

Proposal Title: PSY 4070 elective course conversion to required PSY 2070 core course

Proposed Change: This proposal is to change an existing Psychology elective (PSY 4070: Professional Psychology) into a lower-level, required core course for all Psychology majors (PSY 2070: Psychology as a Profession).

Rationale for Change: We are seeing increasingly large numbers of students deciding to major in Psychology. Unfortunately, very few of these individuals have a clear sense of what an undergraduate degree in this field can lead to in terms of a career. For many years now, a 4000-level seminar (PSY 4070) has been periodically taught as an elective to help students develop career and graduate school plans. Feedback from students who have taken this course, as well as curriculum redesign efforts within the department have guided us to re-orient this course to students who are just beginning their progress as degree-seekers within our program. As summarized above, we are proposing to adjust the focus of this course to target early-stage psychology majors so that we can give these students a more complete overview of the profession of psychology. We are also proposing to change this course from being an optional elective, to being a required core course in the major sequence, to be taken following the completion of PSY 1010 (Introduction to Psychology) and/or as soon as a student declares psychology to be his/her major. This type of course is increasingly showing up in psychology curricula at other universities and also is emphasized in several curriculum guidance documents from professional associations in psychology, such as the American Psychological Association.

Current Catalog Description:

PSY 4070 - Professional Psychology

(3) Credit Hours

Role models of the psychological practitioner in community settings. Discussion of the foundations, methods, ethics, legal issues, and relationships with other specialists involved in professional psychology. On demand.

Prerequisite: 9 hours of psychology or department head approval.

Proposed Catalog Description:

PSY 2070 – Psychology as a Profession

(3) Credit Hours

Role modeling of the psychological practitioner in diverse professional contexts. Discussion of the foundations, methods, ethics, legal issues, and relationships with other specialists involved in professional psychology. Required for psychology majors. Prerequisite: Completion of PSY 1010 and major status or department head approval.

Primary Instructor: Dr. Chris Cunningham. Other members of the faculty, including Dr. Brian O'Leary, and Dr. Bart Weathington, are also qualified to teach this course.

Economic and Pedagogical Consequences: This proposed change will provide many benefits to our undergraduate students, including easier advising and clearer career-pathing for the many students who choose Psychology as their major. We understand that by exposing students to more information about the profession of psychology early in their degree progress, we may end up turning some uncommitted students away from our discipline and toward other areas, once they more fully realize the challenges associated with establishing some careers in psychology. This is the only potential negative economic consequence we associate with this course revision and we view this as a positive potential risk, as it means that the students who do remain majors within our program will have a more realistic and complete understanding of what they are working toward in their time at UTC.

Impact on Other Programs/Departments: None are anticipated.

15-083 (d)

Example Syllabus: Psychology as a Profession, **, Section 0****COURSE:** PSY 2070, Section 0, CRN ****TITLE:** Professional Psychology**CREDIT:** 3 credit hours**CLASS SCHEDULE:** Tues and Thurs mornings * to * am**CLASS LOCATION:** ***FACULTY:** Dr. Chris Cunningham**OFFICE PHONE:** 423-425-4264**OFFICE LOCATION:** 350G Holt Hall (Psychology)

OFFICE HOURS: Tuesdays from 3:00 – 4:30 pm or by appointment most other days of the week. It is easy to schedule an appointment with me; go to this website and following the instructions there: <http://www.meetme.so/DrChrisCunningham>. If you are scheduling a meeting, please bring your course materials and questions in writing. You are also welcome to e-mail me (chris-cunningham@utc.edu) or talk to me before/after class with specific questions; I do my best to respond to student e-mails within 24 hours.

PREREQUISITES AND COREQUISITES: To get the most out of this course you are required to have completed PSY 1010 and declared psychology as your major (or obtain department head approval).

COURSE DESCRIPTION: Role models of the psychological practitioner in community settings. Discussion of the foundations, methods, ethics, legal issues, and relationships with other specialists involved in professional psychology.

This course will provide you with a great deal of information regarding various careers in psychology and ethical challenges associated with these various careers. Successful completion of this course will also satisfy one of your requirements for a bachelor's degree in psychology here at UTC. The main purpose of this course is to ensure you gain an understanding of psychology-related careers and ethics. In addition to this general knowledge, the following more specific objectives are also in place:

- Improve your understanding of the wide variety of psychology-related career options
- Expand your knowledge of the ethics code by which most psychologists abide
- Push you to critically think about sticky ethical situations
- Challenge you to better understand yourself and your career objectives within psychology
- Improve your writing skills through multiple class-related writing assignments
- *What other objectives would you like to work toward this semester?*

Please note: Students will vary in their ability to master all of these objectives. Those who succeed the best will be those who follow course guidelines, attend all classes, complete all assigned work on time, and try their hardest.

