Department of Psychology
Psych 399
Rsearch in Industrial & Oranizational Psychology
Mondays and Wednesdays 10:30 – 12:20, PAS4032

Instructor and T.A. Information

Instructor: Dr. PAUL WEHR
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Course Description

Psychology 399 further develops students ability to consume, evaluate, discuss, and conduct empirical research in the discipline of psychology by focusing on methods, designs, and issues most commonly encountered in the subarea of Industrial / Organizational (I/O) psychology. This course is also intended to help students develop and refine various skills transferable to other career paths.

Course Goals and Learning Outcomes

Upon completion of this course, students should:

   A. Gain an enhanced appreciation for the role of research methods in science.

   B. Possess a comprehensive understanding of research methods applicable to the study of I/O psychology.

   C. Possess a heightened ability to read and critically evaluate research articles.

   D. Plan, design, and conduct basic research designs in psychology.

   E. Communicate their thoughts about research at an advanced level.

   F. Work effectively in a research group.

Background Reading

Your Psychology 291 textbook (or any textbook of research methods for the social sciences). Also, you will need to use APA formatting in this course that adheres to the *Publication Manual of the American Psychological Association* (6th ed.). Posted on LEARN is a useful reference to basics of APA formatting from the library at University of British Columbia.

Course Assessment

The central elements of this course include weekly seminars structured around a series of prescribed readings, and a group research project. The assigned readings for each week are organized around a particular methodology or issue, which students will explore through intensive discussion in the classroom. The group project will provide students the opportunity to apply what they have learned by designing and conducting their very own research investigation. In both cases, regular, meaningful participation and groupwork is required for success.

Assessment	Date	Weight
Discussion Participant		15%
Discussion Leader		10%
Test 1	October 20	15%
Test 2	November 17	15%
Project Report	November 29	20%
Project Materials Project	November 29	05%
Presentation	November 22 or 24	10%
Poster	December 01	10%
Total		100%

Seminar Discussions

Seminars will take place on class dates with assigned readings. On these dates, the instructor will begin with a brief review (~20 min) of basic concepts related to that week's topic. The review will be followed by a lively and engaging student-led group discussion that should focus on cultivating a deeper understanding of the assigned reading. For each seminar, a different group of students will act as discussion LEADERS while the rest of the class will contribute as discussion PARTICIPANTS. All students should take an active role in the discussion each and every week.

DISCUSSION PARTICIPANTS: Seminar courses are meant to enhance student learning through discussion of ideas. As such, it is critical that each student participate regularly in the conversation. In order to prepare for each session, students should:

- READ the assigned article(s) carefully and summarize in writing the major ideas, issues, and conclusions.

- REFLECT on the issues raised in the assigned reading(s), and on their implications for both future research and potential application in the workplace.

- PREPARE a few specific and insightful questions, observations, criticisms, endorsements, etc.

Students who read, reflect, and prepare for each session should have plenty to share with the class during each session. There are a total of 11 seminar class dates; each student will LEAD once and PARTICIPATE ten times. Thus, each class is worth 1.5% (or 15% total). Student participation will be assessed three ways:

- CONTRIBUTIONS to the DISCUSSION (1%): Engaging in discussion is worth 1% each class; this includes both small and large discussion groups. After each session, either the instructor or the TA will evaluate each student on their contributions using the following rubric:

Absent	Present but no Contribution	Limited Contribution	Satisfactory Contribution	Meaningful Contribution
0	.25	.50	.75	1.00

- PREPARED DISCUSSION QUESTION (.25%): Each student will prepare and submit one meaningful discussion question prior to each seminar class. The question must be submitted to the appropriate discussion forum on LEARN by 8am in order to earn .25%. Questions posted after the deadline will not be given credit, so it's recommended to have your posting completed the night before.

- PEER EVALUATION (.25%): Each student will be responsible for evaluating the discussion leaders in the form of structured peer feedback.

DISCUSSION LEADERS: In groups of two or three, students will work together to be discussion leaders once during the term – topics to be assigned on the first day. You should meet with your group outside of class time to coordinate your content. Your written thoughts generated from READ, REFLECT, and PREPARE are a good base on which to build. This is not a presentation, although you might choose to present some information as part of your seminar. Instead, your goal is to generate discussion based on the assumption that everyone has READ, REFLECTED, and PREPARED for the seminar. Achieving success as a leader means stimulating the contributions of the other participants, not dominating the conversation yourself.

You should plan to lead the conversation for about one hour. There are many ways to accomplish this and you are free to be creative in your efforts. You should first create a lesson plan (examples available on LEARN) and then schedule an appointment with the instructor to refine your ideas. In developing your lesson plan, you should think carefully about what your learning outcomes are, and create activities and content tailored to achieve these outcomes. You should meet with the instructor at least two days before your seminar in order to implement feedback. Students will be assessed as discussion leaders by their peers; an example of the rubric is available on LEARN.

