

**EMPLOYMENT AND CAREERS
IN PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF CALGARY**

1999 - 2000

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Introduction

Practically all undergraduates attending university ask the question, "What career do I wish to pursue?" Never before has the answer to this question been so complex and challenging. The answer to this question usually involves:

- Self-reflection and understanding of one's self
- Identification of interests, abilities, skills, values, temperament and lifestyle factors
- Possessing positive self-esteem
- Pursuing an undergraduate major in a particular discipline
- Having volunteer and/or work experience
- Knowledge of the job market
- Matching one's self to the characteristics of the career or job
- Having good job-search skills

The choice of major, however, may or may not be preparatory for a specific career. For example, a major may be chosen in the pursuit of "knowledge for knowledge's sake" or a "liberal arts education." Many undergraduates choose a major out of interest, rather than having a particular career goal in mind. This is, in part, a recognition that attending university or having a particular major need not be viewed as "job training." Having a specific career aspiration is one important reason to attend university; however, for many students, attending university is an enriching, personal-growth experience per se which leads them to discover and develop general competencies and specific skills and, ultimately, their career niche.

Students considering psychology as a major are basically interested in and *curious about people*. Through their experience in various contexts (e.g., family, school, work), they want to understand the complexities and intricacies of human functioning at many levels. For example, they want a major that exposes them to (a) how we develop throughout our life span, (b) how we perceive, think, feel, and remember, (c) how we develop a sense of self, interact, and develop relationships, and (d) how our brains and physiology relate to who we are. Many students are also interested in *working with people*, with the contexts being as diverse as the whole field of psychology. For example, psychology majors may wish to eventually work in marketing and public relations, teaching, child care, human resources, or become practicing psychologists.

For students majoring in psychology, an important question often arises during the course of their studies: "Do I want a career *related to* or *in* psychology?" If the answer is affirmative, then two additional questions are typically considered: (a) "What are the *job prospects* for

someone with a bachelor's degree in psychology?" and (b) "Do I want a professional career in psychology?" This manual attempts to provide information related to these three questions for undergraduate majors in psychology wishing a career related to or in the discipline of psychology.

On the other hand, for many students majoring in psychology, their careers will *not* be directly related to or in psychology as a special body of theory and knowledge. But rather, their careers will make use of the many abilities and skills that are developed and refined as students in the social sciences and as psychology majors. Most of these abilities and skills are "transferable" to exciting, stimulating, and challenging careers in practically all walks of life. The first section of this manual may be particularly relevant for students not intending to pursue careers directly related to or in psychology.

This manual is organized into three sections:

- *Characteristics of Undergraduate Psychology Majors.* This section presents the many characteristics and skills that are developed and/or refined as a psychology major within the Faculty of Social Sciences. Most of these skills are useful for various careers, whether they are related to psychology or not.

- *Careers in Psychology for Undergraduate Majors.* This section presents a list of possible careers for graduates with a bachelor's degree in psychology, career resources to consider, and other resources which are helpful in finding employment.

- *Careers in Psychology Requiring Advanced Degrees.* This section presents information regarding areas of specialization and resources to consider while contemplating going on to graduate school for an advanced degree (e.g., master's or doctoral).

And finally, the authors would like to invite students and other users of this manual to pass along any suggestions and resources that they have found to be particularly helpful in their consideration of careers related to or in psychology. These may be sent to the first author: E-mail: gfouts@ucalgary.ca or faxed: (403) 282-8249.

Section 1

Characteristics of Undergraduate Psychology Majors

You do not know where you are going, unless you know
where you have been.

J. E. Birren

Do not seek to follow in the footsteps of the wise; seek what they sought.

Baslow

Characteristics of Social Science Majors

The Faculty of Social Sciences has identified five "core competencies" that all students are expected to demonstrate upon graduation with a degree in any of the social sciences (e.g., psychology, economics, sociology, political science, anthropology). These competencies¹ constitute what is meant as having a "social science education" at the University of Calgary and are summarized as follows:

- *Skill in dealing with social issues.* This involves having an orientation to social phenomena and having an understanding of how social science theory and research can be applied to such phenomena.

- *Breadth of understanding.* Students have a broad understanding of their contemporary world using cross-disciplinary and international perspectives. This includes depth in understanding and a specialized knowledge base.

- *Intercultural awareness.* Students have an awareness of cultural diversity from multiple perspectives, whether it be at the local, national and/or international levels. They understand that "thinking globally" is increasingly important in their careers and personal lives.

- *Adaptability.* By having exposure to various perspectives, disciplines and cultural diversity, students become adaptable in working and living in different disciplines and cultural milieus.

- *Integration.* Students have the ability to integrate knowledge and theory from a variety of disciplines in understanding their contemporary world. They are also able to integrate this knowledge with their careers and everyday lives.

An examination of the core competencies of social science students reveals that they are important life skills as well as employment-related abilities. Having these skills and abilities provides a particularly rich perspective, one that allows a person to navigate the complexities of life, face challenges successfully, and contribute to society. These characteristics are the threads with which students weave their unique approach to life and career and find meaning in their endeavors.

¹ These "core competencies" were adapted from the "Final Report to the Committee to Review Core Competencies and their Relationship to Curriculum Design in the Faculty of Social Sciences" (February 24, 1998).

When we all think alike, no one thinks very much.

