

PSYC*4330, Course Outline: Fall 2017

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: Tuesdays 2:30 – 5:30pm, MINS, Room 017

Instructor Information

Instructor Name: Professor M. Gloria Gonzalez-Morales

Instructor Email: mggonzal@uoguelph.ca

Office location and office hours: MacKinnon Extension 3002, Tuesdays 5.30-7.00 pm

GTA Information

GTA Name: Ms. Grace Ewles

GTA Email: gewles@uoguelph.ca

GTA office location and office hours: TBA

Course Content

Learning Outcomes:

Communication: Reading Comprehension

The understanding of theoretical and empirical literature in psychology. Upon successful completion of this course, students should be able to:

1. Demonstrate a working knowledge of the key theories and issues in the Occupational Health Literature
2. Evaluate key health and safety issues within organizations
3. Find, read and critically evaluate research papers.
4. Understand and appreciate how research is conducted and disseminated

Critical and Creative Thinking: 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. Upon successful completion of this course, students should be able to:

5. Integrate and synthesize the research literature in order to provide a clear justification/rationale in their assignments.

Critical and Creative Thinking: Problem Solving

It is a process in which one works through a series of operations to come to a conclusion. Upon successful completion of this course, students should be able to:

6. Design a training/teaching plan for a training/lecture session.

Critical and Creative Thinking: Creativity

Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks. Upon successful completion of this course, students should be able to:

7. Generate and evaluate creative approaches to the study of the proposed topics.
8. Adapt to different situations by generating and evaluating creative solutions to problems and creative ways of studying topics.

Literacy: Technological Literacy

The ability to select and use appropriate technology. Upon successful completion of this course, students should be able to:

9. Use word processing software to write thesis documents.
10. Use presentation software to design academic slideshows and posters.

11. Use data analysis software programs to analyze research data.
12. Use online platforms to share documents and feedback.

Literacy: Visual Literacy

The ability to effectively find, interpret, evaluate, use, and create images and visual media and content. Upon successful completion of this course, students should be able to:

13. Create meaningful images and visual media and use them effectively, ethically and legally in their class documents and slideshows.

Communication: Oral Communication

Includes interpersonal skills, oral speaking and active listening as they apply to psychology. Upon successful completion of this course, students should be able to:

14. Deliver an oral presentation that integrates and summarizes a topic about OHP.
When communicating orally students will be able to:
 15. Exhibit confidence as a public speaker.
 16. Facilitate discussion of complex concepts effectively
 17. Demonstrate the ability to present information in ways that the receiving party can easily understand.
 18. Actively listens, reflects upon, and responds effectively to questions while acknowledging limitations to one's psychological knowledge.

Communication: Written Communication

The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association [APA] style, term papers, posters). Upon successful completion of this course, students should be able to:

19. Write class assignments in APA style or any other style required by the field of study.
These documents will exhibit the following characteristics:
 - a. They are written in a sophisticated manner clearly conveying the message of the writer to a target audience.
 - b. Include a breadth of vocabulary appropriate to the discipline of psychology.
 - c. Grammar, spelling, and functional errors are almost non-existent.

Professional and Ethical Behaviour: Personal Organization / Time Management

An ability to manage several tasks at once and prioritize. Upon successful completion of this course, students should be able to:

20. Work with other students in a collaborative and respectful manner that demonstrates personal accountability to the group and facilitates discussion.
21. Manage time effectively and ensure personal organization
22. Demonstrate intellectual integrity and academic accountability

Communication: Integrative Communication

A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum. Upon successful completion of this course, students should be able to:

23. Provide constructive feedback to peers.
24. Prepare communication activities to facilitate interaction with peers.
25. Demonstrate effective oral communication skills: actively listen and facilitate discussion.
26. Demonstrate effective oral presentations skills.
27. Demonstrate effective written communication skills: ability to express ideas in a clear, concise and professional manner.

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

Students are expected to attend every class.

Student-led lectures

The class will meet once a week to discuss the assigned chapter and work on generating additional knowledge around the topic. A team of 2-3 students – the ‘leading team’- will design the lecture to lead the other students in class into activities and guide discussions related to the chapter. The **lecture facilitation plan** will be submitted by October 3rd.

