

CPS 3400 SYLLABUS  
 Career & Lifespan Development  
 Section 004 ~ CRN: 83298  
 Fall Semester 2020  
 Department of Counseling & Psychological Services  
 Georgia State University

<b>Instructor</b>	Jaleh Davari, M.A., NCC	
<b>Location</b>	950 College of Education, 30 Pryor Street, GA, 30303	
<b>Phone</b>	Contact via email to set up phone meeting	
<b>Email</b>	jdavari1@gsu.edu	
<b>Office Hours</b>	<b>Class Meetings</b>	
A phone meeting may be arranged on an individual basis. All software questions should be directed to Faulkner at <a href="mailto:questions@faulknerpress.com">questions@faulknerpress.com</a>	Everything is done through the Faulkner software and your GSU student email account. Grades, announcements, and other important information will be posted on iCollege by the instructor.	

**COUNSELING AND PSYCHOLOGICAL SERVICES DEPARTMENT THEME:**  
*Developing Professional Skills to Maximize Student's Potential for Learning*

**COURSE DESCRIPTION, GOALS, AND OBJECTIVES**

The purpose of this course is to provide an overview of career and lifespan development theories and skills including how personal growth and life stages influence individuals and society. Emphasis is on understanding career and job choices and personal strategies for career decision-making. There are no prerequisites for this course. The course is organized around 12 major topical sessions, including strategies for understanding change and the New Economy, entering and succeeding in an occupation, and investigating issues related to the world of work. Attention is given to effective job resumes, interviews, and working relationships. Also addressed are issues such as diversity, discrimination, mentoring, making commitments, and dealing with uncertainty.

**Course Objectives:** The following objectives are used to guide the structure of the course and evaluate students' performance.

- Describe the general history, current trends, and future projections of the world of work in the U.S.
- Define theoretical and popular terms used to describe the world of work and life span development.
- Describe theories used to give perspective to career and life span development.
- List and clarify personal qualities related to job and career satisfaction.
- Assess one's interests, values, attitudes, skills, and self-efficacy as related to the job market.
- Explain how family and cultural roots influence job choice and satisfaction.
- Identify career resources that can be useful in a job search and career exploration.

- Match personality traits to job and career environments.
- Identify possible job and career interests.
- List and describe decision-making styles related to job choice.
- Identify tentative job and career choices and goals.
- List the characteristics of an effective resume.
- Tell how one might act in an effective job interview and anticipate key questions.
- Describe the process of choosing and changing college majors.
- Discuss gender, diversity, and disability issues in the workplace.
- Give examples of relationship issues that impact the workplace and career development.
- Identify significant transitions in life span and career development.
- Cite personal rights and government regulations that influence the workplace.
- Discuss how computer technology has affected job opportunities, communications, and relationships.
- Describe the value of resilience and flexibility as applied to career development.
- Explain how "The Next Step" concept motivates one to find a job.
- Give examples of how dual-career couples can resolve job and career dilemmas.
- Discuss how a mentor can play a role in helping one start his or her own business.
- Compare and contrast life development stages with job and career stages.
- Identify ways to manage job stress and burnout.
- Explain how stereotyping is related to career opportunities.
- Discuss the ways in which positive uncertainty, serendipity, lost potentialities and risk-taking can affect career development.

**Supplemental Books as References (not required):** From time to time, professional journal articles may be used as a reference or a supplemental resource. Using the GSU library and the internet, students can be directed to professional journal articles via hyperlinks.

Bucher, R.D. (2000). *Diversity consciousness: Opening our minds to people, culture, and opportunities*. Upper Saddle River, NJ: Prentice-Hall.

Council for Global Education <http://www.globaleducation.org>

Fox, S. (2005). *Digital Divisions*. Washington, D.C: Pew Internet Life Project.

Howe, N. & Strauss, W. (2000). *Millennials Rising: The Next Great Generation*. NY: Vintage Books and Random House.

Lewontin, R. (1995). *Human Diversity*. Barnes & Noble: Scientific American Library Series.

Lynn, R. (2001). *Science of Human Diversity*. Lanham, MD: University Press of America.

Schwartz, S.E. & Conley, C.A. (2000). *Human Diversity: Guide for Understanding*. NY: McGraw-Hill.

Smith, T. (2000). *Changes in the Generation Gap, 1972-1998. GSS Social Change Report No. 43*. University of Chicago, IL: National Opinion Research Center.

Trickett, E. J. & Birman, D. (Eds.) (2004) *Human Diversity: Perspectives on People in Context*. San Francisco, CA: Jossey-Bass.

University of Maryland—Dictionary of Diversity

<http://www.inform.umd.edu/EdRes/Topic/Diversity/Reference/divdic.html>

**Professional Journal Articles:** Using the GSU library and the Internet, students can be directed to professional journal articles via hyperlinks.

