Course and Contact Information

Instructor:	Dr. Steven Del Chiaro
Office Location:	DMH 352
Email:	steven.delchiaro@sjsu.edu
Office Hours:	Monday/Wednesday 12:00pm – 1:00pm and by appointment
Class Days/Time:	Monday/Wednesday. 10:30am – 11:45am
Classroom:	DMH 356

Course Format
This course will be instructed in person. Meeting times are Monday/Wednesday. 10:30am – 11:45am.

Course Website
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. ALL assignments are assigned and turned into Canvas. You must be able to upload .doc or pdf. documents. Students are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com/ . Please note that it should NOT have the "www" at the start of the URL like many other websites. All students must first set up their SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ . The **Username for Canvas** then is your 9 digit SID or Employee ID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you taking (assuming the instructor is using Canvas).

Further Assistance with Canvas
Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).

Course Description
An undergraduate degree in psychology offers a unique opportunity to experience learning across a broad range of topics associated with humans and how they think, feel, and behave. The scope and breadth of this universal degree is both its strength and weakness. What do you do with all of these universal skills, once your time in undergrad is complete? This course is designed to help you make those decisions and identify important and personally relevant directions as you progress towards graduation.

This course will give you an opportunity to learn from experts in fields like mental health, research, technology, healthcare, business, human resources, education, and government to get a sense of what they do and how they ended up in their roles. This will be done through the study of an assigned book, academic journal articles, trusted online publications, and in person presentations.

You will learn highly applicable skills like asking for reference letters, how to identify the right graduate program should your interests require post grad work, and resume crafting. The expectation is to give you a framework with tangible results that help you pursue your specific diverse interests.

This course will help you make sense of your future and how a properly leveraged degree in psychology, combined with the right skills and experience, can dramatically increase your opportunity to achieve your professional goals with clarity.

Learning Outcomes
Course Learning Outcomes (CLO)
By the end of the course, students will:

CLO1 – Students will be able to describe three career positions they may like to have, as well as the practical experience and (if relevant) graduate training to get there.
CLO2 – Students will be able to identify three post graduate resources that will enhance their career aspirations, and prepare an application for one of these resources. This may include applying to graduate school, licenses, professional certificates, additional trainings, internships, or any other competency training that advances their career interests.
CLO3 – Students will be able to write a cover letter for a job relevant to their career. CLO4 – Students will be able to write a resume for a job relevant to their career.
CLO5 – Students will identify the knowledge, skills, abilities, prior experiences, and coursework needed for jobs within their interests.
CLO6 – Students will demonstrate awareness of a range of career options.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (test, quizzes, paper)

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations. (paper)

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes. (paper)

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. (tests, paper)

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. (paper)

Required Texts/Readings

Textbook Required Course Text (Instructor-Authored).
Pathways in Psychology: A Professor's Guide from College to Career, by Steven Del Chiaro, PsyD.
This text is an instructor-authored work provided to students for use exclusively in this course. Chapters will be posted weekly on Canvas. All materials are copyrighted and may not be shared, reproduced, distributed, or uploaded outside of Canvas.

Use of Instructor Materials.
All instructor-authored materials in this course are protected intellectual property. Students may reference these materials in course assignments but may not reproduce, distribute, or post them publicly, including on social media, file-sharing sites, or AI training platforms.

*Supplementary articles and resources provided via Canvas that will be required.

 Library Liaison

> Bailey, Christa
> Phone: 408-808-2422
> Email: christa.bailey@sjsu.edu

Course Requirements and Assignments – See Canvas for assignment instructions and due dates.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Pathways Reflection. 20 points
One integrative reflection (500 word) responding to *Pathways in Psychology* and synthesizing course themes, interview insights, and career direction.

Focus2 Career Inventory and Interpretation Memo. 30 points
Completion of the Focus2 Career Inventory plus a one-page memo interpreting results and implications for career planning.

Occupation Exploration Worksheet. 30 points
Structured exploration of psychology-related roles, including responsibilities, skills, and training requirements.

Three-Path Career Plan (Draft). 40 points
Identification and preliminary planning for three viable post-baccalaureate career or training pathways.

Informational Interview Outreach Packet. 25 points
Professional outreach materials, including a draft outreach email and interview preparation materials.

Individual Instructor Meeting and Notes – 35 points total
• Meeting completion (scheduled through Canvas), 15 points
• Written meeting notes and next steps reflection submitted within 24 hours of the meeting, 20 points

Informational Interview Write-Up. 75 points
A 3-4 page paper synthesizing insights from an informational interview and connecting them to course concepts and career planning.

Resume or CV Draft. 25 points
First professional draft tailored to the student's intended career or graduate pathway.

Cover Letter Draft and Target Posting. 25 points
Draft cover letter aligned to a specific job or graduate program, plus the saved job or program posting.

Career Center Headshot and Professional Presence Tasks. 30 points total
Career Center headshot completion, 10 points
Updated LinkedIn profile with headshot and professional summary, 20 points

Final Portfolio Checklist for Review. 15 points
Completion of a structured checklist confirming readiness of all portfolio components prior to final submission.

Final Portfolio Submission. 50 points
Comprehensive portfolio including revised career plan, resume or CV, cover letter, interview materials, and professional reflections.

Total Possible Points: 400 points

Participation Quiz.
We will have in class participation quizzes. No points will be assigned to them.

