



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

Instructor: Dr. Richard E. La Fleur  
Phone: (678) 839-6510  
Email: [rlafleur@westga.edu](mailto:rlafleur@westga.edu)  
Office: Melson Hall 209  
Hours: By appointment only

### Course Summary

This course is designed to provide you with an integrative “capstone” to complement the courses you have taken as a psychology major. The basic aim of this course is to have you reflect on your central learning(s) of psychology, and to then direct such reflection into the creation of various personal, academic, and professional development. Also, there are two central philosophies driving this course. They are *reflection* and *repurpose* as related to your life.

First, reflection is used as a tool to better understand the journey you have been on as well as identify the key moments in your life that are significant and in some cases, life changing. It seems as though it is easy to forego those moments and miss the meaning we are *supposed* to extract from them.

Secondly, the term repurpose has been used in our vocabulary today as a way to use something that was discarded. I find this interesting since we tend to discard our experiences and not repurpose them to help create something new, our future. In this course, these two principles will be our guiding philosophies as we create new pathways for your life.

### Course Format and Your Role

This course will be conducted in an online environment. What this means is that you are responsible for the completion and full understanding of all assignments related to this course. It is a common belief that online learning is easier than face-to-face, but it has been my experience that online courses are more difficult. The course, and your performance in it, will be optimal if you prepare for and attend to every component. This course is solely reliant on D2L components. It is thus 100% your responsibility to familiarize yourself with all of the technological requirements to complete an online course. If you have questions about anything technology related, please contact Distance Education (<http://www.westga.edu/~distance/>) or call 678- 839-6248. You will need Microsoft Office for this course, which is provided free by UWG at Student ITS.

### Course Objectives

1. To become better-prepared for life after graduation, whether you will be entering the work world or going on to graduate school
2. To take practical steps toward professional and academic development
3. To create a quality resume or portfolio to use in your future endeavors



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

**Required Texts:**

- 1) Palmer, P. (2000) Let your life speak: Listening to the voice of vocation. John Wiley & Sons. ISBN 978-0-7879-4735-4.
- 2) Jung, C. (1958) The undiscovered self: The dilemma of the individual in modern society. New American Library. ISBN 0-451-21860-4.
- 3) Axline, V. (1964) Dibs in search of self. Ballantine Books. ISBN 978-0-345-33925-6

Textbooks can be purchased from the [UWG bookstore](#)

**Instructions for success**

There are 7 main components which you will be graded on and are required to complete to successfully fulfil the requirements for this course. They are as follows:

- a. Life plan
- b. Significant Life Events
- c. Self-Discovery
- d. Career/Academic Pathway
- e. Final Video Presentation
- f. Discussion Boards
- g. Reflection Paper

**a. Life Plan (4-5 pages, double spaced)**

Why create a life plan? There is a great deal of power in having both a personal vision and a clear picture of your current reality. Having this perspective will generate a force within you that will move you toward your vision, and the production of tangible results. Wherever you are, start there. People often hesitate to take the first step in developing a life plan. One reason is that many people believe that the document must be perfect and complete. Quite the opposite is intended. The life plan is a lifelong working document. Begin with an imperfect first version, knowing that you will enhance it over time. The key is to start. There are four general areas containing thought-provoking questions.

**1. Conceptual image of yourself, both personal and professional**

Who are you? – What do you do? Who do you do it with? What value do you add to your world? – How do you introduce yourself? • Who do you say you are to others? • What are your personal strengths? Why? What are you good at? • What are your technical and professional competencies? • What are your weaknesses? Why? • What do you have passion for? What gives you joy? • Who do you learn from? What are you learning from them? • Are you a mentor to anyone? If so, to whom, and concerning what area? • How well do you manage the agreements you make with others and yourself? • How do you manage trust with others? • How trustworthy are you? • What results are you producing? • Why? • How do you achieve results? • What is your approach when results are not forthcoming?

