PSYC*3470, Course Outline: Winter 2023

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:
Putting Psychology to Work

Course Description:
This course provides students with the opportunity to prepare for the transition to post-graduate programs and work, by exploring psychology as it relates to work. Topics include: the history of work and industrial psychology, career management, job analysis, recruitment, selection, employment law, compensation and benefits, performance appraisal, training and development, as well as succession planning.

Pre-requisites: PSYC*2070, PSYC*2360, (2 of PSYC*2020, PSYC*2310, PSYC*2450, PSYC*2740), (1 of PSYC*2330, PSYC*2390, PSYC*2410, PSYC*2650)

Credit Weight:
0.5

Academic Department (or campus):
Department of Psychology
College of Social and Applied Human Sciences

Semester Offering:
Winter 2023

Class Schedule and Location:
Tuesdays and Thursdays 1:00-2:20pm
ROZH 102

Instructor Information

Instructor Name: Katya Pogrebtsova (She/Her)
Instructor Email: epogrebt@uoguelph.ca
Office location and office hours: MacKinnon Extension 4022
Tuesdays (starting January 17th) 2:30-4:30pm

Instructor Bio:

Katya Pogrebtsova, Ph.D., is a Sessional Lecturer and Senior Leadership & Organizational Development Consultant at Unity Health Toronto where she focuses on developing and delivering evidence-based programs to promote leadership and team success.

Katya holds a Ph.D. in Industrial-Organizational Psychology from the University of Guelph where she worked as an applied researcher and consultant in the Centre for Workers' Health & Wellbeing. In her research, Katya uses diverse qualitative and quantitative methods to understand how to promote sustainable employee wellbeing, work engagement, and career and life satisfaction. Katya's research has been published in peer reviewed journals such as Stress & Health, the International Journal of Selection & Assessment, and Prevention Science, and presented at international conferences such as the Academy of Management and the European Association of Work and Organizational Psychology.

As a consultant and speaker, Katya has delivered customized, evidence-based workshops, training programs, and assessment and selection solutions to private and public sector organizations to promote work engagement, stress-management, mindfulness, meaningful work, and overall flourishing in work and life.

In both work and life, Katya is passionate about helping people work through challenges to explore what energizes them – their career and life passions rooted in core values, defining life experiences, and unique personal strengths – to create lives and careers that feel truly meaningful and authentic.

GTA Information

GTA Name: TBD
GTA Email: TBD
GTA office location and office hours: TBD

Course Content

Specific Learning Outcomes:
The world of work is ever-changing – how can psychology make it better? The purpose of this course is to prepare you to thoughtfully apply the psychology of the human-centric elements of work and careers – from recruitment, selection, onboarding, performance management, leadership development, job design, career crafting, and more – in a way that practically and sustainably makes a positive impact on yourself, others, and our world, paying particular attention to creating opportunities and removing barriers for populations who have historically been (and continue to be) underrepresented and discriminated against in the world of work. To create this positive impact, you will need to learn to reflect critically on work and organizations and all their moving pieces, applying a creative, "systems-thinking", evidence-based, and equity

lens to solve complex challenges. The learning objectives of this course, as outlined below, are all directly tied to guiding you towards creating this positive real-world impact, both in your own personal lives and careers, as well as the lives and careers of the people who will be impacted by your future work.

Upon successful completion of this course, you should be able to demonstrate the following:

1. Identify Human Resource functions within organizations (such as: career management, job analysis, recruitment, selection, employment law, compensation and benefits, performance appraisal, training and development) for your own career navigation and professional development, as well as to build the foundational breadth of knowledge necessary to apply psychology to improve work and organizations. [Learning Outcomes: Information Literacy; Sense of Historical Development]

2. Describe your own goals with respect to a career in Psychology or a related field, declare what you need to accomplish with respect to achieving your career goals, and articulate the steps to achieve those goals. [Learning Outcomes: Inquiry and Analysis, Problem Solving, Creativity; Personal Organization and Time Management]

3. Engage with fellow psychology students and diverse professional community members with careers in Psychology or related fields. Fostering these connections will allow you to identify professional and personal skills with respect to strengths and areas for development for various work psychology careers and to identify learning opportunities to improve in areas that you need to develop both within and beyond the program. [Learning Outcomes: Inquiry and Analysis, Problem Solving, and Depth and Breadth of Understanding; Information Literacy; Sense of Historical Development, Civic Knowledge and Engagement, and Intercultural/Diversity Competence; Oral Communication, Written Communication, and Integrative Communication; Personal Organization and Time Management]

4. Navigate professional social media as it relates to the job search process, and craft a resume that reflects key education, experiences, and other pertinent information to support job search processes. [Learning Outcomes: Information Literacy, Technological Literacy, and Visual Literacy; Problem Solving; Written Communication and Integrative Communication; Personal Organization and Time Management]

5. Provide evidence-based recommendations and critiques grounded in psychological research and principles to inform the effective selection, design, implementation, and evaluation of several key Human Resource processes and methodologies (e.g., job analysis, the employment interviewing process, employee learning & development, compensation and rewards). [Learning Outcomes: Inquiry and Analysis and Creativity; Oral Communication and Written Communication; Teamwork; Ethical Reasoning, Leadership and Personal Organization and Time Management]

