

# PSYC\*4540-02, Course Outline: Winter 2021

## General Information

**DUE to the ongoing COVID-19 pandemic, this course is offered in an alternative format.**

Alternative Delivery Synchronous – AD-S Virtual: day and time for class (no lecture but meetings and drop-ins scheduled during class time for some weeks)

**Course Title: Practical Applications of Psychology**

### **Course Description:**

This is a capstone course for students in the BA Psychology program. As the title suggests, the course is intended as an opportunity for students to apply what they have learned in psychology to practical problems they may encounter in their professional and personal lives after graduation. Most of the coursework is split between two major activities, namely written discussions based on assigned readings, as well as a major project done by teams of students with common interests (see Lecture Content below for details). There will be no regular weekly meetings as a class for the alternative delivery version of this course for Winter 2021. However, the time set aside for the course can be dedicated for students to work on the project with team members and/or for meetings with instructor/TAs. At least one meeting with the instructor/TAs during class time will be mandatory

**Credit Weight: 1.0 Credit**

**Academic Department (or campus): Psychology**

**Semester Offering: Winter 2021**

**Class Schedule and Location: Tuesdays 8.30 a.m.-11.20 a.m.**

## Instructor Information

Instructor Name: Mel(isa) Choubak

Instructor Email: mchoubak@uoguelph.ca

Office location and office hours: virtual/during class time or by appointment

### **Important Communication Policy:**

It is your responsibility to regularly check class *announcements* on CourseLink to stay on top of the details of the components and requirements of the course. The 'content' area of *CourseLink* is where you can find detailed information with regards to assignment instruction and evaluation.

As a general rule, I will do my best to answer emails within 2 business days. I generally do not check or answer emails on Saturdays or Sundays. Due to high email volume during this term, I

will *not* respond to emails asking questions already answered in the course outline, in the assignment instructions/rubrics, or in course announcement content on CourseLink. It is your responsibility to familiarize yourself with these resources.

Short and general questions regarding the course or assignments can be posted to the designated discussion board on CourseLink, which is monitored throughout the week (M-F). However, if the matter requires more detailed/private communication, please email me. In addition, there will be a few virtual drop-in sessions during class time during times in the semester that precede the issue paper and project due dates. More information about this will follow in the form of course announcements throughout the semester.

Students seeking clarifications on assignment feedback should contact the designated TA as a first point of contact, rather than the instructor, except for assignments marked by instructor (see course announcements for details).

### **GTA Information**

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: virtual/by appointment

### **Course Content**

#### **Specific Learning Outcomes:**

The table below summarizes the learning outcomes targeted by this course:

<b>Learning Outcome</b>	<b>Facet</b>	<b>Definition</b>	<b>Mechanism of learning and assessment</b>
Critical & Creative Thinking	Depth & Breadth of Understanding	Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and sub-disciplinary boundaries	Readings, Discussions, Issue Paper, Project
Critical & Creative Thinking	Inquiry & Analysis	A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence	Readings, Discussions, Issue Paper, Project

<b>Learning Outcome</b>	<b>Facet</b>	<b>Definition</b>	<b>Mechanism of learning and assessment</b>
		that result in informed conclusions or judgments	
Critical & Creative Thinking	Problem Solving	A process in which one works through a series of operations to come to a conclusion	Project
Critical & Creative Thinking	Creativity	Involves the ability to adapt to situations of change, to initiate change and to take intellectual risk	Discussions, Project Executive Summary
Literacy	Information Literacy	The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats	Issue Paper, Project
Global Understanding	Sense of Historical Development	Understanding of psychology in a modern society; its limitations and developments	Readings, Discussions, Issue Paper, Project
Communication	Oral Communication	Includes interpersonal skills, oral speaking and active listening as they apply to psychology	Project Presentation
Communication	Written Communication	The ability to express one's ideas and summarize theory and research in written form	Discussions, Issue Paper, Project proposal, report and summary
Communication	Reading Comprehension	The understanding of theoretical and empirical literature in psychology	Readings, Issue Paper, Project
Communication	Integrative Communication	A mental process that integrates	Discussions, Issue Paper, Project

Learning Outcome	Facet	Definition	Mechanism of learning and assessment
		existing psychological knowledge to develop and communicate new knowledge	
Professional & Ethical Behaviour	Teamwork	Working together in a respectful and collaborative manner to complete tasks	Project (Report and Presentation)
Professional & Ethical Behaviour	Ethical Reasoning	Includes learning to make judgments about whether research has been conducted and used in an ethical manner, as well as exploring how psychological research can be used as a guide for making moral judgments about the behaviour of others.	Readings, Discussions
Professional & Ethical Behaviour	Personal Organization / Time Management	An ability to manage several tasks at once and prioritize	Readings, Issue Paper, Project

### Lecture Content:

The content below is based on reading material that can be found under the 'Content' section on CourseLink. There is no textbook required for this course.

