

Foundational Skills for Psychology

General Information

Course Title: Foundational Skills for Psychology

Course Description:

This course is designed to help Psychology majors optimize their learning in the Psychology program and beyond. The primary focus of this course is on individual skill development with respect to academic learning, critical thinking, written communication, career planning, among other key areas related to the discipline of psychology. This course adopts a lecture and a seminar-based format to augment learning and apply course content in an experiential manner. This also includes guest lectures with key experts to facilitate student learning.

Credit Weight: 0.5

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

Semester Offering: Winter, 2020

Class Schedule and Location:

Lectures: Mondays 5:30PM – 6:50PM in ALEX 200

Seminars: Each student is registered in one seminar/lab. It is important that you attend the seminar for which you are registered.

SEM 0101: M: 2:30-3:50 ROZH 107

SEM 0106: T: 4:00-5:20 ROZH 107

SEM 0102: M: 2:30-3:50 ROZH 109

SEM 0107: W: 1:00-2:20 ROZH 109

SEM 0103: M: 4:00-5:20 ROZH 107

SEM 0108: W: 2:30-3:50 ROZH 108

SEM 0104: M: 4:00-5:20 ROZH 109

SEM 0109: F: 2:30-3:50 MCKN 318

SEM 0105: T: 2:30-3:50 ROZH 107

SEM 0110: F: 11:30-12:50 ANNU 306

Final Exam: April 15th 7:00-9:00

Instructor Information

Instructor Name: Paula Barata, PhD

Instructor Email: pbarata@uoguelph.ca

Office Location: 3017, MacKinnon Extension.

Office Hours: Mondays 3:00-5:00

GTA Information

Coordinators:

Brianna Wilson: bwilso08@uoguelph.ca

Alexandria Elms: aelms@uoguelph.ca

Aleta Pleasant: apleasan@uoguelph.ca

Christina Gilbert: gilbertc@uoguelph.ca

Seminar Leaders:

Seminar Section	Day & Time	Room	Teaching Assistant	E-mail
SEC #1:	Mon. 2:30-3:50	ROZH 107	Aleta Planche	apleasan@uoguelph.ca
SEC #2:	Mon. 2:30-3:50	ROZH 109	Jessica Sorenson	jsorenso@uoguelph.ca
SEC #3:	Mon. 4:00-5:20	ROZH 107	Julia Kearney	jkearney@uoguelph.ca
SEC #4:	Mon. 4:00-5:20	ROZH 109	Brianne Gayfer	bgayfer@uoguelph.ca
SEC #5:	Tue. 2:30-3:50	ROZH 107	Chelsea Reaume	creaume@uoguelph.ca
SEC #6:	Tue. 4:00-5:20	ROZH 107	Ashley Cole	acole02@uoguelph.ca
SEC #7:	Wed. 1:00-2:20	ROZH 109	Laura Frielingsdorf	lfrielin@uoguelph.ca
SEC#8:	Wed. 2:30-3:50	ROZH 108	Hannah Teja	hteja@uoguelph.ca
SEC#9:	Fri. 2:30-3:50	MCKN 318	Dylan Schentag	dschenta@uoguelph.ca
SEC#10:	Fri. 11:30-12:50	ANNU 306	Sonia Zawitowski	szawitko@uoguelph.ca

Course Content

Specific Learning Outcomes:

Upon successful completion of this course, students should be able to demonstrate the following learning outcomes at the introductory level (in relation to the undergraduate learning outcomes of the Department of Psychology at the University of Guelph):

1. Identify a multitude of career paths available for psychology majors.
2. Demonstrate the ability to find psychological literature in primary and secondary sources.
3. Demonstrate a basic ability to clearly and accurately write about psychological material from different sources (e.g., textbook, media, journal articles, reviews).
4. Assess and critically evaluate the accuracy and impact of media coverage of psychological research.

5. Understand how to read and critically evaluate psychological material that appears in primary and secondary sources.
6. Understand mental health, mental illness, and stigma in relation to university students.
7. Understand how stress operates and how to manage it using psychological principles and approaches.
8. Apply psychological material to one's own life and the lives of others.
9. Identify key factors relevant to professionalism within the discipline of Psychology.
10. Identify key factors for effective group work within the discipline of Psychology.
11. Identify the skills necessary for success as a psychology major.

Lecture Content:

The table below provides an overview of lecture dates and content as well as required readings.