Walter Lippman

Characteristics of Psychology Majors

By the time undergraduate majors in psychology graduate from university, they have acquired and/or refined many skills through their many and diverse exposures. These skills ensure a wide range of career opportunities as well as flexibility in the job market - a critical commodity in our ever-changing society. Below are some of the specific skills which psychology majors are assumed to have; these necessarily overlap with the "core competencies" of social science majors:

- Ability to read materials accurately and analytically
- Proficiency in understanding, organizing, and integrating information
- Ability to carry out tasks with thoroughness and precision
- Skills in formulating criteria, evaluating, and making decisions
- Strong data assessment and analytical skills
- Critical thinking and abstract reasoning skills
- Creativity and flexibility in thinking
- Skill in formulating and defending positions
- Conceptual and interpretive skills
- Information-gathering skills
- Ability to understand significant aspects of complex problems and identify potential solutions
- Ability to understand the physiological, emotional, cognitive, and social determinants of human behaviour
- Skill in approaching problems from a variety of perspectives
- Ability to understand, explain, and conduct research in psychology
- Social-emotional skills, e.g., perspective-taking, clear communications, interpersonal problem-solving
- Good listening, clarifying, questioning, and responding skills
- Sensitivity to cultural and ethnic diversity
- Mathematical and logical reasoning skills
- Effective writing and speaking skills
- Skill in summarizing complicated materials
- Skill in writing carefully reasoned reports and essays

This list of characteristics is, in fact, what career counsellors ask students to consider when advising undergraduates regarding career and employment goals and prospects. This list involves technical

skills, transferable skills, and self-management skills.¹ *Technical skills* involve those skills and knowledge which are more likely learned or refined in formal educational settings or through "on-the-job" training. Examples of technical skills psychology majors develop are mathematical and logical reasoning skills, data assessment and analysis skills, the ability to understand the physiological, emotional, cognitive and social determinants of human behaviour, knowledge of theories of human development, and the ability to understand, conduct, and explain psychological research. *Transferable skills* are those which one develops as a psychology major as well as in other areas of experience; these are skills which can be used or are "transferable" to a variety of employment situations inside and outside of psychology. Examples are creativity and flexibility in thinking, critical thinking, information-gathering, evaluation and making decisions, and effective writing and speaking skills. *Self-management skills* are those involving one's attitudes and motivations related to employment. Examples of self-management skills of psychology majors are social-emotional skills (e.g., interpersonal problem-solving, cooperation), the ability to carry out tasks with thoroughness, precision, and dedication, and being sensitive to cultural and ethnic diversity.

Potential employers are well-aware of these three skill sets and carefully weigh the skills within each set. In doing so, they also consider past work and volunteer experiences. Many occupations require limited technical skills which can be learned on the job and most employers offer professional training for their new staff. Therefore, employers often emphasize the transferable and self-management skills over technical skills in their decisions to hire. Therefore, it is critical for psychology majors to identify their transferable and self-management skills and to present them in their resumés and interviews. It is hoped that the previous list of skills will help in this endeavor.

¹ This information is adapted from *Job Search: The Product is You* (1998); published by Information Development and Marketing, Career and Labour Market Information, Alberta Advanced Education and Career Development; Province of Alberta

Section 2

Careers in Psychology for Undergraduate Majors

Work cannot be fun until we align our passion with our task.
Work will just be a job until we close the gap between what our
heart is calling us to do, and what we are actually doing.

Lance Secretan

To be successful, the first thing to do is to fall in love with your work.

Sister Mary Laretta

Possible Careers with an Undergraduate Degree

Students graduating with an undergraduate degree in psychology have been successful in obtaining employment in a wide range of occupations. This is because they have acquired and/or refined many skills through their diverse exposures at university and as psychology majors. Psychology majors also have well-developed "learning to learn" skills—the attitudes, abilities, and work habits that facilitate choice and adaptability in careers. Employment contexts for undergraduate psychology graduates often depend on the overall state of the economy and national trends in the ever-changing job market. Increasingly, "traditional" and long-term employment situations are disappearing; these are being replaced by emerging careers of shorter duration on the local, national, and international levels.

A survey¹ was conducted with undergraduate psychology alumni who graduated from the University of Calgary, 1986 to 1990. It found that virtually all graduates seeking work had found meaningful jobs, and fully two-thirds of them had found work immediately or within three months of graduation. Forty-two percent of the graduates were working in jobs for which a university degree was normally required and another 28% had jobs for which preference would go to those with university degrees; 30% were employed in jobs for which a university degree was not required.

For those who found employment, the two major areas were in (a) education and human services (36%), and (b) business, professions, and trades work (42%). Within education and human services, such jobs as counsellors, social service agency workers, and teachers were fairly common. Within the business, professions, and trades category, the largest grouping was "personnel/human resources," with other jobs being sales, advertising, and marketing. Overall, the survey revealed a considerable diversity in the types of jobs held by graduates with an undergraduate degree in psychology.

Interestingly, almost two-thirds of the alumni had already undertaken some kind of additional formal study, e.g., continuing education, graduate school. Students graduating with Honours were the most likely to go on to graduate school (e.g., in master's or doctoral programs), followed by B.Sc. and then B.A. graduates. These findings illustrate that undergraduate majors in psychology have a "thirst for knowledge" and "learning to learn" skills which are used to advance their careers.

¹ Portions of this section were adapted from "Answers to Questions Which Psychology Students Frequently Ask," Department of Psychology, 1998-99.

Two final important points for undergraduate majors in psychology to consider:

(1) One cannot be hired as a psychologist with only a bachelor's degree. Licensing as a psychologist requires at least a master's degree (e.g., M.Sc., M.A., M.Ed.); and in some provinces, a doctoral (Ph.D.) degree to practice as a psychologist is required. Thus, a bachelor's degree (B.A. or B.Sc.) is the first step on the road to graduate-level training to become a psychologist.

(2) A bachelor's degree in psychology often serves as a valuable preliminary step to other professional careers such as medicine, law, management, social work, and education. This is because the social science education one receives instills the "learning to learn" skills, attitudes, abilities, and work habits that are necessary for success in any profession.

Possible Employment and Careers

Presented below are many of the careers recent psychology majors have embarked upon. Although some of these careers may appear unrelated to the discipline of psychology or specific contents of psychology courses, closer scrutiny reveals the importance of the "core competencies" and skills that psychology majors acquire on their road to a bachelor's degree. The careers are listed alphabetically.

