

# PSYC\*4540 (Section 03), Course Outline: Winter 2024

## General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered using the Face-to-Face format. The course has set day, time, and location of class.

### **Course Title: Practical Applications of Psychology**

**Course Description:** This is a capstone course for students in Psychology's BA and BSC Honours major programs. The course adopts a problem-based learning approach in which students will be presented with problems resembling those that they will face in their professional and personal lives. Students will apply their psychological knowledge and skills to analyze the problem, consider solutions, and communicate recommendations to hypothetical stakeholders.

**Credit Weight:** 1.0

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

**Semester Offering:** Winter 2024

**Class Schedule and Location:** Tuesdays, 8:30 a.m. to 11:20 a.m. at MCKN 228

## Instructor Information

Instructor Name: Jonathan Jones dos Santos Pereira

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

Office location and office hours: MacKinnon Building Extension (MACK) 4022 (newer part of MACK, with 4-digit rooms), by appointment only

## GTA Information

GTA Name: TBA

GTA Email: TBA

GTA office location and office hours: By appointment only

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## 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 risks	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 modern society, its limitations and developments	Readings, Seminar Discussions, Issue Paper, Project
Communication	Oral Communication	Includes interpersonal skills, oral speaking, and active listening as they apply to psychology	Seminar Discussions, Project Presentation
Communication	Written Communication	The ability to express one's ideas and summarize theory and research in written form	Issue Paper, Project Proposal, Report, and Summary

Communication	Reading Comprehension	The understanding of theoretical and empirical literature in psychology	Readings, Issue Paper, Project
Communication	Integrative Communication	A mental process that integrates existing psychological knowledge to develop and communicate new knowledge	Seminar Discussions, Issue Paper, Project
Professional & Ethical Behaviour	Teamwork	Working together in a respectful and collaborative manner to complete tasks	Seminar Discussions, Project
Professional & Ethical Behaviour	Ethical Reasoning	Includes learning to make judgments about whether research has been conducted and used in an ethical manner, as well as exploring how psychological research can be used as a guide for making moral judgments about the behavior of others	Readings and Seminar Discussions
Professional & Ethical Behaviour	Personal Organization / Time Management	An ability to manage several tasks at once and prioritize	Readings, Issue Paper, Project

**Lecture Content:**

#	Date	Seminar Issue	Activity/Assignment
1	Jan. 9	Introduction to the Course & Refresher on Key Concepts	-
2	Jan. 16	Developments in Research Methods	Seminar 1 Project Session 1: Topics brainstormed
3	Jan. 23	Behavioural-Science Applications to Social Challenges	Seminar 2 Project Session 2: Project teams formed
4	Jan. 30	Consumption	Seminar 3 Project Session 3
5	Feb. 6	Citizenship	Seminar 4 Project Session 4
<b>6</b>	<b>Feb. 9</b>	<b>Issue Paper due</b>	
7	Feb. 13	Information-Sharing & Beliefs	Seminar 5 Project Session 5: Project proposal to instructor
<b>8</b>	<b>Feb. 20</b>	<b>NO CLASSES SCHEDULED (WINTER BREAK)</b>	
9	Feb. 27	Crime & Radicalization	Seminar 6 Project Session 6
10	Mar. 5	Health	Seminar 7 Project Session 7
11	Mar. 12	Disaster & Preparedness	Seminar 8 Project Session 8
12	Mar. 19	Personnel Selection & Discrimination	Seminar 9 Project Session 9
<b>13</b>	<b>Mar. 22</b>	<b>Project Report due</b>	
14	Mar. 26	-	Project Presentations (in class)
15	Apr. 2	-	Project Presentations (in class)
<b>16</b>	<b>Apr. 5</b>	<b>Project Executive Summary due</b>	

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Discussant	Varied, from January 9 to March 19	20%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour
Issue Paper	February 9	20%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour
Project Report	March 22	30%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour
Project Presentation	March 26 and April 2	10%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour
Project Individual Contribution	March 26 and April 2	5%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour
Project Executive Summary	April 5	15%	Critical & Creative Thinking; Literacy; Global Understanding; Communication; Professional & Ethical Behaviour

