



PSY204H1S: Psychology Careers and Applications



Class meets **Thursdays 3-6pm** on **Zoom** (link/password on Quercus)

Note: Zoom recordings will be available in on Quercus for one week following the class and are not intended as a substitute for attending the live class

Contact Information

Instructor: Dr. Ashley Waggoner Denton (she/her/hers)
Email: a.waggoner@utoronto.ca
Office Hours: Tuesdays 4-5pm in SS6019 or book an appointment [here](#) (zoom or in-person)

Teaching Assistants: Katherine Bak (katherine.bak@mail.utoronto.ca)
Mateja Perovic (m.perovic@mail.utoronto.ca)
Ece Yucer (ece.yucer@mail.utoronto.ca)
(please email to schedule a meeting)

Course Description, Goals, and Prerequisites

Psychology has been identified as a “hub science”, a discipline whose research influences the work of scientists in many other fields. This course will provide you with a broad introduction to the application of the psychological sciences across various clinical, academic, and industry contexts. You will gain valuable insight into the broad range of careers that are relevant to psychology, while also investigating barriers to rigorous application of psychological science in applied settings. You will learn how different areas of psychology (e.g., clinical, social, neuroscience) are applied in practice, as well as how the skills and knowledge gained in an undergraduate psychology program can be applied to a broad range of careers and fields/sectors. You will gain significant exposure to career and education planning considerations within the psychological sciences and will participate in at least one experiential career exploration activity. Wherever possible, you will also be given the opportunity to interact with psychology alumni who are currently employed in these settings.

Prerequisites: PSY100H1 (or equivalent). At least one additional PSY course at the 200-level is recommended, but not required.

Distribution Requirement: Science

Breadth Requirement: Society and its Institutions (3)

Textbook

Norris, M. E. (Ed.). (2019). The Canadian Handbook for Careers in Psychological Science. Kingston, ON: eCampus Ontario. Licensed under CC BY NC 4.0. This is an open access (free!) textbook that can be read or downloaded (in a variety of formats) here: <https://ecampusontario.pressbooks.pub/psychologycareers/>

Any additional readings will be available/linked on Quercus.

Course Webpage/Quercus

The website associated with this course is accessible via <http://q.utoronto.ca>. This is where you will find all course materials, submit your assignments, etc. If you have any questions about using this site, please do not hesitate to ask me!

Course Learning Outcomes (based on APA Guidelines 3.0)

By the end of this course, it is my hope that you will be able to:

Knowledge & Application

- Distinguish the methods and approaches used in different psychology domains
- Describe various theories of career development and apply them to your own thinking about careers
- Provide examples of psychology's influence on other disciplines (e.g., education, law)
- Describe how psychological science has helped solve problems in applied settings

Scientific Inquiry & Critical Thinking

- Navigate career information databases and other resources to find relevant information
- Explain why measurement of research variables must be both reliable and valid
- Evaluate the credibility and informational value of academic and non-academic sources

Communication Skills

- Craft clear and concise communications to fulfill a purpose and address specific audiences
- Use technology to create documents and presentations that professionally convey information
- Interact respectfully with people of diverse abilities, backgrounds, nationalities, and cultural perspectives

Personal & Professional Development

- Identify academic and career options based on personal interests and values
- Develop evidence of skills and qualifications that graduate programs and employers desire in psychology graduates
- Use appropriate career resources to evaluate academic and career options
- Use self-regulation strategies (e.g., focused attention, time management, meeting deadlines) to enhance performance and develop evidence for a strong work ethic

Course Evaluation/Marking Scheme

Professional Development Workshop & Reflection - 5%

Recommended due date: February 16th (or during Reading Week)

Final deadline: Monday, March 31st



You will be able to complete any **workshop** offered by Career Exploration and Education during the Winter 2025 semester (please note that workshops completed outside of the Winter 2025 term will not count for course credit).

Find upcoming workshops and register via the *St. George Career Exploration & Education Events and Workshops Calendar*:

<https://clnx.utoronto.ca/home.htm>

NOTE: Career Exploration and Education offers a variety of programming through the CLNx Calendar; please be sure you complete a **workshop** (these are indicated in blue on the calendar). Examples of workshops include *Interview Strategies, Resumé and Cover Letters, Optimize Your LinkedIn*, etc.

After completing the workshop, you must submit your proof of completion (1%) and a reflection on your experience (4%) before the final deadline. Please see Quercus for additional information.

Professional Development Portfolio - 20%

Recommended due date: Feb 7th

Final deadline: Sunday, February 16th

This is something you will work on **throughout the first few weeks of the course** and you are encouraged to turned in for grading in early February. To earn full marks, your portfolio will include:



- Current goal statement and your elevator pitch
- Self-assessment of interests, personality, and skills, with corresponding reflective statements
- Occupation comparison, potential contacts, and informational interview prep
- Resumé and/or cv
- Evidence/artifacts demonstrating the development of (*at least three*) specific skills from the Skillful Psychology Student (with accompanying explanations) OR completion of a planning map (academic, co-curricular, extra-curricular, workplace, etc.) for how you plan to develop these specific skills in years to come

Full assignment instructions will be posted in a separate document on Quercus.