- Addictions counsellor
- Administration
- Advertising
- Career/employment counsellor
- Case worker
- Child care worker
- Child welfare worker
- Community worker
- Correctional officer
- Counsellor
- Cultural diversity consultant
- Customs or immigration agent
- Day care worker, supervisor
- Educational counsellor
- Entrepreneur
- Fund-raiser or development officer
- Gerontology
- Government researcher
- Health services
- Hospice coordinator
- Human resources
- Immigration officer
- Labour relations specialist
- Manager
- Market research analyst
- Marketing
- Mental health worker
- Motivational researcher
- Personnel
- Population studies researcher
- Probation or parole officer
- Professional consultant
- Program co-ordinator
- Psychiatric assistant or aide
- Public health statistician
- Public opinion interviewer
- Public relations
- Recreation specialist
- Research assistant
- Sales representative
- Social services
- Social worker
- Teaching
- Technical writer
- Travel agent
- Youth worker

Example of Career Information

While considering possible career options and employment settings in and related to psychology, students need to obtain the following information:

- Educational requirements
- Skill qualifications
- Duties and responsibilities
- Working conditions
- Salary range

The Government of Alberta publishes this information in an excellent format which can be obtained at their web site: careerinfo@aecd.gov.ab.ca

There are 10 careers which are of particular relevance to psychology majors at this web site. They are

- Addiction Counsellor
- Career Counsellor/Advisor
- Child and Youth Care Worker
- Correctional Officer
- Correctional Services Worker
- Early Childhood Educator
- Educational Counsellor
- Mental Health Worker/Counsellor
- Psychiatric/Institutional Aide
- Social Science Research Assistant

We must accept the truth, even if it changes our point of view.

Unknown

I've learned so much from my failures that I'm thinking of having some more.

Ashleigh Brilliant

Career Counselling and Resources

There are several resources available to students seeking advice and information regarding careers.

ADVICE

University of Calgary Counselling and Student Development Centre

Location: MacEwan Hall 375

Telephone: 220-5893

Web site:

www.ucalgary.ca/UofC/departments/COUNSELLING/

Services:

- Career counselling
- Career assessment
- Career Resource Library
- Workshops, e.g., in career planning, resumé writing (including resumé critiquing)

The Counselling and Student Development Centre offers workshops on career and life planning for students. Each workshop has a particular theme and a workbook or module which provides students with an opportunity to learn and explore new approaches to their own career planning. The modules are based upon the several steps one needs to take in making important decisions about careers:

- Module 1. Take Your First Step: Introduction to Career Planning
- Module 2. What Will I Be When I Grow Up? Choosing a Major
- Module 3. Is There Life After Graduation: How to Make Your Degree Work for You
- Module 4. A Tool Kit for the Job Market: Designing Resumés & Covering Letters
- Module 5. Breaking and Entering: Job Search & Interviewing Strategies

Each module uses a similar format. There are questions and exercises that help students focus on career planning issues; this culminates in either an "action plan" or "job search plan" for achieving specific goals. Students may contact the Counselling and Student Development Centre for the schedule of these workshops or, alternatively, purchase the modules at the Centre for their own reading without taking the workshops. Although taking the workshops or reading the modules in sequence is recommended, students may read the advanced modules without familiarity with the earlier ones.

The modules are valuable resources. They allow individuals to continuously refine their career planning and goals throughout their lives. Below is a brief summary of each module.

Module 1. Take Your First Step: Introduction to Career Planning

This workbook provides information to help students understand that *career development is a life long pursuit*. Its primary purpose is to provide information, issues, and exercises to facilitate a review of the student's own stage of career development. An important part of the exploration is understanding the process and the necessary steps in making career development decisions.

Module 2: What Will I Be When I Grow Up? Choosing a Major

This workbook helps students work toward *making their first major career planning decision*. This involves choosing an educational program suited for one's self. There are self-assessment exercises to help determine skills, interests, values, temperament, and future lifestyle. Future career trends and researching one's educational and occupational alternatives are explored in order to generate possible career goals. The importance of developing a plan of action and networking to obtain career information are also discussed.

Module 3. Is There Life After Graduation: How to Make Your Degree Work for You

This workbook is most useful for those approaching graduation. It emphasizes *awareness of the current job market* and occupational trends and alternatives. Through the use of *self-assessment*, students match their personal characteristics and occupational interests with realistic careers. For example, they consider desired income level, location of work, hours of work, stress levels, and desired social circles. An action plan is suggested to help students develop career goals and attain employment. It is recommended that this module be read prior to reading Modules 4 and 5.

Module 4. A Tool Kit for the Job Market: Designing Resumés & Covering Letters

This workbook offers information on *designing effective resumés and cover letters*. Emphasis is placed on the importance of the resumé and cover letter as critical job search tools for marketing one's self. Examples help clarify the kinds of personal information included in cover letters and resumés as well as their formats. Additional information on job search strategies for contacting potential employers is provided, and a job search plan is suggested to help secure employment interviews.

Module 5. Breaking and Entering: Job Search & Interviewing Strategies

This workbook provides strategies for making the transition between graduation from school to employment and dealing with *looking for employment*. It also helps students tap into the hidden job market (80% of jobs are not advertised). Important tips for presenting one's self effectively in an interview are presented. For example, in preparing for an interview, students are asked to integrate their educational background, work experience, extracurricular activities, and volunteer positions with the demands and conditions of potential employment settings. Commonly asked questions during interviews are also given.

Faculty Advisors, Department of Psychology

Dr. John Ellard, Undergraduate Studies Director
Location: Administration 267
Telephone: 220-5896
E-mail: ellard@ucalgary.ca

Dr. G. Cam Teskey, Graduate Studies Director
Location: Administration 275B
Telephone: 220-6169
E-mail: gteskey@ucalgary.ca

PSYCS (Association of Undergraduate Psychology Students), Department of Psychology

Location: Administration 170
Telephone: 220-5567
Web site: www.ucalgary.ca/~undpsych/

Services:

- Career information from Psychologist's Association of Alberta, Canadian Psychological Association, and American Psychological Association
- Graduate school information
- Sharing of experience

University of Calgary Career Services

Location: Physical Education, Block A, Room 155
Telephone: 220-8020
E-mail: recruit@ucalgary.ca
Web site: www.ucalgary.ca/UofC/students/jobs/

Services:

- Job market information
- Information on co-operative education and internships
- Career planning
- Information about workshops, information sessions, and career events

