
PSYC 400.06	Conducting Research in Industrial/Organizational Psychology	Fall 2018
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Instructor:	Dr. Joshua Bourdage	Lecture Location:	Taylor Institute (room TBA)
Phone:	403-220-4953	Lecture Days/Time:	Tuesday/Thursday 2:00PM - 3:15PM
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Course Description

Students will learn to apply appropriate research methods to answer research questions, to collect and analyze data, and to interpret and report research findings in the field of *Industrial/Organizational Psychology*.

The field of Industrial/Organizational (I/O) Psychology involves the study of psychology *in the workplace*. It is a rapidly growing field with great relevance to all students, as the vast majority of individuals will eventually hold a job of some sort. Topics in I/O psychology include how to hire/select individuals who will be a good fit and perform well, the recruitment of employees, teams and teamwork, occupational health and safety, leadership, motivation, performance, and workplace attitudes. The present course will have students learn how to conduct research in I/O psychology, and will utilize a variety of methods and assessments. Psychology 400 is a new type of course that involves much less “lecturing” and much more interactive and experiential learning.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Method	PLO(s)	Level(s)
identify and understand the major research methodologies in I/O psychology, and their appropriate usage, including when and how to use each and their strengths and drawbacks	Discussion Questions, Assignments	1, 3, 4	A
critically evaluate primary research papers, comparing and contrasting findings, and identifying gaps in the literature, in both written and oral formats	Discussion Questions, Participation, Assignments	2, 4, 5	A, C, C
Discuss research findings in I/O psychology areas, integrating your own ideas with those of others	Participation, Discussion Questions, Assignments	2, 3, 4	A, C, C

Apply I/O psychology theories to diagnose underlying organizational issues	Applied Group paper/presentation	7, 2, 4	A, A
use primary research literature to generate best practice informed solutions to organizational challenges	Applied Group Paper/Participation	7, 2, 3, 4	A, A, C
work as a member of a team to manage team processes to successfully carry out a group project applying the theories and research of leadership and motivation	Applied Group Paper	4, 7, 2	C, A, A
Evaluate ethics concerns in I/O psychology research and in practice	Assignments/Participation	6, 4	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Course Hours:3 units; H(0-3)

Prerequisite(s):Admission to the Psychology major or Honours program and: 01: [Psychology 300, 301, 385](#); 02: [Psychology 300, 301](#); 03: [Psychology 300, 301, 375](#); 04: [Psychology 300, 301, 365](#); 05: [Psychology 300, 301](#) and one of [349](#) or [351](#) or [353](#); 06: [Psychology 300, 301](#) and one of [321](#) or [383](#); 07: [Psychology 300, 301, 369](#); 08: [Psychology 300, 301, 345](#).

Antirequisite(s)

Credit toward degree requirements will be given for only one of [Psychology 400.01](#), [400.02](#), [400.03](#), [400.04](#), [400.05](#), [400.06](#), [400.07](#), [400.08](#).

Required Text

The readings will consist of a required textbook and additional readings. The textbook can be found at the University of Calgary bookstore, while the reading list will be posted on line in advance of each week and you will be able to download the required articles through the databases accessible through the University of Calgary Library website. It is incredibly important in this type of course that you do the readings before coming to class each week. The citation for the textbook is:

Rogelberg, S. G. (Ed.). (2008). *Handbook of research methods in industrial and organizational psychology* (Vol. 5). John Wiley & Sons.

Assessment Methods

Evaluation Component	Worth	Due Date
Participation	10%	Throughout
Discussion Questions	10%	Throughout
Assignments	50%	Throughout
Group Project and Presentation	30%	December 6

Participation (10%)

You are not graded on attendance, but participation is not possible without regular attendance. In addition to attending class, active participation is an important requirement of each class. We will

devote a great deal of time to exercises and discussing the course content. Some activities will involve you breaking into smaller groups to discuss things. Active participation in these smaller groups is important. The instructors and TA(s) will be working with you and circulating. In class participation will be graded on quality of contribution (i.e. a high quantity of comments that lack substance will not result in an increased grade).

Discussion Questions (10%)

You will be required to submit 1 discussion question for each topic to demonstrate you have read the assigned reading and given it some careful thought. This discussion question should be submitted through the course D2L site. Discussion questions will be graded on demonstration of a thorough understanding of the readings/topic, as well as the clarity of the question and ability to generate discussion if brought up in class. Discussion questions are due before the start of class on the day we are scheduled to begin a topic. For example, a discussion question on Generating Research Questions and Theory Building is due September 11 before class begins. If the class is running behind schedule, and any dates are modified, you will be notified in class.

