
PSYC 483 .01**Current Issues in Personnel Psychology****Fall 2019****Instructor:** Dr. Rehana Meghani**Lecture Location:** SH 284**Phone:** 403-918-8847**Lecture Days/Time:** TR 09:30-10:45**Email:** rehana@workevolution.com**Office:** AD 155B**Office Hours:** By appointment

Course Description

The purpose of this course is for students to obtain knowledge and experience in selected topics in personnel/industrial psychology, learn to read and digest academic articles, develop academic writing abilities, build professional skills, and cultivate teamwork proficiencies. The content will focus on current research and best practices. Core topics include work analysis, testing and assessment, personnel selection with a focus on personality testing and the job interview; legal issues involving adverse impact, protected classes, and discrimination; and measurement, interpretation, and use of performance appraisal data. Lectures will cover introductory content, opportunities for group work, and support on the team project. Building on this foundation, students will pursue in-depth literature reviews and practical knowledge for the team project. Course content knowledge acquisition will be tested through a midterm exam, research paper, and team presentations of the applied project.

The course will be structured such that the instructor will review material to provide an introduction to course concepts, with the expectation that students will come to the lecture prepared through reading background materials and selected readings. Students will identify concepts for further independent literature reviews, integrations, and implications for practice in the team project. Students will become experts on selected topics and convey this expertise through applied presentations reporting on the development of a novel human resources intervention and through research papers. The research paper will allow students to report in depth on a course topic through academic literature reviews and identify gaps and research needs using critical thinking. Individual and team development will occur through experiential assessments and debrief sessions in class as well as writing workshops. Students will build their capabilities in identifying and interpreting research findings with an eye toward identifying limitations in a particular field, future research needs, and applications of organizational interventions involving personnel psychology.

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	PLO(s)	Level(s)
Acquire knowledge of Personnel Psychology	1,3	A
Apply knowledge of Personnel Psychology	2, 3,7	A
Work effectively with peers in a team	4,7	A
Communicate persuasively	1,4	A

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

PSYC 312 - Experimental Design and Quantitative Methods for Psychology

PSYC 321 - Industrial & Organizational Psychology

Required Text

Published research articles available for download from PsycInfo. U of C provides access to this database.

Evaluation

Midterm exam: 25%, November 21st

Two sections, one involving multiple-choice items and the other involving written responses, will be equally weighted in order to examine knowledge of key course concepts delivered in lecture and further described in the course readings. You will not be permitted access to textbooks or any electronic devices, notes, etc. during the exam. The only material you will be allowed to access during the exam is a pencil, pen, and eraser.

Team presentation of applied work analysis and corresponding HR intervention: 25%

Nov 28th to Dec 5th

Students will deliver a 30-minute class presentation in teams of three or four depending on class size. The presentation will require the team members to become experts in a course-relevant area of their choosing, as approved by the course instructor. With a focus on their area of expertise, the team will conduct a work analysis using appropriate methodology. Next, using the work analysis results as its basis, a tool, instrument, or intervention with real-world application will be developed that serves some practical purpose as relevant to the topic. Effective presentations will include an interesting, concise, clear, well-organized, methodologically sound, digestible delivery of material, and will stimulate class interest through demonstration of the importance of the work-analytic findings and the resulting practitioner-ready tool. Clear alignment of the work analysis methodology employed and the purpose of the HR instrument is essential. If a student fails to appear for his or her assigned presentation, on the designated date, the student will receive a grade of 0%, if approved documentation is not received.

Note that grades for the presentation will be assigned on an individual basis by the course instructor and class ratings. Each presenter will be responsible for one's own sections, on which will form the basis for one's grade. The instructor will determine a grade that will count for 2/3 of each presenter's overall grade; the average of the classmate ratings of each presenter will count for 1/3 of the presenter's overall grade.

Milestone I (October 3rd): Identify a suitable organizational problem to resolve, and suggest a viable work analysis technique and HR intervention

Milestone II (October 24th): Complete the work analysis data collection

Milestone III (November 19th): Complete the work analysis data analysis and complete the HR intervention concept as it relates to the job analysis findings (but not necessarily the finalized HR intervention version)

Term paper: 25%, deadline: Dec 19th, 11:59pm, (by D2L Dropbox)

Term papers: 25%. Involves critically reviewing and integrating research findings in a selected topic area as approved by the course instructor. Papers should not exceed 12 pages of text proper, but not be less than 11 pages of text proper. Articles reviewed should be from academic journals and have important implications for research and practice. A major component will involve a critical examination of the research (e.g., how could it be improved, what does it tell us about theory and practice) and exploration of novel linkages among the different articles reviewed. Key insights regarding the research implications for practitioners must be identified by the student and conveyed in the report. Papers limited to the reiteration of literature without added insight that demonstrates critical thinking and a new perspective that makes linkages across issues will be considered marginal (at best). Without approved documentation, late term papers will be penalized 10% per day.

