PSYC*4540-01, Course Outline: Fall 2020

General Information

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DUE to the COVID-19 pandemic, this course is offered in an alternative format.
Alternative Delivery Asynchronous – AD-A Remote: no day and time for class
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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 a small team of students with common interests (see Lecture Content below for details). There will be no regular meetings as a class for the alternative delivery version of this course for Fall 2020. 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.

Credit Weight: 1.0 Credit

Academic Department (or campus): Psychology

Semester Offering: Fall 2020

Class Schedule and Location: Tuesdays 8.30 -11.20 (for project team meetings and/or meetings with instructor/TA)/ virtual

Instructor Information

Instructor Name: Melisa Choubak
Instructor Email: mchoubak@uoguelph.ca
Office location and office hours: by appointment/virtual

It is **crucial** that you regularly check class announcements on courselink, as these will address the details of the components of the course. The 'content' area of courselink also holds a good amount of information with regards to assignment evaluation and course components. 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. Because of high email volume during the term, I will not respond to emails asking basic questions about course content or information regarding assignments that is already covered in the course outline, or under information in the 'content' area of courselink or on course announcements on courselink. Please make sure you familiarize

yourself with these (e.g. evaluation of assignments) and check updates per class announcements regularly.

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 is more private or detailed, email me with the matter, and if we cannot resolve per email, then a personal virtual appointment will be made.

I can also be available for virtual drop-in sessions on certain Tuesday mornings (e.g. on Zoom) during times in the semester that precede the issue paper and project due dates. More information about this will be made on course announcements. There will be an introduction video uploaded the first day of class (Sept 15th) onto courselink in which I go over the course components that are listed below.

GTA Information

TBA
I will make an announcement about communication with TAs on courselink.

Course Content

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

Learning Outcome	Facet	Definition	Mechanism of learning and assessment
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 that result in informed conclusions or judgments	Readings, Discussions, Issue Paper, Project
Critical & Creative Thinking	Problem Solving	A process in which one works through a series of operations	Project

Learning Outcome	Facet	Definition	Mechanism of learning and assessment
		to come to a conclusion	
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 existing psychological knowledge to develop and communicate new knowledge	Discussions, Issue Paper, Project

Learning Outcome	Facet	Definition	Mechanism of learning and assessment
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:

This content 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
September 15th	Introduction	Overview of course-introduction to course by instructor (video will be uploaded on Sept 15th)
September 22nd	Readings-Week 1	To each her own: What constitutes progress for women? **Project topics brainstormed (see class announcement)** **First week of written discussion forums (every week until and including November 24th)**
September 29th	Readings-Week 2	How do we distinguish a false memory from a lie? **Project teams formed**

Date	Focus	Topic/Assignment
October 6th	Readings-Week 3	Moral psychology: Blaming & shaming **Project Proposal Contracts and Appointments with Instructor/TAs (virtual; see class announcement)**
October 13th	No class (Thanksgiving)	
October 20th	Readings-Week 4	Personnel selection: The search for the magic test **Issue Paper due**
October 27th	Readings-Week 5	Marketing a disorder because it has a profitable treatment
November 3rd	Readings-Week 6	The downside of neuroscience
November 10th	Readings-Week 7	So you think you can spot a psychopath
November 17th	Readings-Week 8	The Psychology of Speciesism; Animal rights and Environment
November 24th	Readings-Week 9	Social psychology, validity, and prejudice reduction **Project Report due**
November 29th		**Project Presentation due**
December 4th		**Project Executive Summary due** **Individual Contribution Grade due**

Discussion Forums/Weekly Readings:
The weekly readings will form the basis for weekly online (written forum) discussions. You are to submit written discussions based on *eight of the nine* weekly readings. Of course, you are welcome to post discussions for each of the nine weeks for your own interest and growth, however eight are mandatory. Each student will create one discussion post for every

submission, as well as provide one thoughtful response to another student's discussion post the same week.

