

PSY299-04: Research Seminar on Unemployment

Dr. Jason Dahling

Mondays & Thursdays, 2:00-3:20, SSB 102

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Course Catalog Description & Addenda:

(Prerequisite: PSY203). Psychology Core Course. Students will apply scientific methods to psychological problems in their area of specialization. Students will develop research questions, design (qualitative and quantitative) research methodologies, collect and analyze data, and write research reports in American Psychological Association format.

- This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned to work in groups outside of class time on one or more learning projects.
- This is a speaking intensive course. Students lead and participate in class discussions on readings from the professional literature throughout the semester. In addition, students make an oral presentation to a larger audience near the end of the semester.
- You are responsible for understanding the [Psychology Department Retention Standards](#) and making an informed decision about your involvement in this course. Students who voluntarily withdraw from this course twice, or who fail to earn at least a "C-" twice, will be dismissed from the Psychology major.

Learning Objectives:

This course satisfies departmental learning objectives #1 (*written communication*), 2 (*oral communication*), 3 (*scientific and quantitative reasoning*), 4, (*technical competence*), 5 (*critical analysis and reasoning*), 6 (*information literacy*), 10 (*ethical reasoning and compassion*), 12 (*psychological knowledge*), and 13 (*applying psychology*). Put in plain language, I want you to:

- Own all stages of a research project from conceptualization through reporting results.
- Reinforce and extend your knowledge of statistics learned in PSY203.
- Deepen your skill at performing literature reviews and interpreting empirical articles, with a particular focus on thinking about designs and analysis strategies.
- Improve your writing skills by developing successive drafts of a major, APA-style empirical paper with my feedback.
- Understand how differences in research methodologies can contribute to empirical controversies.
- Gain deep knowledge of a particular topic area (i.e., religion) with relevance to many branches of psychology

Course Materials:

There is no required textbook for this course. However, I strongly recommend that you retain and use your methods and statistics books from PSY121 and PSY203 to help you execute your projects. All assigned readings are posted on Canvas for download. It is your responsibility to have these articles accessible for discussion in class (print or electronic).

Graded Course Requirements:

1. **Quizzes:** You will have two quizzes. Quiz 1 is a take home, open-book exam designed to reinforce our initial coverage of topical content on religion at work. Quiz 2 is a traditional, closed book, in-class assessment that covers the subsequent content on theory, methods, multivariate relationships, and writing.
2. **Homework assignments:** Four homework assignments are due over the course of the semester. Homework assignments are designed to contribute to your project and to reinforce statistical concepts that you will need for your analyses. Each will be explained with a separate handout.
3. **Experimental materials:** Your group is responsible for designing and assembling the measures and materials that you need to conduct your experiment. Developing these materials, selecting measures, writing a protocol for the experiment, and building everything on Qualtrics are necessary prerequisites for running your study.
4. **APA-style research report installments:** The culminating project of this course is a research report of at least 20 pages of text based on the study that you conduct over the semester. Throughout the semester, you will hand in 3 drafts of sections of the paper before submitting the final, APA-style paper during exam week. **Important note:** While you will run your study together with the members of your research group, you must write the paper on your own.
5. **Presentation:** At the end of the semester you will make a formal presentation of your research project with your group at the Celebration of Student Achievement. You will be evaluated on the draft of your poster presentation, which you will make in class, as well as the presentation of the final poster.
6. **Collaboration:** Collaboration is an important part of psychological research. Throughout the semester, you will work together with a research group of to design and carry out your study. Your peers will evaluate your performance on three occasions throughout the semester. Evaluations will be based on whether you attended scheduled meetings, were punctual and responded to emails and other communication in a timely fashion, and whether you contributed equally to the group in all stages of the process.

In addition to these graded course requirements, there are several additional assignments reported on Canvas that are evaluated in a complete/incomplete capacity. These are prerequisites for executing your study, such as completing research ethics training, responding to a project interest survey, and developing your poster for the Celebration of Student Achievement. Because failure to complete these items prohibits you from even attempting graded assignments, they are essential to passing the course despite not contributing directly to your grade.

