

PSYC*4330, Course Outline: Fall 2019

General Information

Course Title: Industrial/Organizational Psychology

Course Description:

Students will examine theoretical and methodological issues in selected topic areas of industrial/organizational psychology. Selected topic areas may include diversity issues, trust and justice, job performance, employment selection, and stress and well-being. Specific topics, to be announced prior to course selection, will vary according to the interests of the instructor of the course.

Diversity, inclusion, and equity are some of the most prominently researched and applied areas within Industrial and Organizational Psychology. For the greater part of the last two decades, diversity and inclusion have ranked among the leading trends and priority areas in I/O psychology by the Society for Industrial and Organizational Psychology (SIOP; Division 14 of the American Psychological Association). However, these topics still often are treated as secondary topics in I/O psychology courses. This course introduces fourth year students to diversity and inclusion in I/O psychology as an advanced topic and will apply these concepts to a range of I/O topics (e.g., recruitment, selection, performance management, compensation, occupational health and wellbeing, leadership, etc.). We will review major theories, empirical research, and applied approaches within these topics as part of the ever growing need to bridge the research-practice gap.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2019

Class Schedule and Location: Mondays from 2:30pm - 5:20pm in Rozanski Hall Room 105

Course website: Please regularly visit the course website at <http://courselink.uoguelph.ca> to obtain important information and materials for this course, including instructions for assignments, readings, and lecture slides.

Instructor Information

Instructor Name: Thomas Sasso (he/they)

Instructor Email: tsasso@uoguelph.ca

Office location: MacKinnon Extension 4022

Office hours: Mondays 1:00pm – 2:00pm

GTA Information

GTA Name: TBA

GTA Email: 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 diversity and inclusion literature
2. Evaluate key diversity and inclusion 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 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 diversity and inclusion. 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 in an advanced topics course 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, but to empower learning to occur. Active learning activities will be used to review these concepts and promote deep and applied learning related to them. Come to class ready to participate and engage in the activities.

Class sessions are used 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 is essential because:

- it helps connect the content of the course to your experiences,
- it allows you to feel authorship of your learning during our sessions,
- it motivates you to work with the course material and come to class

Students are expected to attend every class.

Date	Lecture	Topic/ Assessment	Readings
Sept 9	1	Course overview What is diversity and inclusion in I/O psychology?	Course syllabus, assignment outlines Ferdman (2017); Roberson (2006)
Sept 16	2	Research and Application of Diversity and Inclusion	Jayne & Dipboye (2004); Ruggs et al. (2013); Theodorakopoulos & Budhwar (2015); van Dijk, van Engen, & Paauwe (2012)
Sept 23	3	Intersectionality, Allyship, Active Learning, and Group work	Carlson et al. (2019); Crenshaw (1989); Dennissen, Benschop, & van den Brink (2018); Rabelo & Cortina (2016); Salter & Migliaccio (2019)
Sept 30	4	Group facilitation: Gender	Assigned by facilitating group on Courselink
Oct 7	5	Group facilitation: Age and Generation	Assigned by facilitating group on Courselink
Oct 14	6	Thanksgiving Break – No Class	

Date	Lecture	Topic/ Assessment	Readings
Oct 21	7	Group facilitation: Race and Ethnicity	Assigned by facilitating group on Courselink
Oct 28	8	Group facilitation: Disability	Assigned by facilitating group on Courselink
Nov 4	9	Group facilitation: Family Status	Assigned by facilitating group on Courselink
Nov 11	10	Group facilitation: Sexual Orientation and Gender Identity	Assigned by facilitating group on Courselink
Nov 18	11	Group facilitation: Religion, Immigration/Nationality, Appearance	Assigned by facilitating group on Courselink
Nov 25	12	Group facilitation: Class, Criminality, Humanitarian Work Psychology	Assigned by facilitating group on Courselink
Nov 29	13	Individual student final presentations Course wrap-up	None

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Group Lecture and Facilitation	As detailed in course schedule	35%	3, 6, 7, 8, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24
Thought papers and burning questions	Weekly as per course schedule	15%	1, 2, 3, 5, 6, 8, 12, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27
Final Presentation	November 29 th in class	5%	1, 2, 3, 4, 5, 6, 10, 12, 13, 14, 15, 17, 19, 21, 22, 23, 24, 25, 26
Final Paper	December 6 th at 5pm on Courselink	33%	3, 4, 5, 9, 11, 19, 21, 22, 27
Citizenship and Professional Behaviour	November 29 th at 5pm on CourseLink	12%	18, 20, 21, 22, 24, 25, 26

Grading of all assessments will adhere to the University of Guelph's Grading Procedures outlined in the [Undergraduate Calendar](#) under Resolution 1. Please familiarize yourself with this information.