## REQUIRED TEXT AND MATERIALS

**Faulkner Press Website & Courseware:** You will use both the Faulkner WEBSITE and COURSEWARE for the successful completion of this course. No other books or materials are needed. Please see “Faulkner Press Information” later in this document for more information on Faulkner Press.

## COURSE REQUIREMENTS, AND ASSIGNMENTS

**Communication** for this online course is through *university email and iCollege*. The instructor will use direct email communication for mostly contacting an individual or group, the Faulkner Media to post important class announcements. Students can communicate individually with the instructor via university email as needed. **Students are responsible to login and regularly check their GSU email and iCollege for course updates regularly!**

**Due Dates** are provided in the course schedule for the research requirement and four online exams. Due dates are *not* considered test days. Completing a requirement on the due date is highly discouraged due to the possibility of technical issues. Technical issues typically are NOT considered an excuse for late work as there is ample time to resolve any issues. Students are at liberty to finish all course requirements prior to the scheduled due dates. It is possible to complete the course within a few weeks by making a concerted effort on the course over a short period of time. **Due dates for exams and the research requirements are fixed, final, and there are no make-ups. THERE ARE NO EXEPTIONS!!!**

**Participation** is exhibited by time management and meeting course due dates. Students who fail to meet deadlines and keep pace with the course are not fully participating in the course. Students read reference material, listen to lectures, view slides, and work with practice questions in preparation for the four online exams. The final course grade is derived from the accumulated scores on the four exams and the research requirement. *Students’ constructive feedback of this course is valued, so please complete the online course evaluation at the end of the semester.*

**Attendance** is reflected by purchasing materials, registering courseware with Faulkner Media, taking online exams, and completing the research requirements. Practice tests are for students’ use only and are not a factor in determining final grades. However, the instructor may monitor the amount of time students spend interacting with the course materials and using the practice questions.

Please note that in order to verify your attendance in this class (which is subsequently used for financial aid purposes), you must participate in this course. Participation is regarded as having downloaded the courseware, completing assignments, participating in practice tests, and communicating with your instructor. If you do not download the courseware and actively engage with the courseware, we have no record of you attending class, and therefore cannot verify your attendance.

Failure to download the software and communicate (e.g., via email, phone, or in person) with your instructor in a timely manner will not allow us to verify your attendance in the class. If your instructor cannot verify your attendance for any reason within the first 1-3 weeks of the semester, your financial aid may be jeopardized, and the Registrar’s office will withdraw you from the course. If this happens, there is no recourse. In addition, purchasing the courseware and participating in the course after your attendance has been verified is not grounds for the CPS department to reinstate you back in the class if you have been withdrawn.

### **Assignments**

1. *Course Contract (worth 10 points)*. The very first thing you need to do in this course is to complete the course contract. You can locate this contact here:  
[https://gsu.qualtrics.com/SE/?SID=SV\\_6GoY5CHqAdZvZtz](https://gsu.qualtrics.com/SE/?SID=SV_6GoY5CHqAdZvZtz)
2. *Faulkner Courseware exams (worth a total of 400 points)*. Please see the “Faulkner Press Information” section later in this document for more information on exam structure and content.
  - **The four online exams AND the research component determine final grades for the course.** Each exam is comprised of 50 items worth two points each. Thus, each exam is worth 100 points. The research component is worth 50 points. **The total number of possible points for the course is 460.**
  - You CAN complete all the modules, and their exams, EARLY! You MUST complete the exams by the due date listed in the course timeline close to the end of this syllabus. If you fail to complete the exams by that time you will receive a score of zero for any and all exams missed regardless of the exam score that you see on the Faulkner Press Courseware.
  - After completing exams, students are advised to log into the Faulkner Media website to check that exam scores are posted there. **IF YOU CANNOT SEE YOUR EXAM SCORES THERE, THE INSTRUCTOR WILL NOT BE ABLE TO SEE YOUR SCORE!** If you do not see the exam score there please contact [questions@faulknerpress.com](mailto:questions@faulknerpress.com).
3. *CPS Department Research Requirement (worth a total of 50 points)*. The primary goals of a university are to provide an educational experience for its students while advancing knowledge through research. The Department of Counseling and Psychological Services is committed to each of these goals and believes that one important aspect of your educational experience is to learn, preferably through direct experience, how psychological research is conducted. Thus, the Department requires that students in our undergraduate courses gain research experience. Research experience can be gained in one of the two ways (SONA or the Alternative Research Assignment, both later in this syllabus). Either of the two alternatives provided is acceptable; however, by serving as a participant in research (SONA), you will learn about research projects and contribute to the advancement of knowledge. It is often only through research with human subjects that important questions about human behavior can be answered. A total of 50 points (i.e., 4 research credit hours) toward your final grade is earned by successfully completing either SONA or the Alternative Research Assignment. This accounts for approximately 11% of your course grade. Additional information about participation in CPS department research is contained in Appendix A.
4. *There are NO extra credit opportunities offered for this course!*