Grading Criteria:

| Assignment | Points |
|---|------------|
| Take-Home Quiz 1 | 10 |
| In-Class Quiz 2 | 30 |
| HW 1 (Article analysis) | 5 |
| HW 2 (Annotated bibliography) | 10 |
| HW 3 (Stats review lab) | 15 |
| HW 4 (New stats lab) | 15 |
| Experimental materials | 10 |
| Project installment #1 (Outline Introduction) | 30 |
| Project installment #2 (Introduction + Methods) | 90 |
| Project installment #3 (Revise Intro + Methods, add Results + Discussion) | 80 |
| Project installment #4 (Final paper, inclusive of all revisions) | 70 |
| Presentation | 20 |
| Collaboration | 15 |
| TOTAL: | 400 |

The following grading system will be used to assign letter grades:

| EARNED PERCENTAGE TOTAL | COURSE GRADE | EARNED PERCENTAGE TOTAL | COURSE GRADE |
|-------------------------|--------------|-------------------------|--------------|
| 93-100% | A | 73-76% | C |
| 90-92% | A- | 70-72% | C- |
| 87-89% | B+ | 67-69% | D+ |
| 83-86% | B | 60-66% | D |
| 80-82% | B- | <60% | F |
| 77-79% | C+ | | |

Course Policies**Academic Integrity Policy:**

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy. It is your responsibility to familiarize yourself with this policy, which is available in full at the link below. Under this policy, I am obligated to file any academic integrity violations for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

Assignment Policies:

- **Assigned Reading:** Any required readings will be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities. Unannounced quizzes may be introduced if students routinely fail to complete the assigned reading.
- **Assignment Submission:** All assignments must be submitted to Canvas for a timestamp and plagiarism scan unless otherwise indicated; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file to Canvas before the assignment deadline, that your uploaded file has a valid .doc or .docx extension, and that your uploaded file can be opened. Incorrect or invalid submissions accrue a late penalty as noted below.
- **In-class assessments:** During in-class assessments, you are not permitted to have any electronic devices turned on and visible. This includes computers, tablets, cell phones, wearable technology, and anything else with an on/off switch. Earbuds or headsets are not permitted. I also expect that you will remain in the classroom until the assessment is completed unless medical accommodations have been made through Disability Support Services. Make-up assessments are only provided in extreme extenuating circumstances, defined at my discretion, and will differ in format and content from the exam administered to the rest of the class.
- **Late Penalties:** Canvas reports the dates and times that items are due. Late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade.

Attendance Policy:

Attendance is expected in accordance with College attendance policy, as explained in full here:

<http://policies.tcnj.edu/policies/digest.php?docId=8162>

Communication Policy:

All communication about the course will be sent to your TCNJ email. You are expected to regularly check this account. All communication to me should be emailed to dahling@tcnj.edu; *please do not message me through Canvas.*

Disability Policy:

Any student who has a documented disability and is in need of academic accommodations should notify me *during the first week of classes* and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. See here for more information:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

PIPER Policy:

All students enrolled in PSY299 must complete 8 PIPER credits by participating in psychology research studies or completing an alternative assignment. The complete list of responsibilities for research

participants and researchers is posted on the PIPER website (<http://piper.pages.tcnj.edu>). Failure to complete this requirement will result in a one-half letter grade deduction from your final course grade (e.g., a B+ would be reduced to a B). In order to receive PIPER credits, you must participate in studies and apply your credits to this course on or before the last day of classes. Contact piper@tcnj.edu with any technical difficulties you encounter.

Student Conduct Policy:

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thompsok@tcnj.edu.
<http://policies.tcnj.edu/policies/digest.php?docId=9122>

Technology Policy:

Cell phones should be muted and out of sight during class. [Although research is clear that laptop usage in the classroom is detrimental to exam performance](#), you can make your own choice and may bring a laptop or tablet if you feel it is helpful to take notes. However, if it is clear that you are not paying attention or that you are distracting others, I will ask you to put your computer away.

Tentative Schedule

Most class meetings will involve lecture and discussion, typically with a sizable chunk of open time to work on assignments and project-related activities individually or in groups while I circulate around the room. The schedule of topics and due dates stated below is subject to change if our projects are running behind, or if we experience inclement weather or other unplanned setbacks. Any changes from this schedule will be announced in class and via email. Class does not meet on **highlighted** dates.

