PSYC*4540, Course Outline: Fall 2017

General Information

Course Title: Practical Applications of Psychology

Course Description:

*Practical Applications of Psychology, PSYC*4540, is the new 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 Department of Psychology is committed to providing experiential learning opportunities to all of our students, and PSYC*4540 was the last puzzle piece necessary to accomplish this goal. Students will apply their psychological knowledge and skills to analyze a problem, consider solutions, and communicate recommendations to stakeholders.*

Credit Weight:1.0

Academic Department (or campus):Psychology

Semester Offering:F17

Class Schedule and Location: Wednesdays 2:30-5:20 ROZH

Instructor Information

Instructor Name:Dan Meegan
Instructor Email:dmeegan@uoguelph.ca
Office location and office hours:mckn ext 3018

GTA Information

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

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

Professional & Ethical Behaviour	Ethical Reasoning	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	Personal Organization / Time Management	An ability to manage several tasks at once and prioritize	Readings, Issue Paper, Project

Lecture Content:

The most obvious way that psychology can be applied is to facilitate positive behavioural change. The goals of encouraging positive behaviour and discouraging negative behavior define many of our relationships: government/citizen, doctor/patient, parent/child, teacher/student, employer/employee, insurer/insuree, etc. Facilitating change is notoriously difficult, though, and those who have tried are often left wondering why humans young and old can't be taught new tricks.

Prejudice, because it does such harm, is an obvious target for change agents. Although prejudice is among the most studied of social psychological phenomena, social psychologists – because they tend to conduct experimental research in the confines of the laboratory – have disappointingly little to share with those who would like to durably reduce prejudice in the real world. In contrast, recent field studies of frontline change-agents have demonstrated lasting reductions of prejudice. What is the secret of their success? Do they shame those with prejudiced views, or meet their misinformation with facts? No. Instead they encourage perspective-taking – putting oneself in the shoes of another.

The target for change in any offering of PSYC*4540 will be chosen from among issues of contemporary concern in Canadian society. This semester, we will target negative attitudes towards refugees seeking asylum in Canada. Globally, over 65 million people are currently displaced due to conflict and persecution in their home regions. The most obvious solution is for safe and prosperous countries like Canada to offer asylum to some refugees, temporarily or permanently. However, many Canadians have legitimate reservations about Canada's current refugee policy, despite its modesty (Canada took in 46,700 refugees in 2016). This semester, we will explore whether psychological approaches, such as perspective-taking, might mitigate those reservations. Instead of shaming our fellow citizens for their callousness, or accusing them of racism/Islamophobia, or meeting their economic, cultural, and security concerns with contrary evidence, might it be more effective to encourage them to imagine what it might be like to live, work, study or raise a family in a war-torn country?Please use

this space to provide information regarding lecture content. This may be entered as formatted text (bullets, lists) or as a table. Lecture dates are optional.

Additional notes regarding any specialized aspects of course delivery may be included in this section.
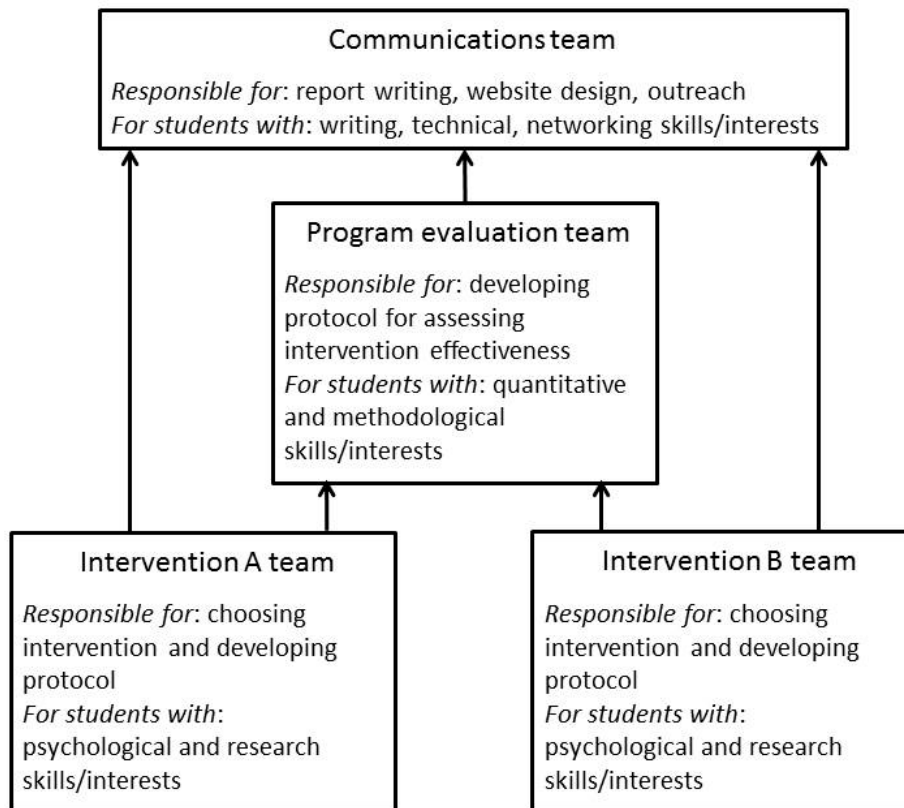
Labs: N/A
Seminars: N/A

Course Assignments and Tests:

Shared objective
Despite the size of the class, we will attempt to organize ourselves in such a way as to collectively produce a report of our findings that could, potentially, be made publicly available to others wishing to reduce resistance to refugee immigration. This report will include:

