

PSYC*4540-01, Course Outline: Winter 2024

Course Title: Practical Applications of Psychology

Course Description: *This is a capstone course for students in the BA Psychology program. As the title suggests, the course is intended as an opportunity for students to apply what they have learned in psychology to practical problems they may encounter in their professional and personal lives after graduation. The coursework, both inside and outside of our weekly meetings, is split between two major activities. The first is a weekly seminar discussion based on assigned readings, and the second is a major project done by a small team of students with common interests. The seminars will take place in the first half of each weekly meeting, followed by an opportunity for teams to work on their projects and consult with the instructor.*

Credit Weight: 1.0

Academic Department (or campus): Psychology

Semester Offering: W24

Class Schedule and Location: Tuesdays 2:30-5:20 in MCKN 227

Instructor Information

Instructor Name: Dan Meegan

Instructor Email: dmeegan@uoguelph.ca

Office location and office hours: MCKN EXT 3018. Tuesdays 11:30-1:00

Course Content

Specific Learning Outcomes:

Learning Outcome	Facet	Definition	Mechanism of learning and assessment
Critical & Creative Thinking	Depth & Breadth of Understanding	Demonstrates knowledge of key concepts in psychology , and integrates that knowledge across disciplinary and sub-disciplinary boundaries	Readings, Seminar Discussions, Issue Paper, Project

Critical & Creative Thinking	Inquiry & Analysis	A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments	Readings, Seminar Discussions, Issue Paper, Project
Critical & Creative Thinking	Problem Solving	A process in which one works through a series of operations to come to a conclusion	Project
Critical & Creative Thinking	Creativity	Involves the ability to adapt to situations of change, to initiate change and to take intellectual risk	Seminar Discussions, Project Executive Summary
Literacy	Information Literacy	The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats	Issue Paper, Project
Global Understanding	Sense of Historical Development	Understanding of psychology in a modern society; its limitations and developments	Readings, Seminar Discussions, Issue Paper, Project
Communication	Oral Communication	Includes interpersonal skills, oral speaking and active listening as they apply to psychology	Seminar Discussions, Project Presentation
Communication	Written Communication	The ability to express one's ideas and summarize theory and research in written form	Issue Paper, Project proposal, report and summary
Communication	Reading Comprehension	The understanding of theoretical and empirical literature in psychology	Readings, Issue Paper, Project

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

Seminars:

Seminars involve small groups of students discussing assigned readings on an issue related to applied psychology. New groups will be created randomly every week, each with a maximum of five discussants. At the end of each seminar, you will complete peer-evaluations of the other discussants in your group, using a rubric provided by the instructor. An average of your group members' ratings for you will determine your discussant grade for that seminar. At the end of the semester, your lowest grade will be dropped when tallying your discussant grade (i.e., only your best 8 of 9 seminars will count).

It is important to protect the anonymity of peer-evaluators. For this reason, discussant grades will not be released on a weekly basis. Instead, your up-to-date average will be released every few weeks: after Seminar 3, after Seminar 6, and after Seminar 9.

Peer evaluation runs the risk of collusion among students, and also requires that all students are willing and able to be critical of their peers. If high ratings are being given for mediocre contributions to mediocre discussions, then we have a problem. The instructor thus reserves the right to change, at any time, the way in which discussants are evaluated.

Preparation for each seminar, at a minimum, consists of: (1) reading the Context document at the top of the reading list, which introduces the issue and places it in context, (2) reading all of the assigned readings, (3) thinking about what you have read, and (4) preparing to discuss the issue with your group. Such preparation probably means taking notes and preparing talking points, although this written contribution will not be evaluated (at least not directly). Preparation might also include the search for additional materials of relevance to the issue, especially if it is an issue about which you are passionate, and/or you plan to write your Issue Paper about it.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Discussant	weekly	20	See table above
Issue Paper	Feb 15	20	See table above
Project Report	Mar 22	35	See table above
Project Presentation	Mar 26	10	See table above
Project Contribution	Apr 9	5	See table above
Personal Reflection	Apr 9	10	See table above

Course Policies

Grading Policies

[Undergraduate Grading Procedures](#)

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 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 25th – April 8th. 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.