| Date | Topic & Assigned Reading | Events/ Items Due |
|--------|--|--|
| Jan 22 | Background: Introduction to Unemployment Research Review syllabus and course purpose. Discuss readings assigned for Quiz #1. Learn more about unemployment and possible project concepts for this course. <ul style="list-style-type: none"> • DeBell (2006) • Paul & Moser (2009) • Thompson, Nitzarim, Her, & Dahling (2013) • Duffy, Blustein, Diemer, & Autin (2016) | <u>Individual:</u> <ul style="list-style-type: none"> • NIH certificate • Quiz #1 <u>Group:</u> <ul style="list-style-type: none"> • None |
| 25 | Background: Writing about Theory Discuss the importance of grounding research in psychological theory. Clarify what theory is not. Evaluate an article submitted for blind review to a peer-reviewed journal and discuss strengths and weaknesses. <ul style="list-style-type: none"> • Sutton & Staw (1995) – read through top of p. 378 • Anonymous (2014) | <u>Individual:</u> <ul style="list-style-type: none"> • Project interest survey • HW1 <u>Group:</u> <ul style="list-style-type: none"> • None |
| 29 | Background: Social Cognitive Career Theory Review major theory that is relevant to our course projects. Begin linking theory to hypotheses for our projects. Finalize project group memberships. <ul style="list-style-type: none"> • Lent (2013) • Thompson, Dahling, Chin, & Melloy (2017) | <u>Individual:</u> <ul style="list-style-type: none"> • None <u>Group:</u> <ul style="list-style-type: none"> • None |
| Feb 1 | Background: Concept Development & Literature Search Class meets in SSB 8 to look for research to read for annotated bibliography (HW2). <ul style="list-style-type: none"> • No assigned reading | <u>Individual:</u> <ul style="list-style-type: none"> • None <u>Group:</u> <ul style="list-style-type: none"> • None |
| 5 | Background: Concept Development & Literature Search Class meets in SSB 8 to look for research to read for annotated bibliography (HW2). <ul style="list-style-type: none"> • No assigned reading | <u>Individual:</u> <ul style="list-style-type: none"> • None <u>Group:</u> <ul style="list-style-type: none"> • None |
| 8 | Background: Concept Development & Literature Search Class meets in SSB 8 to look for research to read for annotated bibliography (HW2). <ul style="list-style-type: none"> • No assigned reading. | <u>Individual:</u> <ul style="list-style-type: none"> • None <u>Group:</u> <ul style="list-style-type: none"> • None |

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| 12 | <p>Writing: Outlining the Introduction</p> <p>Clarify the content of a good Introduction section in advance of the outline for draft #1. Discuss the differences between enjoyable and bad empirical articles. Refresh understanding of APA style.</p> <ul style="list-style-type: none"> • Grant & Pollock (2011) • Sparrowe & Mayer (2011) | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • None <p><u>Group:</u></p> <ul style="list-style-type: none"> • None |
| 15 | <p>Method: Experimental Manipulations</p> <p>Refresher on experimental design. Break into project groups and brainstorm manipulations for IVs. Discuss experimental trade-offs between fidelity and pragmatism.</p> <ul style="list-style-type: none"> • Haslam & McGarty (2003) | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • HW2 <p><u>Group:</u></p> <ul style="list-style-type: none"> • None |
| 19 | <p>Method: Selecting Measures and Using Qualtrics</p> <p>Refresher on test validity and reliability. Discuss how to select good measures of covariates and dependent variables. Break into project groups and identify variables to be measured and identify what measures still need to be found. Conduct short tutorial on Qualtrics.</p> <ul style="list-style-type: none"> • Kline (2009) – read through top of p. 217 | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • Log into Qualtrics <p><u>Group:</u></p> <ul style="list-style-type: none"> • None |
| 22 | <p>Method: Ethical Approval for Research</p> <p>Discuss ethical practices in psychology and potential ethical problems associated with our projects. Overview the RPE application process within the Psychology Department. Discuss data collection practices on Amazon Mechanical Turk.</p> <ul style="list-style-type: none"> • Buhrmester, Kwang, & Gosling (2011) • Zang & Shaw (2012) | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • Draft 1 <p><u>Group:</u></p> <ul style="list-style-type: none"> • None |
| 26 | <p>Method: Assembling Experimental Materials</p> <p>Class meets in SSB 8 to refine materials, look for measures, prepare experimental manipulations, and RPE applications.</p> <ul style="list-style-type: none"> • No assigned reading. | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • None <p><u>Group:</u></p> <ul style="list-style-type: none"> • Drafts of materials |
| Mar 1 | <p>Method: Piloting Materials</p> <p>Class meets in SSB 8 to pilot test their studies on volunteers from Dr. Dahling's research lab. Based on feedback received, make necessary modifications. Begin preparing RPE applications in advance of next class meeting.</p> <ul style="list-style-type: none"> • No assigned reading. | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • None <p><u>Group:</u></p> <ul style="list-style-type: none"> • Final materials |
| 5 | <p>Method: Finalizing and Submitting RPE Applications</p> <p>Review copies of RPE applications in class. Sign and submit applications after all problems have been resolved. Provide support for any questions concerning Draft #2.</p> <ul style="list-style-type: none"> • No assigned reading. | <p><u>Individual:</u></p> <ul style="list-style-type: none"> • None <p><u>Group:</u></p> <ul style="list-style-type: none"> • RPE application |

