



PSYC 400.06 Conducting Research in Industrial/Organizational Psychology Fall 2021

Instructor:	Dr. Joshua Bourdage	Lecture Location:	Zoom
Phone:	403-220-4953	Lecture Days/Time:	Tuesday/Thursday 9:30-10:45AM
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Office Hours:	Tuesdays 11:00AM-11:30AM (will be on Zoom)		

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 <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	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, Applied Case Group Research Paper	1, 3, 6	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	1, 2, 4, 5, 8	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, 8	A, C, C
Apply I/O psychology theories to diagnose underlying organizational issues	Applied Case Group Research Paper	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
Evaluate ethics concerns in I/O psychology research and in practice	Assignments/Participation	6, 4	C
Identify and evaluate the ways in which culture impacts appropriate research approaches and generalizability of findings	Discussion Questions, Participation	2, 4, 6, 8	C, C, C, 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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

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.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below.

Prerequisites

Course Hours:3 units; H(0-3) Prerequisite(s):Admission to the Psychology major or Honours program and: Psychology 300, 301 and one of 321 or 383

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 published scholarly articles and chapters. The reading list will be provided on D2L in advance and you will be able to download the required readings through the databases accessible through the University of Calgary Library website or on D2L. It is incredibly important for both your learning and performance that you do the readings before coming to class each week, as activities will often involve having done the reading *in advance*.

Assessment Methods

Evaluation Component	Worth	Due Date
Participation	10%	Throughout
Discussion Questions	10%	Throughout
Assignments	50%	Throughout – Dates listed below in <i>Assignments</i> section
Applied Research Proposal	30%	December 9

Assignments (50%)

Over the course of the semester there will be 5 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 (each is worth 10%). 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 23)
- Survey Research I (Item Design and Construction, Content Validation) (Due: October 5)
- Experimental Design (Due: October 21)
- Qualitative I - Interviews and Focus Groups (Due November 2)
- Communicating Research Findings (November 30 and Dec 2)

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 without instructor approval, the assignment is late, it will be penalized 10% per 24 hours it is late).

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 time to exercises and discussing the course content. Most classes will involve you breaking into smaller groups to discuss or complete an activity. Active participation in these smaller groups is important. The instructor and TA will be working with you and circulating between virtual 'break out' rooms. 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 one discussion question for each topic (see tentative schedule) to demonstrate you have read the assigned articles and given them some careful thought. Discussion questions will be graded on demonstration of a thorough understanding of the readings/topic, the clarity of the question/response, and their ability to generate discussion if brought up in class. Discussion questions should be posted on the course D2L site by 11:59:59 PM MST the night before we begin a specific topic, beginning with "Generating Research Questions and Theory Building."

For example, a discussion question on Generating Research Questions and Theory Building is due the night before our first coverage of that topic begins. If the class is running behind schedule, and any dates are modified, you will be notified in class.

Applied Case Group Research Paper (30%) A core learning goal of this course is for students to learn to apply psychological theories and knowledge in a practical context. As such, one component of this class is the completion of an applied case research paper. Specifics of this project will be outlined in class in the first three weeks. In general, this is meant to simulate an applied research project, wherein you will work to diagnose and make recommendations surrounding some organizational problems. A selection of scenarios, describing an organization and some issues/problems it is experiencing, will be provided. You will be asked to choose one of these scenarios, and based on the information provided, you will develop and propose a plan for how you would collect data to clarify the key issue(s), implement an intervention or make recommendations, evaluate the success of these once put in place, and how you would communicate this plan to stakeholders at the organization. You are to use best practices from the theoretical and empirical literature to inform your decisions.

An integral aspect of success in many workplaces is developing the ability to work in groups. Given this, this assignment is a group project. You will have the opportunity make your own groups, but where folks do not have a group, the instructor and TA will work to ensure everybody has a group. However, because we recognize that individuals are coming in with very different individual circumstances at this time, you may speak to the instructor to arrange an alternate project should you be unable to work in a group at this time.

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. Given the COVID pandemic situation is rapidly evolving, and individuals have different safety concerns and considerations, please ensure all group meetings are virtual, so that none are excluded and all have an opportunity to meet on an equal playing field without pressure.**

Papers are meant to provide students the opportunity to critically engage with multiple research methods learned throughout the course, and integrate multiple methods (weighing the strengths of each), theory, and empirical research to address specific research questions. Papers will be evaluated largely on the basis of these goals.

You will submit a paper detailing this information on the last day of class. This paper will be a *maximum* of 25 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. Papers will be submitted on the class D2L site. Late papers (without instructor approval) will be penalized 10% per day. Submissions after 11:59 PM on the due date (**December 9th**) are considered one day late, with an additional 10% deducted for each additional day.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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%

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
R Sep 9	Introduction to course, instructor/TAs, I/O psychology, and classmates. Lectures begin.
T Sep 14	Generating Research Questions and Theory Building
R Sep 16	Generating Research Questions and Theory Building <i>Last day to drop a class without financial penalty</i>
F Sep 17	Last day to add or swap a course
T Sep 21	Survey Research I (Item Design and Construction, Content Validation)/Last day to drop a class without financial penalty
R Sep 23	Survey Research I (Item Design and Construction, Content Validation)
F Sep 24	Fee payment deadline for Fall Term full and half courses.
T Sep 28	Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data)
R Sep 30	No Classes - National Truth and Reconciliation Day

T Oct 5	Survey Research II (Administering and Scoring Surveys, Visually Inspecting Data)
R Oct 7	Experimental Design
M Oct 11	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 12	Experimental Design
R Oct 14	Experimental Design
T Oct 19	Policy Capturing and Other Designs
R Oct 21	Qualitative I - Interviews and Focus Groups
T Oct 26	Qualitative I - Interviews and Focus Groups
R Oct 28	Qualitative II - Verbal Protocol Analysis
T Nov 2	Qualitative II - Verbal Protocol Analysis
R Nov 4	Cross-Cultural Methodological Issues
Nov 7-13	Term Break No Classes
W Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 16	Cross-Cultural Methodological Issues
R Nov 18	Research with groups
T Nov 23	Communicating Findings
R Nov 25	Communicating Findings
T Nov 30	Communicating Findings Presentations
R Dec 2	Communicating Findings Presentations
T Dec 7	Analyzing Data
R Dec 9	Analyzing Data <i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses</i>
Dec 13-22	Fall Final Exam Period

Course Credits for Research Participation

Extra Research Participation Course Credit is Not Offered for this Course. This is because RPS credit is not allowable for 400 and 500 level courses.

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. 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>.

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).**

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

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

Academic Accommodations

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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, September 16, 2021**. Last day add/swap a course is **Friday, September 17, 2021**. The last day to withdraw from this course is **Thursday, December 9, 2021**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>