6. Write an essay and curate a portfolio that archives and presents your career process and reflection throughout the course, your Psychology degree at the University of Guelph, and other relevant life, volunteer, educational, and learning experiences. [Learning

Outcomes: Information Literacy; Written Communication; Integrative Communication; Personal Organization and Time Management]

7. Support your own and your teammates' learning and development by engaging in a professional "Community of Practice" discussing key Industrial-Organizational Psychology and Human Resources topics. Provide constructive and respectful feedback to aid in the equitable performance evaluation and learning and development of your teammates, participating as a peer evaluator in a "360 Review" process common in today's organizations. [Learning Outcomes: Information Literacy and Technological Literacy; Civic Knowledge and Engagement, and Intercultural/Diversity Competence; Inquiry and Analysis and Creativity; Oral Communication, Written Communication and Reading Comprehension; Teamwork, Ethical Reasoning, Leadership and Personal Organization and Time Management]

Lecture Content:
Students are encouraged to complete the assigned reading(s) before the lecture to gain the most out of their course and contribute effectively to their Critical Learning Group Discussions (Assignment #1 – outlined in section on "Course Assignments and Tests" below).

A detailed week by week outline with topics and associated readings will be distributed during the first week of class.

Please note that although the lectures and readings will overlap, each will cover some unique material. In other words, not all content from the readings will be covered in the lectures and the lectures will include additional valuable information for students' academic and career success beyond the readings. Thus, attending all lectures possible and completing all required readings is strongly encouraged.

Labs:
There are no labs in this course.

Seminars:
There are no seminars in this course.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
1. "Community of Practice" Critical Learning Group Discussions	In class throughout the term	15%	LO1, LO2, LO3, LO5, LO7

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
2. Industrial-Organizational Psychology Consulting Case Study Report	February 16	15%	LO1, LO5
3. Career Reflection Paper #1	March 2	5%	LO3
4. Career Reflection Paper #2	March 23	5%	LO3
5. Career Portfolio	April 4	30%	LO1, LO2, LO3, LO4, LO5, LO6
6. "360 Review" - Constructive Peer Feedback of Your Learning Group Discussion Members Via PEAR Review System	April 6	5%	LO7

Additional details, including all rubrics, will be posted on Courselink.

Final examination date and time:
Monday, April 24, 2023
7:00 PM – 9:00 PM
University of Guelph (Room TBD)

Final exam weighting:
25%

Final Examination regulations are detailed at:
Examination Regulations

Final exam information:
The final examination will consist of long-form response questions to real-world Industrial-Organizational Psychology consulting case study scenarios, similar to the case study report that students will have completed and received feedback for in Assignment #2. Students will be evaluated based on their ability to inform and support their answers from a scientist-practitioner lens (i.e., analyzing the problem and presenting evidence-based solutions and recommendations that also consider practical feasibility and broader impact) grounded in theories, frameworks, topics, methodologies, and research covered in the lecture and readings throughout the full semester.

Final exam learning outcomes:
LO1, LO5

Course Resources

Required Texts:
All required readings will be available through the online course reserve system (Ares) linked to Courselink. To access these items, select Ares in the navigation bar in Courselink. Please note that you will need your Central Login ID and password in order to access items on reserve.

Recommended Texts:
Any additional recommended readings will also be available through the online course reserve system (Ares) linked to Courselink.

Lab Manual:
None.

Other Resources:
All lecture slides and additional resources will be posted to Courselink (powered by D2L) each week.

Students are also encouraged to regularly engage with the class Courselink page to ask course and career questions, share additional insights and resources, and support their fellow peers in the "Peer Sharing, Reflecting & Support Chat" Discussion. This virtual discussion space will help students gain the most benefit out of this course and foster an inclusive, respectful, and caring learning environment for all. Please note that the instructor will monitor this discussion and may provide input as needed, but that this discussion is ultimately designed as a space for valued peer-to-peer support.

Course Policies

Grading Policies
Apart from the in-class discussion-based Assignment #1 with no submission, all assignments must be submitted to the Courselink Dropbox (Assignments #2-5) or PEAR (an electronic peer evaluation submission; Assignment #6) by the specified date and time as outlined in the "Course Assignments and Tests" section above. Submissions past their due date and time will lose 5% per day (including Saturday and Sunday). However, out of compassionate reasons and to respect all students' unique work-life-school situations, all students will receive a grace period of 24 hours past all due dates without incurring any lost marks. No emails to the instructor or TAs are required to receive this 24-hour grace period; all students are automatically granted this 24-hour grace period for all assignment submissions, after which the 5% assignment grade loss per day penalty will be incurred.

[Undergraduate Grading Procedures](#)

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

Course Policy on Group Work:
Although there will be graded in-person group discussions throughout the term (Assignment #1 – Critical Learning Group Discussions), there is no work that will be submitted as a group; apart from Assignment #1 which has no submission, all assignments will be completed and submitted individually to the Courselink Dropbox (Assignments #2-5) or PEAR (an electronic peer evaluation submission; Assignment #6).

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

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](#)

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 30th – April 10th. 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 Monday April 10, 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 Undergraduate 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.