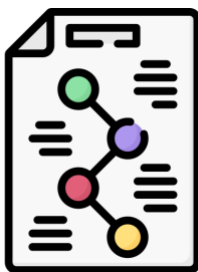
Online Midterm (15%)**Date: February 27th, 2025 (during normal class time)**

Will be a timed quiz, conducted online (on Quercus). Questions will assess your knowledge and application of course content (including readings, lectures, class activities, and guest sessions).



NOTE: If you receive extra time on tests as part of your accessibility accommodations, please use the information provided in this syllabus to make your request:

https://lsm.utoronto.ca/ats/info_for_students.html

Psychology-Related Career Infographic Assignment (20%)**Draft for in-class peer review: Thursday, April 3rd****Final infographics due: Friday, April 4th**

An infographic (information + graphic) is a visual representation of information, data, or knowledge. Infographics present complex information quickly and clearly to communicate concepts using texts, symbols, colors, and graphic visuals.

For this assignment, you will select a career that is relevant to psychology (guidance will be provided) and create an infographic for this career that would be **useful to other psychology students**. Readers of your infographic should be

able to learn all of the critical information they need to know about this career, **how it connects to their psychology studies**, and what steps they would need to take to prepare for this career. To aid you in this task, you are **strongly encouraged to participate in the in-class peer review activity on April 3rd**. Full assignment instructions are available on Quercus.

In-Person Final Exam (40%)**Date: TBD (April Exam Period, April 9 - 30)**

Will be an in-person, cumulative exam scheduled during the April Exam Period. Questions will assess your knowledge of course content (including readings, lectures, class activities, and guest sessions), as well as your ability to apply and reflect on the course material.

NOTE: If you receive extra time on tests as part of your accessibility accommodations, please use the information provided in this syllabus to make your request: https://lsm.utoronto.ca/ats/info_for_students.html

Course Policies**Email Policy**

Please check the syllabus and the class materials posted on Quercus before sending an email. You will find answers to most of your questions there. I am available to talk and answer questions after class, or you may use the link on the first page to book an appointment with me.

When sending email, **you must use your official utoronto email account**,

otherwise your email may be marked as spam and never received! Please use a meaningful subject line and start it with PSY204 (e.g., “PSY204: question about career workshop”). Use a proper greeting (e.g., “Hi Dr. Ashley”) and sign with your name (no need to add your student number or anything else!). State your concern clearly and succinctly. If the issue is something that would be better discussed in person, please book a meeting with me instead.

I will generally respond to your email within two business days, but please note that I do not check email on the weekends (i.e., an email sent on Friday may not be responded to until Monday).

Due Dates and Extension Requests

In general, assignments submitted after the final deadline will be subject to a 5% per day late penalty. If you need to request an extension on an assignment, please email me at least 24 hours before the due date. Please note that one of the learning outcomes of this course is for you to “Use self-regulation strategies (e.g., focused attention, time management, meeting deadlines) to enhance performance and develop evidence for a strong work ethic”. Extensions will only be granted in exceptional circumstances.

Missed Midterm

All students are expected to complete the online midterm during its scheduled time on Thursday, Feb 27th. If you are unable to complete the midterm due to circumstances beyond your control, please email me right away ([with a copy of your documentation, e.g., absence declaration or VOI](#)) and no later than Thursday, March 6th. Students who are confirmed as being excused from the midterm will be granted the opportunity for a make-up test or reweighting. If you miss the midterm and do not receive confirmation from me that you have been excused, you will receive a 0. The midterm is worth a large portion of your grade, please be sure to communicate with me if you miss it!

Please note that missed midterm form will require you to **submit documentation** pertaining to your absence or indicate that such documentation has already been sent (e.g., via the absence declaration tool on ACORN). *The following are recognized forms of documentation: Absence Declaration via ACORN, Verification of Illness or Injury form (VOI) or equivalent, College Registrar’s letter, and letter of accommodation from Accessibility services. For more information on these various forms of documentation, please see:*

<https://www.artsci.utoronto.ca/current/academics/student-absences>

Missed Final Exam

If you miss the final exam, you will need to file a petition. Instructors are not allowed to schedule make-up exams or alternative exam times. For information on the petitioning process, please see <https://www.artsci.utoronto.ca/current/faculty-registrar/petitions/deferred-exams> or contact your College Registrar’s Office.

Re-Grading Policies

Please keep in mind that your TAs are human beings with very busy schedules, who

have likely just spent many hours grading dozens of assignments. While they will be more than happy to fix any mistakes that they have made during the grading of your assignment, they will not respond to requests that are rude or bullying in nature.