Off-Campus Services

Alberta Advanced Education and Career Development

Location: 8th Floor, Commerce Place
10155-102 Street
Edmonton, Alberta T5J 4L5
Telephone: 1-800-661-3753
Web site: www.aecd.gov.ab.ca

Career and Labour Market Information

Location: 6th Floor
9940 – 106 Street
Edmonton, Alberta T5K 2V1
Telephone: (780) 422-1794
E-mail: careerinfo@aecd.gov.ab.ca

Calgary Career Development Center

Location: 855 8th Avenue. S.W., Calgary T2P 3P1
Telephone: 297-7775
Web site: www.aecd.gov.ab.ca/calgary_cdc/

Women's Employment Counselling Services, YWCA

Location: 3rd Floor, 320 5th Avenue, S.E., Calgary T2G 0E5
Telephone: 750-2501
E-mail: wecsadm@fiberone.net
Web site: www.ywcaofcalgary.com/Education/index.html

There are numerous agencies and private career counsellors. They are listed in the *Calgary Telephone Yellow Pages Directory* under "Counselling."

PUBLICATIONS

Psychology Career Books

The Career Resource Library (University of Calgary Counselling and Student Development Centre) has the following publications for students majoring in psychology:

- *American Psychological Association Graduate Study in Psychology*
- *Career Choices: Psychology*
- *Complete Guide to Public Employment, Government Jobs & Careers* (Ronald & Caryl Krannich)
- *Good Works: A Guide to Social Change Careers*
- *How to Enter the Field of Human Resource and Organization* (Steven Rosenthal)
- *Is Psychology the Major for You?* (Paul Woods)
- *Mental Health Professions* (Martha Leape)
- *Opportunities in Counseling and Development* (Neal Baxter)
- *Opportunities in Social Work Careers* (Renee Wittenberg)
- *Peterson's Job Opportunities in Business and Job Opportunities in the Environment*

The American Psychological Association publishes an excellent manual, *Psychology: Careers for the Twenty-First Century* (1998). A copy of this manual is available at the Association of Undergraduate Students (PSYCS), Administration 170. It can also be obtained, at no cost, from the American Psychological Association (see "Web Sites" at the end of this section).

Local bookstores may have or be able to order the following books:

- *Careers in Social & Rehabilitation Services* (Geraldine O. Garner)
- *Opportunities in Social Science Careers* (Rosanne J. Marek)
- *Career Paths in Psychology: Where your degree can take you* (Robert J. Sternberg)
- *Career Choices for the 90's Psychology: For students of Psychology* (P. Schmidt & R. Walker, Eds.)
- *Mental Health Professions* (Martha Leape)
- *Is Psychology the Major for You?* (P. Woods & C. Wilkinson)
- *Liberal Arts Jobs* (Burton Jay Nadler)
- *Careers in Counseling and Human Development* (B. Collison & N. Garfied)
- *Careers for Caring People and Other Sensitive Types* (A. Paradis)

General Career Planning Books

The Career Resource Library (University of Calgary Counselling and Student Development Centre) has the following general career publications:

- *College Majors & Careers: A Resource for Effective Life Planning* (Paul Phifer)
- *Consultants & Consulting Organizations Directory*
- *Encyclopedia of Careers*

- *Liberal Arts Jobs* (Burton Jay Nadler)
- *Life After Shakespeare: Careers for Liberal Arts Majors* (Howard Figler)
- *Occupational Outlook Handbook*
- *Research Centers Directory*
- *The Harvard Guide to Careers* (Martha Leape)
- *What Color is Your Parachute?* (Richard Bolles)

The Province of Alberta has numerous career publications. These are available, at no cost, by contacting: Learning Resources Distributing Centre (see "Web Sites" at the end of this section).

- *Alberta Careers Beyond 2000* (Province of Alberta, 1996)
- *Alberta Careers Beyond 2000: Occupational Profiles* (Province of Alberta, 1996)
- *Finding Out: How to Get the Information You Need to Make the Choices You Want* (Province of Alberta, 1997)

Local bookstores may have or be able to order the following books:

- *How to Enter the Field of Human Resource and Organization* (Steve Rosentahl)
- *Shifting Gears: Thriving in the New Economy* (Nuala Beck)
- *Steer Your Own Career: A Practical Guide to Effective and Satisfying Career Change* (Bob Bisdee)
- *Zen and the Art of Making a Living* (Laurence Boldt)
- *Balancing Home and Career* (Pam Conrad)
- *Creative Decision-Making* (H.B. Gelatt)
- *Not Another Job* (Tom Jackson)
- *Take This Job and Love It* (Dennis Jaffe & Cynthia Scott)
- *Put Work in Its Place* (Bruce O'Hare)
- *Choosing a Career in Business* (Steven Stumpf)

Additional publications are available from:

- The Calgary Public Library, Business Reference Area
- Women's Employment Counselling Services, YWCA

Career-Oriented Magazines

Local bookstores or the public library may have the following magazines:

- *Alberta Report*
- *Business Week*
- *Canadian Business*
- *Canadian Social Trends*
- *Career World*
- *The Futurist*

- *Report on Business magazine*
- *Working Woman*

WEB SITES AND E-MAIL ADDRESSES

There are numerous web sites and E-mail addresses a student may contact for additional information. Below are examples:

- Province of Alberta, Career Information Hotline
E-mail: hotline@aecd.gov.ab.ca
Web site: www.aecd.gov.ab.ca/hotline
- Government of Alberta - Job Search
Web site: Careerinfo@aecd.gov.ab.ca
- Job Trek
Web site: www.hrdc-drhc.gc.ca/hrib/ocd/edge/jobtrek
- Alberta Advanced Education & Career Development
Web site: <http://www.aecd.gov.ab.ca>
- Calgary Career Development Centre
Web site: www.aecd.gov.ab.ca/calgary_cdc/
- City of Calgary Human Resources
Web site: www.gov.calgary.ab.ca/09/09mainhr.htm
- Career Advisor
Web site: www.careeradvisor.com
- Human Resource Development Canada (HRDC)
Web site: www.hrdc-drhc.gc.ca/common/home.shtml/
- Calgary Human Resource Development Canada
Web site: www.ffa.ucalgary.ca/hrdc/common/home.htm#site
- Human Resources Development
Web site: roe-ab.hrdc-drhc.gc.ca
- Learning Resources Distributing Centre
Web site: www.aecd.gov.ab.ca/careershop
- Department of Psychology - University of Calgary
Web site: <http://www.psych.ucalgary.ca>
- Department of Educational Psychology - University of Calgary
Web site: www.educ.ucalgary.ca
- Canadian Psychological Association (CPA)
Web site: www.cpa.ca/

- American Psychological Association (APA)–Student Info
Web site: <http://www.apa.org/students/>
- American Psychological Society (APS)
Web site: <http://www.psychologicalscience.org>
- *Graduate Directory* (Peterson).
Web site: <http://www.petersons.com>

Life isn't a matter of milestones, but of moments.