COURSE LEARNING OUTCOMES: Upon completion of PSY 2070, students will be able to:

- 1) Describe the various sub-disciplines of psychology in which most psychology majors ultimately work.
- 2) Demonstrate the ability to identify and critically evaluate the ethical challenges associated with psychological practice in a variety of career fields.
- 3) Explain their own plans for how they intend to use their psychology degree as the starting point to a future career

EVALUATION/ASSESSMENT: I do not "give" grades; you earn them by completing your homework, exams, quizzes, and by participating in class. All homework and exam responses will be graded in terms of completeness, accuracy, and clarity. This means you must show all your work at all times to earn maximum credit. At the end of the semester your grade will be based on your performance on the extent to which you meet the following course evaluation components:

<u>Grade</u>	<u>Total points earning this grade</u>
A	279 – 310
B	248 – 278
C	217 – 247
D	186 – 216
F	< 186

Classroom courtesy: Succeeding in this course will require more than your passive presence in the classroom. Make these classes a priority: Tuesday and Thursday afternoons are your opportunities to learn about what it takes to be a professional in the field of psychology. To ensure that everyone has the best opportunity to learn this material, please make every effort to be on-time to class. If you must leave a class meeting at any point, please do not disrupt others.

Class notes: Given the structure of this course and the very personal nature of the content we will cover, I will not use PowerPoint slides very often to convey course content. However, I will post (to Blackboard) at least an outline of the core points for each class prior to each class meeting. You can use these outlines to help structure your own note-taking during class. These outlines will not cover everything that we will discuss in any given class -- you still need to attend and participate in each class meeting to succeed in this course.

Reading: We will cover a large amount of material in this class. It is absolutely critical that you complete the assigned readings *before* each class meeting. We can use our class time most effectively if you already have some basic knowledge and understanding of the topic we are discussing each week. Reading ahead of class meetings has also been shown to improve student retention of information. In other words, students who read and try to understand the assigned material before attending lectures are more likely to (a) learn from the actual lecture and (b) retain that information.

Weekly Learning Journal (50 points): This course will cover a wide range of topics with great personal relevance. To help you consolidate your knowledge and thoughts on the topics we will cover, you are expected to submit *weekly* learning journal entries for 10 of the weeks of class (your choice which 10). In these entries, you should critically process and evaluate the content we have covered in the preceding week's materials and class discussions. Focus on how this information relates to or influences your developing career ideas. Start by highlighting 3-5 key points or pieces of information you learned from a given week's materials and discussions. Then, to more fully process specific sub-specialties that we discuss, share your perspective on whether each sub-specialty is (a) of interest to you and (b) would be a good match with your KSAOs. These journal entries are submitted through our UTC Learn → Assignments page. We will discuss more details about this recurring assignment in class.

In-class participation & quizzes (100 points): As a seminar-style course, this class will require your participation. The material we will cover cannot be learned through lecture and memorization. Prepare yourself before each class meeting, by completing the readings and any other assignments. During each class meeting, you should be ready to answer my questions and ask your own about the material we are covering. To encourage you to take the reading seriously, periodic quizzes and other forms of knowledge checking will occur throughout the semester. **You should be prepared each class meeting to discuss whether and how you could see yourself functioning as a psychologist in each subspecialty area of psychology that we discuss. Each week, you should also be**

thinking of examples of ethical challenges from that week's ethics readings that might pertain to the area(s) of psychology you are interested in pursuing.

Personal career reflection paper (30 points): To help you get the most personal value out of this course, you are required to submit a *pre-course personal career reflection paper*. In this brief paper (~ 3 pages) you should discuss the following: (a) why you chose psychology as your major, (b) what you currently think you would like to do (career-wise) with this degree after graduation, (c) a narrative summary of your O*NET skills profile results (more on this in class), and (d) a discussion of psychology-related KSAOs you currently have and need to develop to pursue the current career objectives you have identified.