Letter grades will be assigned according to the grading table:

Table 1 - Grading Table

	A: 100 - 94	A-: 93-90
B+: 89-87	B: 86-83	B-: 82-80
C+: 79-77	C: 76-73	C-: 72-70
D+: 69-67	D: 66-63	D-: 62-60
F: < 60		

Classroom Protocol

Syllabus Policy:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce possible changes of the syllabus in advance. Since such announcements are typically made during class, it is the student's responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

Attendance and Participation:
I will not be taking attendance, however, there will be participation quizzes for almost every class. You are adults and need to make your own decisions. Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student's responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. I do have a small portion of your grade based on participation; tardiness can affect your grade. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time.

Classroom courtesy and disruptions:
Class disruptions are not tolerated. Students will be removed from class if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to not paying attention (e.g., reading the newspaper, sleeping), tuning off video, etc. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that

students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide

variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR

Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

University Resources
SJSU offers many recourses to students for basic needs. Talk to me, or visit the website: https://www.sjsu.edu/sjsucares/

Course Calendar – See Canvas Homepage for due dates/times

Week	Topics, Readings, Assignments, Due Dates
1	**Mon, Jan 26** Syllabus Day Course structure, expectations, major projects, how to use *Pathways* as a developmental roadmap Assignment: **Familiarize yourself with canvas modules** **Wed, Jan 28** Why psychology careers require intentional planning Reading:　　　• Introduction: Why Psychology? Why This Book? Assignment: **Prepare questions for career center**
2	**Mon, Feb 2** Career Center presentation, Monday at 10:30 AM Using institutional resources strategically **Wed, Feb 4** Belonging, relationships, and early professional identity Reading:　　　• Chapter 1: Your First Year in Psychology
3	**Mon, Feb 9** How psychologists think and how careers are evaluated Reading:　　　• Chapter 2: Learning How Psychologists Think **Wed, Feb 11** Translating academic skills into career language Assignment due: **Focus2 Career Inventory plus 1-page interpretation memo, 30 points**
4	**Mon, Feb 16** Professional behavior, reputation, and recommendation letters Reading:　　　• Chapter 3: Behavior That Builds Bridges **Wed, Feb 18** Reality-checking job titles and role expectations Assignment due: **Occupation Exploration Worksheet, 30 points**
5	**Mon, Feb 23** Experiences that matter: internships, research, volunteering Reading:　　　• Chapter 4: Building Experiences That Count **Wed, Feb 25** Choosing directions without locking in too early Assignment due: **Three-Path Career Plan, draft version, 40 points**
6	**Mon, Mar 2** Mapping psychology careers broadly Reading:　　　• Chapter 5: What Can You Do With Psychology? **Wed, Mar 4** Career decision-making and fit
7	**Mon, Mar 9** Informational interviewing as a professional skill Reading:　　　• Chapter 7: The Power of Informational Interviewing **Wed, Mar 11** Outreach strategies and interview preparation Assignments due: **Informational Interview Outreach Packet, 25 points**

Course structure note for Weeks 8-14: • Required individual instructor meetings take place **during scheduled class time. Sign up for meeting on canvas.** • Students rotate through 20-minute meeting slots during class • Students not meeting during a given session work independently or may come to the classroom for guidance • Informational interviews are scheduled and conducted **independently outside of class time**	
8	**Mon, Mar 16** Networking and mentorship Reading: • Chapter 8: Networking and Mentorship **Wed, Mar 18** Bachelor-level careers and early career strategy
9	**Mon, Mar 23** Interpreting interview insights and career signals Reading: • Chapter 6: Finding Your Best Fit **Wed, Mar 25** Applying interview insights to decision-making
10	**Spring Break – No Class**
11	**Mon, Apr 6** Do you need graduate school? Challenging assumptions Reading: • Chapter 9: Do You Need Graduate School? **Wed, Apr 8** • Individual Meeting Notes and Next Steps, due within 24 hours of meeting, 20 points
12	**Mon, Apr 13** Resume vs CV, professional framing Reading: • Chapter 10: Becoming a Competitive Applicant **Wed, Apr 15** Professional materials workshop Assignments due:• **Resume or CV draft, 25 points** **• Career Center headshot, 10 points**
13	**Mon, Apr 20** Cover letters and professional storytelling Reading: • Chapter 11: Writing Your Personal Statement **Wed, Apr 22** Application strategy and timelines Assignments due: • **Cover letter draft plus saved job or program posting, 25 points**
14	**Meeting as Class** **Mon, Apr 27** Professional presence, LinkedIn, networking follow-through Reading: • Selected excerpts from Chapter 8: Networking and Mentorship • Selected excerpts from Chapter 10: Becoming a Competitive Applicant Assignment due: **Informational Interview Write-Up, 75 points** **Wed, Apr 29** Integrating image, message, and direction Assignments due: **• Career Center headshot proof plus updated LinkedIn profile, 20 points**

15	**Mon, May 4** Portfolio assembly and polish Reading: • Chapter 12: Evaluating Fit and Funding (targeted sections) Assignment due: • **Pathways Reflection, 20 points** **Wed, May 6** Optional consults and final questions Assignments due: • **Final Portfolio checklist for review, 15 points**
16	**Mon, May 11** Course wrap-up and sustaining momentum Assignment due • **Final Portfolio submission, 50 points**
17	**No Final Exam**

Course Schedule