PSYC*7050, Course Outline: Fall2020

General Information

DUE to the COVID-19 pandemic, this course is offered in an alternative format:
1. Classes:
   a. 1st class on Wednesday September 23rd will be the orientation session for the MA1 students only and will start at 12:00pm – 2:20pm will be delivered in a hybrid model with Face-to-Face and Alternative Delivery Synchronous – AD-S Virtual.
   b. All following classes will be Alternative Delivery Asynchronous – AD-A Remote.

Course Title:

Research Seminar in Industrial and Organizational Psychology

Course Description:
This course will expose graduate students to some of the major theories, issues, and methodologies driving research in the field of Industrial-Organizational psychology. Students will learn to critically evaluate presentations by researchers in this field, as well as to communicate the results of their own research in oral format. All I-O students are required to enroll in this course.

Credit Weight: 0.5 credit

Academic Department (or campus): Psychology

Semester Offering: Fall 2020

Class Schedule and Location:
Wednesdays from 12:00pm-2:30pm, biweekly starting September 23, 2020.

This course for the most part will be a synchronous class via Zoom (ZOOM meeting link on Courselink under the content tab in the ZOOM folder). I will also hold "live" office hours from 10:00am – 11:00am on ZOOM (ZOOM meeting link on Courselink under the content tab in the ZOOM folder). Specifically, Psyc*7050 is scheduled for the following dates: Sept. 23 (1st year MA1 students only), Oct. 7, Oct. 21, Nov. 4, Nov. 18, and Dec. 2nd

Instructor Information

Instructor Name: Harjinder Gill
Instructor Email: gillh@uoguelph.ca Please read the Communication Policy about emails below in the Course Policy section.

Office location and office hours: Office hours are Thursdays from 10:00am-11:00am via Zoom (ZOOM meeting link on Courselink under the content tab in the ZOOM folder).

Course Content

The purpose of the Research Seminar Series (aka Brown Bag Series) is to support and enhance the research training of students in the IO graduate program at Guelph. We do this in a number of ways. First, we improve the quality of the research conducted by our graduate students by providing input at various stages of the research process. Students receive constructive feedback about how to improve the: theoretical foundations and hypotheses for the project, the study design and methodology, plans for analyses, as well as how to frame and present the research. Thus, presenting in this seminar gives students the opportunity to make their research better.

Second, we improve students' communication skills. These skills are built by repeatedly preparing and delivering a talk each year, and by getting more experience handling a Q&A period. Students also learn a great deal by watching other students and faculty present and model good communication skills. Students will receive feedback on their performance in relation to the seven learning outcomes of this course (see below). It is recommended that students meet with their supervisors after receiving their feedback to go over it and set personal goals for improving their next presentation. Furthermore, by evaluating other speakers in regard to learning outcomes, students will be able to more clearly understand what constitutes good performance and the performance standard they should be striving for. Together, these experiences should lead students to think more deeply about how to deliver a clear presentation, how to actively listen, and how to effectively respond to questions. Related, by observing others' presentations, students can learn how to think more critically about research by paying careful attention to the types of questions that others ask. As a result, observing presentations also allows students the opportunity to prepare for answering questions in their oral MA and PhD defences.

Third, by providing a forum in which we all learn about each other's research, we create new opportunities for collaboration on research projects.

Specific Learning Outcomes:

Upon successful completion of this course, students should be able to demonstrate the following learning outcomes:

1) *Inquiry and 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. Students should be able to: ask and attempt to answer many questions from a critical perspective, develop novel hypotheses to explore further possibilities, and implement quality research.

2) *Depth and Breadth of Understanding:* Students should be able to: demonstrate mastery of a body of knowledge; gather, review, evaluate, and interpret information; compare the merits of

alternate hypotheses in core areas of I/O psychology; and critically evaluate the limits of their own knowledge and how these limits influence analysis.

3) **Oral Communication:** Includes interpersonal skills, oral speaking and active listening as they apply to the research topic. Students should be able to demonstrate the ability to present information in ways that the receiving party can easily understand, exhibit confidence as a public speaker, facilitate discussion of complex concepts effectively, actively listen, reflect upon, and respond effectively to questions while acknowledging limitations to one's psychological knowledge.