## RESEARCH ASSIGNMENT INFORMATION

Students must decide if they will complete the SONA/Research Participation OR the Alternative Research Assignment! Both are outlined below. You cannot submit the same paper OR use the same SONA credits for multiple courses! *You will need to complete separate SONA credits or use different articles/write separate papers for each online class you are taking!*

**SONA/Research Participation:** You may participate in four (4) hours of research approved by the Counseling and Psychological Services Department. This involves completing a general survey (1 credit) and participating in three (3) hours as a participant in research. At least one hour (out of the three) should include one **advanced study** (i.e., a study that does not involve a cross-sectional online survey study). Instead, one (or more) hour(s) must include choice of lab, experimental, interview, or daily diary studies. Please note that all three credits could come from lab, experimental, interview, or

daily diary studies; however, not all three credits could come from online survey studies. When choosing this option, please keep in mind that many of the advanced study options will take place in-person and on-campus. If this is not feasible for you, you may want to consider the Alternative 2 option. Please see the “SONA Registration and FAQ” section later in this document for details on SONA registration.

**General screening survey.** To cut down on completing redundant surveys, everyone can earn 0.5 credit by taking the general screening survey. The general screening survey is a prerequisite for all other research studies. The first part takes around 15-20 minutes and involves demographics and measures of personality traits. If you provide poor quality data on the first part, you will not receive an invitation to complete the second part. The second part takes another 30-40 minutes and includes a few commonly studied constructs such as happiness or meaning in life.

**Research participation:** Studies vary in length; you will receive 1/2 credits for every 30 minutes of participation. For example, a study lasting 30 minutes would earn you .5 credits. A study lasting an hour and half would earn you 1.5 credits. Each semester, investigations on a wide range of psychological phenomena are conducted at a variety of times. You should be able to select several studies to fit your schedule. Signing up to participate in approved research projects is done online at the GSU CPS Department Research Participation Pool website (<http://gsucps.sona-systems.com>.) Credit for your participation in experiments will be posted to this website. **Please be sure to register using the correct CRN (83298) for this class. Otherwise, you will not receive credit.**

**Advanced study:** One of the four credits earned must be an “Advanced Study.” These are clearly labeled in the SONA system, and require something above and beyond the standard survey participation. For instance, some advanced studies might require students to come participate in an in-person session for interview, observation, or other form of data collection. Other advanced studies might ask that you respond to follow-up questionnaires.

### **Alternative Research Assignment: Writing Assignment on Peer Reviewed Article.**

**Guidelines for paper.** This assignment is submitted in two parts. Both parts are submitted directly to your instructor. Each part is equivalent to two hours of research credit (25 points for each part, in order to achieve a total of 50 points towards your final grade).

**Part 1/Appendix C:** You will upload **two** peer-reviewed empirical journal articles from an APA or ACA journal (see list) that has been published within the past five years. These two peer-reviewed empirical articles must be topically related to one another. In addition, you will write a review of each article, as if you were reviewing for the journal editor. To do this, please complete the worksheet, Appendix C. You just present a brief summary of the purpose of the study, the research question(s) posed or hypotheses, the sample collected, the measures, and the major findings from the study. Afterwards, you will then provide a numbered list of limitations of the article. You should be able to find all of this information in the text of the article.

**Part 2:** You will write a critical review that synthesizes your reactions to the two articles. Your paper must be APA style (e.g., title page, no abstract, double-spaced, reference page). The paper should be 800-1000 words. Please use the following organization. The first section should include a general summary of the studies conducted (between 200-400 words).

The second section should involve your critical analysis of the articles (less than 600-800 words). Identify and defend the article that makes the strongest argument and will have the more significant impact on the topic/population it is written about. Integrate information from your course into the critique of the article. You might discuss the practical significance of the research.

The third section will involve your suggestions for future research in this area, based on what you have learned in your course. This should not be a summary of what the authors suggested as

recommendations for future research, but rather, your own personal suggestions for future research based on the reported findings.

Please use headings in alignment with APA style (i.e., Summary, Analysis, Suggestions for Future Research). The paper will be graded based on the quality of content and alignment with APA style. Each article *may earn up to four credits* toward your research requirement. You must turn in **both your summary/analysis of the article and a PDF of the article (or link to the article if a PDF is not available)** when you submit your work for this alternative. Be sure to write your paper in your own words! Using actual phrases from the article without quotes is plagiarism. Paraphrasing sentences (e.g., substituting words here and there) is also plagiarism. Using the authors' ideas without providing credit is also plagiarism. You also may not plagiarize your own work from another course. ***Any plagiarism will result in zero credit for the assignment.***

## FINAL GRADE INFORMATION

Final grades are based on the scale below according to GSU policies. The +/- system is not used for this course. There are no opportunities for extra credit.