### Additional Notes:

#### 1. Seminar Discussant (20%)

In seminars, small groups of students engage in discussions on assigned readings related to applied psychology. New groups are formed randomly each week, with a maximum of five discussants in each. At the seminar's conclusion, peer evaluations using an instructor-provided rubric will be conducted within each group. Your discussant grade for the seminar will be determined by the average ratings from your group members. To calculate your discussant grade for the semester, the lowest grade will be dropped, considering only your best 8 out of 9 seminars. To maintain peer evaluator anonymity, discussant grades will not be disclosed weekly. Instead, your updated average will be provided periodically: after Seminar 3, Seminar 6, and Seminar 9. During seminar discussions, it is crucial that evaluations accurately reflect contributions and encourage constructive criticism. Preparation for each seminar requires a minimum of: (1) reading the Context document atop the reading list to understand the issue, (2) reading all assigned materials, (3) thoughtful reflection on the readings, and (4) readiness to engage in group discussions. Although not directly evaluated, preparation may involve

notetaking and developing talking points. Additional research may be warranted, particularly if the topic aligns with your interests or if you plan to base your Issue Paper on it.

## **2. Issue Paper (20%)**

Choose a seminar topic that interests you for the Issue Paper. The Issue Paper provides an opportunity to explore the psychological aspects more deeply than covered in readings and discussions. Refer to the detailed guidance in the Issue Paper Instructions & Rubric document on CourseLink. Submit your paper in PDF format to the CourseLink Dropbox by the specified deadline (see schedule above). Late submissions will incur a 5% daily penalty. Papers will undergo plagiarism assessment using Turnitin.

## **3. Project Report (30%), Presentation (10%), Individual Contribution (5%), and Executive Summary (15%)**

The Project provides a chance for a small team of 5 to 6 students with shared interests to explore applications of psychology in practical domains such as consumption, the environment, citizenship, online behaviour, criminal justice, health, preparedness, personnel selection, and discrimination, among many other societal challenges.

An ideal project should meet two criteria: (1) it should be grounded in research evidence that can inform professionals, and (2) has potential for practical application.

During our initial two meetings, we will brainstorm potential project topics. Students should come prepared to suggest ideas that meet the mentioned criteria. In the third meeting, we will narrow down the list by eliminating less popular topics, aiming to form teams of 5 or 6 students with shared interests. These teams will then collaborate to decide on a specific application to pursue.

Teams will work on their projects during the second half of our class meetings until March 19, with the instructor available for guidance. By mid-February, teams should submit a written proposal outlining their project plans, including each team member's contributions and completion timelines. A casual presentation of the proposal on February 13 is not graded but serves to align expectations.

The Project Report is due on March 22, submitted as an email attachment from one team member to the instructor ([dossantj@uoguelph.ca](mailto:dossantj@uoguelph.ca)), with other members copied. The Project Presentation to the class will take place on March 26 or April 2, providing an opportunity to share progress and enhance communication skills. All team members receive the same grade for the report and presentation, and individual contributions are assessed by teammates and the instructor.

The Project Executive Summary, an individual assignment, is based on the team's report. It is a concise summary tailored for a non-expert audience. Detailed instructions for the summary, due on April 5, can be found on CourseLink and should be submitted in PDF format. Late submissions incur a 5% penalty per day.

[Examination Regulations](#)

## **Course Resources**

### **Required Texts:**

All articles listed in the reading schedule can be found in the library. Whenever possible, copies will be uploaded to CourseLink for your convenience.

### **Other Resources:**

Please visit the CourseLink site regularly to obtain important information and materials for this course (e.g., updates, readings, grades).

## **Course Policies**

### **Attendance Policy**

Attendance is mandatory, and one absence is permitted without a documented excuse or makeup work. If you miss one seminar, your grade will be based on the eight discussions you attended. Attending all nine seminars ensures your grade is determined by your best eight. For a second absence, documentation (medical, psychological, or compassionate) is required. If legitimate, you must demonstrate engagement with the readings to receive a grade based on the seven discussions attended. Without a valid reason, a Seminar Discussant grade of zero is assigned. A third absence, for any reason, results in a course withdrawal request. Team members, crucial for the second-half project work, are affected by absences, impacting Individual Contribution grades.

### **Grading Policies**

For the Issue Paper and the Project Executive Summary, late submissions will be penalized 5% per day unless excused.

### **[Undergraduate Grading Procedures](#)**

### **Course Policy on Group Work:**

Adherence to attendance policies, meeting deadlines, and fair peer and team assessments are overarching responsibilities for all students in the course.

### **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**

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **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](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).



## **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](#)

## **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March 25<sup>th</sup> – April 8<sup>th</sup>. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is Monday April 8, 2024. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[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.