Completion of introduction and research paper outline: (5%, **Nov 26th**, by 11:59pm, submit to instructor via email): A one-page summary containing the introduction to your research paper and another page containing the 3-level APA headings planned for your paper must be submitted. Grades will be assigned using three scores: 0 (not submitted or submitted but incomplete or very poor quality), 1 (moderate quality and moderately researched and planned), 2 (high quality and well researched and planned). Note that perfection is not the goal at this stage, but it is important that you demonstrate consideration of 5-10 research articles and the key issues (headings) that are relevant in this literature. The goal of this exercise is to get a head start on the paper before the semester becomes too busy, and to use it as an opportunity to provide feedback as well as identify some scholarly sources that might help you enhance the literature review. *You must meet with me to review the feedback in a meeting or you will receive a grade of 0. This meeting must occur before the paper is due.* Without approved documentation, late outlines (even if 1 minute late) will be accepted up to the term paper due date with a 50% penalty.

Participation, engagement, and involvement: 25%

Completion of individual development and teamwork assessments: 10%

You will be required to complete four individual development and teamwork assessments in this course. These will be graded on a completion basis (i.e., incomplete = 0, complete = 1) and

facilitated debriefs will be conducted in class. The assessments are available through the Individual and Team Performance Lab platform, itpmetrics.com. The purpose of the assessments is to provide you with behavioral feedback on how you can be a more effective team player, make a better contribution to the team project, and to develop team-related skills through behavioral insight. It will help keep your team on track through regular check ins. The larger goal is to support your professional development and career readiness.

1. Personality and implications for teamwork (**September 23rd, 11:59pm 2.5%**): This assessment will give you a customized report of your personality across 30 facets, as well as customized feedback explaining how this affects your behavior in teams.
2. Conflict management styles (**September 30th, 11:59pm 2.5%**): This assessment will give you a customized report of your conflict management approach across five styles, as well as customized feedback explaining how this affects your ability to successfully navigate interpersonal conflicts.
3. Peer feedback on teamwork competencies (**October 28th, 11:59pm 2.5%**): This assessment will give you a customized report of your team members' anonymous views regarding your effectiveness on five key teamwork competencies.
4. Team dynamics (**November 4th, 11:59pm 2.5%**): This assessment will give you a customized report of your team members' anonymous views regarding your team's overall health and functioning. This will help address growth needs and support planning and enhancement of your team's effectiveness.

Mini-quizzes, group project progress reports, and reflections: 10%

This course is highly interactive and involvement in all class meetings is strongly recommended. During class time 3-minute mini-quizzes will be distributed and completed at the end of class. They will contain one or more questions that will be graded correct/incorrect. For project work classes, each student will complete a very brief progress report distributed and returned to the instructor during class (graded complete/incomplete). On workshop days students will complete a reflections question distributed and returned to the instructor during class (graded complete/incomplete). A student's performance in this section will be based on the proportion of correct/complete mini-quizzes, progress reports, and reflections. The purpose of in-class activities is to encourage students to attend to and reflect on the lecture activities as well as stay on track with the course content and the group project. A mini quiz, progress report, or reflection, will result in a grade of 0 without approved documentation.

Peer ratings of team presentations: 5%

Students will be invited to provide peer ratings of each other team member's performance during team presentations. This section will be graded as the proportion of classes in which peer ratings were provided relative to the total number of classes designated for presentations.

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	Topic/Activity/Readings/Due Date
T Sep 5	Winter term lectures begin. Introductions and Course Overview
T Sep 10	Work Analysis I
R Sep 12	Last day to drop a class without penalty, Guest Lecturer
F Sep 13	Last day to add or swap a course
T Sep 17	Work Analysis II
R Sep 19	Selection I; Team Project Overview

F Sep 20	Fee payment deadline for Fall Term full and half courses.
T Sep 24	Performance Assessment I; Team Personality Assessment Debrief
R Sep 26	Performance Assessment II; Team Project Time
T Oct 1	Personality Assessment I; Team Conflict Styles Assessment Debrief
R Oct 3	Personality Assessment II; Team Project Milestone I
T Oct 8	Recruitment
R Oct 10	Workshop: Finding and Reading Academic Articles
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 15	Assessment, Testing, and Measurement I; Team Project Time
R Oct 17	Workshop: Writing Academic Papers; Team Project Milestone II
T Oct 22	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
R Oct 24	Assessment, Testing, and Measurement II; Team Project Time
T Oct 29	Legal Issues and Test Batteries; Peer Feedback Assessment Debrief
R Oct 31	Test utility; Team Project Time
T Nov 5	Team Dynamics Assessment Debrief; Team Project Time
R Nov 7	Training; Team Project Time
Nov 10-16	Term Break No Classes
M Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 19	Exam Review; Team Project Milestone III; Team Project Time
R Nov 21	Mid-term Exam
T Nov 26	Exam Debrief; Preparation for Team Presentations; Completion of Introduction and Research Paper Outline for Review
R Nov 28	Team Presentations
T Dec 3	Team Presentations
R Dec 5	Team Presentations
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
T Dec 10	Last day to withdraw from full courses and Winter Term half courses.
Dec 9-19	Winter Term Final Examinations. Term paper due Dec 19th

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 work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. 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 in

faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

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 seeking 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). The student 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 requesting a reappraisal of a final grade 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

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

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 for a maximum of two courses 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.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

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. Under no circumstances will this be accommodated by the department.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. 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/>).

Extra Research Participation Course Credit is Not Offered for this Course.

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 Thursday, September 12, 2019.** Last day add/swap a course is **Friday, September 13, 2019.** The last day to withdraw from this course is **Friday, December 6, 2019.**