

PSYC*7130, Course Outline: Fall 2019

General Information

Course Title: Introduction to Industrial-Organizational Psychology

Course Description:

This course introduced graduate students to a broad range of topics in Industrial and Organizational Psychology. It emphasizes research-practitioner issues, skill building (e.g., presentation and writing skills), professionalism, ethics, and theory building.

Credit Weight: .50

Academic Department (or campus): Psychology

Semester Offering: Fall 2019

Class Schedule and Location: Tuesdays 11:30-2:20pm, ANNU 002

Instructor Information

Instructor Name: M. Gloria Gonzalez Morales

Instructor Email: mggonzal@uoguelph.ca

Office location and office hours: by appointment, MCKN 3002

Course Content

Specific Learning Outcomes:

1) 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.

2) Reading Comprehension. The understanding of theoretical and empirical literature in psychology. Students should demonstrate a well-developed ability to extract theoretical and empirical information from complex psychological texts and articles, and to generate ideas and questions from written text in the field of psychology.

3) 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 plan quality research.

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) Written Communication: The ability to express one’s ideas and summarize theory and research through a variety of writing styles (e.g., APA style, thought papers, burning questions). Students should: write in a sophisticated manner clearly conveying their message to a target audience, use a breadth of vocabulary appropriate to the discipline of psychology, effectively edit their own work; and avoid grammar, spelling, and functional errors.

6) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to the class 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.

Lecture Content:

DATE*	TOPIC	INSTRUCTOR
September 10	Introduction to I-O / How to Succeed	Gloria Gonzalez-Morales
September 17	Presentation Workshop	Victoria Fritz
September 24	Writing Workshop	Sarah Giboons
October 01	JIGSAW (Performance Appraisal)	Gloria Gonzalez-Morales
October 08	Research Ethics	Harjinder Gill
October 22	Theory Building	Leanne Son Hing
October 29	JIGSAW (Recruitment and Selection)	Gloria Gonzalez-Morales
November 5	Mental Health and Well-Being Workshop	Craig Leonard
November 12	Research-Practice Integration	Gloria Gonzalez-Morales
November 19	JIGSAW (Leadership and Motivation)	Gloria Gonzalez-Morales
November 26	Practice Ethics	Gloria Gonzalez-Morales
November 30	<i>Breathe</i>	On your own

*Please note that these dates are tentative.

Course Assignments and Tests:

Students will receive a grade in the course based on the quality of their burning questions, thought papers, reflective journal, and their contributions in class.

Class participation and JIGSAW worth - 25%

Thought papers worth - 30%

Burning questions worth - 20%

Reflective Journal worth – 25%

Class Participation and JIGSAW activity (25%). Throughout the term, you will be evaluated based on your class participation.

Students are expected to attend all classes unless they cannot for medical or personal issues. Please email in me prior to class if you will not be attending. See grading rubric.

Students are expected to contribute equally to the discussion. We will thoroughly discuss the readings, be prepared to discuss them in detail.

Out of the 25% of class participation, 15% will be based on the JIGSAW presentation activities. The first day of class you will be assigned a series of topics (jigsaw pieces) to prepare in groups of 3 (additional materials are available in courselink). Each person in the group reads part of the materials to understand specific topics (jigsaw pieces) and then they put all the information (jigsaw pieces) together in a 15 minute slide presentation to explain the full picture to the rest of the class (they solve the puzzle with each person jigsaw pieces).

There are three JIGSAW presentation sessions. The first session will follow the following structure, we will adjust the next two session based on experience and agreed plan of action.

11.30 – 12. 00 Finalize presentation (reading and drafted slides should be done before class)

12:00 - 12:45 - 1st presentation and discussion*

12:45 - 1:00 -BREAK - 15 minutes (I upload next presentation)

1:00 - 1:45 - 2nd presentation and discussion*

1:45-2:00 - debrief and final thoughts

2:00 – 2:20 – work on Thought Paper

*Please prepare presentation for 25-30 min and plan for 15-20min of class discussion

Thought Papers (30%). You are responsible for writing 2 thought papers for two of the three jigsaw sessions. The paper will be 2-3 pages, double spaced with 12-point Times New Roman font, 1 inch margins.

Thought papers should not be a summary of the presentations or the work you have done for the JIGSAW session; rather they should convey your original thoughts about a specific topic. For the thought papers, I want you to take one idea or problem from the readings that you have done to prepare the jigsaw presentation and “run with it.” Go beyond what is presented and make a connection with a different topic and suggest a new direction for research.

All thought papers should be well conceived, well structured, well written, and should contain your critical response to the readings. Marks will be docked for exceeding the page limit (5% per half page). The thought papers are due on November 5th and December 5th. Please see grading rubric.

Burning Questions (20%). You are responsible for submitting burning questions for 4 classes:

- Theory building
- Research Ethics
- Practice Ethics
- Research-Practice Integration

I want to make sure that class discussions focus on the most interesting, important, and possibly confusing topics for you. To do so, it is helpful to have this information before class. So each week, the day before class (by end of day Monday) you need to post your “burning questions” on COURSELINK. Both the visiting professor and I will read your burning questions. You should have 2-4 questions that do not exceed one page in length. Your questions might pertain to something you didn’t understand in the paper. If you understood all elements of the paper clearly, good burning questions demonstrate your ability to: engage in critical thinking, draw connections to or integrate with other topics, or generate novel ideas.

Submit by 8.00 pm the day before the class session. Be sure to bring a copy of your questions to class. Please see grading rubric.

Reflective Journal (25%). A reflective journal, sometimes called a learning log is a personal record of your learning experiences. Keeping a journal assists in developing skills in critical analysis helping you to reflect, understand and learn from your experiences in class. It also helps develop writing skills. The journal is intended to be a tool for students to use in their personal and professional growth. Students will submit a reflective journal that documents, describes, and critically analyzes thoughts, reflections, and learning completed throughout the course. Students should indicate the date on which each journal entry was written. A minimum of 8 entries of approx. 250-500 words is expected. Journals must be submitted (through the drop box in COURSELINK) as a Word document and be single or double spaced using a 12-point font of the student’s choice. Self-Reflection Journal is due on Thursday December 5th. Depth of reflection, standard of writing and integration of course activities and content will be considered in grading. Please see grading rubric.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class participation	Class session	25%	1, 2, 3, 4, and 6
Burning questions	October 07 October 21 November 11 November 25 <i>by 8.00 pm</i>	20%	1, 2, 3, 4, and 5
Thought papers 1	Tuesday Nov. 5th	15%	1, 2, 3, 4, and 5
Thought papers 2	Thursday Dec. 5th	15%	1, 2, 3, 4, and 5
Reflective Journal	Thursday Dec. 5th	25%	3, and 5

Course Resources

Please see [Courselink](#).

<https://courselink.uoguelph.ca/shared/login/login.html>

Course Policies

Grading Policies

For Burning Questions late assignments will NOT be accepted. Assignments must be submitted to CourseLink Dropbox at the day and time indicated on the schedule. Marks will be docked for exceeding the page limit (5% per half page).

For the Reflective Journal and Thought Papers the instructor will consider a grace period of 48 hours without requests. This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline. After this period, 10% of the value of the report will be deducted for each additional day of delay. After 3 calendar days, the grade received will be 0%.

[Graduate Grade interpretation](#)

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.

University Policies

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:

[Grounds for Academic Consideration](#)

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](#):

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 **the last day of classes**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate 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.