Date	Focus	Topic/Assignment/Activity
January 12 <sup>th</sup>	Introduction	Overview of course-introduction to course by instructor (video will be uploaded on January 12 <sup>th</sup> )  *Class Introductions  *Class brainstorms project topics (January 12-19th)
January 19 <sup>th</sup>	Readings-Week 1	Reading 1: To each her own: What constitutes progress for women?

Date	Focus	Topic/Assignment/Activity
		<p><b>*First week of written discussion forums (every week original posts are due before 8.30 am on Tuesdays and reply posts are due by 11.59 pm on Fridays)</b></p> <p><b>*Project topics are narrowed down by instructor/TAs</b></p>
January 26 <sup>th</sup>	Readings-Week 2	<p>Reading 2: How do we distinguish a false memory from a lie?</p> <p><b>*Students enroll into project groups (at start of class time)</b></p>
February 2 <sup>nd</sup>	Readings-Week 3	<p>Reading 3: Moral psychology: Blaming &amp; shaming</p> <p><b>*Project groups meet together virtually during class time to work on proposal and team contract</b></p>
February 9 <sup>th</sup>	Readings-Week 4	<p>Reading 4: Personnel selection: The search for the magic test</p> <p><b>*Feb 8<sup>th</sup> : Project groups submit team contracts with proposal the day before appointments</b></p> <p><b>*Feb 9<sup>th</sup> : Appointments with Instructor/TAs ( virtual; see class announcement)</b></p>
February 16 <sup>th</sup>	No class	Reading Week
February 23 <sup>rd</sup>	Readings-Week 5	Reading 5: Marketing a disorder because it has a profitable treatment

Date	Focus	Topic/Assignment/Activity
		<b>*Issue Paper due</b>
March 2 <sup>nd</sup>	Readings-Week 6	Reading 6: The downside of neuroscience
March 9 <sup>th</sup>	Readings-Week 7	Reading 7: So you think you can spot a psychopath
March 16 <sup>th</sup>	Readings-Week 8	Reading 8: The Psychology of Speciesism; Animal rights and Environment
March 23 <sup>rd</sup>	Readings-Week 9	Reading 9: Social psychology, validity, and prejudice reduction  <b>*Project Report due</b>
March 30 <sup>th</sup>		<b>*April 1<sup>st</sup> : Project Presentations due</b>
April 6 <sup>th</sup>		<b>*Presentation Discussion round:</b> <b>-April 6<sup>th</sup> before 8.30 am: Original post</b> <b>-April 9<sup>th</sup> by 11.59 pm: Reply post due</b>  <b>*April 9<sup>th</sup>: Executive Summary due</b>  <b>*Individual Contribution Peer Evaluation (submit April 2<sup>nd</sup> -9<sup>th</sup> )</b>

### Discussion Forums:

#### 1. Weekly Discussions based on Readings:

The weekly readings will form the basis for weekly online (written forum) discussions. For every submission, each student will create one discussion post on the readings, as well as provide one thoughtful response to another student's discussion post the same week.

You are to submit written discussions based on *eight of the nine weekly readings*. Therefore, you are allowed to skip one whole week of discussions (one discussion post and one related

reply that same week). I suggest you take advantage of this during an extra busy time of the semester.

TAs will mark four of these eight written discussion post/reply combos, chosen randomly. However, keep in mind that each time you click “submit”, the post is fair game for marking. You will not be penalized on the one round that you choose to skip, if that happens to be the one that is being marked, however, if you miss a second one, you will be given a zero on it.

Preparation for each of the weekly discussions, at a minimum, consists of: (1) reading all of the assigned readings (or listening to/watching audio/video), (2) thinking about the content of the material, and (3) preparing to (virtually) discuss the issue with others. Discussion posts will be based on ideas and themes of each of the weekly readings, their connections to other similar issues/information you are aware of, as well as their relevance to real-world issues etc. Such preparation probably means taking notes from the readings but also searching additional materials of relevance to the issue, especially if it is an issue about which you are passionate, and/or you plan to write your Issue Paper about.

