other marginalized groups. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at [http://en.wikipedia.org/wiki/Safe-space](http://en.wikipedia.org/wiki/Safe-space) and [http://www.sfasu.edu/counselingservices/193.asp](http://www.sfasu.edu/counselingservices/193.asp).

**Technology Prohibition:** Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class. However, students are allowed to petition for an exemption, which requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. Writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by me. Students with disabilities (and their assigned note takers) will be given special consideration. You will be allowed to use the computers in class only when given permission. Students who use the computers without permission will be dismissed from class.

**Copyright Statement:** Many of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**Artificial Intelligence (AI):** The use of generative AI tools (e.g., ChatGPT, Google Bard) to create and submit non-original work in this class is not authorized and may constitute a violation of the [Code of Student Conduct and Academic Integrity](http://www.sfasu.edu/counselingservices/193.asp) (see Academic Integrity section above). All work created for and submitted in this class, written or otherwise, should represent your own original work. Students are encouraged to use proofreading/editing AI, but AI used to create work submitted for a grade is never acceptable.
Statement of Usage: Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course is strictly prohibited and may be prosecuted under applicable policies or laws (see Academic Integrity section). By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action.

Zoom-recorded videos automatically produce audio transcripts (Otter.ai™) that attempt to capture and translate the speaker’s exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Brewer has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Brewer is not responsible for any transcription errors or misinterpretations by the user.

Parent and Caregiver Accommodations: Parents and caregivers deserve access to education. Although parents are encouraged to find other care arrangements, there may be times when children are in our classroom. Breastfeeding babies are always welcome in class. Children of all ages who can sit quietly and who cause minimal disruptions are also welcome. (Note: we will regularly talk about topics that may not be suitable for children; please use discretion when bringing your child to class, and consider talking with Dr. Brewer in advance about whether a specific class session is acceptable for children.) If and when children are in our classroom, do not take any photos, audio, or video of these children. Students who do so are in violation of course expectations. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in my being able to accommodate any special needs that arise. Although the expectations for all students are high, Dr. Brewer is happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in class and on D2L.

Responsibility Statement and Disclaimer: You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course BrightSpace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. You should anticipate technological problems and work to rectify them before course work is due. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

Doing Well in this Course: You will get out of this course what you put into it! Doing well in this course requires hard work, patience, and self-discipline. Because we only meet together twice a week, I strongly suggest you spend time each day preparing for the next class and completing course work. Personal reflection is critical, so please allow time each day to think about your future!
# Course Calendar

## Unit 1: Marketable Skills Assessment and Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>GS</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>1/23</td>
<td>GS</td>
<td>Class Introductions &amp; Goal Setting</td>
<td>Skill Set Survey (in Qualtrics)</td>
</tr>
<tr>
<td>1/25</td>
<td>1A</td>
<td>What Skills Do Employers Want?</td>
<td>Goal Setting Entry</td>
</tr>
<tr>
<td>1/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/1</td>
<td>1B</td>
<td>Which Skills Do You Have? Still Need?</td>
<td>Module 1A Entry</td>
</tr>
<tr>
<td>2/6</td>
<td>1B</td>
<td>Ten Skill Sets to Develop in College</td>
<td>Comprehensive Skills Assessment</td>
</tr>
<tr>
<td>2/8</td>
<td>1C</td>
<td>Presentation Skills and Practice</td>
<td>Module 1B Entry</td>
</tr>
<tr>
<td>2/13</td>
<td>1D</td>
<td>Skills Set Presentations</td>
<td>Module 1C Entry</td>
</tr>
<tr>
<td>2/15</td>
<td>1D</td>
<td>Skills Set Presentations</td>
<td>Skills Sets 1-5</td>
</tr>
<tr>
<td>2/20</td>
<td>1D</td>
<td>Skills Set Presentations</td>
<td>Skills Sets 6-10</td>
</tr>
</tbody>
</table>

## Unit 2: Survey and Quantitative (Statistical) Skill Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/22</td>
<td>2A</td>
<td>Survey Design in Qualtrics</td>
<td>Module 1D Entry</td>
</tr>
<tr>
<td>2/27</td>
<td>2B</td>
<td>Data Analysis in JAMOVI</td>
<td>Module 2A Entry; Qualtrics Survey</td>
</tr>
<tr>
<td>2/29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/5</td>
<td>2C</td>
<td>Data Analysis in SPSS</td>
<td>Module 2B Entry; JAMOVI Assignment</td>
</tr>
<tr>
<td>3/7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td></td>
<td>No Class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>2D</td>
<td>Data Analysis in Excel</td>
<td>Module 2C Entry; SPSS Assignment</td>
</tr>
<tr>
<td>3/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td></td>
<td>Flexible Class Workday</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td></td>
<td>No Class - Second Spring Break</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 3: Preparing for Professional Life after College

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/2</td>
<td>3A</td>
<td>Careers with a Bachelors in Psychology</td>
<td>Module 2D Entry; Excel Assignment</td>
</tr>
<tr>
<td>4/4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9</td>
<td>3B &amp; 3C</td>
<td>Careers with a Graduate Degree Psychology</td>
<td>Module 3A Entry</td>
</tr>
<tr>
<td>4/11</td>
<td>3D</td>
<td>Preparing a Resume, CV, Job, and Grad Applications</td>
<td>Module 3B &amp; 3C Entries</td>
</tr>
<tr>
<td>4/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/18</td>
<td></td>
<td>Flexible Class Workday</td>
<td></td>
</tr>
<tr>
<td>4/23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td></td>
<td>Q&amp;A with Psychology Professionals</td>
<td>Grad School/Job Application + CV/Resume</td>
</tr>
<tr>
<td>4/30</td>
<td></td>
<td></td>
<td>Module 3D Entry</td>
</tr>
<tr>
<td>5/2</td>
<td></td>
<td>Final Course Reflections</td>
<td></td>
</tr>
<tr>
<td>5/9</td>
<td>Final</td>
<td>Goal Assessing Journal Entry</td>
<td>Goal Assessing Entry</td>
</tr>
</tbody>
</table>