

1061 PSYCH 465: Applied Apprenticeship

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Location PAS 4288
Times Wednesday, 2:30-4:00

Course Description

Course Format

The course involves an unpaid apprenticeship in a business, community, industrial, 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 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. 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 4 Introduction to Course: Format, Expectations, and Responsibilities. Career Information Groups will be formed for the Career Research Presentations.

January 11 Karen Rittinger, Counselling Services, will discuss the Meyer's Briggs validation, and interpretation and provide feedback on the outcome of the test for

individual students in terms of scores representing your preferences on the 4 MBTI subscales. You will also have the opportunity to compare your "type" to your own evaluations of your preferences.

January 18 Karen Rittinger, Counselling Services, Self Assessment. Applying the results of career assessments to personal decision making. The focus will be on using the MBTI assessment to predict work settings and occupations that would be in your "comfort zone," as well as those circumstances in which you would likely not function as effectively.

January 25 Self Assessment. What can you learn from Pride stories? Putting personality, values, skills, interests, and knowledge together.

This session will also be devoted to planning group presentations on Career Information.

February 1 Career Research Presentations, Groups 1-4. Students present information based on their career research to the class. Presentations should average 15 minutes per group.

February 8 Career Research Presentations, 5-7.

February 15 Networking, contacts, and other job search strategies.

March 1 Interviewing Skills. Review and practice of interview preparation and self-presentation.

March 8 Student Presentations. During each session students will describe their work settings and the project(s) they have completed during their apprenticeship. (More detail is found under requirements.)

March 15 Student Presentations cont'd.

March 22 Student Presentations completed and course wrap up.

Course Requirements

Ongoing Evaluation of Progress of Apprenticeship.

I will contact each supervisor around the middle of the term to obtain feedback on the progress of the apprentices. In addition, supervisors will complete a Student Progress Feedback Form at the end of the apprenticeship. Students will be responsible for providing the forms to their supervisors. As part of the evaluation process, students will have the opportunity to discuss their progress and the content of the forms with their supervisors. The completed Progress Feedback Forms must be returned to me by April 4.

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.

(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 will submit a 2 page report based on their apprenticeship experience.

Seminar Participation and Assignments. Students will be expected to participate fully in seminars and to complete any assignments that contribute to the weekly seminars. We will use the on-line version of the Career Development Manual to complete assignments and explore career interests and requirements, and job search strategies.

Other Matters Related to Placements

Letter of Appreciation.

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 by April 4.

Work/Education Agreement

The University has a form that indicates to placement supervisors that you are covered by the University for matters related to Workman's Compensation and that spells out procedures should there be a workplace accident. I will give you each two copies of the form. Please have your supervisor sign one and return it to me. The other is for the supervisor to keep.

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.

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 their apprenticeship, and in the context of their apprentice roles, students will 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.

Guide to the Assignments

Psychology 465

The Career Development Manual

The University of Waterloo Career Development Manual (CDM) is a well-known and widely respected resource in Career Counselling. It is now in the process of moving to an on-line, revised, and modularized version with lots of exercises to help students in various phases of career and job search. There are six steps or modules on line: (1) Self assessment, (2) occupational research, (3) career decision making, (4) networks and

contacts (resumes, work search, interviewing), (5) work success, and (6) work/life planning.

Career services offers registered students and alumni individual face-to-face counselling at any of these stages, provided you have first completed the on-line modules that are relevant to that step. This should add greatly to the value of individual career counselling. You must log in to the CDM so that your completion of the module is apparent.

<https://uwangel.uwaterloo.ca/uwangel/frameIndex.htm>

In this course we will focus on steps 1, 2, and 4.

1. Self assessment begins with the Meyers-Briggs Inventory. You will take it on-line, and Karen Rittinger from Counselling Services will interpret the results and suggest how the MBTI and other career inventories can be used to help define the type of work that is compatible with your individual style. We will then focus on some of the exercises in the CDM that assist you in identifying your interests, skills, and preferences. These self definition exercises are particularly important both for your career decision making, and for providing you with the tools that will help you to let others know about yourself. Assignment: Students take the on-line version of the Meyer's Briggs Type Indicator (MBTI) by Sunday January 8, midnight. The MBTI is an inventory designed to identify your preferences on four separate scales – preferred source of energy, preferred way of gathering information, preferred way of making decisions, and preferred way of interacting with your immediate environment. The combination of your preferences on these four scales represents your "type".

