

Syllabus
PSY 339 – Personnel Psychology – Spring 2017

Basic Information

Instructor:	James Beck, Ph.D.
Office:	PAS 4028
Phone:	519-888-4567 x33945
E-mail:	James.Beck@uwaterloo.ca
Office hours:	Thursday 9:00 – 10:00, or by appointment
Class meets:	T/Th 1:00 – 2:20 PM
Location:	HH 1101
Textbook:	Levy, P. E. <i>Industrial Organizational Psychology: Understanding the Workplace (4th ed.)</i>
Teaching assistants:	Rochelle Evans (r3evans@uwaterloo.ca); Vincent Phan (Vincent.phan@uwaterloo.ca)

Course Objectives

This course provides an overview of the major topics, theories, and empirical findings in the field of personnel psychology. By the end of this course you should have a strong working knowledge of a variety of topics that are critical to organizational functioning. Broadly, in this course you will learn (1) how job performance is typically defined, measured and evaluated, (2) how to scientifically select employees to reach a range of organizational goals such as performance and diversity, and (3) how to train employees using state of the art learning and development techniques.

Grading

<i>Midterm 1:</i>	20 points
<i>Midterm 2:</i>	20 points
<i>Midterm 3:</i>	20 points
<i>Assignment:</i>	40 points
<i>Total:</i>	100 points

Extra credit: 4 points

Assignments**Midterms**

There will be three midterm exams. Each exam will be comprised of multiple choice items. Each midterm test will be administered during regular a class period. Although the tests are primarily non-cumulative, the material presented later in the course builds on material presented earlier, meaning you will be responsible for all material that has been covered previously.

Project

There is one written assignment due at the end of the term. You will receive a separate document describing the assignment in detail.

Schedule

Wk 1	Tues	May 2, 2017	Course introduction	
	Thurs	May 4, 2017	Logic of PPsych; history of PPsych	1
Wk 2	Tues	May 9, 2017	Variance / correlation	2
	Thurs	May 11, 2017	Constructs vs. methods / measurement	2
Wk 3	Tues	May 16, 2017	Reliability / validity	2
	Thurs	May 18, 2017	Review/slack day	2
Wk 4	Tues	May 23, 2017	<i>No class – Victoria Day adjustment</i>	
	Thurs	May 25, 2017	Midterm 1	
Wk 5	Tues	May 30, 2017	Job performance / criteria	4
	Thurs	June 1, 2017	Job analysis	3
Wk 6	Tues	June 6, 2017	Performance appraisal	5
	Thurs	June 8, 2017	Intro to selection; selection ratio	6, 7
Wk 7	Tues	June 13, 2017	Validity applied to selection	2, 7
	Thurs	June 15, 2017	Utility analysis	7
Wk 8	Tues	June 20, 2017	Review/slack day	
	Thurs	June 22, 2017	Midterm 2	
Wk 9	Tues	June 27, 2017	Individual differences	6
	Thurs	June 29, 2017	Selection methods	6
Wk 10	Tues	July 4, 2017	Selection decision making	7
	Thurs	July 6, 2017	Legal and ethical issues in selection	7
Wk 11	Tues	July 11, 2017	Training needs assessment	8
	Thurs	July 13, 2017	Training design	8
Wk 12	Tues	July 18, 2017	Training evaluation / assignment due	
	Thurs	July 20, 2017	Review/slack day	
Wk 13	Tues	July 25, 2017	Midterm 3	

Late work and missed exams:**Missed Exams**

- Make-up exams can be granted if:
 - Documentation of illness or other circumstances leading to missing the exam (e.g., bereavement) is provided
 - One of the TAs is contacted **within 48 hours** of the exam. Whenever possible, contact should be made **before the exam**.
 - Make up exams need to be scheduled by contacting one of the TAs.

Late assignments

- Assignments will be marked down **10% per day** beginning at 12:00 AM on the day after the assignment is due.
- Late assignments will only be accepted **up to three days** following the due date (July 21st at 11:59 PM). Assignments handed in after July 21 at 11:59 PM will not be accepted (i.e., will receive 0%).
- In some **very rare** circumstances assignments may be handed in late without penalty, provided:
 - A **written** request that the assignment be accepted late, including an explanation of the reason that the assignment is late, is submitted to the instructor.
 - The instructor will decide how such case should be handled on a case-by-case basis.

The following statements and links should be included verbatim on all Psychology course outlines.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

If you are using Turnitin® in your course

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. See [guidelines for instructors](#) for more information.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.