

PSYC*7130, Course Outline: Winter 2015

General Information

Course Title: Introduction to Industrial-Organizational Psychology

Course Description:

This course introduces graduate students to a broad range of topics in Industrial/Organizational psychology. It emphasizes researcher-practitioner issues, skill building (e.g., writing), professionalism, ethics, and theory building. As well, graduate students will learn about contemporary issues in I-O Psychology.

Credit Weight: .50

Academic Department (or campus): Psychology

Semester Offering: Fall 2015

Class Schedule and Location: Thursdays 11:30 am -2:30 pm, MCKN room 304

Instructor Information

Instructor Name: Leanne Son Hing

Instructor Email: sonhing@uoguelph.ca

Office location and office hours: Thursdays 2:30 – 3:30 pm, MCKN room 3010

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:

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Instructor</u>
1	September 10	Introduction to I-O; How to Succeed in Grad School	Leanne Son Hing
2	September 17	Writing Tools	Gloria Gonzalez-Morales
3	September 24	Research –Practice Integration	Peter Hausdorf
4	TBA	Research Ethics	Leanne Son Hing
5	October 8	Practice Ethics	Peter Hausdorf
6	October 15	Theory Building	Leanne Son Hing
7	October 22	Individual Faculty Research	David Stanley
8	October 29	Individual Faculty Research	Gloria Gonzalez-Morales
9	November 5	Individual Faculty Research	Deborah Powell
10	November 12	Individual Faculty Research	Leanne Son Hing
11	TBA	Individual Faculty Research	Jeff Spence
12	November 26	Individual Faculty Research	Peter Hausdorf

The class format will focus on the following: lecture, class discussion, class exercises/videos. Students will be expected to read the assigned material prior to each class and come prepared to discuss these readings. On weeks 1-6, we will discuss central issues to I-O psychology. On weeks 1-12, we will discuss contemporary research in I-O psychology by learning about the I-O faculty members' research areas.

Course Assignments and Tests:

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

Class participation worth 25%

Burning questions worth 25%

Thought papers worth 50%

Class Participation. Throughout the term, you will be evaluated based on your class participation. Students are expected to contribute equally to the discussion (worth 25% of grade). We will thoroughly discuss the readings. Be prepared to discuss the articles in detail. 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.

Burning Questions. For classes 2-6, you will be evaluated based on your burning questions. 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 Wednesdays at 11:00 am) you need to post your "burning questions" on COURSELINK. You should have 3-4 questions that do not exceed one page in length. Timely submissions of your burning questions account for 25% of your grade (5% per week). 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. Be sure to bring a copy of your questions to class. Please see grading rubric.

Once the classes start on contemporary issues/individual faculty's research, you no longer need to submit your burning questions. Rather, to ensure you are prepared for class discussion, you will generate them and bring them to class to help prompt your contributions.

Thought Papers. Once the classes start on contemporary issues/individual faculty's research, you are responsible for writing four thought papers (a thought paper is due 4/6 weeks). You may choose which weeks you will submit a thought paper. The day before class (by Wednesdays at 11:00 am) you need to post your thought paper on COURSELINK. Both the visiting professor and I will read your papers (2-3 pages, double spaced with 12 point Times New Roman font, 1 inch margins). Thought papers should not be a summary of the readings; 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 a reading and “run with it.” Go beyond what is presented and make a connection with a different topic and suggest a new direction for research. I want you to present an original hypothesis and how to test it. 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) and any late submissions will not be eligible for grade evaluation. Please see grading rubric.

Course Resources

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

Course Policies

Grading Policies

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

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:

[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 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 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 Nov. 6, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Graduate Calendar](#)