Rose Kennedy

Finding Employment - Resources

Finding employment with an undergraduate degree in psychology is often an intimidating and even discouraging experience. This is due to a combination of several factors, the most important ones likely being a lack of self-knowledge and clearly defined goals, not understanding the ever-changing job market, and not knowing how to go about looking for employment. Finding meaningful employment, (i.e., employment which matches who you are and what you can do with particular employment situations) takes confidence and determination, time and energy, and skill. According to a recent manual published by the Province of Alberta (*Job Search: The Product is You*, 1998), a successful job search requires the following abilities:

- Understanding and accepting yourself
- Being knowledgeable about the job market
- Targeting or knowing what you are looking for
- Possessing job search skills such as resumé-writing, writing letters of inquiry, networking, and interviewing
- Having the maturity to accept rejection
- Being able to effectively deal with and negotiate job offers

Seeking employment can be a challenging, creative, exciting, and rewarding experience. It involves selling yourself, with the success being determined by knowing the product (you), knowing the buyer (potential employer), and finding a match between yourself (e.g., skills, interests, attitudes, motivations) and the employment opportunity (e.g., the job description, organizational structure). To help in this search, there are many resources available for undergraduate majors in psychology.

ADVICE

University of Calgary Counselling and Student Development Centre

Location: MacEwan Hall 375

Telephone: 220-5893

Web site:

www.ucalgary.ca/UofC/departments/COUNSELLING/

Services:

- Career counselling
- Career assessment
- Career Resource Library

- Workshops, e.g., in career planning, resumé writing (including resumé critiquing)

University of Calgary Career Services

Location: Physical Education, Block A, Room 155
 Telephone: 220-8020
 E-mail: recruit@ucalgary.ca
 Web site: www.ucalgary.ca/UofC/students/jobs/

Services:

- Job market information
- Information on co-operative education and internships
- Career planning
- Information about workshops, information sessions and career events

Off-Campus Services

Alberta Advanced Education and Career Development

Location: 8th Floor, Commerce Place
 10155-102 Street
 Edmonton, Alberta T5J 4L5
 Telephone: 1-800-661-3753
 Web site: www.aecd.gov.ab.ca

Career and Labour Market Information

Location: 6th Floor
 9940 – 106 Street
 Edmonton, Alberta T5K 2V1
 Telephone: (780) 422-1794
 E-mail: careerinfo@aecd.gov.ab.ca

Calgary Career Development Center

Location: 855 8th Ave. S.W., Calgary T2P 3P1
 Telephone: 297-7775
 Web site: www.aecd.gov.ab.ca/calgary_cdc/

Women's Employment Counselling Service, YWCA

Location: 3rd Floor, 320 5th Avenue, S.E., Calgary T2G 0E5
 Telephone: 750-2501
 E-mail: wecadm@fiberone.net
 Web site: www.ywcaofcalgary.com/Education/index.html

PUBLICATIONS

Province of Alberta

The Province of Alberta has several excellent career publications. Two of the best are the following and may be obtained, at no cost, by contacting:

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta T5L 4X9
Telephone: (780) 427-5575
Fax: (780) 422-9750
Web site: www.aecd.gov.ab.ca/careershop

- *Job Search: The Product is You* (1998). The table of contents:

Preparing for Work Search
Resumés, Letters and Other Marketing Tools
Preparing for the Interview
Electronic Work Search

- *Job Seeker's Handbook* (1998). The table of contents:

Getting Ready
Finding Work Opportunities
Marketing Your Skills
Going the Distance
Wrapping Up the Search

University of Calgary Counselling and Student Development Centre

- *Great Jobs for Psychology Majors* (VGM Career Horizons). Topics include:

Environment
Discover All Your Options
Target Your Ideal Career
Present Your Major as a Major Asset
Perfect Your Job Search
Follow Through and Get Results
Set a Path to Advance Your Career

- *The Berkeley Guide to Employment for New College Graduates* (James Briggs)
- *The Complete Job Search Handbook* (Howard Figler)

Other Publications

Other important publications (available from the Calgary Public Library and bookstores) are:

- *Job Hunting for Dummies* (M. Messmer). Chicago: IDG Books Worldwide, 1996
- *Jobsmarts for Twentysomethings* (B. Richardson). New York: Vintage Books, 1995
- *Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences* (M. Kimeldorf). Princeton, NJ: Peterson's Publications, 1997
- *Throw Away Your Resumé* (R. Hochheiser). Hauppauge, NY: Barron's, 1995
- *Complete guide to Public Employment, Government Jobs & Careers* (Ronald & Caryl Krannich)
- *How Do I Find the Right Job? Ask the Experts* (David Bowman & Ronald Kweskin)
- *Great Jobs for Psychology Majors* (J. DeGalan & S. Lambert)

Additional publications are available from:

- The Calgary Public Library, Business Reference Area
- Women's Employment Counselling Services, YWCA

