

# PSYC\*7130, Course Outline: Fall 2021

## 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. With respect to content, it emphasizes research-practitioner issues, skill building (e.g. presentation and writing skills), professionalism, ethics, and theory building. With respect to skill development it focuses on critical thinking and analysis as well as written and verbal communication.

### **Credit Weight: 0.50**

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

**Semester Offering: Fall 2021**

**Class Schedule and Location: Graham Hall Room 2302 (GRHM 2302)**

[Graham Hall | University of Guelph \(uoguelph.ca\)](http://uoguelph.ca)

Tues 11:30AM - 02:20PM. Class starts on September 14 and runs every Tuesday (except Tuesday October 12<sup>th</sup>) up to and including November 30, with the final class on Thursday December 2, 2021 (11:30 – 2:20).

**Please note that 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.**

## Instructor Information

Instructor Name: Dr. Peter Hausdorf

Instructor Email: [phausdor@uoguelph.ca](mailto:phausdor@uoguelph.ca)

[Office Hours via webex](#)

Every Wednesday from 10:00am to 11:00am

## 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 Industrial-Organizational (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 I-O 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 and to develop novel ideas to explore further thoughts and possibilities.

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) 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.

#### **Course Content:**

The class format will focus on the following: lecture, class discussion, group work, and class presentations. Students will be expected to read the assigned material prior to each class.

#### **Lecture Content:**

<b>DATE*</b>	<b>TOPIC</b>	<b>INSTRUCTOR</b>
September 14	Introduction to I-O Psychology	Peter Hausdorf
September 21	Establishing your program and career goals	Peter Hausdorf
September 28	Practice Ethics	Peter Hausdorf
October 5	Presentation Workshop 11:30-12:30	Heather Mitchell
October 19	Writing Workshop 11:30-12:50	Chelsea Hartlen
October 26	Research Ethics	Jinder Gill
November 2	JIGSAW #1	Peter Hausdorf
November 9	Research-Practice Integration	Peter Hausdorf
November 16	Theory Building	Leanne Son Hing
November 23	JIGSAW #2	Peter Hausdorf
November 30	Business perspectives and I-O Psychology	Peter Hausdorf
December 2	Reflections, anticipations, and questions	Peter Hausdorf

## Course Assignments and Tests:

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

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Burning questions	Monday before class on Sep 27, Oct 25, Nov 8, and Nov 15	20% (5% each)	1,2,3,4
JIGSAW #1 presentation	In class on November 2	20%	1,2,3,5
JIGSAW #2 presentation	In class on November 23	20%	1,2,3,5
Thought papers	Final two due December 2, drafts due Monday before class on Sep 27, Oct 25, Nov 8, and Nov 15	40% (20% each)	1,2,3,4
	<b>Total</b>	<b>100%</b>	

Class Participation. Although you will not be graded specifically on your comments in class discussions, you are expected to contribute equally.

Burning Questions. Throughout the term, 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 when we discuss a course topic, the day before class (by Mondays at 11:30 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 20% of your grade (5% each). 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.

Thought Papers. You are responsible for writing a thought paper for each content class (four total). The day before class (by Mondays at 11:30 am) you need to post your thought paper on COURSELINK. Both the visiting speaker and I will read your papers (maximum two 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. I want you to take one idea or problem from a reading and “run with it.” All thought

papers should be well conceived, well structured, and well written and should contain your critical response to the readings. You will receive feedback from the instructor the week following the discussion in class. These thought papers can be re-written based on the feedback that you received during the course. In the last week of the course you can select your best 2 thought papers for evaluation towards your course grade (20% each). Marks will be docked for exceeding the page limit (5% per half page) and any late submissions will not be eligible for grade evaluation.

JIGSAW activity (40%). These presentations will require you to dig deeper into the discussion topics in the class (research ethics, practice ethics, theory building, and research-practice integration). A paper from several main topics has been identified and your task is to present the implications for one of the following: theory, research, or practice. A different jigsaw piece has been randomly assigned to each student so that they have an opportunity to focus on different pieces across all four topics. In some cases the implications will be straightforward as they reflect the content of the article (e.g. practice implications will be clearer for the practice ethics article) but there will be implications across all of the other areas also. You will need to read beyond the specific article as well as other articles in the class. Each person needs to come to class prepared to deliver a 10 minute presentation of their piece and then the class will discuss the implications and put all the information (jigsaw pieces) together (we solve the puzzle by integrating all of the jigsaw pieces).

Class date	JIGSAW Article	Implications for...			
		Theory	Research	Practice	I-O Training
November 2	Ozley & Armenakis (practice ethics)	Ralitza Dimova	Parisa Sharif Esfahani	Caren Colaco	Rahul Patel
November 2	Aguinis & Henle (research ethics)	Caren Colaco	Rahul Patel	Parisa Sharif Esfahani	Ralitza Dimova
November 23	Corley & Gioia (theory building)	Rahul Patel	Caren Colaco	Ralitza Dimova	Parisa Sharif Esfahani
November 23	Bartlett & Francis-Smythe (research-practice integration)	Parisa Sharif Esfahani	Ralitza Dimova	Rahul Patel	Caren Colaco

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

11:30 – 12:40 – presentations for first topic and discussion\*

12:40 - 1:00 -BREAK - 20 minutes

1:00 - 2:10 - presentations for second topic and discussion\*

2:10 – 2:20 - debrief and final thoughts

\*Please prepare presentation for 10 min and plan for 20-30min of class discussion. Please submit your powerpoint slides and presenter notes after class.

## **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, with your name, id#, and an e-mail contact. 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, and certainly no longer than one week later. All overdue assignments that are received late and without arrangement with me will contribute to an UNSATISFACTORY rating.

Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, I will request it of you. Such documentation will be required for Academic Consideration for missed end-of-term work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university's regulations for academic consideration at [University of Guelph Graduate Calendar](#)

### **Graduate Grade interpretation**

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 e-mail consent has been provided for recordings then 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](#) and circulated by email.

**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).

**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please e-mail the course instructor, with your name, id#, and the request. See the academic calendar for information on regulations and procedures.

[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 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](#) .

## **Covid-19 Protocols**

For information on current safety protocols, follow these links:

[Return to Campuses - Preparing for Your Safe Return](#)

[Return to Campuses - Classroom Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

## **Drop date**

Still want to stay? I hope so but if not the last date to drop one-semester courses, without academic penalty, is Friday December 3, 2021. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar Schedule of Dates](#)

## **Additional Course Information**

### **EXPECTATIONS ABOUT EMAIL COMMUNICATION**

**I prefer that you attend my virtual office hours to ask your questions.**

Unless I am with a student, I will answer emails right away during office hours because this is the time allocated for helping you with questions and clarification.

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 check or answer emails on Saturdays or Sundays.** 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 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, contact me during my office hours only if you require further clarification.”***