TAs will mark _four_ of these eight written discussion post/reply combos, chosen randomly. You will not be marked or given a zero on the one discussion that you choose to not participate in, if that happens to be the one that is being marked, however, if you miss a second one, you will be given a zero, unless you contact the instructor with a legitimate reason and a make-up of the missed discussion/reply post can be arranged (see instructor for details, if this situation arises). _In addition to the discussion submissions on the readings_, you will also post a discussion based on a project presentation of a project team (other than yours) on the week presentations are due. You will treat the content presented as your 'reading' that week. Your reply post that week will be in response to a discussion post made on your team presentation by a student from another project team. Your discussion and reply posts on project presentations _will_ be marked by TAs. **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%._**

Since evaluations could be based on any of the weekly readings, it is crucial that you give it your best every week. _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 Thursday. More information and guidelines on the evaluation, as well as late penalty will be available on the content area on Courselink, as well as per class announcements.

Preparation for each of the weekly discussion, 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 could also include the search for 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 it. It is your responsibility to ensure your discussion post and reply have been uploaded onto the forum to prevent daily penalization.

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 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 day. It is your responsibility to confirm that your paper has uploaded properly. Your paper should be in Word (doc, docx) or Acrobat (pdf) format. Late papers will be penalized 5% per day.

Project:
The Project is an opportunity for a small 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 five or six students with sufficient interest.

The class time (Tuesday mornings) 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 teams will have no schedule conflicts. It is *highly recommended* that you meet amongst yourselves every week to prevent potential problems later on in the semester. The instructor is available for virtual drop-in sessions on certain late Tuesday mornings for consultation, if needed.

Before they start on the project report, teams should prepare a *written proposal* that lays out their plans for the project, including the unique contributions to be made by each team member. Your team will meet with the instructor and/or a TA for a virtual *informal* presentation (roughly 15 minutes) of your proposal the week before Thanksgiving (see weekly schedule above). This proposal is not graded. The purpose of the appointment is to ensure that the instructor/TA(s) and students are on the same page as far as the expectations for the project. Before this meeting, you will have signed a team contract that outlines who does what for the project report and by when (see class announcement).

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. 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. 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 a target audience, defined by you. 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. 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. They should be in Word (doc, docx) or Acrobat (pdf) format. Late submissions on assignments will be penalized 5% per day.

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 late Tuesday mornings during 'class time' with the instructor and/or TA, if needed, especially during times that precede assignments. The instructor is also available by appointment. _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._ It is also _highly recommended_ 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.

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 and hence the instructor; this will affect your assessment for your Individual Contribution grade for the project.

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' (Tuesdays before 8.30 a.m.)- one discussion post and every week on Thursdays (by 11.59 p.m.)-one reply	20	Critical &Creative Thinking, Global Understanding, Communication, Professional & Ethical Behaviour
Issue Paper	October 20th	20	Critical & Creative Thinking, Literacy, Global Understanding, Communication, Professional & Ethical Behaviour
Project Report	November 24th	30	Critical &Creative Thinking, Global Understanding, Communication, Literacy
Project Presentation	November 29th	10	Communication

Project Individual Contribution	December 4th	5	All outcomes related to Project
Project Executive Summary	December 4th	15	Critical & Creative Thinking, Communication

Course Policies

Grading Policies

It is your responsibility to confirm that assignments have uploaded properly. They should be in Word (doc, docx) or Acrobat (pdf) format. Late submissions on assignments will be penalized 5% per day.

[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, meet with the original TA that graded the assignment, and if a student remains dis-satisfied, 2) they can request from the instructor 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.

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.

Student Rights and Responsibilities when Learning Online

Online behaviour

According to the University Secretariat, students have a responsibility to help support community members' access to the tools they need to engage in their learning and development, both in and outside of the classroom. An example of this type of responsibility is the requirement to abide by the following:

Section 4.3.3. Disruption - to not interfere with the normal functioning of the University, nor to intimidate, interfere with, threaten or otherwise obstruct any activity organized by the University, including classes, or to hinder other members of the University community from being able to carry on their legitimate activities, including their ability to speak or associate with others.

As such, inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your username and password

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 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 December 4th. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[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.