



# **PSYC 411: Career Strategies and Insights within the Field of Psychology**

By: Oriana Yurman

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ENGL 396



# Executive Summary

- This proposal introduces **PSYC 411: “Career Strategies for Aspiring Psychology and Neuroscience Students”**, a course designed to **bridge the gap between academic learning and professional application** in the field of psychology. The course will equip students with the skills and knowledge needed to explore various career paths available with an undergraduate degree or when pursuing a master’s in psychology or neuroscience.
- The course aims to **empower** students to **develop skills**, and acquire necessary knowledge to have a deeper understanding on the distinct future careers an undergraduate degree, as well as gain clarity regarding applying or not to graduate school
- Through **workshops, guest lectures, and hands-on experiences**, students will develop practical tools and networking strategies tailored to the unique demands of the psychology and neuroscience fields.

# Project Background and Justifications:

- The Psychology Department's curriculum and courses provides a strong foundation in theoretical concepts; However, there is a **critical gap** and **lack** of applied learning opportunities



## Search for EL opportunities

### STEP 1: Select a Faculty or department

Psychology

### STEP 2: Select your level of study

All levels

### STEP 3: Narrow the list of opportunities

☐ Course-integrated

☒ Work-integrated

☐ Research-based

☒ Community-based

☒ International

☐ Student life

Keyword or course code

SEARCH

CLEAR

\*Please note that the inventory is not exhaustive. Check with your department about other opportunities.

(Explore degrees that integrate experiential learning opportunities at Concordia University:  
Experiential Learning Programs:)

<https://www.concordia.ca/academics/experiential-learning/students/search.html>



# Project Justifications

## Why go Beyond the Textbook? Especially in the field of Psychology...

- Psychology is deeply rooted in the study of **human behavior**, yet textbooks and lectures alone do not provide enough **exposure** to fully grasp and navigate the career opportunities this field has to offer.
- Professional development courses, such as PSYC 411, give students the chance to learn directly from professionals across a wide range of disciplines.
- These courses offer invaluable networking opportunities and equip students with skills that complement their academic foundation, preparing them for future roles within their chosen path. By engaging with professionals in various domains, students gain firsthand insight into the field, enhancing their readiness for the workforce



A man with a beard and glasses, wearing a yellow shirt, is looking intently at a computer screen. The background is a bright, slightly blurred office space with several yellow sticky notes pinned to a whiteboard or wall. One sticky note is being held by a hand in the foreground. The overall tone is professional and creative.

# **Solution Description and Approach:**

## Course Overview and Aim:

**-400-level course** that is worth **3 credits**, will offer an intensive **workshop-based** class for students seeking to gain a deeper understanding on the **distinct career paths** in the fields of psychology and neuroscience, and related fields (human relations, human resources)

-They will develop **practical skills** through these workshops, **jump start their job search** and foster connections with professionals through **networking**

## Method Delivery:

-The course will be delivered through a combination of lectures, workshops, and interactive sessions.

-Each week will feature a new topic, including resume building, interviewing techniques, and personal branding.

## Expected Duration:

-The course will be offered over a semester

-3 Hour duration (1x week)

## Assessment of Risks:

- Low enrollment
- Lack of class engagement.
- Lack of funding for speakers, and extra materials

## Possible Solutions:

- To mitigate these risks, the course will be marketed effectively through the university page, and other social media platforms relevant to psychology associations
- Feedback will be solicited regularly to ensure content and meets student needs.
- Increase weight on participation.

## Benefits:

### Short-term:

- Knowledge and skills
- Increased confidence for: interviews, public speaking when presenting presentations
- Network exposure and abilities

### Long-term:

- Broader career knowledge
- Supportive professional network.
- Clarity of career path and aspirations

# Demographic Assessment:

25/45

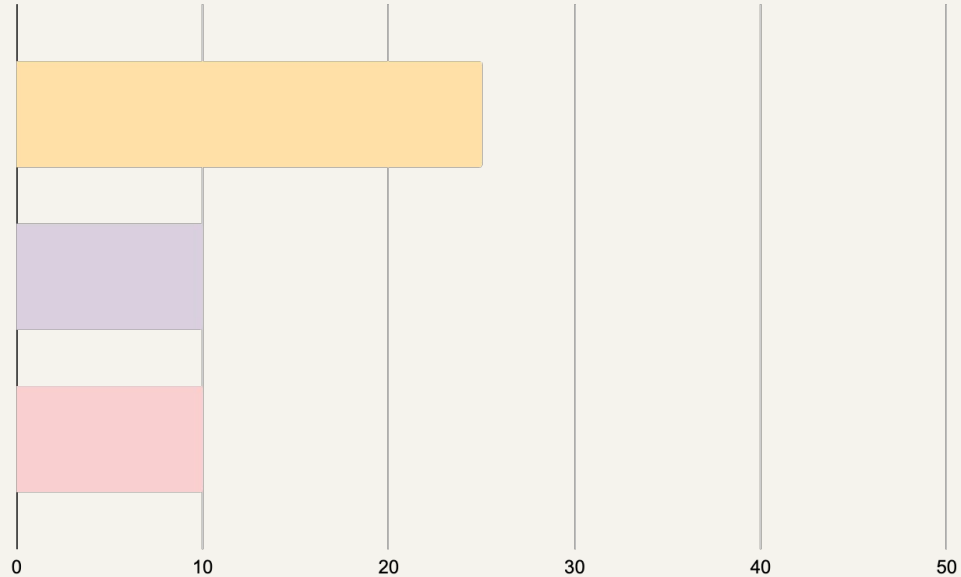
PSYC Majors

10/45

PSYC Minors

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Human Relations  
Major





# Financial Information: (\$)

## Guest Speaker Fees:

**Estimated:** (\$4,000-\$8900)

- According to the Concordia University guidelines, the university does typically reimburse guest speakers directly for official academic purposes, although this is contingent on the availability of funding. When sufficient funding is not available, alternative solutions may be explored.
- As such, we have provided a fair estimate of the costs and are seeking additional funding to support the invitation of guest speakers.