Assignments (50%)

Over the course of the semester there will be 8 small individual assignments due (each corresponding to a particular topic). The nature of each particular assignment varies (i.e., developing a scale, critiquing an article), but each will be graded out of 100% and the overall average across assignments will be computed and weighted out of 50. The criteria for each assignment will vary, and you will be given each assignment at least 1 week before it is due. The following topics will have assignments that must be handed in:

- Generating Research Questions and Theory Building (Due September 20)
- Survey Research I (Item Design and Construction, Content Validation) (Due: Sep. 27)
- Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data) (Due: Oct 4)
- Experimental Design (Due: Oct. 16)
- Qualitative I - Interviews and Focus Groups (Due: Oct. 25)
- Cross-Cultural Methodological Issues (Due: Nov. 8)
- Research with groups (Due: Nov. 15)
- Analyzing Data I –Continuous (Correlations, Regression, Moderation and Mediation)(Due Dec. 6)

Assignments can be submitted through the course D2L site. Assignments are due at 11:59:59 PM MST on the day noted. If submitted after this, the assignment is late, it will be penalized 10% per 24 hours it is late).

Group Project and Presentation (30%)

An integral aspect of success in many workplaces is developing the ability to work in groups. Moreover, developing skills around applying the theories and knowledge acquired in this course are integral to the learning goals of this course. As such, one component of this class is the completion of an applied group project. Specifics of this project will be outlined in class in the first two weeks. In general, this is an applied group project, wherein you will work in groups of 4 to 5 individuals, working to diagnose and make recommendations surrounding some organizational problem.

You will be asked to find a real organization or company experiencing an issue, and based on the information, you will develop a plan for how you would collect data to determine the key issue, collect data, and make recommendations based on best practice and the empirical literature, and how you would evaluate success once your recommendations were put in place.

You will deliver your group project in two forms. First, you will deliver a 20-minute presentation to the rest of the class on December 6th. Second, you will be expected to submit a paper detailing this information on the last day of class (December 13th). This paper will be 10-15 pages double spaced (not including References, Title Page, or any Appendices) and will be formatted in APA format, including Times New Roman 12-point font and 1 inch margins. A hard copy must be submitted in class. Late papers will be penalized 10% per day. Submissions after 11:59 PM on December 13th are considered one day late, with an additional 10% deducted for each additional day.

Teams are expected to self-manage (i.e., you are responsible for ensuring that each member contributes to the final product). In general, you are assessed as a team. However, to ensure that each individual “pulls his/her weight”, at the end of the project, you will be asked to provide peer ratings as to the contribution of each of the team members. These will be taken into consideration when assigning grades. **As such, your grade will be comprised of the grade assigned to the team, as well as by the information provided in the peer evaluation that clarifies your contribution to the project.**

Your paper will be evaluated based on the quality of the Executive Summary, Diagnosis and Analysis of Organizational Problem (including Methods used to come to these conclusions), the support for the Recommendations/Solutions, and the rigor with which you would evaluate the effectiveness of your intervention. Your presentation will be graded on the quality of the oral presentation, the inclusion of all members, and the quality/clarity of the slides, all in accordance with lessons in the Communicating Findings section of the course. A detailed explanation of the project and criteria will be posted on the course D2L site within the first two weeks of the course beginning.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential

requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	
R Sep 6	Introduction to course, instructor/TAs, I/O psychology, and classmates
T Sep 11	Generating Research Questions and Theory Building
R Sep 13	Generating Research Questions and Theory Building
T Sep 18	Survey Research I (Item Design and Construction, Content Validation)
R Sep 20	Survey Research I (Item Design and Construction, Content Validation)
T Sep 25	Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data)
R Sep 27	Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data)
T Oct 2	Experimental Design
R Oct 4	Experimental Design
T Oct 9	Experimental Design
R Oct 11	Policy Capturing
T Oct 16	Qualitative I - Interviews and Focus Groups
R Oct 18	Qualitative I - Interviews and Focus Groups
T Oct 23	Qualitative II - Verbal Protocol Analysis
R Oct 25	Qualitative II - Verbal Protocol Analysis
T Oct 30	Cross-Cultural Methodological Issues
R Nov 1	Cross-Cultural Methodological Issues

T Nov 6	Research with groups (teams/multilevel considerations)
R Nov 8	Research with groups (teams/multilevel considerations)
T Nov 12	Reading Days. No lectures.
R Nov 14	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 20	Communicating Findings
R Nov 22	Communicating Findings
T Nov 27	Analyzing Data I –Continuous (Correlations, Regression, Moderation and Mediation)
R Nov 29	Analyzing Data I –Continuous (Correlations, Regression, Moderation and Mediation)
T Dec 4	Analyzing Data II – Categorical (ANOVA, t-tests)
R Dec 6	Analyzing Data II – Categorical (ANOVA, t-tests)

Important University Dates

Date	
R Sep 6	University Lectures begin.
R Sep 13	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
F Sep 14	Last Day to Add Courses
F Sep 21	Fee payment deadline for Fall Term full and half courses.
M Oct 8	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
R Nov 11-17	Reading Days. No lectures.
M Nov 12	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-20	Fall Term Exam Period.

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7, 2018**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.