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1061 PSYCH 465/467: Applied Apprenticeship

Instructor	Hildy S Ross
Office Phone	885-1211 ext. 32543
Office Address	PAS 4020
Phone Hours	at any time
Office Hours	Tuesdays 10:30-12:00 or by appointment
E-mail	hross@uwaterloo.ca
Location	PAS 3026
Times	Tuesdays 3:30-5:00

Required Text

Career Development Manual from Career Services available on line. Please use the student version.

Course Description

Psychology 465 (Applied Apprenticeship) and 467 (Apprenticeship in Human Relations) are held together. The only distinction between them relates to the placement settings. The course involves an unpaid apprenticeship in an HR, community, business, medical, government, or other applied setting combined with regular seminar meetings. The apprenticeship requires a minimum of 6 hours per week for a total of 10 weeks. Students also will meet in a seminar every week with the Course Coordinator to share information about the apprenticeship experiences and to examine issues in career exploration and choice. This course is offered on a credit/no credit basis.

Course Objectives

This course has a number of goals:

- To provide students with a work experience in which they can further develop and apply skills learned in their undergraduate program. Within assigned work settings, students should obtain a realistic view of their own skills and of the positions and responsibilities that they could fill within particular work organizations.
- To enable student apprentices to contribute to the work within applied settings. Students are expected to be reliable, enthusiastic and willing volunteers each week in their apprenticeship placements.
- To provide students with skills required to explore career options based on their evaluation of their own interests and abilities in a context in which they can realistically assess contemporary social and workforce needs. It is hoped that the course work and apprenticeship will assist students to match their own aspirations with potential career opportunities.

Tentative Schedule

COURSE SCHEDULE

January 8 Introduction to Course: Format, Expectations, and Responsibilities. Career Information Groups will be formed for the Career Research Presentations.

January 15 Career Research and the Information Interview. A review of the sources of career information and the procedures and benefits of conducting information interviews with individuals knowledgeable and working in the field. Also, students will have an opportunity to begin planning for their Career Research Presentations.

Assignment: Each student will set up and conduct an information interview in a field of interest to them. You will also write a brief report on the interview experience and the information that you learned as a result. The report is due on March 11; however each group should attempt to include a report of one information interview in their Career Research Presentation.

January 22 Networking, and Job Search Strategies.

Resumes and letters. Please bring a copy of your current resume to class.

Assignment: Students will use the Career Development Manual (CDM) to develop Pride stories (including one or two of which will be shared with the class) and evaluate the personality, values, and skills displayed. One or two are required for class, but you may wish to complete the exercise for your own edification.

January 29 Interviewing Skills. Review of general material. Then, working in small groups students will have an opportunity to participate in interviews followed by an opportunity to evaluate the process.

February 5 Career Research Presentations, Groups 1-4. Students will follow through on resources to provide reports on Career groups. Students in groups of 3 will explore information resources, including information interviews, to provide class presentations and lead discussions concerning careers of general interest.

February 12 Career Research Presentations, 5-8.

February 26 Student Presentations. During each session students will describe their work setting and the project(s) they have completed during their apprenticeship. Each presentation will be no longer than 12 minutes. Students should be prepared to lead a discussion and respond to questions.

March 4 Student Presentations continued.

March 11 Student Presentations continued.

Assignment. Students will take the online version of the Strong Vocational Inventory

March 18 Karen Rittinger, Counseling Services, will discuss the Strong Vocational Inventory, it's validation, and interpretation and provide feedback on the outcome of the test for individual students.

March 25 Final class.

Course Requirements

Seminar Presentations

(a) Working in groups, students will prepare a 15-minute presentation on a particular career path, including information on educational requirements, skills required, types of employment, salaries, employment opportunities. You will also search out an employment opportunity in that sector and research the employer to provide first-hand experience preparing for a job interview.

(b) Students will prepare a brief 10-minute presentation in which they will describe the organization they worked for, the role of that organization, their own experiences and responsibilities. Students working in the same setting may coordinate their presentations with one another. Students will submit a 2 page report based on their apprenticeship experience along with a computer copy (via e-mail) that can be

posted to the course web site (due April 10).

Seminar Participation and Assignments. Students will be expected to participate fully in seminars and to complete and hand in any assignments that contribute to the weekly seminars.

Letter of Appreciation. In addition, students are expected to send a letter of appreciation to their supervisor at the end of their apprenticeship experience. A copy must be provided to the Course Instructor.

Grading Policy

Evaluation of the student's performance is ongoing and in three different areas. Students who successfully meet the requirements within each of the course components will receive a Credit standing in this course. The components include i) satisfactory, ongoing performance in the apprenticeship setting; ii) seminar presentations on career paths and on their own apprenticeship; iii) participation in seminar discussions and assignments. This course does not have a mid-term or final exam.