DATE	READINGS	LECTURE TOPIC	LEARNING OUTCOMES
Jan 6	Courselink readings <i>*these brief readings can be done after class</i> Lecture Slides	Course Overview and Careers Options	1,8,9,11
Jan 13	Lecture Slides	Thinking Critically in Psychology	4,5,11
Jan 20	Dunn: Chps. 5 & 7 Lecture Slides	Source Material, Plagiarism, & APA Formatting (Guests)	2,5,11
Jan 27	Lecture Slides Dunn: Chp. 2	Effective note-taking (Guest) Narrowing Down a Research Topic	2,9,11
Feb 3	Lecture Slides Dunn: Chp. 1	Organizational Strategies (Guest) Note-taking for classes	2,5,11
Feb 10	Lecture Slides	Mental Health and Mental Illness (Guest)	6,8,11
Feb 17	n/a	No Class (Reading Week)	
Feb 24	Dunn: Chp. 3 Krause: 7.1 & 7.2 Lecture Slides	Reading Comprehension in Psychology	5,11
Mar 2	Krause: 14.2 & 14.3 Lecture Slides	Stress & Coping	7,8,11
Mar 9	Krause: 13.2 Lecture Slides	Professionalism & Interviewing	9,11
Mar 16	Krause: 13.1, P.535-537 Lecture Slides	Effective Group Work	8,9,10,11
Mar 23	Krause: 11.3 & 11.4 Lecture Slides	Emotion, Motivation and Goal Setting	3,11
Mar 30	Dunn: Chps. 4 & 9 Lecture Slides	Effective Writing (exam prep) and Looking Ahead	1-11

Seminars:

Each student has one seminar per week over the semester. The table below provides an overview of the dates for your seminars, along with their focus.

DATE	SEMINAR	SEMINAR FOCUS
Jan 6-10		
Jan 13-16	First	Working toward a career with a Psychology Degree
Jan 20-24	Second	Summarizing primary and secondary sources
Jan 27-31	Third	Critically thinking about the media (for media assignment)
Feb 3-7	Fourth	Narrowing down a research topic in psychology (Final exam preparation)
Feb 10-14	Fifth	Effective note-taking (Final exam preparation)
Feb 17-21	n/a	Cancelled: Reading week
Feb 24-28	Sixth	Learning how to make an Infographic (for community output assignment; <u>Bring a laptop</u>)
Mar 2-6	Seventh	Group work on community output (working in groups during seminar)
Mar 9-13	Eight	Identifying mental health resources & stress management techniques
Mar 16-20	n/a	Cancelled (TAs are grading)
Mar 23-27	Ninth	Feedback on your outline/notes for your final exam
Mar 30- Apr 3	Tenth	Group work and group-based problem-solving (Opportunity for a bonus point!)

Course Assignments and Tests:

Major Assignments

MAJOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Quiz #1: APA Style	Jan 21 to 24 at 11:59pm	CourseLink Quiz function	5%	11
2. Media Assignment	Feb. 9, 11:59pm	Drop-box	10%	2,3,4,5,11
3. Student Mental Health	Feb 16, 11:59pm	Drop-box	5%	3,5,6,8,11
4. Quiz #2: Lectures/readings Feb 10, 24 & Mar 2	Mar 3 to 6 at 11:59pm	CourseLink Quiz function	5%	11
5. Outline/Notes for Final Exam	Mar 8, 11:59pm	Drop-box	15%	2,3,5,8,11
6. Community Project: Infographic	Mar 22, 11:59pm	Drop-box	10%	2,3,5,6,11
7. Quiz #3: Lectures/readings Mar 9 th , 16 th , 23 rd	Mar 24 to 27 at 11:59pm	CourseLink Quiz function	5%	11
8. Final Exam	April 15 th 7:00-9:30		25%	2,3,5,8,11

Minor Assignments

MINOR ASSIGNMENT	DUE DATE	HOW TO SUBMIT	100%	LEARNING OUTCOMES
1. Planning a Psychology Degree	<u>Start</u> of 1 st seminar	In person	1%	1,11
2. Career Planning in Psychology	48 hours after 1 st seminar	Drop-box	3%	1,8,11
3. Summarizing Academic Work	<u>Start</u> of 2 nd seminar	In person	1%	5,6,11
4. Media Assignment Plan	End of 3 rd seminar (will also be accepted at start of 4 th)	In person	1%	2,4
5. Narrowed down Topic Sheet	<u>Start</u> of 5 th seminar	In Person	1%	2,3,5,11
6. SQ4R assignment	Mar 2, 5:30 pm (before start of lecture)	Drop-box	3%	3,5,7
7. Community Output plan	<u>Start</u> of 7 th seminar	In person	3%	2,3,5,11
8. Mental Health Resources	End of 8 th seminar	In Person	1%	6,7,11
9. Stress Management Plan	<u>Start</u> of 9 th seminar	In Person	1%	7,8,11
10. Interviewing Task	End of Mar 9 th <u>lecture</u>	In Person	1%	9
11. Stress Management Reflection	April 3 rd at 11:59pm	Drop-box	1%	3,7,8,11
12. Group Work Reflection	End of 10 th seminar	In person	1%	3,8,9,10,11
13. Research Participation	TBA –see SONA document	See SONA	2%	11