Tests

Tests will be composed of two parts and be based on assigned research articles. Each test will have an in-class component and a take-home component. The in-class component will consist of 10 multiple-choice questions based on the assigned readings up to that point in the course. Questions will be answered both individually and in groups using Instant Feedback Assessment Cards. If the multiple-choice component is missed for a legitimate reason (e.g., hospitalization or kidnapping), contact the instructor as soon as possible and provide appropriate documentation to verify the absence (i.e., Verification of Illness Form or Ransom Note).

The take-home component for Test 1 will be a short-answer question based on an assigned article. The take-home component for Test 2 will be a lesson plan for two discussion activities based on another assigned article. Articles will be distributed two weeks before the test and must be submitted by drop-box on or before the date of the test. Students are encouraged to discuss the assigned articles and share their thoughts with each other when developing responses, but each student must submit their own work.

Projects

Students working in teams of 2 or 3 will design, conduct, and report the results of their own psychological investigation of a topic relevant to I/O psychology. Five workshops throughout the semester will help students complete various aspects of their research project. It is critical that students attend all of these sessions, but workshops 1 through 3 are particularly important because they consist of the group work required to develop the project, and the session during which data will be collected; missing any of these workshops will prevent you from contributing to your group's project in a meaningful way. Consequently, missing any of these sessions will result in a 20% deduction (5 out of 25 marks) for EACH missed workshop. If you are unable to

attend one of these workshops for a legitimate reason (e.g., severe illness or incarceration), then contact the instructor as early as possible and provide appropriate documentation to avoid the 20% deduction. However, even if excused, you remain responsible for coordinating with your group members to make up for lost time.

PROJECT REPORTS (20%): The most important step in the scientific endeavour is to communicate one's findings to other scientists in a peer reviewed research journal. This not only allows others to learn about what you did and what you found, but to critically evaluate your research before it is published. Consequently, students will submit an eight-page scientific report in APA format, which will document and discuss their learning experience. Although students will work in groups and share data, and are encouraged to consult with one another and to proof read each other's work, each student will submit his or her own original report. Reports should be uploaded to the appropriate drop-box by the beginning of class on November 29th.

PROJECT MATERIALS (5%): This component should be submitted with your individual reports at the beginning of class on November 29th. Each group will submit ONE collection of all experimental materials used. One clean (unused) copy of each material used in the project should be placed in a report cover. In this package you would include things like a consent form, debriefing form, demographics questionnaire, examples of stimuli, and any other materials used. In addition, include a title page in APA format identifying the group name and all of its members, and ALL COPIES OF ALL DATA collected.

PROJECT PRESENTATION: Each group will give a 15 minute presentation (plus 5 to 10 minutes for questions) on either November 22nd or 24th. You should use PowerPoint or another presentation software and all members of the group must speak. Your presentation should review theoretical background, identify the research question, explain the methods utilized, report the results of your study, and discuss weaknesses and limitations of the project. Presentations will be assessed by your peers, who will rate your effort out of 10 using a rubric provided by the instructor. Your grade will reflect the average of the peer assessments.

PSYCH398 RESEARCH FAIR: Each group will also create a poster presentation of their research investigation that is worth 10% of your final grade. Posters will be presented together in conjunction with other sections of PSYCH39x on Thursday December 1st between 2pm and 4pm. Your team will prepare a poster that summarizes your project's hypothesis, method, results, and conclusions. This kind of presentation is common at professional scientific conferences. During the poster session you will be asked to evaluate four of your peers' presentations from another section, and four students from the other section will evaluate your poster. The average of these ratings will provide a grade out of 5. A teaching assistant from the other section will also evaluate your poster out of 5. Both these grades combined will produce a score out of 10. More details about how to prepare for the poster session, and how to evaluate peer projects will be provided later in the term. THIS IS A MANDATORY COURSE EVENT. FAILURE TO PARTICIPATE WILL EARN A GRADE OF 0 ON THE POSTER PRESENTATION, SO MARK YOUR CALENDAR IMMEDIATELY.

Withdrawal Dates
Withdrawal deadline and receive no penalty: September 28th, 2016
Withdrawal deadline to receive "WD" on transcript: November 18th, 2016
Withdrawal deadline to receive "WF" on transcript: December 7th, 2016

Concerns About the Course or Instructor (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 (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes' contact information is as follows: Email: mafernan@uwaterloo.ca, Phone: 519-888-4567, x32142. 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. See Policy 70 and 71 below for further details.

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.