### 2. End-of-semester Discussion based on Project Presentation:

In addition to the discussion submissions on the readings, you will also participate in one discussion round (i.e., post both an original post and a reply) based on project presentations at the end of the semester. Each of your project teams will be paired with another and you will treat the content of their presentation as your ‘reading’ that week. These discussions *will* be marked, so you cannot skip these without being penalized.

Therefore, in total, you will be evaluated by TAs on *five written discussion posts and response combos*, each worth four percent of your total mark for a total of 20%.

Each weekly discussion post is due before ‘class time’ on every Tuesday (i.e., before 8.30 a.m.), while replies are due by end of each Friday.

It is your responsibility to make sure any assignment is uploaded successfully. Late posts are subject to a daily penalty of 5% (with a grace period of 15 minutes). More information and guidelines on the evaluation will be available on the content area on Courselink, as well as per class announcements.

### **Issue Paper:**

The Issue Paper is based on one of the weekly reading issues. Presumably, you will choose the issue that you find most interesting. Chances are that the assigned readings (and discussions) will only scratch the surface of what psychological science has to say about the issue, and the paper is an opportunity for you to dig deeper into the academic literature as an individual. Further guidance can be found in the *Issue Paper Instructions & Rubric* document, which is available on Courselink.

Papers should be uploaded to the Courselink dropbox by the end of the deadline. It is your responsibility to confirm that your paper has uploaded properly and is legible. Your paper should be in Word (doc, docx) or Acrobat (pdf) format. Late papers will be penalized 5% per day (with a grace period of 15 minutes).

**Project:**

The Project is an opportunity for a team of students, with common interests, to learn more about applications of psychology to a practical domain, such as mental health, criminal justice, education/ development, the environment, physical health, society, the workplace etc. The ideal application would have the following features: (1) there is sufficient research evidence available that could inform the work of professionals, but (2) there is also reason to doubt that the professionals are informed by the evidence.

At the beginning of the course, we will brainstorm ideas for project topics and form project teams. This process will take place over CourseLink, where students can post ideas on a designated discussion forum for topics they are interested in. *Students should come prepared from the very first week of class to share ideas for potential topics that meet the ideal criteria mentioned above.* If our list is too long, then we will eliminate topics that are not sufficiently popular. Ultimately, we will settle on topics for which there are roughly six students with sufficient interest (in order to form a team).

Before they start on the project report, teams should prepare a written proposal in the form of bullet points on a team contract (template will be shared with you) that lays out their plans for the project, including the unique contributions to be made by each team member. After submission of this team contract, your team will meet with the instructor and/or a TA for a virtual *informal* oral presentation of your proposal within the first few weeks of the semester (see weekly schedule above). This proposal is not graded, neither is the team contract. The purpose of this 15-minute appointment and the team contract is to ensure that the instructor/TA(s) and students are on the same page as far as the expectations for the project.

The class time is dedicated for project meetings, during which time team members can meet virtually to work on and/or discuss their projects during the semester until the due date. You do not have to meet during this time every week, however, this time slot will ensure your team members will have no scheduling conflicts. It is highly recommended that you meet amongst yourselves every week to prevent potential problems later on in the semester. Please keep in mind that *you are responsible for time management, team communication and basic conflict resolution within the group* and not the instructor or the TAs. However, the instructor is available for project report consultation during virtual drop-in sessions scheduled for certain times over the semester (these will be announced ahead of time).

The Project Report when due should be submitted as an attachment to an email message from one team member to the instructor (mchoubak@uoguelph.ca), with all other team members CCed. Detailed instructions about what your report should include can be found on CourseLink (and class announcements).

You will also make a formal Project Presentation which will be uploaded as a video onto CourseLink towards the end of the semester. The purpose of the presentation is to share with your classmates what you have been working on, and to hone your communication skills. Detailed instructions about what your presentation should include can be found on CourseLink (and class announcements).

All team members will receive the same grade for the Project Report and Project Presentation. You will also be asked to assess the contributions of each of your team members to the project.



Your teammates' assessments of you will be used to determine your Individual Contribution grade at the end of the semester.

The Project Executive Summary is an individual rather than a team assignment. Although based on your team's report, it will be much shorter and written in a way that is accessible to your target audience. The purpose of the assignment is to consider how such knowledge is best communicated to stakeholders who do not have academic expertise in psychology. Detailed instructions about what your summary should include can be found on CourseLink (and class announcements). Your summary should be uploaded to the CourseLink dropbox by the end of the deadline day.