- *Existing public-opinion evidence indicating that support for current refugee policy is not universal*
- *A review of the social psychological literature on prejudice reduction*
- *Detailed protocols for at least two interventions inspired by the prejudice reduction literature (e.g., one intervention would be inspired by the aforementioned perspective-taking findings)*
- *A research protocol, grounded in the program evaluation literature, that could be used to evaluate the effectiveness of the interventions*

One possible organizational scheme appears below, with each student contributing to one of four teams:

```
┌─────────────────────────────────────────────────────────────┐
│                    Communications team                       │
│                                                              │
│  Responsible for: report writing, website design, outreach   │
│  For students with: writing, technical, networking           │
│  skills/interests                                            │
└─────────────────────────────────────────────────────────────┘
           ▲              ▲                        ▲
           │              │                        │
           │   ┌──────────────────────────┐        │
           │   │  Program evaluation team │        │
           │   │                          │        │
           │   │  Responsible for: developing       │
           │   │  protocol for assessing  │        │
           │   │  intervention effectiveness        │
           │   │  For students with: quantitative   │
           │   │  and methodological      │        │
           │   │  skills/interests        │        │
           │   └──────────────────────────┘        │
           │      ▲              ▲                  │
           │      │              │                  │
┌──────────────────────┐   ┌──────────────────────┐
│  Intervention A team │   │  Intervention B team │
│                      │   │                      │
│  Responsible for: choosing  Responsible for: choosing
│  intervention and developing intervention and developing
│  protocol            │   │  protocol            │
│  For students with:  │   │  For students with:  │
│  psychological and research psychological and research
│  skills/interests    │   │  skills/interests    │
└──────────────────────┘   └──────────────────────┘
```

Team formation will hopefully be an organic process based purely on student choice; the instructor will only intervene if necessary. Each student's role in their team will be negotiated, in advance (although subject to modification as the project progresses), with the entire team, in consultation with the instructor. Each student will develop a contract that specifies their role, how their performance will be evaluated, and what learning objectives will be met.

Individual objectives

Assignment	Timetable	Value (%)
Fact sheet	due Oct 16	15
Activity log	ongoing; due Dec 8	10
Team contribution	ongoing; contract due Oct 4	35
Advice video	due Nov 15	25
Peer evaluations	late Nov – early Dec	5
Final reflection	due Dec 8	10

1. *Fact Sheet*
   a. *Purpose: to become informed about the relevant facts related to refugees and to think about how they might best be presented to the uninformed (even though countering misinformation with facts will not be the nature of the interventions)*
   b. *Content for consideration: facts about the global refugee crisis, Canada's refugee immigration policy and contribution to alleviating crisis, public opinion*

surveys on refugee policy and attitudes towards refugees, bases of concern for those opposed to refugee immigration and the legitimacy of such concerns, political party positions on refugee immigration, likelihood that party differences on refugee policy could affect next federal election, etc.

    c. *To be turned in:*

        i. *Abridged version: could be used for distribution to others. Should be concise, readable, and graphically-pleasing. Part of the assignment is to make wise choices about content inclusion/exclusion. Avoid redundancy. Could be in the form of a six-panel pamphlet*

        ii. *Unabridged version: includes sources and excluded content that you would have included if not for your efforts to make abridged version concise*

2. *Activity log*

    a. *Purpose: to document all activities related to the course, including things you've read and your resulting thoughts. Regular activity will demonstrate your commitment to this experiential-learning course (worth 1.0 credit). It will also be helpful for the instructor to refer to this, should there be any question regarding your Team Contribution.*

3. *Team contribution*

    a. *Purpose: to play a fulfilling role, as a member of a team, in producing an important report*

    b. *Evaluation: The instructor will convene a panel of your fellow team members to evaluate whether you made the contribution outlined in your contract. Based on this consultation, as well as other observations, the instructor alone will determine the grade.*

4. *Advice video*

    a. *Purpose: to demonstrate your familiarity with psychologically-informed interventions for prejudice reduction, as well as your communication skills*

    b. *Product: a brief video, which offers advice to someone confronted by another person demonstrating prejudiced views. How might one respond in a way that could encourage this person to reconsider their views? Choose an "intervention" that, in your opinion (given the expertise you've gained in this course), has the best chance of success in such a situation.*

    c. *Evaluation: After we post your video on the course YouTube channel, several of your peers, and the instructor, will rate your video using a rubric provided by the instructor (including elements such as creativity and effectiveness). Your grade will be an average of these ratings.*

5. *Peer evaluations*

    a. *Purpose: Given that you are in a better position than the instructor to observe the contributions of your peers, your opinion is valued by the instructor, who feels you should get some credit for time and effort spent evaluating.*

    b. *Evaluation: All students will be asked to participate in the same number of Team Contribution panels and Advice Video ratings. So long as you contribute as expected, you will get full marks.*

6. *Final reflection*

    a. *Purpose: To reflect on this course as a learning experience.*

b. *Product: The rationale behind experiential-learning courses relates to the perceived benefits of active learning-by-doing compared to passive learning-by-reading-what-you-are-told-to-read. Please share your views on whether this course was successful in this regard. Do you have any ideas for the instructor that would improve future offerings of the course? The paper should be brief (maximum two double spaced pages).*

Final examination date and time: N/A
Final exam weighting: N/A

Course Resources

Required Texts: N/A
Recommended Texts: N/A
Other Resources: N/A

Course Policies

Grading Policies

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

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. 54335 or email accessibility@uoguelph.ca or 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 03, 2017. For regulations and procedures for Dropping Courses, see the Schedule of Dates in the Academic Calendar.
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 advisort.

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.