Personal "best-fit" paper (30 points): Due in Week *, you will be required to write a follow-up reaction paper that discusses the two or three areas of psychology that you feel you are most interested in learning more about and/or pursuing as a career after graduating with your degree from UTC. In other words, you will be writing a "best potential fit" paper in which you are to reflect back on the many areas of psychology we have explored in this course. In this paper you need to integrate all of the assigned reading material, your knowledge of the relevant KSAO elements you possess for these focal areas in psychology, and your own perspective about what your future challenges will be in pursuing this career. This paper will be a brief essay-type paper (~ 5-7 pages) that clearly indicates how well you think you could fit and function within the two or three areas of psychology you have identified as highest potential career options. More specifically, for each of these targeted subspecialty areas, you should discuss at least the following elements:

- a) Descriptive overview of the focal psychology practice area (including a summary of what the focal career area means to you, and how you understand it to impact others)
- b) Discussion of your personal strengths/talents and weaknesses that you would bring to this area if you were to pursue it as a career (discuss any of your own relevant Knowledge, Skills, Abilities, and Other characteristics, as well as interests and motivations that could affect your eventual fit to a career area – you can pull from your O*NET profile to help with this aspect of each paper)
- c) A wrap-up or conclusion section that clearly indicates how well you think you would fit/not fit into the focal area of psychology as a career and what you plan to do to strengthen your weaker areas in preparation for these career paths.

When writing this paper, you are expected to follow the basic rules of APA-style regarding citation of sources (we will discuss this in class). You are also expected to carefully structure and proofread this paper so it flows clearly and logically from start to finish. More tips for a good fit paper are listed at the end of this syllabus and more discussion about this assignment will be had in class during the semester.

Ethics action plan (100 points): Another component to your grade in this course is a written action plan designed to help you proactively prepare for potential ethical challenges that you might encounter in your future career in a psychology-related field. This action plan will be written in phases over the course of the semester, beginning with an introductory concept or "hook" and ending with a final version that you will submit after addressing my comments on a full rough draft. When writing this paper, you will need to address at least the following elements:

- a) Description of one of your primary areas of career interest within psychology (to provide a context for the rest of your ethics action plan)
- b) Brief summary (a paragraph or so in your own words) of the history and development of the APA ethics code (why it exists, how it was developed, etc.)
- c) Identification of 3 ethical principles from within the APA ethics code that you see as posing the most likely challenges to you when practicing in your chosen career

- d) Development of one scenario for each of the critical ethics issues you identified, to illustrate how you could envision these ethical issues arising for you within your focal career
- e) Discussion of what you would do specifically to (a) resolve the scenarios you have illustrated *and* (b) prevent these types of situations from arising in the future (i.e., a specific set of actions you would take to work through each of these scenarios in compliance with the APA code).

To jumpstart your thinking about possible ethical issues you might confront, skim through the reading materials for this class. Also try searching for "ethics" or similar keywords in psychology databases and publications by the APA, such as the *Monitor* (website: <http://www.apa.org/monitor/index.aspx>). To help you complete this assignment on time and at a high level of quality, here is the timeline of due dates:

- **By end of Week *:** Review course materials and other resources to identify your primary area of interest in psychology. Begin generating list of most likely ethical challenges.
- **Week *:** Paragraph "hook" statement that summarizes your area of interest in psychology and lists 4-5 aspects of the APA code that you think are most relevant to your area of interest – I will provide input at this stage and help you focus on 3-4 of these issues to develop further in the rest of your action plan.
- **Week *:** Draft scenarios illustrating the final 3-4 ethical issues identified for your area of interest. I will review these scenarios and provide feedback that you can use to improve them.
- **Week *:** Complete rough draft of your action plan. You will be peer-reviewing with at least two classmates at this point. You are expected to improve your paper based on the feedback from these classmates, before turning in your final version. More details on the expectations for peer-review will be presented in class.
- **Week *:** Final Action Plan papers due to Dr. C; electronic copies are acceptable.
- **Week *:** Discussion of Action Plans in-class. We all have a responsibility to help each other internalize the APA ethics code and seriously think about how it applies to our own practice of psychology.

