

## PSYCH 465 & 467: Applied Apprenticeship in Human Services & Human Resources – WINTER 2012

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Class Location: PAS 2086  
Class Times: Tuesdays 3:30 p.m. - 5:20 p.m.

### Course Description

Classes for Psychology 465 (Applied Apprenticeship in Human Services) and Psychology 467 (Applied Apprenticeship in Human Resources) are held together and are offered on a credit/no credit basis. The key distinction between them relates to the apprenticeship placement settings.

The course involves an unpaid apprenticeship in a Human Services or Human Resources business, academic, community, medical, government, charitable or other applied “real world” setting combined with regular classroom seminar meetings for which regular attendance is mandatory.

The apprenticeship placement is for a total of 60 hours during the term typically achieved by volunteering a minimum of 6 hours per week for a total of 10 weeks. Mutually acceptable scheduling is left to be negotiated between the sponsoring organization and the student.

Students also meet in a weekly seminar with the Course Instructor to share information about their apprenticeship experiences and to explore and discuss career self-management topics.

### Course Prerequisites

In order to be considered a qualified applicant for this course, students must be in the Honours Psychology program and have the following prerequisites.

- For PSYCH 465: Psych 391; Honours Psychology
- For PSYCH 467: Psych 391; PSYCH 338 or 339; and **two** of HRM200, 301, Psych 340, 399, 439 or 462; Honours Psychology

### Required Resources

- 1) The Career Development eManual from Career Services which is available on line at no charge. Please use the student version.
- 2) Students will be required to complete the Strong Vocational Assessment available through Career Services. The cost to the student is approximately \$15.00.

## Course Objectives

This course has a number of objectives including to provide students with:

- ❑ A meaningful work placement experience in which they can apply their academic knowledge and develop practical skills relating to their undergraduate program and chosen career direction.
- ❑ A realistic preview of the kind of work environments relating to their study areas, give them a better understanding of their own skills and interests, and expose them to positions and responsibilities they could fill within particular work organizations upon graduation.
- ❑ The opportunity to make a positive contribution to the work within their applied apprenticeship settings. Students are expected to be reliable, enthusiastic and willing volunteers each week in their apprenticeship placements.
- ❑ The opportunity to research, develop and manage their career options based on their evaluation of their own interests, skills and abilities. The course objective is the combination of course work, weekly discussion seminars and apprenticeship placement will assist students to define, understand and realistically assess their own career aspirations vis-a-vis potential career opportunities in today's social and workforce environments.

## TENTATIVE COURSE SCHEDULE

**January 3<sup>rd</sup>** – Course Introduction: Format, Expectations, and Responsibilities. The course syllabus will be reviewed including requirements for successfully completing the course. An overview of the career self-management steps will also be covered.

**Assignment:** Students will take the online version of the Strong Vocational Inventory to be completed by Friday January 5<sup>th</sup>. Individual assessment reports will be distributed and taken up on January 10<sup>th</sup> by a representative from U of W's Counseling/Career Services.

**January 10<sup>th</sup>** – A representative from U of W's Counseling Services will discuss the Strong Vocational Inventory, its validation and interpretation, and provide feedback on the outcome of the test for individual students.

**January 17<sup>th</sup>** - Career Research, reviewing self-assessments and introducing 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.

**Assignment:** Students will use the Career Development eManual (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 24<sup>th</sup>** – Information Interviews and Job Search Strategies. This session's focus will be on the various methods available to research, explore and pursue a job search including the importance of developing good Informational Interviewing Skills through the review of a general informational interview questionnaire.

**Assignment:** Each student will set up and conduct an information interview in the career 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 9.

**January 31<sup>st</sup>** – Covering Letter and approach strategies will be covered using round table discussions focused on the importance of having a covering letter or note accompanying your resume. Then, working in small groups, students will have an opportunity to create their own covering letters targeted to a number of different job search scenarios.

**February 7<sup>th</sup>** – Resume Creation. Review of what goes into creating an informative, engaging resume. Then, working in small groups,

students will have an opportunity to critique each other's resume and make suggestion for improvement to each other. Please bring a copy of your current resume to class.

**February 14<sup>th</sup>** – Networking Skills. Review of general material and then developing approaches that will help students in various networking settings including job fairs, on-campus employer visits, professional association meetings and other networking opportunities.

**February 21<sup>nd</sup>** – **No Class** (Reading Week at the University)

**February 28<sup>th</sup>** – Job Interviews as seen through the recruiter's eyes. Review of general material and learning how to prepare for a job interview including how to develop questions to ask the interviewer. Then, working in small groups students will have an opportunity to participate in interviews followed by an opportunity to evaluate the process. (Guest subject matter expert – AK)

**March 7<sup>th</sup>** – Job Interviews continued and Letters of Appreciation. Complete small group work in preparing for a job interview and how to develop questions to ask the interviewer. Students will draft a letter of appreciation in preparation of sending it to their sponsoring placement organization thanking them for the apprenticeship placement opportunity. )Guest subject matter expert – RJ)

**Assignment:** Each student will draft an Appreciation Letter and be ready to send it to their sponsoring placement organization by March 31<sup>st</sup>.

**March 14<sup>th</sup>** - Career Research Presentations #1-5. Using information drawn from their Informational Interview and other Career Research, students will make a 12 minute presentation on their work experience and possible career path in their chosen field.