WEB SITES AND E-MAIL ADDRESSES

- Province of Alberta, Career Information Hotline
E-mail: hotline@aecd.gov.ab.ca
Web site: www.aecd.gov.ab.ca/hotline
- Alberta Advanced Education and Career Development Home
Web site: <http://www.aecd.gov.ab.ca>
- Government of Alberta - Job Search
Web site: Careerinfo@aecd.gov.ab.ca
- [Electronic Labour](http://www.ele-spe.org)
Web site: www.ele-spe.org
- Job
Web site: www.hrdc-drhc.gc.ca/hrib/ocd/edge/jobtrek
- Job Bank
Web site: jobbank.hrdc-drhc.gc.ca
- Calgary Career Development Centre
Web site: www.aecd.gov.ab.ca/calgary_cdc/
- City of Calgary Human Resources
Web site: <http://www.gov.calgary.ab.ca/09/09mainhr.htm>
- Career Advisor
Web site: www.careeradvisor.com

- Human Resource Development Canada (HRDC)
Web site: www.hrdc-drhc.gc.ca/common/home.shtml/
- Calgary Human Resource Development Canada
Web site: www.ffa.ucalgary.ca/hrdc/common/home.htm#site
- Learning Resources Distributing Centre
Web site: www.aecd.gov.ab.ca/careershop
- Canada Work Info Net
Web site: www.workinfonet.ca
- Human Resources Development Canada Job Futures
Web site: www.hrdc-drhc.gc.ca/JobFutures/english/index.html
- Human Resources Development of Canada National Job Bank
Web site: www.st-thomas.hrhc-drhc.gc.ca/work/jblist.html
- Human Resources Development of Canada Electronic Labour Exchange
Web site: <http://ele.ingenia.com>

The most violent element in society is ignorance.

Emma Goldman

Insecure people think that all reality should be amenable to their paradigms.

Stephen Covey

Section 3

Careers in Psychology Requiring Advanced Degrees

If you are still following a career path that you decided upon as a young person, ask yourself this question: Would I seek out the advice of a teenager for vocational guidance?

Wayne W. Dwyer

Everything that is done in the world is done by hope.

Martin Luther

On Becoming a Psychologist

According to the American Psychological Association (*Psychology: Careers for the Twenty-First Century*, 1998), employment opportunities for psychologists is one of the fastest-growing areas in North America. To become a psychologist normally requires obtaining an advanced degree *after* completing a bachelor's degree in psychology, i.e., attending graduate school and obtaining a master's degree and/or doctoral degree. A master's degree usually takes two to three years to complete, followed by an *additional* two to four years for a doctoral (Ph.D., Psy.D.) degree. Some schools permit students to enter a doctoral program directly from receipt of a bachelor's degree. Nevertheless, to become a Ph.D. clinical psychologist or a university professor takes approximately five to seven years *after* receiving a bachelor's degree in psychology. This takes determination and confidence, dedication, hard work, passion, a high level of intelligence, and considerable skill.

A majority of psychologists work in five broad categories of employment: researchers, teachers, service providers, administrators, and consultants. Many combine two or more of these categories. For example, a university professor usually teaches and conducts research; s/he may also be an administrator and a clinical psychologist providing help to clients. A master's level counselling psychologist may be a service provider and teach at a local college.

Psychologists work in many different settings. The primary employment settings are academic (university and college), educational (elementary and secondary schools), independent practice or consulting, hospitals and clinics, business and industry, government, and other human service settings. Other employment settings are in advertising, criminal justice, consumer relations and products, telecommunications, military, entertainment, and sports. Many psychologists work in more than one setting, e.g., a professor may be an academic as well as a private consultant, a clinical psychologist may practice in a private clinic as well as a human service agency. According to the American Psychological Association, approximately half of all research-trained psychologists work in non-academic settings.¹

Presented below are job titles of various professional careers in psychology. The list is more illustrative of the diversity of careers than an attempt to list all of the hundreds of career paths possible. They are listed alphabetically.

¹ For more information, see the following web site for the American Psychological Association: <http://www.apa.org/science/nonacad.html>

- Administrator of psychological services
- Assessment
- Child clinical psychologist
- Child welfare
- Clinical psychologist
- Community psychologist
- Counselling psychologist
- Data analysis
- Early childhood educator
- Editing and writing
- Educational administrator
- Educational media consultant
- Educator
- Efficiency evaluator
- Evaluation consultant
- Forensic psychologist
- Gerontologist
- Government research consultant
- Group facilitator
- Industrial psychologist
- Interviewer and polling
- Leisure and recreation psychologist
- Market researcher
- Marriage and family therapist
- Media psychologist
- Military psychologist
- Motivational psychologist
- Negotiator
- Organizational psychologist
- Personnel psychologist
- Professor, academic
- Psychologist in victim services
- Public policy
- Public relations
- Rehabilitation psychologist
- Research administrator
- Research psychologist
- School psychologist
- Sports psychologist
- Statistical consultant
- Testing and assessment psychologist
- Therapist

Graduate Training

In the Canada and the United States, a doctoral degree (Ph.D., Psy.D., Ed.D.¹) is considered as the basic degree for a profession in psychology. Both the Canadian Psychological Association and American Psychological Association endorse the doctoral degree as providing the best preparation for professional work and the maximization of employment opportunities. On the other hand, there are employment opportunities available at the master's level of preparation (e.g., M.Sc., M.A., M.Ed.²). For example, in some provinces in Canada (e.g., Alberta, Saskatchewan, Quebec), individuals can become chartered psychologists and college professors with a master's degree.

In general, a master's degree provides training for a variety of applied settings such as in schools, business and industry, mental health, and government. For example, such individuals may work as child welfare workers, school counsellors or administrators, forensic psychologists, personnel psychologists, testing and assessment

¹ Ph.D. is referred to as Doctor of Philosophy, Psy.D. as Doctor of Psychology, and Ed.D. as Doctor of Education.

² M.Sc. is referred to as Master of Science, M.A. as Master of Arts, and M.Ed. as Master of Education.

psychologists, or therapists. Individuals with a M.Sc. may also serve as researchers or research associates working for the government, or in service agencies or universities as research consultants and research administrators. In a traditional master's program, students take courses, do a major project (e.g., research thesis, a major literature review/critique), and write and defend the project. Of course, master's degrees prepare individuals for entry into doctoral programs of study.