Ongoing Evaluation of Progress of Apprenticeship. I will contact each supervisor around the middle of the term to obtain feedback on your progress. In addition, supervisors will complete a Student Progress Feedback Form at the end of the apprenticeship. As part of the evaluation process, students will have the opportunity to discuss their progress and evaluations with their supervisors. The completed Progress Feedback Forms must be returned by the students to me by April 10.

Attendance Policy

Attendance and participation in the weekly seminars is mandatory. Students must have a valid reason for any absence from class and must notify me in advance.

Academic Integrity

Confidential Information. During the course of your apprenticeship, you may be privy to a variety of confidential information. Students must ensure that they respect and maintain the rules of the organization, and in particular with respect to confidentiality of this information.

This copy of the Apprenticeship Objectives (sent to you and to your apprenticeship supervisors in Fall 2007) is included for your reference.

INFORMATION FOR APPRENTICESHIP SUPERVISORS AND STUDENTS

This outline provides information for prospective apprenticeship supervisors and students on the aims and expectations for Psychology 465 (Applied Apprenticeship). Applied apprenticeships are offered in the context of an advanced undergraduate course in Psychology.

This one term course provides students with unpaid work experiences within business, community, industrial, medical, government, or other applied settings; these are combined with regular seminar meetings. Students are expected to spend a minimum of six hours per week in their assigned settings and also will meet weekly with the Course Coordinator in seminar sessions. This course is offered on a credit/no credit basis.

What are the goals of the course?

- To provide student apprentices with a work experience in which they can further develop and apply relevant skills learned in their undergraduate program. Within these settings, it is hoped that students will obtain a realistic view of their own skills, of the positions and responsibilities within particular work organizations and of relevant training they might require to meet their career goals.
- To enable student apprentices to contribute to the work within applied settings. As they have been in the past, we expect that students will be reliable, willing volunteers who will spend 6 hours each week in their apprenticeship.
- To provide students with skills required to explore career options based on their evaluation of their own interests and abilities in a context in which they can realistically assess contemporary social and industrial needs. We hope that the course work and apprenticeship will assist students to match their own aspirations with potential employment opportunities.

What students register in Psychology 465 and what type of training have they had?

This course is intended for Honours Psychology students interested in a career that does not necessarily require an advanced degree in Psychology. Such students will generally have completed three years of undergraduate study in Psychology, and will have taken a variety of courses in psychology and other disciplines. They will have successfully completed courses in all of the basic areas of our field (Cognitive, Social, Developmental, Neuropsychology, Psychopathology) as well as in basic research methods and statistics. Students will have computer skills in word processing, data management, and data analysis. As Psychology students they will share an interest in individual and social processes in the behaviour of others and in developing career goals that are compatible with those interests. Of course individual students will also have a range of other skills and experiences.

In the past, apprenticeship students have both participated in a broad range of functions in the organization, and have undertaken particular projects that involved the collection, analysis or reporting of information that contributed in some way to the setting.

Are there guidelines for the apprenticeship?

Apprenticeships should:

- Provide experience in a work context that gives students a realistic perspective on how the organization operates.
- Involve an individual supervisor who holds a position in the placement setting.
- Involve tasks that allow the student to contribute work that is of value to the organization.
- Involve tasks that allow students to explore their own suitability for work within the sector in which they have volunteered.
- Involve tasks that are appropriate to the education and abilities of the student.

Apprenticeship supervisors should:

- Consult, if required, with the University course coordinator to develop a plan for the duties that the student will undertake in the placement setting.
- Provide information about the organization and sufficient training so that the students can carry out useful work.
- Provide ongoing informal feedback and formal feedback twice during the apprenticeship (generally at the mid point and again at completion) so that students know when they are doing well and how they might improve. Brief Feedback Forms are provided and should be completed and returned to the course coordinator when the student's apprenticeship is completed at the end of term.

- Provide the Course Coordinator with feedback on their experience with the course so that improvements can be made where possible to ensure that the apprenticeship experience is positive one for both student and mentor.

Student apprentices should:

- Spend six hours each week at a regular time in the apprenticeship setting. The days and times should be negotiated with and fully acceptable to the supervisor.
- Be enthusiastic, reliable, punctual and responsible in carrying out the duties assigned. In the event of unexpected illness or other emergency, students must make contact with their supervisor to advise of this.
- Ensure that they understand the tasks assigned, and feel confident to carry them out.
- Communicate with their supervisors in an open and honest way about their own abilities and about the responsibilities they will assume in the apprenticeship.
- Respect the rules of the organization, particularly those dealing with confidential information.
- Take advantage of opportunities provided to explore the work sector beyond the specific tasks involved.

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