

# **PSYC\*4330, Course Outline: Winter 2016**

## **General Information**

**Course Title: Advanced Topics in Organizational Psychology**

### **Course Description:**

Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. This course introduces fourth year students to OHP as an advanced topic in IO psychology. OHP is an emerging interdisciplinary field concerned with psychological factors in employee health, safety, and well-being. We will review the major theories and empirical research showing the effects of the work environment on employees' health and wellbeing.

**Credit Weight:** 0.5 credit

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

**Semester Offering:** W16

**Class Schedule and Location:** Friday 2:30 – 5:30pm, MACK 238

## **Instructor Information**

Instructor Name: Professor M. Gloria Gonzalez-Morales

Instructor Email: mggonzal@uoguelph.ca

Office location and office hours: MacKinnon Extension 3002, Fridays 1:15-2:15pm

## **GTA Information**

GTA Name: Ms. Grace Ewles

GTA Email: gewles@uoguelph.ca

GTA office location and office hours: TBA

## **Course Content**

### **Specific Learning Outcomes:**

By the end of this course, students should be able to:

1. be independent and resourceful learners.
2. demonstrate a working knowledge of the key theories and issues in the Occupational Health Literature
3. evaluate key health and safety issues within organizations
4. find, read and critically evaluate research papers.

5. understand and appreciate how research is conducted and disseminated
6. apply research in organizational psychology
7. work with other students in a collaborative and respectful manner that demonstrates personal accountability to the group and facilitates discussion.
8. provide constructive feedback to peers.
9. demonstrate effective oral communication skills: actively listen and facilitate discussion.
10. demonstrate effective oral presentations skills.
11. demonstrate effective written communication skills: ability to express ideas in a clear, concise and professional manner.
12. manage time effectively and ensure personal organization
13. demonstrate intellectual integrity and academic accountability

**Lecture Content:**

My role as an instructor is to structure the materials and help guide conversations in seminar, to advise on all course-related questions and assignments, and to serve as a general resource. This seminar is based on active learning, my role is not to lecture. **Active learning activities will be used** to review these concepts and to work actively in learning related to them. Come to class ready to participate and engage in the activities.

**Active learning is an essential tool in my teaching.** I use class sessions to facilitate interactive learning in which we learn from each other and our peer learners. During the session I expect you to participate in the active learning activities, ask anything you do not understand or comment on anything that you are interested in. For me, active learning at class is essential because:

- 1) it helps connect the content of the course with your experiences,
- 2) it allows you to feel authorship of your learning during our sessions
- 3) it motivates you to work with the course material and come to class

Active learning exercises during class sessions are formative assessments that are not graded but help you to actively construct your learning. For example:

- 1) you will discuss with a peer the pros and cons of a specific issue
- 2) you will work in jigsaw groups to learn about different readings
- 3) we will debate about ethical or complex issues
- 4) you will find resources to present in class
- 5) you can tell the class which activity will work to actively learn a concept or skill

The course is divided into two sections. Students are expected to attend every class.

**First Section**

The class will meet once a week to discuss the assigned chapter and work on generating additional knowledge around the topic (7 discussion groups). Class members are expected to

read the assigned material and be prepared to discuss. In order to evaluate this section you will complete Session Assignments for sessions 2,3,4,6,7,8. These assignments involve:

- Read the required chapter
- Answer thought answers
- Write burning questions (bring them to the in class discussion session)
- Perform a literature search, select one research article and write a half-page summary.

### **Thought Answers (submit in CourseLink Dropbox)**

Students will answer 2 out of 3 questions proposed by the instructor one week in advance. These questions will be posted in CourseLink (Content Tab)

### **Burning questions (submit in PEAR)**

I want to make sure that we discuss in class the themes that are most interesting, important, and possibly confusing for you. You should have 2-4 questions that do not exceed a 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. These questions will provide the stimulus for discussion in class of the material. Participation is required of all students.

Questions can be anything including your reactions, thoughts, research ideas, concerns, or criticisms pertaining to each reading. Please avoid recall (just asking everyone to remember something verbatim from the reading), personal opinions, or general critiques. For instance, we might avoid asking people if they like this injury prevention program. Instead, we might ask what attributes of this prevention program are appealing to them? We also avoid making general comments such as "it is just a correlational study", "everything is self-report," or "method variance of the study." Be constructive and focus on what we have learned from this study, what ideas can be developed, or what the study can be improved if we will conduct it. Remember that the purpose of the questions is to guide and stimulate our class discussion of the material. A good question is one that will produce a difference of opinion or requires some thought and creativity to answer.

### **Literature Search (submit in PEAR)**

After reading the chapter and answering the questions, students will run a literature search on a topic proposed by the instructor one week in advance of the session and select a recently published article. Each student will provide a short paper (half page in length) describing the selected article and explaining why it is related to the topic of the week (do not copy and paste the abstract).

During the class session students will share with their discussion teams the article selected. At the end of the literature discussion time, each team will share with the rest the main points learned from these research articles.

### **Peer feedback**

We will use PEAR to evaluate group members' participation in the group discussions.

### **Second Section: From theory to practice**

The second section will involve 5 sessions in which students will work in pairs. In pairs you will select an organizational issue that can be addressed using occupational health psychology theories, frameworks and methods and you will propose a program/intervention/initiative to address the issue.

