

PSYCH 465: APPLIED APPRENTICESHIP W 2007

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Office Hours By appointment
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Class Location HH 334
Time Tuesdays 10-11.20 am

COURSE DESCRIPTION

Course Format:

The course involves an unpaid apprenticeship in a business, community, industrial, legal, 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:

- 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 undertake within particular work organizations.
- To enable student apprentices to contribute to the work within applied settings. Students are expected to be reliable, enthusiastic and motivated volunteers who will spend 6 hours each week in their apprenticeship.
- To provide students with skills to explore career options based on their evaluation of their own interests and abilities in a context in which they can realistically assess contemporary organizational needs. The course work and apprenticeship should assist students to match their own aspirations and skills with potential career opportunities.

COURSE SCHEDULE

*Please Note: This is an outline and is subject to change. Some topics may carry on to the following week.

January 9 Introduction to Course: Format, Expectations, and Responsibilities. Self-introductions.

January 16 Jane Hayden, Career 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 23 Career Development & Career Management. Career Information Groups will be formed for the Career Research Presentations.

January 30 Jane Hayden, Career 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.

February 6 Career Planning – Emotional Intelligence, Communication skills & Impression Management

February 13 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 20 Reading week

February 27 Career Research Presentation, Group 5. Career Management System – Goal Setting & Action plans

March 6 Interviewing Skills, review and practice of interview preparation, networking. Resumes due.

March 13, 20, 27 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 course requirements.)

April 3 Course wrap up. Placement report due.

COURSE REQUIREMENTS

Ongoing Evaluation of Progress of Apprenticeship.

I will contact each supervisor at approximately 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 3.

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, etc.

(b) each student 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 two-page report based on their apprenticeship experience.

Seminar Participation and Assignments.

Students will be expected to participate fully in seminars and to complete assignments that contribute to the weekly seminar topics. 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 Deliverables Related to Placements.

i) Letter of Appreciation.

ii) 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 3.

iii) Work/Education Agreement - the University has a form that indicates to placement supervisors that you are covered by the University for matters related to Workers' Compensation and spells out the process to be followed should there be a workplace accident. You will need two copies of the form. Please have your supervisor and myself sign it and return one copy to me. The other is for the supervisor to keep.

GRADING POLICY

Evaluation of the student's performance is ongoing and consists of three components. 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 required. Attendance will be recorded. Students must have a valid reason for any absence from class and must notify the instructor advance of an absence.

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 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>

1. Self assessment begins with the Meyers-Briggs Inventory. You will take it on-line, and Jane Hayden from Career 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 January 12 . 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”.

Instructions:

- i) To complete the online Myers-Briggs assessment, please contact Career services for instructions on how to log on and complete the test.
- ii) 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.
- iii) Career Services will be notified through email by Psychometrics Canada that you have completed the assessment
- iv) You will receive information about your MBTI type during the two classes on January 16 and 30.
- v) Your MBTI results are confidential; no one will have access to them without your permission.

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

- a. Law
- b. Counselling/Clinical Psychology
- c. Human Resources
- d. Social Work/Social Services
- e. Policing

I would 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. Groups will be assigned January 23.

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

The 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.

3. Networks and contacts.

i) 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. Please use the CDM to revise your resume. It is due in class on March 6.

ii) 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.

iii) 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:

i) 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.

ii) What work did you do, and what supervision did you receive?

iii) A brief assessment of the value of this experience in setting career goals, learning new skills, etc.

iv) Students working in the same setting may coordinate their presentations with one another.

Assignment: You should also prepare a two-page report generally covering the information presented in your seminar. This report will be used primarily to provide information for students in the future 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 3.

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