

Spring 2020

EPSY 310: Career and Life Planning

Instructor:

Office Location:

Office Hours:

EPSY 310: Career and Life Planning is a practical, hands-on course that relies heavily on student engagement. Through conversation and exploration, you will develop a better understanding of yourself and your career options and will leave with a roadmap for your future.

Course Goals/ Learning Modules

1. **Clarifying Career Identity:** construct a self-narrative that describes what you do best, what drives your engagement, and motivates you to do your best work
2. **Exploring Options:** investigate academic and work cultures and examine how your interests and values align with your discoveries
3. **Networking and Future Planning:** create and expand your professional network and design an engagement map to explore options, develop experiences, and make meaningful connections
4. **Building Skills:** develop practical skills that can be applied to career and life planning both now and in the future
5. **Managing Self:** learn to support and be supported in the process of career and life management, stay organized and productive, manage stress and emotions that come with opportunity, and maintain physical and mental health

Nature of Course Delivery

This class will use interactive activities, class discussions, readings, and individual presentations to accomplish student outcomes.

Blackboard

EPSY 310 has a Blackboard site that contains your gradebook, assignment descriptions, and important announcements about campus-wide activities and opportunities relevant to career exploration (internships, websites, guest speakers, information sessions, events, etc.). Unless otherwise noted, you will also submit your assignments there. If you encounter problems submitting any assignment, email it to your instructor using the subject line EPSY 310.

Assigned Readings

Roadtrip Nation. (2015). Roadmap: The Get-It-Together Guide for Figuring Out What To Do with Your Life. Chronicle Books: San Francisco, CA.

Select chapters from the textbook have been uploaded into Modules 1 and 5 on the Blackboard site. Please see the class schedule for required reading deadlines.

Course Fee

A \$20 fee covers the costs of one career assessment: the **Strong Interest Inventory (SII)**. The SII is available at career.ku.edu/assessments. The online payment portal uses Visa/Mastercard. Checks or exact cash are also acceptable, but you will need to email ellenlind@ku.edu to make arrangements and to receive instructions. **Completion of this career assessment by the due date is a requirement of the**

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course. If you arrive at class on the day of the interpretation, and have not yet taken the SII, you will be asked to go to the computer lab and take it at that time. Failure to complete the SII will result in an **incomplete** for the course.

Attendance Policy and Classroom Behavior

EPSY 310 is an activity-based class where your participation is essential. The learning that takes place in these activities cannot be reproduced outside of class. For this reason, and in support of all course goals, attendance is required and will be taken every class. No more than 3 absences, of any kind, are allowed. After 3, there will be a 3 point deduction for each additional absence.

Attendance is taken with a sign-in sheet available at the beginning of class. If you do not sign in, you will be counted as absent. Arriving late or leaving early without permission from instructor will result in an absence.

If you miss a class, it is your responsibility to find out what you missed and get any handouts that were used in class. In cases of conflicts between regularly scheduled classes and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Any classroom behaviors that detract from your learning or the learning of others will not be tolerated. Please follow these guidelines to ensure a productive and safe environment for everyone:

- Arrive on time
 - Don't pack up until you are dismissed
 - Turn off your cell phones
 - No text messaging
 - No headphones
 - Be respectful of guest speakers by giving them all your attention
- (including another student, an invited speaker, instructor, etc.)
- If you bring food/drink with you, take it with you or dispose of it accordingly,
 - Obtain instructor approval to use a computer for taking notes

This is an inclusive classroom. I want everyone to feel included and to be successful, regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Graded Assignments

****Assignments are to be submitted on Blackboard unless otherwise noted, and are due by midnight on the scheduled due date.** If you encounter problems submitting any assignment, email it to your instructor using the subject line EPSY 310.

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Grading:

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|--|-------------------|
| Reflections - 10 points each, 4 reflections | 40 points |
| Participation - 5 points each, 10 activities | 50 points |
| EPSY surveys - 5 points each, 2 surveys | 10 points |
| Roadmap presentation | <u>50 points</u> |
| | Total: 150 points |

Grading of written work and the Roadmap presentation will take into account the following factors: quality of work, adherence to requirements of assignment, and submission on due date.