Class members, who are not part of the leading team, are expected to read the assigned material and be prepared to discuss in teams of 4-5 students.

In order to evaluate this section you will complete Session Assignments for sessions 4, 5, 6, 7, 8, 9, 10, 11. These assignments involve:

- Reading the required chapter
- Answering thought answers (proposed by the leading team)
- Writing burning questions (bring them to the in class discussion session)

Thought Answers (submit in CourseLink Dropbox)

Students will answer 2 out of 3 questions proposed by the leading team 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.

Peer feedback

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

Final overall reflection session

An individual presentation and essay in which the student reflects critically about a topic or issue of interest related to Occupational Health Psychology. Feedback from peers, instructor and TA will be received after the oral presentation so it can be incorporated in the written paper.

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

Presentations (5 minutes) describing the reflection on the selected topic. Oral presentation PDF must be submitted through **PEAR** by **Thursday 30th at 1.00 pm.**

Peer feedback

We will use PEAR to evaluate presenters oral presentation performance.

Final overall reflection paper, no more than 10 pages describing clearly the issue using the knowledge acquired in the course must be submitted in **CourseLink Dropbox** by **December 11th 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 (Activity: fill the blanks)
Thought Answers*	2.30 pm of class sessions 4-11 CourseLink Dropbox	10% (best 5 of 8)	1,2,3,5,8,12, 16,19,21,22,27
Participation in Discussions and Burning Questions*	2.30 pm of class sessions 4-11 PEAR	10% (best 5 of 8)	1,2,3,7,12,17,18,19, 20,21,22,23,25,26,27
Lecture facilitation plan ^G	October 3 rd CourseLink Dropbox	8%	6,7,8,16,17,19,20 21,22
Class Leading	Student led sessions	20%	3,6,7,13,10,14,15, 16,17,18,19,20,21,24
Final presentation	November 30 th PEAR	15%	1,2,3,4,5,6,12,10,13, 14,15,17,19, 21,22,23,24,25,26
Final paper ^G	December 11 th CourseLink Dropbox	25%	3,4,5,9,11,,19,21,22,27
Citizenship and Professional Behavior	All sessions	12%	18,20,21,22,24,25,26

** 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 Occupational Health Psychology
Work, Stress, and Health
AUTHORS: Irvin Sam Schonfeld Ph.D., MPH, Chu-Hsiang Chang Ph.D.
Publisher: Springer Publishing Co., Inc.; 1 edition (Jan. 26 2017)
Language: English
ISBN-10: 0826199674
ISBN-13: 978-0826199676

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 **Tuesday at 2.30 pm** the day for which they are relevant (sessions 4-11):

Students will submit their ***thought answers*** through the ***CourseLink dropbox*** folder.

Students will submit their ***burning questions*** on the corresponding session through ***PEAR***.

Lecture facilitation plan must be submitted in **CourseLink Dropbox** by **October 3rd at 11.59 pm**.

Oral presentation PDF presentations must be submitted through **PEAR** by **Tuesday November 30th at 1.00 pm**.

Final paper must be submitted in **CourseLink Dropbox** by **December 11th 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%.

Lecture facilitation plan 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 1 percentage mark 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 [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see [the 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 November 3rd, 2017. 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."

CLASS SCHEDULE AND TOPICS

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Leading role</u>
1	September 12 th	Introduction	Instructor
2	September 19 th	Chapter 7 th and guest class on first responders	TA
3	September 26 th	Team work	Student leading teams
4	October 3 rd th	Chapter 1 and 2	Instructor
	October 10 th	Break	
5	October 17 th	Chapter 3 + 11	Student leading team
6	October 24 th	Chapter 4 + 11	Student leading team
7	October 31 st	Chapter 5 + 11	Student leading team
8	November 7 th	Chapter 6 + 11	Student leading team
9	November 14 th	Chapter 8 + 11	Student leading team
10	November 21 st	Chapter 9 + 11	Student leading team
11	November 28 th	Chapter 10 + 11	Student leading team
12	December 30 th	Individual presentations	Individual students