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.

https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71

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 Polic 70 – Student Petitions and Grievances, Section 4.

https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 – Student Appeals.

https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72

Other sources of information for students

Academic Integrity (Arts): https://uwaterloo.ca/arts/ethical-behavior

Academic Integrity Office (uWaterloo): https://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

The AccessAbility Services office, located on the first floor of the Needles Hall extension, 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.

https://uwaterloo.ca/disability-services/

Counselling & Psychological Services

The Counselling & Psychological Services office at the University of Waterloo, located on the second floor of the Needles Hall extension, offers a variety of resources for those struggling with the challenges of university life, including coping skills seminars and workshops, peer support, group therapy, and clinical referalls. Their home page is:

https://uwaterloo.ca/counselling-services/

Student Success Office

The Student Success Office at the University of Waterloo, located on the second floor of South Campus Hall, offers tutoring, workshops, success coaching, and a variety of other resources for students looking for guidance to be successful in university. Their home page is:

https://uwaterloo.ca/student-success/

Writing Centre

The Writing Centre, located on the second floor of South Campus Hall, works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizaing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at either the Dana Porter or Davis Centre libraries for quick questions or feedback. Group appointments for team-based projects, presentations, and papers are also available. To book a 50-minute appointment and to see drop-in housrs, visit:

https://uwaterloo.ca/writing-centre/

Term Schedule

Week	Date	Topics
1	Sep 08	**Course Overview** Icebreaker & Course Syllabus. Group assignment and scheduling.
2	Sep 13	**Research Issues & How to Ask Meaningful Questions.** Hardy, B., & Ford, L. R. (2014). It's not me, it's you: Miscomprehension in Surveys. *Organizational Research Methods, 17*, 138 – 162.
	Sep 15	**Workshop 1**: Scientific Process & Brainstorming a Topic.
3	Sep 20	**Generating Research Ideas.** **Library Orientation**: Conducting Literature Searches (PAS1237).
	Sep 22	Open Science Collaboration (2015). Estimating the reproducibility of psychological science. *Science, 349*, aac4716-1 – aac4716-8. Stroebe, W. (2016). Are most published social psychological findings false? *Journal of Experimental Social Psychology, 66*, 134 – 144.

4		**Psychological Measurement:**
	Sep 27	Arthur Jr., W., & Villado, A. J. (2008). The importance of distinguishing between constructs and methods when comparing predictors in personnel selection research and practice. *Journal of Applied Psychology, 93*, 435 – 442.
	Sep 29	Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008). The development and validation of the Workplace Ostracism Scale. *Journal of Applied Psychology, 93,* 1348-1366.
5		**Meta-Analysis & Research Project Proposals**
	Oct 04	Joseph, D. L., Dhanani, L. Y., Shen, W., McHugh, B. C., & McCord, M. A. (2015). Is a happy leader a good leader? A meta-analytic investigation of leader trait affect and leadership. *The Leadership Quarterly, 26*, 558-577.
	Oct 06	**Workshop 2**: Project Proposals
6		**Mediation in Survey Design**
	Oct 11	READING BREAK (no class)
	Oct 13	Witt, L. A., Burke, L. A., Barrick, M. R., & Mount, M. K., (2002). The interactive effects of conscientiousness and agreeableness on job performance. *Journal of Applied Psychology, 87*, 164 – 169.
7		**Moderation in Survey Design**
	Oct 18	Colquitt, J. A., LePine, J. A., Piccolo, R. F., Zapata, C. P., & Rich, B. L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology, 97,* 1 - 15.
	Oct 20	Test 1
8		**Data Collection and Analysis**
	Oct 25	**Workshop 3**: Data Collection in ML 212/216/311/315
	Oct 27	**Workshop 4**: Data Analysis in PAS1237
9		**Experimental Design and Mediation**
	Nov 01	Howell, J. M., & Frost, P. J. (1989). A laboratory study of charismatic leadership. *Organizational Behavioir and Human Decision Processes, 43*, 243 – 269.
	Nov 03	Thau, S., Derfler-Rozin, R., Pitesa, M., Mitchell, M. S., & Pillutla, M. M. (2015). Unethical for the sake of the group: Risk of social exclusion and pro-group unethical behavior. *Journal of Applied Psychology, 100,* 98-113.
10		**Moderation in Experimental Designs**
	Nov 08	Kray, L. J., Kennedy, J. A., & Van Zant, A. B. (2014). Not competent enough to know the difference? Gender stereotypes about women's ease of being misled predict negotiator deception. *Organizational Behavior and Human Decision Processes, 125,* 61 – 72.
	Nov 10	**Workshop 5**: Scientific Writing and APA Formatting

11		**Contemporary Topics**
	Nov 15	Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., & Pulakos, E. D. (2016). Getting rid of performance ratings: Genius or folly? A debate. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 9,* 219 – 252.
	Nov 17	Test 2
12		**Presentations**
	Nov 22	Group Presentations
	Nov 24	Group Presentations
13		**Course Wrap-up**
	Nov 29	Final Reflections & Course Evaluations.
	Dec 01	PSYCH39X Research Fair, 2pm – 4pm (EV1 Atrium).