Important about assignment and tests:

- “Dropbox” means that you submit the assignment online through a function in CourseLink.
- “In Person” means you hand in a hardcopy during the seminar/lecture. If it states “Start” of a particular seminar that means you work on it before the seminar and hand it in to your TA at the start of seminar. If it states “End” of seminar, that means you work on it during seminar and hand it in to your TA at the end of the seminar.
- Detailed information about each assignment is provided during lecture and/or seminar and in the content area of CourseLink.

Final examination date and time: April 15th 7:00-9:00; Room: TBA.

Final exam weighting:

The final exam is worth 25%. However, the assignment Outline/Notes (15%), is highly related to your final exam and is intended to help you to prepare and ultimately succeed when writing the final exam.

Final Examination regulations are detailed at: [Examination Regulations](#)

Course Resources**Required Texts:**

Dunn, D. S. (2011). *A short guide to writing about psychology*, 3rd Edition. Boston: Pearson.

Krause, M., Corts, D., Smith, S. & Dolderman, D. (2015). *An introduction to psychological science*, Canadian Edition. Toronto: Pearson. (This is the text used in Psychology 1000). We will only be reading a few chapters, so if you do not already have this textbook, I recommend photocopying the few modules that you will need. This book is on reserve at our library.

Required Reading for Seminar 2 (available on reserve via the library as a PDF):

Karatekin C. (2017). Adverse Childhood Experiences (ACEs), Stress and Mental Health in College Students. *Stress and Health*. doi.org/10.1002/smi.2761

Other Resources:

In addition to our required texts, content will be posted on CourseLink. This will occur throughout the term and in advance of important dates (e.g., seminars, assignment deadlines). Please be sure to check CourseLink regularly to ensure you do not miss this important material.

Course Policies

Grading Policies

Instructions and grading rubrics for all coursework outlined above will be posted prior to each component being assigned. Please check the syllabus for important dates and CourseLink regularly for updates.

Course Updates and Announcements

As noted above, updates and announcements will be posted on CourseLink; please check regularly.

Lectures, Midterms, & Final Exams

Classes follow a lecture/discussion format with discussion questions and in-class activities. They are designed to review, compliment, and augment text material. Some material presented in lectures will NOT be covered in the textbook and vice versa.

Students are responsible for text AND lecture material.

Class attendance will facilitate an understanding of course material. To achieve the course learning outcomes, it is recommended that you keep pace with the assigned readings.

Missed Assignments

Students who miss an assignment must provide an original copy of appropriate documentation. Reasons for a missed work can be found through the link on the next page (under Academic Consideration, Appeals, and Petitions). With appropriate documentation, reasonable extensions will be permitted, commensurate with the nature of the missed assignment and the extenuating circumstances. If you know you will miss an assignment ahead of time, please contact me in advance. I am usually understanding of extenuating circumstances. However, in line with our course's learning outcomes regarding professionalism and stress management, it is important to maintain a balanced and organized approach to completing all coursework (both now and over the duration of your degree). Thus, having several assignments due (in this course or others) and/or having other commitments does not constitute a reason for being granted an extension.

Late Policy for Assignments

Late submissions for all assignments worth 3% or less results in a grade of 0% for that assignment (unless there are extenuating circumstances as noted above). Late submissions for assignments worth 5% or more will receive a reduction of 5% per calendar day (note 1 minute late = 1 calendar day). After 10 calendar days, the grade will be 0% for that assignment. This does not apply to the online APA Quiz, which must be completed within the time frame noted above. If it is not, it will receive a zero.

Missed Final Examinations

According to University policy, final exams are rescheduled via Academic Counselling. Hence, you should contact them directly should you not be able to write the final exam. Please be sure to review your exam schedule prior to making travel arrangements for the end of term; this does not constitute a reason for missing a final exam according to University Policy.

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 **Friday, April 3rd**. 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 advisor.