PSYC*7130, Course Outline: Fall 2023

General Information

Classes will be held in person. If for Covid-19 or another reason the class cannot take place in person then students will be advised of the alternative delivery method at least 24 hours prior to class scheduled time.

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. With respect to content, it emphasizes research-practitioner issues, professionalism, ethics, and theory building. With respect to skill development, we focus on critical thinking and analysis as well as written and verbal communication, and research skills.

Credit Weight: .5

Academic Department (or campus): Psychology

Semester Offering: Fall 2023

Class Schedule and Location: Graham Hall 2302 (GRHM 2302) Fridays 8:30-10:20, Sept 8 – Nov 24

https://www.uoguelph.ca/maps/locations/graham-hall

Instructor Information

Instructor Name: Leanne Son Hing
Instructor Email: sonhing@uoguelph.ca
Office location and office hours: Wed 10-11 Teams

I prefer that you attend my virtual office hours to ask your questions. As a general rule at other times, I will do my best to answer emails within 48 hours of reception of the email. **I do not typically check or respond to emails on weekends or holidays.** Therefore, if I receive an email on Friday at 5.00 pm, I will try to answer by Monday at 5.00 pm or earlier.

If the answer to your question can be found in in CourseLink, I will send you the following automatic email: *"This information is explained in detail in the documentation available in CourseLink. Please, contact me during my office hours only if you require further clarification."*

Course Content

Specific Learning Outcomes:

1) 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. A successful student is able to locate relevant, high quality, and where possible, empirically-based information to create jigsaw presentations for the class.

2) 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 and develop novel ideas to explore further thoughts and possibilities. A successful student can conduct a literature review in relation to the proposed research project by reading and reporting on critical empirical and theoretical work. They are also able to integrate and synthesize the research literature in order to provide a clear justification or rationale for the study objectives, design, methods, and hypotheses.

3) 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, and respond effectively to questions while acknowledging limitations to one's psychological knowledge.

4) 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.

5) Visual literacy is the ability to effectively find, interpret, evaluate, use, and create images and visual media and content. A successful student is able to access and use visual materials ethically and legally and create meaningful images and visual media and use these effectively.

6) Professional behaviour emphasizes the importance of ethical conduct, adaptability, critical thinking, and an ability to manage several tasks at once and prioritize while behaving with integrity. A successful student prioritizes and completes important or urgent tasks and demonstrates personal accountability and responsibility. By achieving these learning outcomes, students will be well-prepared to excel in their chosen professions and contribute positively to their respective fields.

Lecture Content:

Class	Topic	Instructor
1 Sep 8	Introduction – how to be a successful graduate student	Son Hing
2 Sep 15	Professional behaviour, communication skills	Practice jigsaw
3 Sep 22	Time management, organization	Jigsaw 1
4 Sep 29*	Developing research, effective reading & literature searches	Library/Son Hing
5 Oct 6	Theory building	Son Hing
6 Oct 13	Stress management, well-being, health	Son Hing
7 Oct 20	Research practice model, practice ethics	Hausdorf
8 Oct 27	Research ethics	Gill
9 Nov 3	Scholarships	Jigsaw 2
10 Nov 10	Effective writing	Library/Son Hing
11 Nov 17	Knowledge mobilization (conferences; publishing, KT)	Son Hing
12 Nov 24	Career options I-O	Jigsaw 3

*This might take place on another day

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class participation	Every class	15	2, 3, 6
Jigsaw first	Sept 22	12	1, 2, 3, 5, 6
Plan for term	Sept 27 5:00pm	15	4, 5, 6
Lit Search Worksheet	Oct 11 5:00pm	15	1, 2, 4, 6
Complete sections 2 & 3 of REB form	Oct 25 Jinder 12pm Oct 30 to me 5pm	10	1, 2, 4,6
Jigsaw second	Nov 3	12	1, 2, 3, 5 6
Draft of scholarship	Nov 8	9	1, 2, 4, 6
Jigsaw last class	Nov 24	12	1, 2, 3, 5 6

Class Participation: For each class, to be ready to contribute to class discussions, students should be prepared with notes summarizing the key points from each reading and have questions ready for discussion. You should all contribute equally. We will all benefit from our class together most if everyone can be brave, ready to share, ask questions, and thoughtfully engage with one another, regardless of how intimidated we might feel! Please listen carefully, and with open-minded curiosity to the comments and questions that your classmates voice, so that you can build on, rather than repeat points already made. It is perfectly acceptable for you to voice disagreement with an opinion provided by others in a kind and considerate manner.

Class participation will assess your inquiry and analysis, oral communication, and professional behaviour.

Jigsaw Classes: Together, we will decide what elements of this bigger issue we want to delve into. Each person selects a subtopic (a piece of the puzzle) and will deliver a 15 minute PowerPoint (or Prezi) presentation of their piece and be prepared to answer questions. When appropriate, you should draw from the industrial-organizational psychology literatures. Students should research and understand their assigned concept thoroughly. Then the class will discuss the implications and put all the information (jigsaw pieces) together. Students will reflect on which strategies resonated with them personally and discuss how they plan to implement these strategies in their academic journey. These classes will help you to develop your information literacy, inquiry and analysis, oral communication, visual literacy, and professional behaviour. Generative AI can be used to help you develop your presentations but it cannot be relied upon. You need to fact check what is created and you need to conduct your own research into the literature.

Plan for term: See detailed document, Graduate Student Academic and Research Planning Assignment

Lit Search Worksheet: See detailed document, Literature Search and Summary Worksheet

Complete sections 2 & 3 of REB form: See detailed document, Mock Ethics Protocol Submission

Draft of Scholarship: See detailed document, Outline of Proposed Research

Course Resources

All course resources will be posted on Courselink/D2L.

Course Policies

Grading Policies

All assignments are due on the date and time specified unless prior arrangements have been made with me. When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise me in writing. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date. Late assignments are docked 5% per day; assignments that go over the page limit are docked 5%-15% depending on length.

[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

Disclaimer:
Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (https://news.uoguelph.ca/2019-novel-coronavirus-information/) and circulated by email.

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

[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](#):

Illness
Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

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

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.
Student Feedback Questionnaire

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. 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 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.

Turnitin will be used for plagiarism detection and allowing students to check their work before submission.