One of the reflections involves attending an event. Please review eligible events under Events, Workshops, & Info Sessions section on the individual Career Community pages at <https://career.ku.edu/careercommunities>. You will have an opportunity to share your plans for attend an event in February. You will be asked to update the instructor on events attended / planning to attend during instructor check-ins in March. The reflection is due on April 21.

Late Assignments

There will be an automatic 10% deduction in total points for EACH day an assignment is late. If you know in advance that you will be absent from class the day an assignment is due, turn in the assignment early.

Academic Misconduct/Plagiarism

All written assignments should be your own original work. Some examples of plagiarism are:

- 1) Copying someone else's work, word-for-word, and turning it in as if it's your own
- 2) Using portions of exact text from a source without changing it or giving credit to the author
- 3) Making minimal changes to a text source, but passing it off as your own material or idea
(White Paper: The Plagiarism Spectrum, 2013, from www.turnitin.com)

These problems can generally be addressed through the use of proper citations, quotations, and paraphrasing (when you have a thorough understanding of your material). Contact your instructor when you have questions about what constitutes plagiarism! Plagiarism is a serious offense which can result in loss of grade or university disciplinary action. For more information on academic misconduct, please consult KU policies at <http://writing.ku.edu/academic-misconduct>

Extra Credit Options

Students have the opportunity to earn a maximum of 30 extra credit points throughout the semester through completion of various activities listed below.

1. Schedule an appointment with a career coach at the University Career Center (5 pts. each, up to 10 pts.) Get a signed copy of their business card and write a brief reflection on what you will do as a result of this visit.

3. Participation in a Research Study (1-10 pts.)

Students may earn up to 10 pts. of extra credit for participation in a research study being conducted in the Educational Psychology department. Psychology and education professors are interested in producing original research that serves to improve our understanding of educational and

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psychological processes at all levels. As such, they conduct research studies throughout the semester. In support of this, the instructors of EPSY 310 are offering extra credit to students who agree to participate in one or more studies of their choosing. You can find additional information about time involvement and the extra credit points you can earn in *Participation in a Research Study* located under Extra Credit on Blackboard.

The number of studies available and the times for participation are limited! There is no guarantee that you will be able to participate in a set number of studies or at any particular time. It's up to you to monitor the availability of studies if you want to participate. Sign up to participate in a study at <http://kupre.sona-systems.com>



Tips on Earning Extra Credit

Turn in quality work on each assignment – you are not guaranteed all the points the assignment is worth just because you turn something in. All extra credit assignments are due by midnight on the final day of class.

Writing Center

At the KU Writing Center, you can work one-on-one with writing consultants trained to talk with you about writing. We welcome students who think they need help with writing as well as those who consider themselves good writers. You can meet face-to-face, receive feedback via e-mail, or schedule a videoconference. Consultants are coaches who work with you on any type of assignment—essays, research papers, reports, presentations---at any point of completeness or incompleteness. We find that students benefit from a visit early in the thinking and writing process. Don't wait until you are frustrated. To learn more, browse to <http://writing.ku.edu>.

Disabilities

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course.

University Career Center (UCC)

The UCC will be an important resource for you in this course. Access information on career and major choices, internships, jobs, international opportunities, and job search tools on their website career.ku.edu. These resources will be valuable beyond the duration of this course – use them! In addition, the UCC has career coaching services that are free of charge.