Assignment	Possible Points	Points	Grade
Exam 1	100	414-460	A
Exam 2	100	366-413	B
Exam 3	100	315-365	C
Exam 4	100	270-314	D
Research Option	50	0-269	F
Course Contract	10		

## COURSE SCHEDULE AND TIMED ONLINE EXAMS

**All course requirements must be completed by their respective due dates!!!** As mentioned, *due dates for the research requirement and exams are fixed and final, and there are no make-ups.* Again, students are at liberty to complete the research requirements and take exams prior to scheduled deadlines. However, exams must be submitted **BEFORE** midnight (i.e., 11:59 EST) of the final day of the exam period to be counted. NOTE: the last day to withdraw without academic penalty is listed in the course schedule close to the end of this syllabus. The following reflects the Course Schedule for this semester. **THE EXAM DEADLINES ARE FIRM!**

## TECHNICAL ASSISTANCE

**\*\*Very Important\*\* Please do NOT contact the instructor, GSU, or the CPS Department regarding technical issues** as these are most likely due to specific issues with students' PC/laptop and the courseware and the instructor cannot answer these questions. The instructor and GSU will not be responsible for any issues or problems students have with downloading or using the Faulkner Media courseware. **All technical assistance is channeled through Faulkner Press (questions@faulknerpress.com).** Allow Faulkner enough time to respond. Do not try and access the courseware at the last minute to take an exam and expect the help desk to be immediately able to fix any technical problems. Faulkner manages multiple online classes with hundreds of students and resolving technical issues can take some time.

**Faulkner Press Help Desk:** Technical questions, such as issues with downloading, navigating the courseware, and accessing and/or verifying exam scores, need to be directed to the Faulkner Media Help Desk:

- **Online:** Go to [faulknerpress.com/gsu](http://faulknerpress.com/gsu) and select Help Desk; the Faulkner Media Helpdesk staff can provide technical assistance.
- **Email:** send questions to [questions@faulknerpress.com](mailto:questions@faulknerpress.com)
- **Phone:** Call the toll-free number 1-855-393-3393. This is the least preferred method as students may have to leave a message.

## DEPARTMENTAL POLICIES

### **Cultural and Ethnic Diversity:**

The department of Counseling and Psychological Services (CPS) values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts and materials, clinical practice and supervision, research and departmental administration, and policy formation. To this end, CPS will not tolerate or condone any actions, practices, or processes by any CPS faculty member, staff person, or student which discriminate against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

### **Accommodations for Students with Special Needs:**

Students with disabilities requiring accommodations must be registered with the Office of Disability Services at Georgia State before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at (404) 413-1560. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the class session. Bring a copy of the Student Accommodation Form to the meeting. Students must self-identify so that arrangements can be made according to the University's policy and guidelines provided by the Office of Disability Services (Suite 230 New Student Center).

### **Policy on Academic Honesty**

Students are expected to recognize and uphold the highest standards of intellectual and academic integrity. For explicit conversate of this policy students are adviced to refer to the General Catalog for the University and Student Handbook (<http://codeofconduct.gsu.edu/>). This policy discusses plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions of material for credit without permission.



## Email Communication Etiquette

- **Emails sent to an instructor should be treated like a business letter:** You will not err if you are too formal, but there is the possibility of committing many gaffes if you are too informal. **Address your instructor respectfully.**
- **The subject header should be informative:** Write a few words indicating the purpose of your message: "Request for a space in your class," for example.
- **Do not expect an instant response.** Although we have all become accustomed to the instantaneous quality of electronic communication, your instructors want you to know that they simply cannot always answer a message quickly. Allow them a day or two, or even more, to respond. You can re-send the message if you haven't heard back in five days or so.
- **Email Style**
  - **Do not treat email as if it is an instant-message exchange.**
  - **Do not use smiley faces or other emoticons when emailing instructors, and don't use all those internet acronyms, abbreviations, and shortened spellings** (e.g., LOL, or "U" for "you"). Similarly, don't confuse email style with txt style. That form of electronic shorthand signals a level of intimacy that is inappropriate for exchanges with your instructors.
  - **Write grammatically, spell correctly, and avoid silly mistakes.** Proofread. Use the spelling checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to your instructor.
  - **Use paragraph breaks** to help organize your message. It's hard to read a long unbroken stream of words on a screen.
- **Email content:**
  - **Do not use email to rant or whine:** Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read and may well elicit the exact opposite response that you intend.
  - **Keep most messages to under a screen in length:** Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly.
  - **Take extra steps to minimize the email exchange:** For example, if you are requesting an appointment, state your purpose and name the times that you are available in your initial message. Your respondent may then be able to answer you with only one additional message.
  - **Quote selectively and briefly** from any prior messages to provide context and background. Although sometimes it's good to quote an entire exchange so as to keep a record of what's been said and decided, often that's unnecessary and simply ends up making a message too long and cluttering the screen.
  - **Finally, be respectful, and think about what kinds of things might sound odd or offensive to your instructor.**