The first session will be a working session to work in pairs in the paper proposals. The other 4 sessions will involve oral presentations of your project. In both instances, feedback from peers and instructor and TA will be received.

More specific information about the assignment will be provided in additional documentation in CourseLink.

**Project proposal**, no more than 2 pages describing the issue and outlining the project must be submitted in CourseLink Dropbox by February 24th at 11.59 pm.

**Presentations** (15 minutes) describing the issue and the project (addressing feedback from proposal) Oral presentation PDF must be submitted through **PEAR** by **Friday of the presenting session at 1.00 pm.**

### **Peer feedback**

We will use PEAR to evaluate presenters oral presentation performance.

**Final project paper**, no more than 10 pages describing clearly the issue and the project to address it using knowledge acquired in the course must be submitted in **CourseLink Dropbox** by **April 16<sup>th</sup> at 11.59 pm.**

### **Citizenship and Professional Behavior**

Students should exhibit citizenship (collaborate, participate) and professional behavior during all course activities and sessions. All students have a grade of 12%, these points are lost if the student fails to demonstrate citizenship and/or professional behavior.

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Thought Answers*	2.30 pm of class sessions 2,3,4,6,7,8 CourseLink Dropbox	12%	1, 2
Participation in Discussions and Burning Questions*	2.30 pm of class sessions 2,3,4,6,7,8 PEAR	10% (best 5 of 6)	1, 2, 3, 7, 8, 9
Literature Search*	During class sessions 2,3,4,6,7,8 PEAR	12%	1, 2, 3, 4, 5
Project proposal <sup>G</sup>	February 24 <sup>th</sup> CourseLink Dropbox	4%	1, 2, 3, 6, 7, 11
Oral Presentation of the project	March 18 <sup>th</sup> -April 7 <sup>th</sup> PEAR	20%	1, 2, 3, 6, 7, 10
Final project paper <sup>G</sup>	April 16 <sup>th</sup> CourseLink Dropbox	30%	1, 2, 3, 6, 7, 4, 11
Citizenship and Professional Behavior	All sessions	12%	7, 8, 9, 12, 13

\* These are session assignments

**G** These Assignments have a 48hr grace period

#### Additional Notes (if required):

Given time constrictions, the final mark of the final research project will not be delivered until the final grade submission.

#### Final examination date and time:

**There is not final examination. The final assignment is the final paper.**

## **Course Resources**

### **Required Text:**

**Occupational Health Psychology**, by Stavroula Leka and Jonathon Houdmont (Editors).  
Oxford,UK: Wiley-Blackwell, 2010, 368 pages (ISBN 978-1-4051-6809115-9)

### **Other Resources:**

#### **CourseLink:**

All course handout and readings (not included in the textbook) will be posted on CourseLink. It is the student's responsibility to ensure that all assignments are submitted correctly. Please double check. Late submission penalties will apply.

## **Course Policies**

### **Grading Policies**

**All assignments are to be submitted by the due date and time using CourseLink Dropbox, Discussion Board or Pear System (according to the assignment description).**

**Session assignments** must be submitted in **CourseLink** by **Friday at 2.30 pm** the day for which they are relevant (sessions 2,3,4,6,7,8):

Students will submit their **thought answers** through the **CourseLink dropbox** folder.  
Students will submit their **burning questions** on the corresponding session through **PEAR**.  
Students will submit the **literature search** on the corresponding session through **PEAR**.

**Project proposal** must be submitted in **CourseLink Dropbox** by **February 24<sup>th</sup> at 11.59 pm**.

**Oral presentation PDF** presentations must be submitted through **PEAR** by **Friday at 1.00 pm**.

**Final project paper** must be submitted in **CourseLink Dropbox** by **April 16<sup>th</sup> at 11.59 pm**.

Assignments submitted in any other way will not be accepted. Marks will be docked for exceeding the page limit (5% per half page) and for late submissions (5% per day including weekends). If you submit your assignment one day late, this means that your maximum attainable grade on the assignment will be 95% instead of 100%.

**Paper proposal and Final Paper deadlines have a grace period of 48 hours.** 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.

**Students will be allowed to have one excused or unexcused absence during the semester.** No additional absences will be permitted.

Arriving for class more than 10 minutes late, failure to post a session assignment by the designated time, or a failure to participate in the session (e.g., failing to participate in discussion, failing to provide constructive peer feedback through PEAR) will be **counted against the Citizenship and Professional Behavior component** of the course, therefore 2 percentage marks will be discounted from that component per session that this occurs.

### [Undergraduate Grading Procedures](#)

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

### **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:

[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 the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: [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 March 11<sup>th</sup>, 2016. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

### **Additional Course Information**

### **EXPECTATIONS ABOUT EMAIL COMMUNICATION**

I prefer that you come to office hours to ask your questions.



I will answer emails during office hours because this is the time allocated for helping you with questions and clarification. As a general rule, I will do my best to answer emails within 48 hours of reception of the email.

I do not check or answer emails on Saturdays or Sundays. Therefore if I receive an email on Thursday at 8.00 pm, I will try to answer by Monday at 8.00 pm or earlier.

If the answer to your question can be found in any of the documentation or information available in CourseLink I will send you the following automatic email: "This information is explained in detail in the documentation available in CourseLink. Please, come to my office hours to further clarify orally."