Costs associated with inviting experts and professionals to speak on relevant topics in the diverse field of psychology and neuroscience, including (depending on specific areas and their estimated fees):

- Policy Makers/Government Job:
- University Professors/Researchers:
- Educational Psychologists
- Clinical Psychologists
- Psychotherapists/Counselors
- Social Workers
- Organizational Psychologists

## Materials and Supplies:

**Estimated:** (\$750-\$1700)

Expenses for purchasing materials necessary for course activities, workshops, and events, such as:

- Printed resources and handouts  
Educational tools (e.g., assessment kits, psychology software)

# Relevant Documents:

## Potential Main Stakeholders:

- **FundOne:** Crowdfunding tool that reaches donors (up to \$5,000)
- **E.L Grant** (up to \$2,000)
- **4th Space:** (up to \$2,000)

These funds are well-suited to support essential **workshop materials** and expenses for guest speakers, enhancing the overall impact of the workshop based course.

## Potential Partners/Guest Speakers:



### C.C.H.R (Centre for Clinical Health Research):

- Financial contribution for bringing clinical psychology guest speakers across domains and researchers



### M.A.P.S (Association for Graduate Students in Psychology)

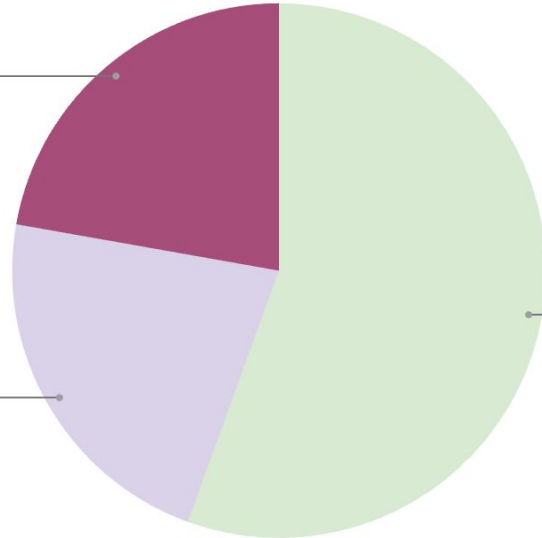
- Graduate school information sessions for students, providing guidance on pursuing distinct degrees and pathways in psychology and neuroscience

## Funding Sources:

EL Grant  
22.2%

4th Space  
22.2%

FundOne  
55.6%



An illustration of a collaborative workspace from a top-down perspective. Multiple hands in business attire are shown interacting with various tools: typing on laptops, writing on tablets, holding pens over documents, and using calculators. There are also coffee cups, a smartphone, and a small bowl of snacks on the table. The background is a light gray with subtle geometric patterns.

# Conclusion

- Through this course initiative, we aim to provide psychology and neuroscience students, as well as human relations students to gain an **experiential learning opportunity** beyond classroom theory.
- By connecting them with inspiring professionals, we offer **clarity** on the many **career paths** available—whether it involves graduate school or direct entry into the field.
- The goal of this course is to ease students' uncertainty about the future, **empowering** them to **explore, inquire**, and confidently **pursue** the paths that align with their **interests and aspirations**.

# Resources:

Concordia University. "Experiential Learning: Search." *Concordia University*, [www.concordia.ca/academics/experiential-learning/students/search.html](http://www.concordia.ca/academics/experiential-learning/students/search.html).

Concordia University. "How It Works." *Giving to Concordia*, [www.concordia.ca/alumni-friends/giving-to-concordia/fundone/how-it-works.html](http://www.concordia.ca/alumni-friends/giving-to-concordia/fundone/how-it-works.html).

Concordia University. "Clinical Research and Health." *Concordia University Research*, [www.concordia.ca/research/clinical-research-health.html](http://www.concordia.ca/research/clinical-research-health.html).

M.A.P.S. "Graduate Student Committee." *M.A.P.S Committee*, [mapscommittee.weebly.com](http://mapscommittee.weebly.com).

Concordia University. "EL Grant." *Experiential Learning Team*, [www.concordia.ca/academics/experiential-learning/team/el-grant.html](http://www.concordia.ca/academics/experiential-learning/team/el-grant.html).

Concordia University. "Guest Speaker Claiming Instructions." *Concordia University*, [www.concordia.ca/offices/ccsl/claiming-instructions.html#:~  
=The%20guest%20speaker%20must%20be%20reimbursed%20directly%20from%20the%20university,the%20individual%20providing%20the%20service](http://www.concordia.ca/offices/ccsl/claiming-instructions.html#:~:The%20guest%20speaker%20must%20be%20reimbursed%20directly%20from%20the%20university,the%20individual%20providing%20the%20service).