A doctoral degree is especially important if an individual wishes to provide psychological services (e.g., as a clinical psychologist) or become a university professor. Typically, such individuals choose between a Ph.D. and Psy.D. program. In a Ph.D. program, students normally take courses, pass comprehensive examinations, conduct original research, and write and defend their dissertation. For those wishing to provide psychological services to clients, they also have to spend at least one additional year interning and receiving supervision. Thus, a Ph.D. program requires research and practitioner expertise. In a Psy.D. program, often referred to as a "professional school" program, there is greater emphasis on training and professional practice. Therefore, students usually take a more structured series of courses and receive considerable practical experience. At the present time, there are no Psy.D. graduate programs in Canada.

The requirements for admission into graduate programs in psychology vary among institutions. The usual requirements are an undergraduate degree in psychology, a grade point average of at least 3.5 (on a 4-point scale), and strong letters of reference (usually from psychology professors). Many graduate programs require students to take the Graduate Record Examination (GRE) and receive high scores as an admission requirement.

Being licensed, certified or chartered as a psychologist providing psychological services varies from province-to-province in Canada and state-to-state in the United States. That is, different jurisdictions have different laws, examination procedures, and criteria for approval for practice. Having a master's or doctoral degree does *not* guarantee eligibility to practice. The normal requirements are (a) possessing the required graduate degree, (b) having received supervised experience, and (c) passing written and oral exams on practice and ethical issues. It is the responsibility of students to become knowledgeable about the licensing, certification, or chartering requirements of the jurisdictions in which they wish to practice and the quality of the graduate programs offering training.

Graduate Programs in Clinical Psychology Accredited by the Canadian Psychological Association

- Concordia University
- Dalhousie University
- McGill University
- Queen's University
- Simon Fraser University
- Université Laval

- University of British Columbia
- University of Calgary
- University of Manitoba
- University of Ottawa
- University of Saskatchewan
- University of Victoria
- University of Waterloo
- University of Western Ontario
- University of Windsor
- York University

Minimum Level of Training for Licensing of Psychologists by Province

Master's Level

- Alberta
- New Brunswick
- Newfoundland
- Nova Scotia
- Quebec
- Saskatchewan

Doctoral Level

- British Columbia
- Prince Edward Island

Two Levels (Doctoral Psychologist & Master's Psychology Associate)

- Manitoba
- Ontario

For a more detailed discussion of psychology as a profession, the publication, *Psychology: Careers for the Twenty-First Century* (American Psychological Association, 1998) is highly recommended.³ The remainder of this section outlines areas of specialization in psychology and resources available to students considering a professional career in psychology.

³ This publication may be ordered by contacting the American Psychological Association: Telephone: (202) 336-5500; web site: <http://www.apa.org/students/>

Areas of Specialization

There are several areas of specialization for those who wish to receive post-graduate training (graduate school) at the master's or doctoral level. There are over 50 areas of specialization in psychology; and within each area, one may choose sub-specialties in which to teach, conduct research, be a practitioner, or some combination of these three activities. Some of the more salient and/or broader areas and descriptions are listed alphabetically below.

- Behavioral Neuroscience - understanding the relationships between physical systems of the body and behavior.
- Clinical Psychology - understanding, assessment, and treatment of mental and emotional disorders.
- Community Psychology - understanding of how people function within their natural environment.
- Counselling Psychology - understanding of how people solve problems and deal with stresses of everyday life.
- Cognitive Psychology - understanding perceptual and cognitive processes in humans.
- Developmental Psychology - understanding human development across the life span.
- Educational Psychology - understanding how people learn and ways to optimize learning.
- Environmental Psychology - understanding the relationships between human psychological processes and behavior and the environment.
- Experimental Psychology- using research to understand basic human and animal behavior and intra-organismic processes.
- Forensic Psychology - understanding how psychology relates to the law in legal and clinical settings.
- Gerontology - understanding the physical, physiological, and psychological processes of aging.
- Health Psychology - understanding the relationships between psychology and the promotion and maintenance of good physical and psychological health.

- Human Factors (Engineering) Psychology - understanding the interaction between humans and physical/machine/electronic systems.
- Industrial/Organizational Psychology - understanding relationships among people, their work, and their work environments.
- Personality Psychology – understanding an individual’s characteristic and distinctive patterns of thinking, feeling, and behaving.
- Psychology of Gender - understanding the physical, psychological, and social factors affecting women's and men’s development and behavior.
- Psychometrics and Quantitative Psychology - understanding the techniques used in acquiring knowledge and the use of statistics in assessment and research.
- Rehabilitation Psychology - understanding and helping people who have experienced physical deprivation or loss.
- School Psychology - understanding how the school setting influences the intellectual, social, and emotional growth of children.
- Social Psychology - understanding how people interact and how they are influenced by their social environments.
- Sport Psychology – understanding the physical, psychological, and social factors influencing thinking, feeling, and behavior in sports settings.
- Theoretical Psychology – understanding the foundational ideas and approaches in the science and practice of psychology.

Other areas of psychology (e.g., Divisions of the American Psychological Association) include:

- | | |
|--------------------------------|---------------------------------|
| • Addictions & Substance Abuse | • Eating Disorders |
| • Adult Development | • Ethnic Minorities & Diversity |
| • Advertising Psychology | • Exercise Psychology |
| • Arts & Psychology | • Family Issues |
| • Comparative Psychology | • Group Psychology |
| • Conflict Resolution | • History |
| • Consulting Psychology | • Human Resources Psychology |
| • Consumer Psychology | • Humanistic Psychology |
| • Criminal Justice | • Hypnosis |
| • Disability | |

- Law & Psychology
- Lesbian, Gay & Bisexual Psychology
- Media Psychology
- Men & Masculinity
- Mental Retardation
- Military Psychology
- Peace
- Personality
- Physiological Psychology
- Police & Public Safety
- Population Psychology
- Psychopharmacology
- Public Service
- Rehabilitation
- Religion
- Sensation-Perception
- Social Policy Issues
- Teaching Psychology
- Testing Psychology
- Theoretical Psychology
- Vocational Psychology

He who walks in another's tracks leaves no footprints.