If you believe that an assessment has not been graded fairly, please do the following: (1) carefully review the rubric (if applicable) and instructions for the assignment, along with any feedback provided by your TA. Make sure that you truly believe the assignment was not graded appropriately, and that you are not just acting out of disappointment with the mark you received. (2) Contact your TA and *briefly but clearly* explain where you think something was overlooked (e.g., the section of the paper or part of the rubric where you feel the problem lies). Your TA will review the assignment, and will make any adjustments to the mark that they feel are appropriate. (3) If after communicating with your TA, you are still unsatisfied and would like an official regrading of your assignment, you may request that I regrade your assignment by emailing me at a.waggoner@utoronto.ca. Please understand that the mark that I give you will be *final*, and that your mark may go up, go down, or stay the same. Requests for regrades must be made within two weeks of the date the marks are returned.

Grading Policy

Please note that all course marks are tentative until approved by department chair and dean's office, and recorded in the office of the faculty registrar.

For more information on What Grades Mean at U of T, please see:

<http://www.writing.utoronto.ca/advice/general/grading-policy>

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Generative AI Use

The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. The use of generative AI in this course may be considered the use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. For certain assignments, specific uses may be allowed, and students who choose to use Generative AI tools will need to follow the instructions provided in the assignment (e.g., submit copies of prompts used and output provided).

Copyright Notice

All course materials (including recordings, slides, and other documents) prepared by the instructor are considered by the University to be an instructor's intellectual

property covered by the *Copyright Act*, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or “published” in any way. Posting or selling recordings, slides, assignments, quizzes, etc. to other websites without the express permission of the instructor will constitute copyright infringement, and in some cases, may also violate the University’s Code of Behaviour on Academic Matters (see Academic Integrity notice below).

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor’s responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Academic Resources and Accommodations

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

PLEASE NOTE: Because I believe that accessibility is an issue that should be addressed broadly, not only for specific individuals with appropriate documentation, I have tried my best to design a flexible course where every learner’s needs can be met. For example, most assignments have both a recommended due date (which I certainly recommend you try your best to follow) and then a final deadline (i.e., automatic extension window granted to everyone who wants it). Of course, if you have specific needs that have not been met by default in the design or format of the course, please just let me know (either via email or booking an appointment with me - whatever is most comfortable for you).

NOTE: If you receive extra time on tests as part of your accommodations, please use the dates provided in this syllabus to make the necessary requests:
https://ism.utoronto.ca/ats/info_for_students.html

Specific Medical or Personal Circumstances

If you will require consideration for missed academic work, please report your

absence using the Absence Declaration tool on ACORN (available under the Profile and Settings menu). If your absence will be prolonged or if you have a non-medical personal situation preventing you from completing your academic work, **please connect with your [College Registrar](#)**; they will help you navigate the situation and they can reach out to me, if needed, on your behalf.

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate that your ability to complete some aspect of this course will be affected by a religious observance, please let me know as early as possible, so that we can work together to make alternate arrangements.

Writing & English Language Learning

<http://www.artsci.utoronto.ca/current/advising/ell>

ELL offers a range of programs/workshops/resources to assist all Arts & Science students who wish to improve their English language skills (including reading, listening, speaking, and writing). Please see their website for more information about these resources. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/> .

Academic Integrity and Plagiarism: All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca/ . Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Mental Health and Well-being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

- You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>
- If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>



Navi

YOUR MENTAL HEALTH WAYFINDER

**Looking for help, but not sure
where to begin?**

[Navi can help!](#)

Never hesitate to reach out to me with any questions or concerns. I'm looking forward to a fantastic semester with you!

A handwritten signature in black ink, appearing to read 'Waggoner Denton'.

Professor Waggoner Denton
(she/her/hers)

Course Schedule

**Subject to change at instructors' discretion with appropriate notice*

Date	Topic <small>(Topics in parentheses indicate the focus of invited guest speakers and are subject to change)</small>	Reading
Week 1 January 9	The Skillful Psychology Student	Chapter 1
Week 2 January 16	Professional Development & Networking	Identity and Professional Networking (Raj et al., 2017) https://doi.org/10.1177/0146167217697299 It's not what you say, it's how you say it: Conversational flow as a predictor of networking success (Truong et al., 2020): https://doi.org/10.1016/j.obhdp.2020.02.004
Week 3 January 23	Consuming & Conducting Research in Psychology	Chapter 3
Week 4 January 30	Career Exploration & Development	Chapter 2 See Quercus for additional readings/resources
Week 5 February 6	Clinical and Counselling Psychology	Chapter 5 & Chapter 6
Week 6 February 13	Developmental Psychology Careers and Applications	Chapter 8 Professional Development Portfolio Due February 16
Week 7	READING WEEK <i>(no class – good week to complete your CEE workshop!)</i>	
Week 8 February 27	Midterm Test (online, during regular class time)	No class/reading this week
Week 9 March 6	Social Psychology Careers and Applications	Chapter 7
Week 10 March 13	Industrial-Organizational Psychology	Chapter 10
Week 11 March 20	Psychology and Social Justice: Environmental & Community Psychology	Chapter 13 & 14

Week 12 March 27	Psychology and the Law	Chapter 11 Workshop Proof & Reflection Due April 1
Week 13 April 3	Neuroscience-Related Careers and Applications <i>In-class peer review of infographics</i>	Chapter 9 Infographics Due April 5
<i>TBD</i>	IN PERSON final exam during the April Final Exam Period (date/time TBD)	