### Faulkner Press information

- **WEBSITE:** Use this link <http://www.faulknerpress.com/universityGSU.shtml> to register, purchase, and download your courseware. \*\*\***Select Jaleh Davari as your instructor.**
  - *MyAccount* is your personal webpage in the Faulkner Media navigation system. You need to create one the first time you access the website. This is where you will view and verify your exam scores. If your score is posted here, it is also posted to the instructor's online grade book. If you do not see your score in your *MyAccount*, then contact Faulkner Media for assistance.
  - Helpful videos and tutorials on navigating this course are provided by Faulkner Media and are highly recommended.
  - **Please note:** this course **does not primarily use** iCollege or GSU technical services. Everything is done through Faulkner Media, including *all* technical assistance. Grades ***will be*** posted on iCollege.
- **COURSEWARE.** Software for this course (i.e., courseware) is downloaded from the website. A description of the courseware can be found below in the section titled "Student Expectations for Succeeding in this Online Course."
  - ***News & Events Tab:*** General class announcements, online exercise codes, and links to web pages, are stored here. The messages are visible only through your Faulkner account when you are online. (Located: Bottom left of courseware.)
  - ***Presentation Tab:*** The course mini-lectures and accompanying slides and images are located here. The presentation for each topic offers additional insights and examples to enhance your understanding. (Located: Top left of courseware.)
  - ***Reading Tab:*** The course text and readings are located in the Table of Contents. The Table of Contents menu leads to the 12 topical areas (3 per section). (Located: Center of courseware.)
  - ***Assessment Tab:*** This component includes (a) Practice Choice Questions and interactive games that you can use as part of your study and preparation and (b) the four online exams. (Located: Top right of courseware.)
    - ***Practice Choice Questions:*** Select this option from the Assessment menu to access practice tests for each topic. A practice test consists of 10 items randomly drawn from a pool of items based on the readings and lectures for a particular topic. Each time you take a practice test, the items you answered correctly are removed from the available practice test pool for that topic. The practice tests are not required and are not submitted but are highly recommended as a study aid.
    - ***Online Exams:*** Select this option from the Assessment menu to complete the four online exams and submit your scores to the online grade book. An exam covers one section (3-4 topics) of reading and lecture material. Approximately 50-70% of the items on an exam are randomly drawn from the pools of practice questions for the topics it covers. The other 30-50% are randomly drawn from a different pool of questions that students do not see. Each exam is unique because 50 items are randomly drawn from the hidden and practice question pools. Each online exam is worth 100 points (**400 points total**) toward your final grade for the class.  
**Exams must be completed by the deadlines! There are no extensions, retakes, or makeups offered without documentation of an acceptable emergency!**
  - **Flash Drive:** Your instructor recommends that you download the software onto your personal computer **AND** onto a flash drive. As computers crash, viruses are transmitted, personal technological devices are stolen, and internet become inaccessible, you should download the software onto your personal computer *and* a flash drive, providing you

two options to access the course.

- **Financial Aid Disbursements:** If you are waiting on financial aid disbursements before purchasing your courseware, please be advised, you may access a deferment demo on the Faulkner Media site ([www.faulknermedia.com](http://www.faulknermedia.com)) that will allow you to begin studying without purchasing the courseware.
  - Click on deferment demo in the menu at the top of the page and follow the instructions.
  - Make sure you select the deferment demo for Career and Lifespan Development.
  - Please be advised that the deferment demo option allows you to access the first 3 topics of the courseware for study purposes only. You must purchase and register the courseware to continue with the other topics and complete the exams.
- **Faulkner Media Courseware Refunds:** (for students who drop/withdraw from the course): Faulkner Media has agreed to issue refunds for purchased courseware to any student who drops the course within the first week of classes AND emails the Faulkner Help desk during the first week of classes, requesting the refund for their courseware. All withdrawn students are encouraged to seek a refund from Faulkner Media, but they should know that they might not qualify.
- **Payment:** Your course software is available through the Faulkner Press secure website. Instant payments are processed through PayPal and they process the following types of payments:
  - A Personal Credit or Debit card, issued by a financial institution with a logo of Visa, Mastercard, American Express, or Discover,
  - A PayPal account,
  - Prepaid Visa gift card from Wal-mart, OR
  - A one-time or "virtual" credit card number issued by your credit card financial institution (In lieu of using the number imprinted on the face of the issued card for security purposes.
  - Some of these options might take a few days to move funds and/or verify a new account, so please plan accordingly. Due dates will not be modified because of issues related to obtaining and utilizing course work.
  - Faulkner Press processes payments for courseware purchases securely by taking you to the PayPal website during the software registration process. PayPal keeps your information secure by using industry-leading encryption and fraud prevention tools, and they don't share your financial information with the merchant. For payment questions please contact PayPal Customer Service, 888-221-1161.