Easy step-by-step instructions for the online assessment - taker:

1. To complete the online Myers-Briggs assessment please log on to <http://uwaterloocounselling.careerid.com>. Create an account and note your userID and password (note that these are case sensitive). You will then be able to complete the assessment.
2. Please complete the MBTI Step I (Form M) assessment.
3. Complete the assessment in one sitting in a quiet, calm environment, and choose a time that you will not be interrupted. There are no right or wrong answers. Respond to the statements truthfully and base your choices on your preferences rather than learned behaviours, abilities, or what you believe you "should" be or do. Responding with your initial reaction to an item will usually give a clearer reading of your true preferences.
4. Counselling Services will be notified through email by Psychometrics Canada that you have completed the assessment
5. You will receive information about your MBTI type during the two classes on January 11 and 18.
6. Your MBTI results are confidential; no one will have access to them without your permission.

If you have problems or have questions regarding the assessment, please contact UW Counselling Services at (519) 888-4567 ext.2655.

For any technical problems with the website, contact Mark Fitzsimmons, Psychometrics Canada at 1-800-661-5158 ext. 237 or by email: <mailto:mark@psychometrics.com>.

Assignment: Students will review the material in the CDM concerning Self-Assessment, and complete the first step of identifying Pride Experiences, including one or more that

they would be comfortable sharing with the 465 class on January 25..
(http://www.cdm.uwaterloo.ca/step1_1.asp).

2. There are now great resources for conducting career research. We will use a team approach to follow through on research concerning careers of apparent interest to members of this class. These include:

- a. Law
- b. Counselling/Clinical Psychology
- c. Human Resources
- d. Social Work/Social Services
- e. Children's services (Speech pathology, educational assessment)
- f. Policing
- g. Public Relations

We can further define these alternatives, which come mainly from the settings you have selected or expressed interest in. I'd like to have teams of 3 individuals working on each career area, and we'll do our best to see that they are of potential interest to you. Then each group will present their findings to the class. Areas to assess include:

- a. The skills and educational requirements
- b. Variety of roles
- c. Typical working conditions and "new work" alternatives
- d. Occupational trends
- e. Labour Market trends
- f. Compensation

Resources that you might use include Career Center printed material, on-line resources found in the CDM or elsewhere, and Information Interviews. (See the CDM for information on these resources and on arranging and conducting information interviews.)

Plan about a 15-minute group presentation covering the information you learn as a result of your research. We will briefly cover other material in this section in class as well.

3. Networks and contacts.

a. You will have an opportunity to revise your resume, using the CDM as a guide. Your resume will be reviewed by staff at Career Services and you will receive individual feedback to assist you in making further changes.

Assignment. Please use the CDM to revise your resume. It is due in class on February 15.

b. This is the job search phase, and I believe that it's been titled "networks and contacts" because of the importance of informal resources in conducting a job search. We'll spend some time in class discussing networking processes and job search strategies toward the end of the term.

c. Having reviewed the general CDM guidelines on job interviews, we'll do some mock interviews to give us all some practice in using personal narratives to demonstrate job-relevant skills and abilities.

Student Presentations: Apprenticeship Settings

Please include:

1. Descriptions of the work and the organization of work in the setting. Who are the clients, what services are provided, how is the setting organized to provide the services

it does, and so on.

2. What work did you do, and what supervision did you receive?
3. A brief assessment of the value of this experience in setting career goals, learning new skills, etc.
4. Students working in the same setting may coordinate their presentations with one another.

Assignment: You should also prepare a 2-page report generally covering the information presented in your seminar. This report will be used primarily to provide information for students in the future who may wish to assess whether or not a particular setting will provide a good experience for them. Please clearly identify your setting in the written report, describe the location and add any specific setting requirements (e.g., police clearance) or transportation information that would be useful for future students. This report is due April 4.