It is your responsibility to confirm that all assignments have uploaded properly or have been received by the instructor/TAs. The Project Report and Executive Summary should be in Word (doc, docx) or Acrobat (pdf) format. The Project Presentation should be uploaded in a universal format, such as mp4 (and the preferred slide format is Powerpoint). Late submissions on assignments will be penalized 5% per day (with a grace period of 15 minutes).

### **Attendance Policy:**

Since the course, overall, is delivered in an asynchronous format, there is no official weekly attendance required. However, your presence as the best student of psychology and project team member that you can be is required and appreciated. There will be drop-in sessions during 'class time' with the instructor and/or TA, if needed, especially during times that precede assignments. The instructor is also available by appointment. Basic course questions can be posted on a designated discussion board on CourseLink. Therefore, there are plenty of opportunities to communicate about aspects of the course or material that may not be clear to students. If this is the case, you are encouraged to do so early on in the semester to ensure assignments follow formats, are handed in on time, and that group cohesion is established for the Project. It is imperative that you start working on your Project components as early as you can in the semester to prevent delays and stress, considering that several components are due towards the end of the semester. Extensions are not given due to miscommunication amongst your project groups.

Attendance is critical for the project team meetings amongst yourselves, as team members will be taking that designated time to work on their project together. Your absence will be noticed by other members of your team; this will affect your assessment for your Individual Contribution grade for the project as your peers will evaluate you.

Basically: please be respectful of your team members' time and be fair when working on the projects-this also applies to when you are interacting with other students in your weekly discussions (as well as when interacting with TAs and instructor). This type of intrinsic motivation and social skill is valuable to foster for many projects and opportunities beyond this course and university.

## Course Assignments:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Discussion post and reply	Every week before 'class time' one original post (Tuesdays before 8.30 a.m.) and one reply post on Fridays (by midnight)	20	Critical & Creative Thinking, Global Understanding, Communication, Professional & Ethical Behaviour
Issue Paper	February 23 <sup>rd</sup> (by midnight)	20	Critical & Creative Thinking, Literacy, Global Understanding, Communication, Professional & Ethical Behaviour
Project Report	March 23 <sup>rd</sup> (by midnight)	30	Critical & Creative Thinking, Global Understanding, Communication, Literacy
Project Presentation	April 1 <sup>st</sup> (by midnight)	10	Communication
Project Individual Contribution	April 2 <sup>nd</sup> - April 9 <sup>th</sup>	5	All outcomes related to Project
Project Executive Summary	April 9 <sup>th</sup> (by midnight)	15	Critical & Creative Thinking, Communication

### Additional Notes:

It is your responsibility to ensure assignments have been uploaded successfully and are legible. Daily penalty of 5% applies to all assignments (with a grace period of 15 minutes). Last-minute extensions will not be granted for assignments.

## Course Resources

### Required Texts:

Weekly Readings will be available on CourseLink. No textbook is required for this course.

## **Course Policies**

### **Grading Policies**

Daily penalty of 5% for late submission. It is your responsibility to ensure you submit an assignment into the correct dropbox folder or discussion board and in the correct format.

### **[Undergraduate Grading Procedures](#)**

### **Re-Grading of Assignments Policy**

Where a student is of the belief that an assignment has not been accurately graded, they are to pursue a 2-step course policy: 1) as soon as possible contact the original TA that graded the assignment, and provide valid reasoning for why they believe they deserve a different grade (note: assignments will be marked by different TAs in this course with sufficient inter-rater reliability. Grade discrepancies based on comparisons [e.g. between yourself and another student or between your own grades over the course of the semester] are not valid grounds for seeking a higher grade without further valid reasons that need to be communicated to your TA).

If a student remains dis-satisfied, 2) they can contact the instructor to request that another TA re-grade the assignment. Note that the student will be required to accept the re-grade, whether it be higher or lower.

### **Course Policy on Group Work:**

Please see the information under Attendance Policy. Please be respectful of each other's time when working on the Project team assignments. The informal proposal meetings earlier on in the semester (see Lecture Content) will include team contracts (I will post template on courselink) between team members, outlining which member is responsible for which part of the Project report. Please abide by these and respectfully communicate to the group any problems or delays early on and do your best to make up for any of these. It is highly recommended that you meet amongst yourselves every week to prevent potential problems later on in the semester. Please keep in mind that *you are responsible for time management, team communication and basic conflict resolution within the group* and not the instructor or the TAs.

## **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. Similarly, any material created by the course instructor is intended for those enrolled in this course solely. Under no circumstances are you allowed to disseminate course materials to external parties.

## **University Policies**

**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

### **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before

submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 12, 2021 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

### **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.