PSYC*4540-02, Course Outline: Winter 2022

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. **This course is offered using the Face-to-Face format. The course has set day, time, and location of class.**

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.
The coursework, both inside and outside of our weekly meetings, is split between two major activities. The first is a weekly seminar discussion based on assigned readings, and the second is a major project done by a small team of students with common interests. The seminars will take place in the first half of each weekly meeting, followed by an opportunity for teams to work on their projects and consult with the instructor.

Credit Weight: 1.0

Academic Department (or campus): Psychology

Semester Offering: W22

Class Schedule and Location: Mondays 2:30-5:20 in Macdonald Institute (MINS) 103

Instructor Information

Instructor Name: Daniel Meegan
Instructor Email: dmeegan@uoguelph.ca

Course Content

Specific Learning Outcomes:

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, Seminar 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, Seminar Discussions, Issue Paper, Project
Critical & Creative Thinking	Problem Solving	A process in which one works through a series of operations to come to a conclusion	Project
Critical & Creative Thinking	Creativity	Involves the ability to adapt to situations of change, to initiate change and to take intellectual risk	Seminar 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, Seminar Discussions, Issue Paper, Project
Communication	Oral Communication	Includes interpersonal skills, oral speaking and active listening as they apply to psychology	Seminar Discussions, Project Presentation
Communication	Written Communication	The ability to express one's ideas and summarize theory and research in written form	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	Seminar Discussions, Issue Paper, Project
Professional & Ethical Behaviour	Teamwork	Working together in a respectful and collaborative manner to complete tasks	Seminar Discussions, Project

		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 and Seminar Discussions, particularly related to false memory, moral psychology, disorder marketing, psychopathy, and the Goldwater rule.
Professional & Ethical Behaviour	Ethical Reasoning		
Professional & Ethical Behaviour	Personal Organization / Time Management	An ability to manage several tasks at once and prioritize	Readings, Issue Paper, Project

Course Assignments:

Seminar Discussant:
Seminars involve small groups of students discussing assigned readings on an issue related to applied psychology. New groups will be created randomly every week, each with a maximum of five discussants. At the end of each seminar, you will complete peer-evaluations of the other discussants in your group, using a rubric provided by the instructor. An average of your group members' ratings for you will determine your discussant grade for that seminar. At the end of the semester, your lowest grade will be dropped when tallying your discussant grade (i.e., only your best 8 of 9 seminars will count).
It is important to protect the anonymity of peer-evaluators. For this reason, discussant grades will not be released on a weekly basis. Instead, your up-to-date average will be released every few weeks: after Seminar 3, after Seminar 6, and after Seminar 9.
Peer evaluation runs the risk of collusion among students, and also requires that all students are willing and able to be critical of their peers. If high ratings are being given for mediocre contributions to mediocre discussions, then we have a problem. The instructor thus reserves the right to change, at any time, the way in which discussants are evaluated.
Preparation for each seminar, at a minimum, consists of: (1) reading the Context document at the top of the reading list, which introduces the issue and places it in context, (2) reading all of the assigned readings, (3) thinking about what you have read, and (4) preparing to discuss the issue with your group. Such preparation probably means taking notes and preparing talking points, although this written contribution will not be evaluated (at least not directly). Preparation might 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.

Attendance Policy:
Attendance is mandatory. It is understood, however, that you may need to miss one class for reasons beyond your control. You are allowed to miss one of the nine seminars without a documented excuse and without making up the work. If you miss one seminar, then your grade will be based on the eight discussions in which you participated. If you attend all nine seminars, your grade will be determined by your best eight grades.

If you miss a second seminar, it must be for a legitimate reason (medical, psychological, or compassionate), and documentation must be provided. If this second absence is deemed legitimate by the instructor, then you must demonstrate that you have read the readings and thought about how they would be discussed (see instructor for details), and your grade will be based on the seven discussions in which you participated. If, on the other hand, you do not have a legitimate reason for the second absence, then you will receive a Seminar Discussant grade of zero for that seminar.