**2. Purpose, personal, and professional vision**

What is your life's purpose? Why are you here? What are you here to accomplish? • If your life were on tape, and you fast-forwarded the tape so that you were at the end looking back, what do you see? • How do you feel? • What in your past would you change?



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

3. Goals and objectives (2–5 years), both personal and professional

What are your goals and objectives? • What areas in your life do these goals and objectives encompass? • What areas are not addressed? • How would you know if these goals and objectives were accomplished?

4. Near-term actions (3–6 months)

What actions will you take to improve yourself personally and professionally? • What results do you expect to create in the next 3–6 months? • What will you experiment with? • What risks will you take? • What will you read, do, study, experience to make this happen? • What feedback will you seek? • What relationships will you create, mend, or improve? • How will you build agreements and trust? • What feedback will you seek? • What relationships will you create, mend, or improve? • How will you build agreements and trust?

b. **Significant Life Events (about 4-5 pages, double spaced)**

Begin by writing about at least 2-3 significant life events. A significant life event is a specific happening, a critical incident, a key episode in your past, set in a particular time and place. It is a specific moment in your life that stands out to you for some reason. Describe 2-3 of the most critical incidents in your life to date. What was the impact of these events on the course of your life and who you are as a person? Feel free to write as much as you would like here (minimum of 4-5 double-spaced pages).

c. **Self-Discovery Assignment – (4-5 pages, double spaced)**

‘The universe is made up of stories, not atoms’ as written by Muriel Rukseyser. Our identities are best understood when expressed narratively – who we are in the world, how we became who we are, and how we make meaning of our experiences. As a Social Psychologist, I believe people have many stories that constitute their-selves, stories evolve over time as the present constructs and reconstructs the past. In this assignment, you are required to discover your-self, as you reconstruct your journey from your first psychology course to the last one (4884). This paper is a narrative of your experiences that have contributed to who you are as you prepare to ‘face the real world’. Be as detailed and inclusive as possible.

d. **Career/Academic Pathway (2-3 pages, double spaced)**

After working on the parts of this course that brings you to reflect on your life and explore the possibility of repurpose, what pathway have you decided to choose? Are you moving towards a career after graduation? Maybe grad school is the pathway you have selected and need to begin the process of preparing for additional education. Based on your decision, this section is designed for you to gather the necessary information and resources that will equip you to support your decision. **Please make your appointment with Career Services early** and explore what resources are available to transition you to the next chapter of your life. Here are a few questions to consider in making your appointment and in writing your paper – What pathway have you decided is best for your life? • Grad-school? • Career? What documents are needed to support either pathway? • Do you have a resume? • Do you have a cover letter? • Do you have a Curriculum Vite (CV)? • Do you have a Letter of Intent or Research Statement? • What was the main reason for your visit to Career Services? • What did you learn? • What was the experience of visiting Career Services like? •



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

**e. Final Video Presentation (3-5 Minutes) – Digital Life Narrative**

As you bring everything to a close, this assignment is a culmination of the components of this course. In this final assignment, you will incorporate the two overarching philosophies of this course (reflection and repurpose) using a digital life narrative. A life narrative is a review of your life and is brought about by the realization of one's future. It is characterized by the progressive return to consciousness of past experiences, the resurgence of unresolved conflicts that can be looked at again and reintegrated, reflection on the significance and meaning to one's life, which can help mitigate fear and anxiety. The emphasis on putting one's life in order is of great significance to you as you transition from college life. It is stimulated by free association, recall and assessment. Life review has to do with memory and with how we organize our memories. It is a process whereby people can give meaning to their lives and which leads to personality integration. Life review can be seen as part of a developmental process, the self in the making through dynamic processes. It is a process that interests' life-span theorists. It is a purposive, reflective, retrospective process which dwells on the past in order to come to peace with the past and present. For this assignment, you are required to present your narrative in a digital format using video, photos as well as your voice, narrating your narrative. Your final product will be presented using a digital platform such as YouTube, Vimeo or any other online platform, which makes your digital narrative sharable. Please see Course Den for further instruction.

