

# **PSYC\*4540, Course Outline: Winter 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.

The coursework, both inside and outside of our weekly meetings, is split between two major activities. The first is a weekly 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 the first half of each weekly meeting, followed by an opportunity for teams to work on their projects and consult with the instructor.

### **Credit Weight:**

1.0

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

Psychology

### **Semester Offering:**

Winter 2019

### **Class Schedule and Location:**

Fridays 11:30-2:20 in Rozanski 105

## **Instructor Information**

Instructor Name: Daniel Meegan

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

Office location and office hours: Mackinnon Extension 3018, Mondays 2:30-4:00

## Course Content

### Specific Learning Outcomes:

<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
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

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

#### **Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
<b>Seminar Discussant</b>	<b>Every week</b>	<b>20</b>	<b>See above</b>
<b>Issue Paper</b>	<b>Feb 13</b>	<b>20</b>	<b>See above</b>
<b>Project Report</b>	<b>Mar 25</b>	<b>30</b>	<b>See above</b>
<b>Project Presentation</b>	<b>Mar 29 or Apr 5</b>	<b>10</b>	<b>See above</b>
<b>Project Individual Contribution</b>	<b>Every week</b>	<b>5</b>	<b>See above</b>
<b>Project Executive Summary</b>	<b>Apr 8</b>	<b>15</b>	<b>See above</b>

**Class Schedule:**

<b>Date</b>	<b>Activity / Assignment</b>	<b>Seminar Issue</b>
Jan 11	Introduction	-
Jan 18	Seminar 1	To each her own: What constitutes progress for women?
	<b>Project teams</b> formed	-
Jan 25	Seminar 2	How do we distinguish a false memory from a lie?
Feb 1	Seminar 3	Moral psychology: Blaming & shaming
Feb 8	Seminar 4	Personnel selection: The search for the magic test
	<b>Project Proposal</b> appointments	-
<i>Wed</i> <i>Feb</i> <i>13</i>	<b>Issue Paper</b> due	-
Feb 15	Seminar 5	Marketing a disorder because it has a profitable treatment
	<b>Project Proposal</b> appointments	-
Feb 22	Winter break	-
Mar 1	Seminar 6	The downside of neuroscience
Mar 8	Seminar 7	So you think you can spot a psychopath
Mar 15	Seminar 8	Social psychology, validity, and prejudice reduction
Mar 22	Seminar 9	The Goldwater Rule

<b>Date</b>	<b>Activity / Assignment</b>	<b>Seminar Issue</b>
<i>Mon</i> <i>Mar</i> <i>25</i>	<b>Project Report</b> due	-
Mar 29	<b>Project Presentations</b> (in class)	-
Apr 5	<b>Project Presentations</b> (in class)	-
<i>Mon</i> <i>Apr</i> <i>8</i>	<b>Project Executive Summary</b> due	-

**Additional Notes (if required):**

**Seminar Discussant:**

Seminars involve small groups of students discussing assigned readings on an issue related to applied psychology. New groups will be created randomly every week, each with a maximum of five discussants. At the end of each seminar, you will complete 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.

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.

### **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, no matter the reason, then you will be asked to drop the course. If this occurs beyond the fortieth class day, then the instructor will support your request for a [late drop](#).

Attendance is also critical for members of a team who will be working on their project together in the second half of class. Your absence will be noticed by other members of your team and the instructor; this will affect our assessment for your Individual Contribution grade (see below).

### **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 (see schedule below). 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. Papers will be assessed for plagiarism using [Turnitin](#).

## 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, and the workplace. 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 our first meeting, we will brainstorm ideas for general domains and specific applications. Before our second meeting, students are asked to identify a domain of personal interest and find one example of an academic contribution that could be described as a practical application of psychology to that domain.

At our second meeting, students will group according to common interests, and share their examples.

Optimal team size is six or fewer. Any domain groups that are larger than six will be asked to identify distinct applications that might allow the subdivision of the large group into smaller teams. Hopefully, by the end of our second meeting, small teams will be formed and these teams will have at least a preliminary idea about the application they plan to pursue.

Teams will work on their projects during the second half of our class meetings through March 22. During that time, the instructor will be available for consultation. By mid-February, 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 our Feb 8 or Feb 15 meeting. Neither the proposal nor its presentation are graded assignments. 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 is due on March 25, and should be submitted as an attachment to an email message from one team member to the instructor ([dan.meegan@uoguelph.ca](mailto:dan.meegan@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 Mar 29 or Apr 5 meeting. 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 (see schedule below). It is your responsibility to confirm that it has uploaded properly. It should be in Word (doc, docx) or Acrobat (pdf) format. Late submissions will be penalized 5% per day.

## **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](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 **March 08th**. 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.