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| 8 | Individual Consultations No class meeting. I am available to work with you on questions concerning Quiz #2, Draft #2, or your RPE feedback, if applicable. | <u>Individual:</u> • None <u>Group:</u> • None |
| 12 | Spring Break | |
| 15 | (Collect data provided that RPE approval received) | |
| 19 | Midterm Assessment Conduct Quiz #2 in class. Troubleshoot on any remaining issues concerning data collection or Draft #2 after the quiz ends. | <u>Individual:</u> • Quiz #2 <u>Group:</u> • None |
| 22 | Results: Statistics Meet in computer lab TBD to review stats concepts from D&A, learn how to clean a dataset, and learn new stats as needed for project analyses. The exact material covered each day depends on data collection progress and group needs. • No assigned reading | <u>Individual:</u> • Draft 2 <u>Group:</u> • Group collaboration survey #1 |
| 26 | Results: Statistics Meet in computer lab TBD to review stats concepts from D&A, learn how to clean a dataset, and learn new stats as needed for project analyses. The exact material covered each day depends on data collection progress and group needs. • No assigned reading | <u>Individual:</u> • None <u>Group:</u> • None |
| 29 | Results: Statistics Meet in computer lab TBD to review stats concepts from D&A, learn how to clean a dataset, and learn new stats as needed for project analyses. The exact material covered each day depends on data collection progress and group needs. • No assigned reading | <u>Individual:</u> • HW3 <u>Group:</u> • None |
| Apr 2 | Results: Statistics Meet in computer lab TBD to review stats concepts from D&A, learn how to clean a dataset, and learn new stats as needed for project analyses. The exact material covered each day depends on data collection progress and group needs. • No assigned reading | <u>Individual:</u> • None <u>Group:</u> • None |
| 5 | Results: Statistics Meet in computer lab TBD to review stats concepts from D&A, learn how to clean a dataset, and learn new stats as needed for project analyses. The exact material covered each day depends on data collection progress and group needs. • No assigned reading | <u>Individual:</u> • None <u>Group:</u> • Analyze project data |

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| 9 | <p>Discussion: Implications, Limitations, and Future Research</p> <p>Overview how to summarize results for the Discussion section. Work in groups to brainstorm implications of findings for theory and practice (if at least some hypotheses supported), and/or identify reasons the study did not work (if at least some hypotheses were unsupported).</p> <ul style="list-style-type: none"> Geletkanycz & Tepper (2012) | <p><u>Individual:</u></p> <ul style="list-style-type: none"> HW4 <p><u>Group:</u></p> <ul style="list-style-type: none"> Group collaboration survey #2 |
| 12 | <p>Open Groupwork</p> <p>Work together to finalize any remaining analyses, interpret results, write Discussion, or complete other tasks as needed.</p> <ul style="list-style-type: none"> No assigned reading | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> None |
| 16 | <p>Individual Consultations</p> <p>No class meeting. I am available to work with you individually on questions concerning your Draft #3.</p> | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> None |
| 19 | <p>SIOF Conference: No class meeting</p> <p>I will be traveling for a conference and unavailable from 4/18-4/22. Finalize and submit Draft #3 in place of a class meeting.</p> | <p><u>Individual:</u></p> <ul style="list-style-type: none"> Draft 3 <p><u>Group:</u></p> <ul style="list-style-type: none"> None |
| 23 | <p>Presentations: Making a Poster</p> <p>Discuss the qualities of an effective presentation. Introduce the poster presentation format. Provide examples of how to make an effective poster. Brainstorm questions you might be asked.</p> <ul style="list-style-type: none"> Beins & Beins (2008), chapter 16 | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> None |
| 26 | <p>Presentations: Draft Poster</p> <p>Finalize design and determine roles within group for explaining different aspects of the study.</p> <ul style="list-style-type: none"> No assigned reading | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> Draft digital poster |
| 30 | <p>Presentations: Practice Poster Session</p> <p>Take turns presenting posters in class. Give and receive feedback on the presentation in advance of Celebration of Student Achievement.</p> <ul style="list-style-type: none"> No assigned reading | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> Final printed poster |
| May 3 | <p>Individual Consultations</p> <p>Class meeting waived in place of attending the Celebration of Student Achievement on Wednesday May 2nd. I am available to meet to discuss any last-minute questions about the final draft of the paper (Draft #4).</p> <ul style="list-style-type: none"> No assigned reading | <p><u>Individual:</u></p> <ul style="list-style-type: none"> None <p><u>Group:</u></p> <ul style="list-style-type: none"> CoSA presentation Group collaboration survey #3 |

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| ?? | Submit Draft #4 (Final Paper) Due on regularly-scheduled exam day & time |
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References:

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