**f. Reflection Paper Assessment – (2-3 pages, double spaced)**

One of the key components to finishing up your degree in psychology is to revisit your knowledge of the main themes that govern our discipline as well as your ability to communicate your thoughts. Please use this assignment as one of your final capstones as you reflect and repurpose your experiences for this course.

**g. Discussion Boards:** Discussion Boards (DB) are used throughout the semester as a way to create collaboration and inspire independent thinking regarding the topics being studied. The DB space will be populated with topics from the readings, text and or articles posted in Course Den. You are expected to respond to the topics with analytical thinking and display intelligent construction thoughts in your response. Part of your grade also depends on your response/comment to your classmates. For this course, you are to respond to 3 of your classmates and follow the same protocol set above. DBs will be graded using the following rubric:

a. Sentence structure	6 points
b. Analytical thought(s)	4 points
c. Theoretical grounding	4 points
d. Response to classmates	6 points
<b>TOTAL</b>	<b>20 points</b>



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

### Grades

- a. Life plan → 100 points
- b. Significant Life Events → 100 points
- c. Self-Discovery → 100 points
- d. Career/Academic Pathway → 100 points
- e. Final Video Presentation → 100 points
- f. Discussion Boards (4) → 80 points
- g. Reflection Paper → 100 points

**Total points possible → 680 points**

### Grading Scale

Course grade is determined entirely by the total points a student earns:

- 90-100% → A
- 80-89% → B
- 70-79% → C
- 60-69% → D
- Below 60% → F

### Policies

Communication & Engagement:

The best way to communicate with me is through email. On weekdays, I will attempt to respond to you within 24 hours and 48 hours on the weekends. If I am out of town or attending a conference, responding may take longer than normal. I would strongly suggest that you use the email system within Course Den to communicate with me. All course related communication will be done within Course Den. It is important that you log into Course Den regularly for any updates or additional information related to the course. It is also important to maintain a strong professional manner in communicating with me. Your emails should be structured as follows:

Subject: "Your Name" and "4884-Section #"

Body of email: (Dear/Hello) Professor/Dr. La Fleur

"The reason for your email" - Well constructed and professionally written!

"End with Thank you or an appropriate ending".

If this format is not followed, this can/will affect your final grade!

One of the goals of this course is to get you ready for life 'post grad' and the way we communicate is an important of your transition. I urge you to be mindful of your email messages. I will not accept poor grammar and texting language in your emails to me. Being professional and having appropriate boundaries are critical to your engagement with the 'real world'.



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

**Academic Integrity**

Cheating, plagiarism, and all other forms of academic dishonesty will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations (please see your student handbook). Students caught engaged in any form of academic dishonesty will minimally be given a failing grade on the assignment or exam in question.

**Accommodations**

Students with special needs as determined by the [Counseling and Career Development Center](#) must submit a letter to the instructor within the first two weeks of class (or as soon as the needs have been determined) specifying the accommodations they require.

**Equal Opportunity Statement**

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

**Affirmative Action Statement**

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

**UWG Copyright Statement**

[See statement](#)

**Support**

If you need technical assistance, please see [ITS](#). For UWG ONLINE please seek help at the following link <https://www.westga.edu/uwgonline/index.php> If you are having academic difficulties, please seek assistance through [Center for Academic Success](#). If you are having other difficulties, please seek assistance through [UWG Cares](#) or <https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

**Plagiarism**

[See UWG policy](#)

**Student Rights and Responsibilities**

[See UWG policy](#)

**Work Due Policy**

All assignments are due at the times specified. There is a 3-day window where assignments will be accepted with a 10pt penalty per 24 hours that they are late. After 3 days, if your assignment is still not turned in, you will receive an automatic zero.