EPSY 310: Class Schedule

| Week | Day | Date | Course Goal | Topic | Readings/Due Dates/Notes |
|------|-------|------|--|--|---|
| 1 | Tues | 1/21 | Class Introduction | Introductions; Class overview; Syllabus review | Complete Strong Interest Inventory - see Blackboard for instructions |
| 1 | Thurs | 1/23 | Class Introduction | Career theories; Decision making; Class contract | Activate HireJayhawks.com account - HireJayhawks Screenshot due on Blackboard |
| 2 | Tues | 1/28 | Clarifying Career Identity | Finding your passions and occupational dreams | Complete Initial EPSY 310 Survey 1 on Blackboard |
| 2 | Thurs | 1/30 | Clarifying Career Identity | Visit the UCC | Make sure you complete the Strong Interest Inventory by today - SII Completion Screenshot due on Blackboard |
| 3 | Tues | 2/4 | Clarifying Career Identity | Share plans for Attend an Event assignment; Noise; Career myths | Read Chapter 2 |
| 3 | Thurs | 2/6 | Clarifying Career Identity | Defining success | Read Chapters 8 & 9 |
| 4 | Tues | 2/11 | Clarifying Career Identity | Strong Interest Inventory (SII) assessment interpretation | |
| 4 | Thurs | 2/13 | Clarifying Career Identity | Identifying core interests and foundation; Mash-ups | Read Chapter 10 |
| 5 | Tues | 2/18 | Clarifying Career Identity/Exploring Options | Values and organizational culture | Bring laptop to class |
| 5 | Thurs | 2/20 | Exploring Options | Online occupational resources | Bring laptop to class |
| 6 | Tues | 2/25 | Exploring Options | Major and career exploration; Major / occupations e-Scavenger hunt | Bring laptop to class |
| 6 | Thurs | 2/27 | Exploring Options | What about internships? Job postings and gap analysis | Bring laptop to class E-Scavenger Hunt Due on Blackboard |
| 7 | Tues | 3/3 | Exploring Options | What about graduate school? | |
| 7 | Thurs | 3/5 | Exploring Options/ Building Connections | Professional communication & etiquette; Informational interviews | Bring laptop to class Reflection 1: Career Identity / Uncovering Career Pathways due on Blackboard |
| 8 | Tues | 3/10 | Spring Break | | |
| 8 | Thurs | 3/12 | Spring Break | | |

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| 9 | Tues | 3/17 | Building Connections | Networking 101 | Contact interviewee for Informational Interview |
| 9 | Thurs | 3/19 | Building Connections | UCC Presentation - Personal branding / LinkedIn; Instructor check-ins | Bring laptop to class |
| 10 | Tues | 3/24 | Building Connections Developing Skills | UCC in class - LinkedIn assistance & reviews; Cover letters; Instructor check-ins | Bring laptop to class LinkedIn Research and LinkedIn Profile PDF due on Blackboard |
| 10 | Thurs | 3/26 | Developing Skills | Resume (Part 1) - Identifying strengths, skills and experiences for a resume | |
| 11 | Tues | 3/31 | Developing Skills | Resume (Part 2) | Bring laptop to class Cover Letter due on Blackboard |
| 11 | Thurs | 4/2 | Developing Skills | Interviewing skills (Part 1 – general tips) | Resume Draft due on Blackboard |
| 12 | Tues | 4/7 | Developing Skills | Interviewing skills (Part 2 – preparing for mock interviews) | Reflection 2: Informational Interview due on Blackboard |
| 12 | Thurs | 4/9 | Developing Skills | Mock Interviews | Wear professional attire, bring hardcopy of cover letter, resume, and references |
| 13 | Tues | 4/14 | Developing Skills | Mock Interviews; Preparing for Roadmap | Wear professional attire, bring hardcopy of cover letter, resume, and references |
| 13 | Thurs | 4/16 | Developing Skills / Managing Self | Personal Budget Activity | Bring laptop to class |
| 14 | Tues | 4/21 | Managing Self | CAPS Outreach Presentation; Improving coping and life skills | Reflection 3: Attend an Event Due on Blackboard |
| 14 | Thurs | 4/23 | Managing Self | Increasing positive emotions: The role of nourishing and depleting activities | Final Resume Due on Blackboard |
| 15 | Tues | 4/28 | Managing Self | Discuss self-care assignment - results; Big Rocks demonstration; Time-management | Bring hardcopy of Nourishing Activities Chart to class and submit on Blackboard; Read Chapter 16 |
| 15 | Thurs | 4/30 | Managing Self | Dealing with failure and self-doubt; Veering & U-turns | Read Chapters 20 & 22 Reflection 4: Nourishing Activities due on Blackboard |
| 16 | Tues | 5/5 | Class Wrap-Up | Student Roadmap presentations | Complete EPSY 310 Survey 2 on Blackboard; Roadmap assignment due on Blackboard |
| 16 | Thurs | 5/7 | Class Wrap-Up | Student Roadmap presentations | Roadmap assignment due on Blackboard; All extra credit assignments due |