

# **PSYC\*4540-02, Course Outline: Fall 2019**

## **General Information**

**Course Title: Practical Applications of Psychology**

### **Course Description:**

This is a 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. Most of the coursework, both inside and outside of our class meetings, is split between two major activities. The first is class seminar discussion based on assigned readings, and the second is a major project done by a small team of students with common interests. The seminars will take place in one class meeting of the week, followed by an opportunity for teams to work on their projects and consult with the instructor during another class meeting of the week.

**Credit Weight: 1.0 Credit**

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

**Semester Offering: Fall 2019**

**Class Schedule and Location: M/W 11.30-12.50 in Rozanski 105**

## **Instructor Information**

Instructor Name: Melisa Choubak

Instructor Email: [mchoubak@uoguelph.ca](mailto:mchoubak@uoguelph.ca)

Office location and office hours: during class time and by appointment

## **GTA Information**

Gillian Maurice; [gmaurice@uoguelph.ca](mailto:gmaurice@uoguelph.ca)

Molly Contini; [mconti01@uoguelph.ca](mailto:mconti01@uoguelph.ca)

## Course Content

### Specific Learning Outcomes:

The table below summarizes the learning outcomes targeted by this course:

<b>Learning Outcome</b>	<b>Facet</b>	<b>Definition</b>	<b>Mechanism of learning and assessment</b>
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

<b>Learning Outcome</b>	<b>Facet</b>	<b>Definition</b>	<b>Mechanism of learning and assessment</b>
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.

<b>Learning Outcome</b>	<b>Facet</b>	<b>Definition</b>	<b>Mechanism of learning and assessment</b>
Professional & Ethical Behaviour	Personal Organization / Time Management	An ability to manage several tasks at once and prioritize	Readings, Issue Paper, Project

**Lecture Content:**

<b>Date</b>	<b>Activity/Assignment</b>	<b>Seminar Issue</b>
Sep9	Introduction	
Sep11	Seminar 1	To each her own: What constitutes progress for women?
Sep16	Project Session 1	
Sep18	Seminar 2	How do we distinguish a false memory from a lie?
Sep23	Project Session 2	
Sep25	Seminar 3	Moral psychology: Blaming & shaming
Sep30	Seminar 4	Personnel selection: The search for the magic test
Oct7	Project Session 3	
Oct7	Project Proposal Appointments	
Oct9	Project Session 4	
	Project Proposal Appointments	
Oct14	No class (Thanksgiving)	
Oct16	Seminar 5	Marketing a disorder because it has a profitable treatment
Oct18	Issue Paper due	
Oct21	Project Session 5	
Oct23	Seminar 6	The downside of neuroscience
Oct28	Project Session 6	
Oct30	Seminar 7	So you think you can spot a psychopath
Nov4	Project Session 7	
Nov6	Seminar 8	Social psychology, validity, and prejudice reduction

Date	Activity/Assignment	Seminar Issue
Nov11	Project Session 8	
Nov13	Seminar 9	Topic TBA
Nov18	Project Session 9	
Nov18	Project Report due	
Nov20	Project Presentations	
Nov25	Project Presentations	
Nov27	Project Presentations	
Nov29	Project Presentations & Wrap-up	
Nov29	Individual Contribution Grade	
Dec3	Executive Summary due	

### **Seminar Discussant:**

Seminars involve small groups of students discussing assigned readings on an issue related to applied psychology. New groups will be created randomly on a regular basis, each with a maximum of five discussants. At the end of each seminar, you will complete in-class peer-evaluations of the other discussants in your group, using a rubric provided by the instructor. An average of your group members' ratings for you will determine your discussant grade for that seminar. At the end of the semester, your lowest grade will be dropped when tallying your discussant grade (i.e., only your best 8 of 9 seminars will count).

It is important to protect the anonymity of peer-evaluators. For this reason, discussant grades will not be released on a weekly basis. Instead, your up-to-date average will be released every few weeks: after Seminar 3, after Seminar 6, and after Seminar 9.

Peer evaluation runs the risk of collusion among students, and also requires that all students are willing and able to be critical of their peers. If high ratings are being given for mediocre contributions to mediocre discussions, then we have a problem. The instructor thus reserves the right to change, at any time, the way in which discussants are evaluated. It is crucial that every student fills out the evaluations consistently, out of respect for peers, as well as due to their own commitment to seminar participation. If a student consistently neglects filling out evaluations on time, their seminar participation grade may be adjusted accordingly by the instructor.

Preparation for each seminar, at a minimum, consists of: (1) reading the Context document at the top of the reading list, which introduces the issue and places it in context, (2) reading all of the assigned readings, (3) thinking about what you have read, and (4) preparing to discuss the issue with your group. Such preparation probably means taking notes and preparing talking points, although this written contribution will not be evaluated (at least not directly).

Preparation might also include the search for additional materials of relevance to the issue, especially if it is an issue about which you are passionate, and/or you plan to write your Issue Paper about it.

**Issue Paper:**

The Issue Paper is based on one of the seminar issues. Presumably, you will choose the issue that you find most interesting. Chances are that the assigned readings (and our discussions) will only scratch the surface of what psychological science has to say about the issue, and the paper is an opportunity for you to dig deeper as an individual. Further guidance can be found in the *Issue Paper Instructions & Rubric* document, which is available on Courselink.