**Network Usage Policy**

[See policy](#)

**Important Dates**

<https://www.westga.edu/uwgonline/important-dates.php>



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

**Important Information**

Please carefully review the following link:

[https://www.westga.edu/academics/assets/docs/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class. These statements are updated as federal, state, university and accreditation standards change, and you should review these standards every semester.

**Technology**

Mobile devices are part of our culture and society today. While I am a huge fan of technology, during class time please abstain from using your devices to ‘stay connected’ to the rest of the world. The time we have together is part of an invitation to share dialogue and connect with one another that is different from the connection brought about by mobile devices. Please respect the classroom environment as a space to think and interact with each other.

**Stress and Well-Being**

Taking a college course “should” be difficult, in the sense that it ought to challenge you to expand your way of thinking. However, stress can overwhelm students and reach an unhealthy level. For that reason, it is important to note that students’ ‘well-being’ has priority. This is not a convenient excuse for laziness or a lack of commitment to the difficult work involved in the course. Nevertheless, if you begin to feel overwhelmed, I ask that you please come see me as soon as possible. I can help connect you to resources that will aid you in establishing a healthy balance.



Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

Proposed Course Outline

Week	Topic	Assignments
Week 1: 8/14	Syllabus	Review and understand syllabus and course requirements/Welcome email
Week 2: 8/19	Review - Major Paradigms in Psychology	1. Reading 2. <b>Reflection Paper Assessment due</b>
Week 3: 8/26	Life Plan and Reading – Meaning in Life	1. Begin working on Life Plan paper 2. Reading and 3. <b>Discussion Board 1</b> 4. <b>Make appointment with Career Services</b>
<b>Week 4: 9/2</b>	Life Plan Review	<b>Life Plan paper due</b>
Week 5: 9/9	Moments that shape our identity	Begin writing for Significant Life Events paper
Week 6: 9/16	Significant Life Events paper	<b>Significant Life Events paper due</b>
Week 7: 9/23	1. Personality Assessment 2. The undiscovered self - Jung	1. Personality Assessment (see Course Den) 2. Read chapter 1 – <i>The Plight of the Individual in Modern Society</i> 3. <b>Discussion 2</b>
Week 8: 9/30 (Fall Break)	The Undiscovered Self – Jung	1. Reading and Writing for Self-Discovery 2. Begin writing Self-Discover paper 3. Read chapter 4 – <i>The Individual's Understanding of Himself</i>
Week 9: 10/7	The undiscovered self - Jung	1. Read chapter 5 – <i>The Philosophical and the Psychological Approach to Life</i> 2. <b>Discussion Board 3</b>
Week 10: 10/14	Self-Discovery paper	<b>Self-Discovery paper due</b>
Week 11: 10/21	Senior Assessment Survey	<b>Complete the Senior Assessment Survey (3 extra points)</b>





Integrative Seminar PSYCH 4884-E02 Fall 2019  
Asynchronous Learning - Psychology Department  
University of West Georgia

Week 12: 10/28	What's my next move?	1. Career or Academic Pathway writing assessment 2. <b>Upload to Dropbox in Course Den</b>
Week 13: 11/4	Digital Narrative	Begin preparation for Digital Narrative
Week 14: 11/11	Let your life speak – Palmer	Read chapters 1-3
Week 15: 11/18	Let your life speak – Palmer	1. Read chapters 4-7 2. <b>Discussion Board 4</b>
<b>Week 16: 11/25</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>
Week 17: 12/2	Digital Narrative	Filming and Editing Digital Narrative
<b>Week 18: 12/9</b>	<b>Digital Narrative</b>	<b>Digital Narrative Due</b>

This syllabus is an evolutionary document; therefore, the dates of exams, projects, etc. may be revised as the semester progresses. Thus, the dates contained in this syllabus are NOT binding. Syllabus subject to change at professor's discretion.