Additional Notes:

Group Lecture and Facilitation: The class will meet once a week to discuss the assigned topic based on readings provided and additional research completed in the pursuit of generating additional knowledge around the topic. A team of approximately 4-5 students – the ‘leading team’ – will design the lecture to lead the other students in class with activities and guide discussions related to the weekly topic. Greater detail about group lecture and facilitation will be provided in supplementary materials on Courselink.

Thought Papers and Burning Questions: Students will write 3 thought papers throughout the semester related to sessions facilitated by other groups. Thought papers are approximately 1 page in length and are based on a question provided by the leading team approximately 10 days in advance of their presentation. Greater detail about thought papers will be provided in supplementary materials on Courselink.

Students will also submit 4 sets of burning questions throughout the semester related to sessions facilitated by other groups. For each set of burning questions, students must write 3 questions related to the topic and readings assigned by the facilitating group. The collective 3 burning questions in a week should not exceed 1 page in length. Greater details about burning questions will be provided in supplementary materials on Courselink.

Final Presentation: Students will present an individual presentation (approximately 4 minutes) reflecting critically about a topic or issue of interest related to diversity and inclusion in I/O psychology. Presentations will be on November 29th in class. More specific information about the presentation will be provided in supplementary materials on Courselink.

Final Paper: A final paper, no longer than 12 pages, will be individually written by students about a specific topic or issue of their choice related to diversity and inclusion in I/O psychology. Students will use the knowledge acquired in the course to develop the paper topic and to critically examine and reflect on the topic. More specific information about the assignment will be provided in supplementary materials on Courselink.

Citizenship and Professional Behaviour: Students should exhibit citizenship behaviours (collaborate, engage, participate, support) and professional behaviours during all course activities, sessions, and engagements. Grades are earned through demonstrations of these behaviours with peers, the instructor, and teaching assistant. Additionally, failure to perform professionally in the course (which includes communication with the instructor and TA in office hours and email) will result in penalties.

Final examination date and time: There is no final examination. The final assignment is the final paper.

Final exam weighting: Not applicable

Course Resources

Required Texts:

There is no required textbook for this course. Weekly readings (e.g., journal articles, reports, news articles, etc.) will be posted on Courselink throughout the semester for course readings. Please regularly visit the course website at <http://courselink.uoguelph.ca> to obtain important information and materials for this course, including instructions for assignments, readings, lecture slides.

Other Resources:

Not applicable.

Course Policies

Grading Policies

The procedure for grading along with other important grading information is available in the supplementary instructions posted on the course website.

The time and date for submitting assignments are noted in supplementary documents. The procedure to submit the report is indicated in the instructions that will be posted on CourseLink. Late submissions will be penalized 10% of the marking grade per day (e.g., if the paper is out of 20, that is 2 marks deducted per day late regardless of the grade earned) up to a maximum of 3 days (after that assignments receive an automatic zero). Please note that technology issues (e.g., hard drive crashing--make sure to have backups) and leisure travel are not valid reasons for extensions.

Please also note that work submitted for grades will be **screened electronically for academic misconduct**, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin 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.

The last date to submit any materials for evaluation (excluding the final paper) for this course is the last day before the final exam period starts, *November 29th at 5pm*.

Please note that there will be no supplemental evaluation/examination for this course.

Course Policy on Group Work:

You are responsible for fulfilling your duties to any groups you are assigned in this course. At a minimum, this includes: accurately completing and handing in your Student Information sheet, checking and responding to your email/texts from group members daily; promptly attending all group meetings, including those with the TA and professor; conducting your work diligently; having open conversations about group dynamics and individual performance; honestly, fairly, and promptly completing your peer evaluation.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the course instructor as soon as possible if you miss an exam or a due date or if you have an ongoing personal or health issue that will affect your ability to meet any due date or deadline.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Students will be allowed to have one excused or unexcused absence during the semester. No additional absences will be permitted.

Arriving for class late, failure to post a session assignment by the designated time, or a failure to participate in the session will be counted against the Citizenship and Professional Behaviour component of the 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.

Policy regarding materials provided by instructor and his designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student

and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see the instructor.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly, and us to use it to communicate with you.

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 website: [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 the November 29th, 2019. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)