**March 21<sup>st</sup>** - Student Presentations #6-10 continued.

**March 28<sup>th</sup>** - Student Presentations #11-14 continued and course wrap-up.

### **Summary Of Course Assignment Requirements**

#### 1) Informational Interview Summary

Each student will set up and conduct an information interview in the career 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 10.***

#### 2) Individual Presentations

Students will prepare a 10 minute presentation on a particular career path, including information on educational requirements, skills required, types of employment, salaries, and employment opportunities.

Students will include a description of the organization they worked for, the role they held in that organization, their own experiences and responsibilities.

***The presentations will be held on March 14, 21 & 28.***

#### 3) 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.

***The letters are due by April 4<sup>th</sup>.***

4) Work Placement Report Submission

Students will submit a 2 page (double spaced) report based on their apprenticeship experience along with a soft (WORD doc) computer copy (via e-mail) that can be posted to the course web site.

***The report is due on April 4<sup>th</sup>.***

5) Other

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

6) Tests & Exams

This course ***does not*** have any tests or exams.

### **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) Attendance for all classes (legitimate absences supported by documentary evidence excepted)
- ii) Satisfactory, ongoing performance in the apprenticeship setting;
- iii) Seminar presentations on their own apprenticeship placement and career path and;
- iv) Participation in seminar discussions and assignments.

### **Ongoing Evaluation of Progress of Apprenticeship**

Each sponsoring supervisor will be contacted around the middle of the term to obtain feedback on your progress and contribution within your placement organization. In addition, supervisors will complete a short 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. Completed Progress Feedback Forms must be returned by the students to the Course Instructor by Friday April 8<sup>th</sup>.

### **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. Supporting documentation will be required.

### **Academic Integrity**

Confidential Information. During the course of your apprenticeship placement, you may be privy to a variety of confidential

information. Students must ensure 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) is included for your reference.

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Academic Integrity:** in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, you should approach your instructor to attempt resolution, but if this process fails then it is the responsibility of the Associate Chair for Undergraduate Affairs to consult and mediate a resolution. You should contact Dr. Colin Ellard by email a [cellard@uwaterloo.ca](mailto:cellard@uwaterloo.ca).

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Your email:** It is your responsibility to check e-mail regularly for important and time sensitive messages. You should use your UW account for all e-mail correspondence to UW personnel for reasons such as identification, reliability, and security. Note that higher priority may be given to e-mail received from UW accounts versus other accounts such as hotmail, yahoo, etc. See "Official Student Email Address" for further details: <http://www.adm.uwaterloo.ca/infocist/emailuse.html>

## INFORMATION FOR APPRENTICESHIP SUPERVISORS AND STUDENTS

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This outline provides information for prospective apprenticeship placement supervisors and students on the aims and expectations for Psychology 465 and 467 (Applied Apprenticeship in Human Services and Human Resources). Applied apprenticeships are offered

in the context of an advanced undergraduate course in Psychology.

This one term course provides students with unpaid work experiences in either a Human Services or Human Resources role 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 Instructor in seminar sessions. This course is offered on a credit/no credit basis.

What are the goals of the course?

- 1) 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.
- 2) 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.
- 3) 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 (Human Services stream) 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, and 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.

**What students register in Psychology 467 (Human Resources stream) 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, human resources, and other disciplines.

They will have successfully completed courses in all of the basic areas of our field (Cognitive, Social, Developmental, Neuropsychology, and Psychopathology) as well as in basic research methods and statistics. Students will have computer skills in word processing, data management, and data analysis. In addition they will have successfully completed courses in Personnel Selection and/or Organizational Psychology; Basic Human Resources, Training and Development, Research in Industrial/Organization Psychology, Negotiation in the Workplace: Theory and Practice, or an Honours Seminar in Industrial/Organization Psychology.

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. As Human Resources students they also share an interest in interrelated

organizational functions and processes, including staffing, designing jobs and teams, training and developing skilled employees, assessing and rewarding employee performance, and maintaining and retaining employees. 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 work placements?***

Apprenticeships in both Human Services and Human Resources should:

- 1) Provide experience in a work context that gives students a realistic perspective on how the organization operates.
- 2) Involve an individual supervisor who holds a position in the placement setting and will take responsibility for mentoring the apprenticing student.
- 3) Involve a project or meaningful tasks that allow the student to contribute work that is of value to the organization.
- 4) Involve the students in work that allows them to explore their own suitability for work within the sector (either Human Services or Human Resources) in which they have volunteered.
- 5) Involve tasks that are appropriate to the education and abilities of the student.

***Apprenticeship Supervisors in sponsoring organizations should:***

- 1) Consult, if required, with the University Course Coordinator to develop a plan for the duties that the student will undertake in the placement setting.
- 2) Provide information about the organization and sufficient training so that the students can carry out useful work.
- 3) 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.

- 4) 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 a positive one for both student and mentor.

***Student Apprentices should:***

- 1) 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.
- 2) Be enthusiastic, reliable, punctual and responsible in carrying out the duties assigned.
- 3) In the event of unexpected illness or other emergency, students must make contact with their supervisor to advise of this.
- 4) Ensure they understand the tasks assigned and feel confident to carry them out. Students are encouraged to communicate with their supervisors in an open and honest way about their own abilities and about the responsibilities they will assume in the apprenticeship.

- 5) Respect the rules of the organization, particularly those dealing with confidential information.
- 6) Take advantage of opportunities provided to explore the work sector beyond the specific tasks involved.