## SONA Registration and FAQ

We use this system to maintain the number of research credits received. You will also receive reminders or other announcements related to the research requirement through this system, so if you are not registered then you will not get these emails. **Register for an account immediately.**

Regardless of which option you choose, it is very important that you register for an account through SONA systems. To do so, please follow these instructions:

1. Visit this webpage: <http://gsucps.sona-systems.com>
2. In bottom left, click "request an account here."
3. Create your own ID and password. Please use your GSU email. Don't forget to include **@student.gsu.edu** (not just @gsu.edu.)
4. If you are taking multiple CPS courses this semester, you only need one account in SONA to manage your research participation.

**Please DO NOT confuse the SONA webpage used by the Psych department courses for webpage used by the CPS department. It is a separate webpage and you will not find CPS courses listed.**

**Again, the CPS SONA website is <https://gsucps.sona-systems.com>**

### Please note:

**If you complete research opportunities for the psychology department you WILL NOT receive any credit for your research participation.**

A total of 50 points toward your final grade is earned by successfully completing some combination of the research-related alternatives described above. **Please note that you have to complete 4 credits of research for EACH COURSE you are taking.** Therefore, if you are taking 2 CPS online courses, you have to complete 8 credits. If you are taking 3 CPS online courses, you have to complete 12 credits of research. If you are taking multiple CPS online courses or have taken CPS online courses in prior semesters, surveys may be limited to you. Therefore, Research Alternative #2 may be the best option for you to complete.

The remainder of this appendix contains a set of frequently asked questions related to SONA. If your question is not covered in the FAQ document, then please contact the CPS SONA administrator at [cpssona@gmail.com](mailto:cpssona@gmail.com).

### SONA Frequently asked question

1. Do I need a separate account for each CPS class?
  - a. No. The system allows you to include multiple CPS courses and track the credit earned for each class requirement. You can add multiple courses by selecting "My Profile" from the Main Menu. Select the "Change Courses" option under the list of existing courses you are in. Select from the available list of courses while holding the "Ctrl" control key and update the changes.
2. Can I reassign credit from a previous semester course to a current semester course?
  - a. No. The credits do not transfer between semesters. At the end of each semester, the credits are archived. You cannot reassign credit earned from a previous semester to a currently enrolled course.
3. Can I reassign credits from one CPS course to another during the same semester?

- a. Yes! You can reassign credit between courses that you are actively enrolled in the present semester. See question 6 to learn how.
4. How do I apply credit from the General Survey to all my CPS classes?
  - a. Each part of the General Survey is worth 0.5 credit for 30 minutes of participation. You can only apply earned credit toward one single course. If you are enrolled in multiple CPS courses, you may only apply the credit earned from the general survey to one of the courses but not to all.
5. How do I assign credit from one course to another?
  - a. If you belong to multiple courses in the same semester, you may reassign a credit from one course to another. To do this, simply use the "Reassign" link that appears when you view your progress under "My Schedule & Credits" tab. The link appears under the course entry for each item in your progress listing. You may not split a credit between two courses, for example by assigning 2 credits of a 3-credit study to one course, and 1 credit from that study to another course.
6. How do I select multiple courses?
  - a. In the initial set up of the account, the "Courses" drop-box allows you to select multiple courses by holding the "Ctrl" key while you select the courses. After the initial set up: If you are trying to add another course, go to "My Profile" from the Main Menu. Select the "Change Courses" option under the list of existing courses you are in. Select from the available list of courses and update the changes.
7. I accidentally selected the wrong instructor for my course. Is it possible to change the account to the right instructor?
  - a. Go to "Change Courses" underneath your current course listing and remove the existing course. Then add yourself to the correct course and instructor. Credits that were assigned to the previous course will not be automatically reassigned to the new correct course. You should receive a warning about this and taken to the page where you may reassign your earned credits.
8. I completed a survey but have not received credit. Why?
  - a. Most surveys offered through SONA are set up to grant credit automatically once the survey is complete. Some studies are set up so that the researcher manually enters the credit within 48 hours once he or she verifies completion. Best thing to do is (a) make sure you signed up for the study, (b) then complete the study through the end and submit before exiting the survey, and (c) contact the SONA administrator for assistance if you still haven't received credit.
9. I don't see Psych courses listed.
  - a. The Psych courses are not going to be listed in the Counseling & Psychological Services (CPS) SONA site. To sign up for the GSU Psychology Research and Testing Site go to <http://gsu.SONA-systems.com> and contact [cpssona@gmail.com](mailto:cpssona@gmail.com) for assistance with their department SONA site.
10. Is it necessary to take the General Survey for each CPS course this semester?
  - a. The General Survey is a prerequisite that must be completed before you can participate in other research studies during the semester. Once the survey is completed one time during the semester, you are allowed to sign up for other studies in SONA.
11. What does the general survey mean by providing three "informants"?
  - a. Informants mean three people you know that would feel comfortable participating in a separate survey, upon asking them. Once you provide the contact information for the 3 individuals, the researcher will contact them separately at a later time. The participant does not receive credit for providing three informants. As noted in the syllabus, here's

how a student earns their 1 credit for the general survey: "The first screen, titled General Survey, involves a 30-minute survey at the beginning of the semester (.5 credits). You can earn an additional .5 credits if you complete a 10-minute follow-up survey, titled General Survey Part II, towards the end of the semester. Thus, the general survey is worth 1 credit total if you do both parts."