Papers should be uploaded to the Courselink dropbox by the end of the deadline day. It is your responsibility to confirm that your paper has uploaded properly. Your paper should be in Word (doc, docx) or Acrobat (pdf) format. Late papers will be penalized 5% per day.

**Project:**

The Project is an opportunity for a small team of students, with common interests, to learn more about applications of psychology to a practical domain, such as mental health, criminal justice, education/ development, the environment, physical health, society, the workplace etc. The ideal application would have the following features: (1) there is research evidence available that could inform the work of professionals, and (2) there is reason to doubt that the professionals are informed by the evidence.

At the beginning of the course, we will brainstorm ideas for project topics and form project teams. Students should come prepared to share ideas for potential topics that meet the ideal criteria mentioned above. In the first couple of classes, we will narrow our longlist by eliminating topics that are not sufficiently popular. Ultimately, we will settle on topics for which there are five or six students with sufficient interest. These teams will then meet and discuss their common interests during project session classes in an effort to come to an agreement on the specific application they plan to pursue.

Teams will work on their projects during the project session parts of our class meetings through to the November due date. During that time, the instructor will be available for consultation. Before they start on the report, teams should prepare a written proposal that lays out their plans for the project, including the unique contributions to be made by each team member. Your team should make an appointment, with the instructor, for an *informal* presentation of your proposal during earlier project sessions (see lecture schedule above). This proposal is not graded. The purpose of the appointment is to ensure that the instructor and students are on the same page as far as the expectations for the project.

The Project Report when due should be submitted as an attachment to an email message from one team member to the instructor (mchoubak@uoguelph.ca), with all other team members CCed. Detailed instructions about what your report should include can be found on Courselink. You will make a formal Project Presentation to the entire class at our later class meetings in November. The purpose of the presentation is to share with your classmates what you have been working on, and to hone your communication skills. Detailed instructions about what your presentation should include can be found on Courselink.

All team members will receive the same grade for the Project Report and Project Presentation. You will also be asked to assess the contributions of each of your team members. Your teammates' assessments of you, along with the instructor's observations, will be used to determine your Individual Contribution grade.

The Project Executive Summary is an individual rather than a team assignment. Although based on your team's report, it will be much shorter and presented in a way that is accessible to a target audience, defined by you. The purpose of the assignment is to consider how such

knowledge is best communicated to stakeholders who do not have academic expertise in psychology. Detailed instructions about what your summary should include can be found on Courselink. Your summary should be uploaded to the Courselink dropbox by the end of the deadline day. It is your responsibility to confirm that all assignments have uploaded properly. They should be in Word (doc, docx) or Acrobat (pdf) format. Late submissions on assignments will be penalized 5% per day.

**Attendance Policy:**

Attendance is mandatory. It is understood, however, that you may need to miss one class for reasons beyond your control. You are allowed to miss one of the nine seminars without a documented excuse and without making up the work. If you miss one seminar, then your grade will be based on the eight discussions in which you participated. If you attend all nine seminars, your grade will be determined by your best eight grades.

If you miss a second seminar, it must be for a legitimate reason (medical, psychological, or compassionate), and documentation must be provided. If this second absence is deemed legitimate by the instructor, then you must demonstrate that you have read the readings and thought about how they would be discussed (see instructor for details), and your grade will be based on the seven discussions in which you participated. If, on the other hand, you do not have a legitimate reason for the second absence, then you will receive a Seminar Discussant grade of zero for that seminar. If you miss a third seminar, it is suggested that you drop the course.

Attendance is also critical for project sessions as members of a team who will be working on their project together in those classes. Your absence will be noticed by other members of your team and the instructor; this will affect our assessment for your Individual Contribution grade for the project. Furthermore, attendance is crucial for evaluating your peers for seminars and project presentations. If you miss multiple evaluations, then you need to talk to the instructor, as, without a reasonable reason for missing these, your mark for the course may be affected.

**Course Assignments:**

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Discussant	Every week	20	Critical & Creative Thinking, Global Understanding, Communication, Professional & Ethical Behaviour
Issue Paper	October 18 <sup>th</sup>	20	Critical & Creative Thinking, Literacy, Global Understanding, Communication, Professional & Ethical Behaviour

<b>Assignment</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Seminar Discussant	Every week	20	Critical & Creative Thinking, Global Understanding, Communication, Professional & Ethical Behaviour
Project Report	November 18 <sup>th</sup>	30	Critical & Creative Thinking, Global Understanding, Communication, Literacy
Project Presentation	November 20 <sup>th</sup> -29 <sup>th</sup>	10	Communication
Project Individual Contribution	November 29 <sup>th</sup>	5	All outcomes related to Project
Project Executive Summary	December 3 <sup>rd</sup>	15	Critical & Creative Thinking, Communication

## **Course Policies**

### **Grading Policies**

It is your responsibility to confirm that assignments have uploaded properly. They should be in Word (doc, docx) or Acrobat (pdf) format. Late submissions on assignments will be penalized 5% per day.

### [Undergraduate Grading Procedures](#)

### **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](mailto: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 29th. 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.

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.