Joan Brannon

No life is unimportant. The smallest pebble dropped in the largest lake will still make a ripple.

Frank Walsh

Career Counselling and Resources

There are several resources available to students seeking advice and information regarding professional careers in psychology.

ADVICE

University of Calgary Counselling and Student Development Centre

Location: MacEwan Hall 375

Telephone: 220-5893

Web site: www.ucalgary.ca/UofC/departments/COUNSELLING/

Services:

- Career counselling
- Career assessment
- Career Resource Library
- Workshops, e.g., in career planning, resumé writing (including resumé critiquing)

Department of Psychology

Please inquire at the Department Office for information concerning graduate programs and research in

- Behavioral Neuroscience
- Clinical Psychology
- Human Information Processes
- Industrial/Organizational Psychology
- Theoretical Psychology
- Social Psychology and Social Development Research Group

Faculty Advisors

Dr. G. Cam Teskey, Graduate Studies Director

Location: Administration 275B

Telephone: 220-6169

E-mail: gteskey@ucalgary.ca

Dr. K. Dobson, Director, Clinical Psychology Program

Location: Administration 233A

Telephone: 220-5096

E-mail: ksdobson@ucalgary.ca

Faculty members who teach or conduct research
in the area(s) of specialization of interest to the student

Department of Educational Psychology

Please inquire at the Department Office for information
concerning graduate programs in

- Counselling Psychology
- School Psychology
- Community Rehabilitation Studies

Location: Education Tower 302

Telephone: 220-5651

E-mail: edpsgrad@ucalgary.ca

Web site: www.educ.ucalgary.ca

Faculty of Graduate Studies

Location: Earth Sciences 720

Telephone: 220-5417

E-mail: fgs@ucalgary.ca

Web site: www.ucalgary.ca/UofC/faculties/GS/

Services:

- Ensures that graduate programs offered at U of C are competitive with similar programs and degrees from other universities
- Provides information about various Graduate programs at U of C
- Resources for names of students, staff, and faculty in graduate programs at U of C
- Information about admissions into Graduate Studies at U of C
- Provides information for types of research being conducted at U of C
- Presents information about graduate student experiences at U of C
- Information on costs of graduate school at U of C

PUBLICATIONS

Individual Graduate Programs in Departments of Psychology and Educational Psychology

Students are encouraged to *directly* contact each graduate program of interest in order to obtain the most recent program descriptions, criteria for admission, and application procedures and forms. The postal and web site addresses of the individual graduate programs may be obtained from:

- University of Calgary Library (e.g., copies of recent calendars)
- Internet

University of Calgary Counselling and Student Development Centre

The Career Resource Library has the following publications:

- *Graduate Study in Psychology-1998*; American Psychological Association
- *The Directory of Canadian Universities, 1996-1997*; Association of Universities & Colleges of Canada
- *The Complete Guide to Canadian Universities*; Self-Counsel Press
- *Canadian University Distance Education Directory, 1997-1998*

University of Calgary Library

Calendars of Canadian universities are located on the 2nd floor of the library. On the 3rd floor are American and Canadian university calendars on Microfilm files. Ask the library information center (2nd floor) for more information on the exact location of the calendars.

Other Publications

- *Guide to Graduate Programmes in Psychology*. Ottawa: Ontario: Canadian Psychological Association, 1993
- *Graduate School: Winning Strategies for Getting In With or Without Excellent Grades* (D. Mumby). Hudson, Quebec: Proto Press, 1997. Topics include:

Why more students should consider graduate school
 Understanding how the selection process works
 Choosing the right programs(s)
 Applying successfully with or without excellent grades
 How to prepare a winning application
 Making and following a plan

Government Agencies

- Province of Alberta, Career Information Hotline
 Telephone: 1-800-661-3753
 E-mail: hotline@aecd.gov.ab.ca
- Government of Alberta - Job Search
 Web site: careerinfo@aecd.gov.ab.ca

**PSYCS (Association of Undergraduate Psychology Students),
Department of Psychology**

Location: Administration 170
Telephone: 220-5567
Web site: www.ucalgary.ca/~undpsych/

Services:

- Career information from Psychologist's Association of Alberta, Canadian Psychological Association, and American Psychological Association
- Graduate school information

WEB SITES

Graduate Directory (Peterson).
Web site: <http://www.petersons.com>

Professional Associations

- Canadian Psychological Association
151 Slater St.
Suite 205
Ottawa, Ontario K1P 5H3
Telephone: 613-237-2144
Web site: <http://www.cpa.ca>
- Psychologist's Association of Alberta
Metropolitan Place
10303 Jasper Avenue
Edmonton, Alberta T5J 3N6
Telephone: 780-424-0294 or 1-888-424-0297
Web site: www.albertainvest.com/paa/Welcome/index.html
- American Psychological Association
750 First Street N.E.
Washington, DC 20002
Telephone: (202) 336-5500
Web site: <http://www.apa.org/students/>
- American Psychological Society
Web site: <http://www.psychologicalscience.org>

Epilogue

This manual has presented career information to undergraduate majors in psychology. It is hoped that recognizing the general competencies and specific skills that psychology graduates have will help them to reflect upon their unique abilities and career aspirations, and ultimately, decide which career(s) they wish to pursue. Such knowledge not only expands students' awareness of the richness of their undergraduate educational experience, but also increases their appreciation of what they have accomplished during their undergraduate studies.

It is further hoped that by examining the numerous possible career options available to psychology majors, including seeking additional education and training, that graduates will explore the many pathways to finding successful and meaningful careers *related to* and *in* psychology. Fulfilling careers involve having a vision, being connected with others and teamwork, passion, intuition, optimism, and a one-step-at-a-time plan.

And finally, the path to finding a meaningful career is often filled with resistances from others as well as within ourselves. The path is lined with accomplishments large and small, as well as bends and detours. To stay on the path requires commitment. And to find this commitment, the best advice was given centuries ago by William Shakespeare in *Hamlet*:

This above all: to thine own self be true...

G. Fouts
A. Dehod

As soon as you know how to trust yourself, you know how to live.

Goethe