12. I emailed the CPS SONA email address and received an un-deliverable message. What should I do?
  - a. On rare occasions, students may experience this problem due to copying and pasting the [cpssona@gmail.com](mailto:cpssona@gmail.com) address into the address bar. If this is the case, type the email address directly into the address bar and see if it transmits. If you still experience issues, forward the email to your instructor and request that they contact the SONA Administrator and the CPS Online Course Coordinator directly. This will ensure a timestamp of your correspondence.

**Appendix A: Additional Information on the Research Requirement**  
**What if the student or researcher is unable to keep the appointment?**

If a student is unable to make a participation time that he/she has signed up for, it is his/her responsibility to notify the researcher via email or by telephone at least 24 hours in advance of the scheduled time. Both the contact number and email address for each researcher are given on the page for his/her study on the GSU Research Participation Pool website.

If the researcher cancels the appointment more than 24 hours in advance, the student will not receive the research credit. If the appointment is cancelled within less than 24 hours, the student will receive credit. In the event that a researcher is not present at the scheduled location and time and has not cancelled the appointment, the student should notify his/her instructor within 24 hours.

**Rights of the Students, Relative to the Requirements**

1. Autonomy - Students are free to elect any of the alternatives listed in order to complete their research requirement.
2. Informed Consent - Students who elect Alternative 1 are entitled to receive, before they consent to participate, as much information as is needed for them to make an intelligent decision as to whether or not to participate. Students should receive a print copy of the informed consent agreement for each study in which they volunteer to participate.
3. Right to Withdraw - Students may drop out of any study at any time after showing up and learning about the research and what their participation will entail. You will not earn credit towards your research requirement for a study from which you withdraw.
4. Right to Respect and Dignity - Researchers will treat all students who volunteer to participate in their projects with respect and dignity.
5. Debriefing - Students who elect Alternative 1 will receive an explanation from the researcher regarding the purpose of the study and the role that the student played in it. In some cases, this explanation may be postponed until after the student's participation in the research is complete, so as not to affect the student's behavior during the study.
6. Recourse - If a student feels that his/her rights have been violated, or that he/she has been treated unfairly or in any other way harmed by means of participation in research, he/she should register a complaint with one of the following individuals:
  - a. his/her course instructor
  - b. the CPS undergraduate course coordinator, Jo Saint, Ed.S. ([msaint1@gsu.edu](mailto:msaint1@gsu.edu))
  - c. the Counseling and Psychological Services Department Chair, Brian Dew, Ph.D. ([bdew@gsu.edu](mailto:bdew@gsu.edu)).

## Appendix B: Sample Peer Reviewed Journals

<https://library.gsu.edu/>

### ACA Journals

- Journal of Counseling and Development
- Career Development Quarterly
- Counseling and Values
- Journal of Addictions and Offender Counseling
- Journal of College Counseling
- Journal of Employment Counseling
- Journal of Humanistic Counseling
- Journal of Multicultural Counseling and Development
- Counseling Outcome Research and Evaluation
- The Family Journal
- Journal of Creativity in Mental Health
- Journal of LGBT Issues in Counseling
- Journal of Mental Health Counseling
- Journal of Military and Government Counseling
- Journal for Social Action in Counseling and Psychology
- Journal for Specialists in Group Work
- Professional School Counseling
- Rehabilitation Counseling Bulletin
- Experimental and Clinical Psychopharmacology
- Families, Systems, & Health
- Health Psychology
- History of Psychology
- The Humanistic Psychologist
- International Journal of Play Therapy
- International Journal of Stress Management
- International Perspectives in Psychology: Research, Practice, Consultation
- Journal of Abnormal Psychology
- Journal of Applied Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling Psychology
- Journal of Diversity in Higher Education
- Journal of Educational Psychology
- Journal of Experimental Psychology: Animal Learning and Cognition
- Journal of Experimental Psychology: Applied
- Journal of Experimental Psychology: General
- Journal of Experimental Psychology: Human Perception and Performance
- Journal of Experimental Psychology: Learning, Memory, and Cognition
- Journal of Family Psychology
- Journal of Latina/o Psychology
- Journal of Neuroscience, Psychology, and Economics
- Journal of Occupational Health Psychology
- Journal of Personality and Social Psychology
- Journal of Psychotherapy Integration
- Journal of Rural Mental Health
- Journal of Theoretical and Philosophical Psychology
- Journal of Threat Assessment and Management
- Law and Human Behavior
- Military Psychology
- Motivation Science
- Neuropsychology