If you miss a third seminar, no matter the reason, then you will be asked to drop the course. Attendance is also critical for members of a team who will be working on their project together in the second half of class. Your absence will be noticed by other members of your team and the instructor.

Issue Paper:
The Issue Paper is based on one of the seminar issues. Presumably, you will choose the issue that you find most interesting. Chances are that the assigned readings (and our 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 (see schedule below). Your paper should be in Word (doc, docx) or Acrobat (pdf) format. Late papers will be penalized 5% per day. Papers will be assessed for plagiarism using Turnitin.

Project:
For this semester, the project component of the course will be taking advantage of a work-integrated learning opportunity made available by the Business + Higher Education Roundtable (BHER), a Canadian not-for-profit organization whose mission is to facilitate collaboration between post-secondary institutions and employers. During the Winter 2022 semester, they are running the Canada Comeback Challenge (C3), which will allow students in this course to interact with four employers who are seeking our insight into challenges (related to behavioural science) they have faced since the beginning of the COVID-19 pandemic.

You will form a team with approximately four of your classmates who share your interest in one of the four challenges (see C3 Challenge Briefs on Courselink). C3 has three phases, each of which culminates in teams submitting "deliverables" to BHER and their employer partners. These deliverables will simultaneously be submitted to this course and will be graded assignments; the weightings of these assignments are shown above and the rubrics by which they will be graded are described in separate documents available on Courselink.

The first phase involves teams reading a written description of the challenge faced by an employer, doing some research about the available evidence that might be applicable to the challenge, and writing questions designed to get more information from the employers—information that will better enable you to offer solutions to them in the subsequent phases. Your "Industry-specific questions" are due on February 7, and BHER will provide answers by February 11.

The second phase involves teams exploring solutions to the challenge faced by the employer. As described in the C3 Program Guidelines (available on Courselink), "students will be encouraged to design and propose behavioural insights (BI) solutions that best fit the challenge at hand given the background/user research and problem scoping they will conduct. This can

range from behavioural design of policies or services to behavioural messaging interventions to various forms of 'nudges.'" The solutions will be presented in the form of a 10 slide deck and 2.5 minute video pitch. Your "Draft slide deck & video pitch" are due on February 18 and BHER will provide feedback by March 2.

The third phase involves producing an improved version of your slide deck and video pitch based on the feedback you received. Your "Final slide deck & video pitch" are due on March 11 and BHER will provide feedback by March 18.

Incidentally, this final submission will be entered into a pitch competition—adjudicated by BHER— alongside submissions from other teams in this course and the other W22 section of this course, as well as teams from the University of British Columbia and Carleton University. Finalists will be invited to a national pitch event—conducted virtually on March 31—which "will offer networking and other professional development opportunities for participants as well as a range of rewards for the winning teams." To be clear, invitation to the national pitch event will have no bearing on how your slide deck and video pitch will be graded as assignments in this course.

Without exception, all team members will receive the same grade for the Industry-specific questions, Draft slide deck & video pitch, and Final slide deck & video pitch.

The Personal reflection is an individual rather than a team assignment. In this short, written assignment, you will reflect on what you have learned, by participating in C3, about how psychology can be applied to real world problems. The deadline for this assignment is March 28 and further details can be found in the instructions and rubric document available on Courselink.

Assignment or Test	Due Date	Contribution to Final Mark (%)
Seminar Discussant	weekly	20
Issue Paper	April 4	20
Industry specific questions	February 7	10
Draft slide deck & video pitch	February 18	30
Final slide deck & video pitch	March 11	10
Personal reflection	March 28	10

Course Policies

Grading Policies

Undergraduate Grading Procedures

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

Academic Consideration:
Academic Consideration, Appeals and Petitions

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: March. 28th – April 08th. 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 April 08, 2022. 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 Undergraduate Calendar](#)