



# PSYC 689

## PROFESSIONAL SEMINAR

PSY 689-602; 1 Credit

Texas A&M University

Spring 2019

T 9:35 – 10:35am

Milner 118

No prerequisites

## Course Description Learning Outcomes

Guidance in searching for and securing internships and jobs upon graduation; review of internship requirements and expectations; professional development sessions and preparation of application materials; assistance in the transition from student to professional (e.g., professional identity, affiliation, and networks).

At the end of this course, you should be able to:

1. Identify and pursue self and career development opportunities.
2. Identify and utilize programs, resources, services that supports internship and job search.
3. Describe the importance of relevant co-curricular involvement and how it enhances academic study.
4. Demonstrate understanding of the interview process by preparing interview questions and participating in mock interviews.
5. Demonstrate negotiating skills and knowledge of support networks.
6. Demonstrate a variety of skills and best practices with respect to portfolio development.

## Instructor

I earned my PhD degree in I/O psychology at Texas A&M University. Given that education is a privilege rather than a routine expectation, I approach student learning by capitalizing on students' strengths and potentials. Hence, I view my role as a facilitator of learning rather than a professor of knowledge. My research covers areas such as leadership, training, personnel selection, and teams.

### Contact Information

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Office hours: MTW 12–1:30pm  
or by appointment

Office: Milner 217

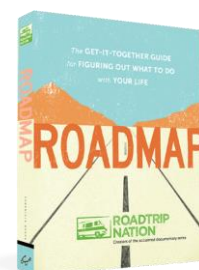
## Course Materials

### Recommended

Roadtrip Nation, McAllister, B., Marriner, M., & Gebhard, N. (2015).

*Roadmap*. San Francisco, CA: Chronicle Books.

Additional materials listed in the schedule, PowerPoint slides, and assignments, will be available on eCampus.



# Course Requirements

## Participation (10%)

The more you participate, the more you'll get out of the class. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. You are expected to be a willing and active participant in your learning and in the class. Class participation consists of coming to class on time, prepared, and willing to contribute to the discussion or questions posed at least twice per class session without being called upon. You are also expected to offer help and support to other students during practice sessions and to provide useful feedback.

## Job Fair Assignment (10%)

Attend at least 2 related on-campus career fairs and pick up paraphernalia and business card of each recruiter as evidence of your attendance.

## Participation in Mock Interview Session (10%)

The goal of this activity is to prepare students for real life interview experiences. Students will serve as both the interviewer and interviewee. Detailed instructions will be provided before this activity is assigned.

## Resource Guide Project (20%)

Students will create a Job/Internship resource guide/packet. Working in a team of 4, students will pick one of the topics assigned and be responsible for populating the information in that section as needed.

## Career Portfolio (50%)

Each student will develop a career portfolio that will include graded writing assigned during the term. The portfolio will include:

- Self-Assessment
- Discipline Assessment
- Informational Interview
- Controversial Issue Analysis
- Career Plan: Gap analysis
- Cover Letter
- Resume
- Online Profiles
- Misc: Business card and email signature

# Course Policies

## Attendance

Class attendance is mandatory. You will be dropped a half a letter grade for any two unexcused absences. It is important that you notify me and obtain prior approval for anticipated absences.

## Make-up

In the event of a University's excused absence ([University Rule Z](#)), you should contact me with documentation and must complete the missed course requirement within one week following the excused absence. If a submission is missed due to a reason that does not qualify as a University excuse (e.g., oversleeping), a make-up must be completed within one week following the initial deadline, however, there will be a 25% penalty.

## Respect for Diversity

I/O Psychology often covers topics that are controversial or uncomfortable. It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a Master's of Science education. Therefore, our classroom is a designated safe zone of respect, including diversity in sex, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, nationality, culture, political views, etc. This class will not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

## Grading

The assignments and exams above equal the following possible points:

Class Participation	100
Job Fair Assignment	100
Mock Interview Participation	100
Job Search Resource Guide	200
Career Portfolio	500
<b>Total</b>	<b>1000</b>

The following grading scale will be used to assign grades at the end of the semester

A	900 - 1000
B	800 - 899
C	700 - 799
D	600 - 699
F	599 & below

### Success Tips for PSY 626

- Read the syllabus.
- Come to class prepared, pay attention, take notes, and participate.
- Ask questions and seek help when needed.
- Don't wait until the last minute.

## University Policies

### Changes to Syllabus

I reserve the right to make changes to the syllabus and schedule during the semester. They will be announced in class or communicated by e-mail and you will be given sufficient notice of any changes. An updated syllabus will be posted to eCampus. Being aware of syllabus changes is your responsibility.

### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

### Academic Integrity

"An Aggie does not lie, cheat, or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <https://aggiehonor.tamu.edu/>

### Statement on Limits to Confidentiality

University employees cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of the Texas A&M community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

# Tentative Course Schedule\*

Date	Topic	Assignments
Jan 15	Welcome and syllabus review	
Jan 22	<b>Internship</b> Program requirements Today's job market	Self-Assessment
Jan 29	<b>The Search</b> Things to consider Where to look (See eCampus for resources)	Field Assessment
Feb 5	Difficult Issues: International Students	
Feb 12	<b>Etiquettes</b> Email Professional Writing	Informational Interview reflection
Feb 19	<b>Resumes and Cover Letters</b> Video Resumes <u>Guest Speaker:</u> Career Center	
Feb 26	<b>Online Presence</b> LinkedIn HireAggies Personal marketing site	Resume and Cover Letter
Mar 5	Ethical Issues for I/O psychologists	Career Plan: Gap Analysis

Spring Break

Mar 19	<b>Interviewing</b> Overview, Preparation, Presentation Skills Behavioral analytics and body language <u>Guest Speaker:</u> Dr. Rhonda Fowler	Controversial Issue analysis
Mar 26	<b>Networking</b> Me in 30 Seconds Power Statements Networking Conversations	LinkedIn and HireAggies Profiles

Apr 2	Travel to SIOP: No class	Career Center Mock Interview
Apr 9	You've Got the Internship/Job – Now What? <b>Work 101</b> First Impressions, Business Etiquette, Meetings Business Communication, Relationship Building, Mentors, Managing Your Manager	Email signature Business card
April 16	You've Got the Internship/Job – Now What? <b>Work 101</b> Self Promotion, Performance Reviews Leadership, Followership, and Teamwork	Career Fair Assignment
April 23	You've Got the Internship/Job – Now What? Successful selling – How to negotiate <u>Guest Speaker:</u> Women's Resource Center	Resource Guide Project
April 30	Release time to attend career fairs	

\* Supplementary readings and additional resources for each module will be on eCampus. Topic completion timeframes are *estimated* and are, therefore, subject to change.