### APA Journals

- American Journal of Orthopsychiatry
- American Psychologist
- Archives of Scientific Psychology
- Asian American Journal of Psychology
- Behavior Analysis: Research and Practice
- Behavioral Development Bulletin
- Behavioral Neuroscience
- Clinical Practice in Pediatric Psychology
- Clinician's Research Digest: Adult Populations
- Clinician's Research Digest: Child and Adolescent Populations
- Consulting Psychology Journal: Practice and Research
- Couple and Family Psychology: Research and Practice
- Cultural Diversity & Ethnic Minority Psychology
- Developmental Psychology
- Evolutionary Behavioral Sciences



- Peace and Conflict: Journal of Peace Psychology
- Personality Disorders: Theory, Research, and Treatment
- Practice Innovations
- Professional Psychology: Research and Practice
- Psychiatric Rehabilitation Journal
- Psychoanalytic Psychology
- Psychological Assessment
- Psychological Bulletin
- Psychological Methods
- Psychological Review
- Psychology & Neuroscience
- Psychology and Aging
- Psychology of Addictive Behaviors
- Psychology of Aesthetics, Creativity, and the Arts®
- Psychology of Men & Masculinity
- Psychology of Popular Media Culture
- Psychology of Religion and Spirituality
- Psychology of Sexual Orientation and Gender Diversity
- Psychology of Violence
- Psychology, Public Policy, and Law
- Psychomusicology: Music, Mind, and Brain
- Psychotherapy
- Qualitative Psychology
- Rehabilitation Psychology
- Scholarship of Teaching and Learning in Psychology
- Spirituality in Clinical Practice
- Sport, Exercise, and Performance Psychology
- Stigma and Health
- Traumatology

**Appendix C: Information Sheet for Part 1 of Research Writing Assignment/Alternative 2**

Name: \_\_\_\_\_

Instructor: \_\_\_\_\_

Please complete the chart below. If you cannot answer every question, then you might need to find a different article. An empirical article should have an experiment conducted (including research questions/hypotheses, a study sample, and measures used). You can access journals through your GSU account at <https://library.gsu.edu/> The GSU librarians are also happy to help you find articles that fit the requirements.

	<b>Article one</b>	<b>Article two</b>
<b>Article Title</b> <i>(1 point each)</i>		
<b>Author(s)</b> <i>(1 point each)</i>		
<b>Year Published</b> <i>(1 point each)</i>		
<b>Journal Name</b> <i>(1 point each)</i>		
<b>APA Citation</b> <i>(1 point each)</i>		
<b>Research Questions/Hypotheses</b> (if more than one, use bullet points) <i>(1 point each)</i>		
<b>Description of Sample/Participants</b> <i>(1 point each)</i>		
<b>Measures</b> (e.g. tests, surveys, interview forms, etc.; if more than one, use bullet points) <i>(1 point each)</i>		
<b>Limitations of Experiment</b> (use bullet points) <i>(1 point each)</i>		
<b>How do these two articles relate to one another?</b> <i>(7 points total)</i>		

**Total: 25 points**

## Course Schedule

Assignment Type		Due Date
Course Contract		9/11/2020 by 5:00PM
Download Software		9/11/2020 by 5:00PM
Section 1	Understanding Career & Lifespan Development Topic 1: World of Work: What Was, What Is... Topic 2: The Career Chase Topic 3: Taking Stock: Self-Assessment	
Section 2	Theories of Career & Life Span Development Topic 4: Personal Career Theories Topic 5: Social Learning & Decision-Making Theories Topic 6: Option Career Theories	
Exam	Exams 1 and 2 are due! (Exam 1 Code: AMC) (Exam 2 Code: DTE)	10/02/2020 by 11:59PM
Research Option 1	General Survey and 1 hour of research credits are due.	10/16/2020 by 5:00PM
Research Option 2	Two articles and completed Appendix C are due.	10/16/2020 by 5:00PM
Section 3	Succeeding in the Job Market Topic 7: Searching & Exploring Career Opportunities Topic 8: Career Decisions & Goal Setting Topic 9: Entering the Job Market	
Section 4	Issues & Changes in the Workplace Topic 10: Diversity in the World of Work Topic 11: Working Relationships and Job Stress Topic 12: Shaping the 21 <sup>st</sup> Century Workplace	
Research Option 1	Remaining hours, including Advanced Study, are due.	11/20/2020 by 11:59PM
Research Option 2	Paper reviewing two peer-reviewed articles is due.	11/20/2020 by 11:59PM
Exam	Exams 3 and 4 are due! (Exam 3 Code: GTJ) (Exam 4 Code: KLT)	12/04/2020 by 11:59PM

\*Please note, Eastern Standard Time (EST) will be utilized for all submission deadlines.

\*Remember, deadlines for this course are final. Issues arising the night assignments are due are rarely considered an acceptable reason for a deadline extension.

*This course syllabus provides a general plan for the course; deviations may be necessary. The instructor reserves the right to make changes at his/her discretion. Different instructors may have different policies to teach and run their courses, as such please remember that changes made in one course might not impact other CPS courses.*