4) **Methodological Literacy:** The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Students should be able to: design appropriate methodologies for novel psychological research situations, and tailor methodologies to particular populations and circumstances.

5) **Quantitative Literacy:** Includes numeracy, and competence in working with numerical data. Students should demonstrate that they can evaluate the accuracy and quality of data generated and analyses used by others and by themselves.

6) **Visual Literacy:** The ability to effectively find, interpret, evaluate, use, and create images and visual media and content. Students should be able to create meaningful images and visual media, and use these effectively; and access and use visual materials ethically and legally.

7) **Creativity:** Involves the ability to adapt to initiate change and to take intellectual risk. Students should demonstrate creative solutions to problems and creative ways of investigating topics.

Lecture Content:
Attendance is mandatory for all students and is expected of all I-O faculty. We understand that people are sometimes ill, pulled away for emergencies, etc. Therefore, the minimum expected attendance is 70% for all faculty and students. If you are unable to attend, please let the course instructor know as soon as possible.

Class time will consist of **two presentations**. **Presentations can be up to 30 minutes in length and are followed by a 15minute question and answer period**. Following the question and answer period, students and faculty will have 5 minutes to finalize their feedback forms. The 30 minute time limit of the talks will be strictly enforced by a time keeper. The role will rotate among the students. Presentation dates will be scheduled by the end of class on October 7, 2020. Students are free to trade dates with other student but are required to inform the instructor of the change.

Typically talks will be independent presentations of students about one of their lines of research. In addition, if applicable, students can give a team presentation. Students can also present talks that mix research and practice. For instance, students may want practice translating research for a managerial audience (How might this research be translated into practice?). Students might want to present on how practical projects they have worked on might inspire a specific research question and specific methodology (How could this be pitched to the organization?). Students can also present on a research-related skills (e.g., what they learned at CARMA workshop).

Each year, we aim to have all students present. However, if you truly have nothing to present, then you can have a "buy" for one year (except for first year MAs)—not to be repeated in consecutive years. Each year, we aim to have one faculty member present their research and to have at least one external speaker.

One important element of a successful Q&A period is knowing how and when to exercise "class control." If side conversations are occurring, if discussions are going off topic, or if a questioner is taking more time than is warranted, then effective communication requires that the discussion be moderated. We understand that this might be intimidating and a tall ask for students. So, MA students may have another student moderate the Q&A period for them. PhD students need to develop this skill and so they will moderate Q&A period for themselves. Note: Moderators should ask for questions from students before faculty are called upon.

The students and the faculty in the audience play a critical role in the Research Seminar Series. For the learning objectives to be met, everyone must pay attention (no off-topic phone/laptop activity) and participate. By asking each other good, tough questions, we help each other to learn and improve our research. An appropriate research culture is one in which people strive for excellence.
Tip: It is a great idea to practice a talk for an outside audience in the Research Seminar Series.

Evaluations:

Student presenters will be evaluated on their capabilities in regard to: Inquiry and Analysis, Depth and Breadth of Understanding, Oral Communication, Methodological Literacy, Quantitative Literacy, Visual Literacy, and Creativity. All audience members are required to provide accurate, respectful, constructive feedback for all students' talks. Constructive feedback is: focused on description (not judgment), issue-focused (not person-focused), based on observations of behaviour (not interpretations of behaviour), and involves practical suggestions for improvement.

Course Resources

Please see Courselink. https://courselink.uoguelph.ca/shared/login/login.html

Course Policies

Grading Policies

Students will pass the course if they complete their scheduled talk and responsibly complete evaluations of their peers over the course of the term. Evaluations are due by 6:00pm of the day of the presentation.

Graduate Grade interpretation

Please note that these policies are binding unless academic consideration is given to an individual student.

Student Rights and Responsibilities when Learning Online

Privacy Rights

Classes held via ZOOM may be recorded for the purpose of posting on Courselink for students that could not attend or want to review the presentation. As a student, you have the right to protect your privacy online and may choose to turn off your video and/or audio when in session. In the event that your video and/or audio remain on, please note that you are consenting to your presence in lecture recordings. Under no circumstances are you permitted to transmit copies of the recordings to others, without the express written consent of the instructor.

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
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs

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 [Graduate 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

Still want to stay? I hop so but if not the last date to drop one-semester courses, without academic penalty, is **December 04, 2020**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).