CLASS PARTICIPATION/ATTENDANCE POLICY: You can succeed in this class if you want to. I will do my best to clearly present and explain information, but learning in this course will only take place if you stay on top of the work and engaged in all class meetings. Come to each class with your questions and some recollection of the assigned readings (along with your text and note-taking materials). Participation in class is much easier when you are actually present for each class meeting and when you have completed the assigned readings in advance of class. **To encourage your attendance and participation, you will lose 1 point for every class meeting that you miss.** Attending every class meeting will ensure you have done your best to learn the material and prepare for all course quizzes and examinations. If you must miss a class, it is your responsibility to let me know ahead of time when possible. You will then be expected to check with at least two classmates about what you missed in class to ensure your notes for the missed class are as complete as possible.

LATE ASSIGNMENT SUBMISSION/MAKE-UP POLICY: Assignments not submitted on time will earn a failing grade. Late assignments will not be accepted without pre-approval from Dr. C.

REQUIRED TEXTBOOK/RESOURCES: The primary reading material for this course will come from the following required textbooks:

- [APA code] American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Washington, D. C.: American Psychological Association. Available online at <http://www.apa.org/ethics> [make sure to review the version that includes amendments from 2010].
- Hettich, P. I., & Landrum, R. E. (2014). *Your undergraduate degree in psychology: From college to career*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 9781412999311
- Kuther, T. L., & Morgan, R. D. (2010). *Careers in psychology: Opportunities in a changing world* (3rd ed.). Boston: Wadsworth. ISBN: 9780495600749.
- Nagy, T. F. (2011). *Essential Ethics for Psychologists: A Primer for Understanding and Mastering Core Issues*. Washington, D. C.: American Psychological Association. ISBN: 9781433808630

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000. Course-related communications will also be transmitted via e-mail and through our UTC Learn site; make sure to check both frequently.

ACCOMMODATION STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

COUNSELING CENTER STATEMENT: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

COURSE SCHEDULE/TOPICAL OUTLINE: Included as an appendix to this syllabus (so keep reading).

TEACHING/LEARNING STRATEGIES: This course is taught with a mix of lecture, presentation, and in-class group discussions. A significant amount of learning also occurs through students' own reading, writing, and self-exploration of the course topics and materials.

HONOR CODE PLEDGE: As a student in this course, you are expected to adhere to the following (from the UTC Student Handbook):

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Some papers and other written assignments in this class will be submitted through UTC Learn's text-matching software (SafeAssign) for review of originality and intellectual integrity. When you submit these papers online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against you (the student) as outlined in the UTC Student Handbook.

COURSE URL: <http://www.utc.edu/learn> -- use your UTCID and password to access

COMPUTER REQUIREMENTS: Internet access, UTC Learn, word processing and spreadsheet software (preferably Microsoft Office software, as it is the most flexible and functional for our purposes in this class).

Tentative Course Schedule

PLEASE NOTE: The actual version of this syllabus will also include specific reading and other assignments tailored to the topics of each week (listed here as TBD). For the purposes of this curriculum proposal, only the main outline of topics is presented, as the actual texts to be used may change by the time the course is actually offered.

Dates			Topics, Readings, & Assignments
Week 1	Jan	* *	<ul style="list-style-type: none"> • Course overview • Field of psychology and personal interests overview (<i>checklists and discussion</i>) • Ethics code overview <p><u>For this week:</u></p> <ul style="list-style-type: none"> • Check out the following website: http://graphicsweb.wsj.com/documents/NILF1111/#term= • O*NET Skills Search (http://online.onetcenter.org/skills/) • Personal Career Reflection paper <p><u>For next week:</u></p> <ul style="list-style-type: none"> • TBD • Nagy, Chaps. 1, 2, 3 • APA Code, Preamble and General Principles, Standard 1
Week 2	Jan	* *	<p><u>Career:</u></p> <ul style="list-style-type: none"> • Knowing Thyself • Preparing for Career Search • Getting Workforce Ready • Getting a job and transitioning to work <p><u>Ethics:</u></p> <ul style="list-style-type: none"> • Introduction to APA ethics code, resolving ethical issues <p><u>For next week:</u></p> <ul style="list-style-type: none"> • Read "Overview of careers in psychology" (pdf) • Read "Careers in public service" (pdf) • TBD
Week 3	Jan	* *	<p><u>Career:</u></p> <ul style="list-style-type: none"> • Careers in government and public service <p><u>Ethics:</u></p> <ul style="list-style-type: none"> • Competence <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD

<p>Week 4</p>	<p>Jan</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Clinical and counseling psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Therapy • Record keeping/fees <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • Action Plan summary paragraph • TBD
<p>Week 5</p>	<p>Feb</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Developmental psychology (youth and adult) <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Assessment <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • Draft Action Plan scenarios • TBD
<p>Week 6</p>	<p>Feb</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Industrial and organizational psychology • Consulting psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Advertising/public statements • Human relations <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD
<p>Week 7</p>	<p>Feb</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • School and educational psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Privacy and confidentiality <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD • Mid-semester course evaluation: https://www.surveymonkey.com/s/PSY2070mseval

<p>Week 8</p>	<p>Feb</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Experimental and cognitive psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Research and publication <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD
<p>Week 9</p>	<p>Mar</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Biological and neurocognitive psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Teaching <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD
<p>Week 10</p>	<p>Mar</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Quantitative psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Training and education • Supervision <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD
<p>Week 11</p>	<p>Mar</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Social and consumer psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • TBD <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD • Personal career plan paper
<p>Week 12</p>	<p>Apr</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Legal and forensic psychology <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • TBD <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • Final Ethics Action Plan paper

<p>Week 13</p>	<p>Apr</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Health and sport psychology • Preparing for graduate school <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • TBD <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • Prepare to discuss your Ethics Action Plan with classmates
<p>Week 14</p>	<p>Apr</p>	<p>* *</p>	<p><i>Career:</i></p> <ul style="list-style-type: none"> • Life after Graduation <p><i>Ethics:</i></p> <ul style="list-style-type: none"> • Class discussion of Ethics Action Plans <p><u>To prepare for next week:</u></p> <ul style="list-style-type: none"> • TBD
<p>Week 15</p>	<p>Apr</p>	<p>* *</p>	<ul style="list-style-type: none"> • Special topics (TBD) • Course wrap-up • <i>End of semester evaluation</i> <ul style="list-style-type: none"> ○ UTC form (via MyMocsNet) ○ Course objective eval: https://www.surveymonkey.com/s/GCDZVL8

PSY 4070 (Cunningham) Personal Career Plan Paper Tips

Here are a few tips and comments that were generated in previous sections of this course. Please review and consider these carefully as you work on your fit papers.

- You can improve the depth of your reflections by making sure to at least briefly touch on each of the assigned readings, not just the general topic area – this should also give you more to write about as you compare your skills and interests against what's presented to you in these summaries of career areas.
- Make sure to respond to all elements listed/described in the syllabus as required components to this assignment
- "Reaction paper" does not equate to a stream of consciousness diary entry – you still need to focus on quality and make sure that what you turn in is good enough to share with anyone
- Strive for deeper self-reflection – these papers really aren't for me as much as they are for you. Please take advantage of this opportunity to seriously examine yourself, and your interests and capabilities within the field of psychology
- Write in first-person – this is a paper about you, not the reader
- Use this opportunity to improve your writing; take the assignments seriously and only submit your best work
- You should cite the actual authors of the chapters, not the editor of the book. See your APA manual for proper formatting for citing a section of an edited book.
- Paragraphs need to be cohesive, clear and flowing (linked together)
- Turn off any extra line spacing between paragraphs – it looks bizarre and also does not conform to APA style (good practice to lose it now).
- Avoid contractions
- Proofread (out loud to yourself, even) – seriously, do it.
- When reviewing my comments, if you see a symbol that looks like a ¶ this means you should consider breaking into a new paragraph. If you see me write "awk" this means that your phrasing/wording is very awkward at that point in your document

PSY 2070 Ethics Action Plan Outline

- I. **Overview** - of your area of interest relevant to psychology (your career context)
- II. **Discussion of how/why the APA ethics code applies** - to this particular career context
- III. **Roadmap paragraph** - spelling out what the remainder of the plan will cover, including the specific ethical obstacles/issues you have identified as most relevant to this career context.
- IV. **Discussion of ethical elements** – the following elements should be included with each ethics code element you are addressing
 - a. Provide a subheading that delineates the specific ethical issue being illustrated
 - b. Present the scenario (one per ethical issue)
 - c. Following the scenario, clearly describe how/why the ethical issue was violated within the scenario that you have presented
 - d. Discuss specific actions that should be taken if/when this type of violation occurred to correct the situation
 - e. Identify a specific strategy/plan that would allow you to avoid getting into this situation in the first place
- V. **Conclusion/wrap-up** – Tie the components you've presented together, linking back to your introductory paragraphs. Provide a concluding statement that brings closure to this action plan/assignment