

PSY390-06: Collaborative Research (Organizational Psychology Lab)

Dr. Jason Dahling

Wednesdays, 9:30-10:50am (SSB131)

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Office: Social Sciences 123
Office Hours: M/H 1-2; W 11-12

Course Catalog Description:

Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY492. 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.

Course Purpose & Learning Objectives:

The Organizational Psychology Lab conducts multiple studies per semester focused on matters of self-regulation at work. Major topics that we study include the regulation of emotions in the workplace, failures of self-control that lead to deviance from organizational rules, the impact of feedback on performance improvement, and career decision-making processes. Key learning objectives for members of the lab include:

- Gaining practical experience working as a team on real research projects initiated by faculty or senior students in the lab.
- Acquiring experience with typical research duties, such as scheduling participants, collecting data, debriefing participants, conducting preliminary analyses, and presenting results.
- Learning more about the I/O literature from the perspective of a researcher, focusing on critically evaluating the *process* of research and publishing rather than memorizing *content*.
- Learning about issues relevant to professional development in I/O Psychology, including options for graduate school, internship programs, and advanced research opportunities in labs.
- Becoming comfortable with developing your own research questions and thinking about how you might be able to design studies to answer them.

This course satisfies department learning objectives #1 (*Written Communication*), 3 (*Scientific and Quantitative Reasoning*), 4 (*Technological Competence*), 5 (*Critical Analysis and Reasoning*), 6 (*Information Literacy*), 10 (*Ethical Reasoning and Compassion*), 12 (*Psychological Knowledge*), and 14 (*Career Preparation*).

Course Materials:

Assigned readings will be posted on Canvas or sent to your TCNJ email address in the event of a modification to the syllabus.

Assignments and Communication:

Lab communication will occur via your TCNJ email account. If you use your TCNJ email infrequently, please forward your email from that account to the account that you check most regularly. I expect that you will remain aware of ongoing events in the lab and complete all assigned readings prior to our lab meetings so that you can participate in our discussions.

Course Requirements:**1. Preliminary assignment packet**

Your first assignment is to complete a set of preliminary materials and submit them as instructed. You will receive instructions about these materials before classes begin:

- A set of preliminary readings designed to bring you up to speed on the theories and concepts underlying our planned studies for the semester. Each article is accompanied by a few short answer questions to confirm your understanding of the material.
- Your training certificate from the NIH to indicate that you completed the Protecting Human Research Participants modules. This is required by TCNJ's IRB before you can manage data collection.
- Your response to the discussion leader preference survey distributed via email.
- The work availability grid so that I can start working on the lab schedule.
- Requested materials for the lab website, including a photo and a short bio statement.

2. Maintenance of lab hours & duties

Students are expected to be actively involved in lab projects for six hours per week, following the set schedule that we establish early in the semester. Most of your lab time will be spent entering data or managing participants for our projects, although some weeks you may have responsibilities outside of the lab, such as visiting classes to talk about PIPER or to recruit for our studies. During your down-time when you do not have participants, you are responsible for making sure that all supplies are in stock (including photocopies of study materials for the next RA), ensuring that the lab is clutter-free and professional in appearance, applying PIPER credit for your participants, returning any emails from participants, and assisting other RAs with their participants or work if you have none of your own. I expect that these lab-related duties will all be taken care of before you start working on assignments for other classes.

3. Participation in lab meetings

On average, you will need to spend 1-2 hours per week reading the assigned article(s) and preparing to participate in the lab meeting. You will likely need to invest more time during the week when you are the assigned discussion leader. During the lab meetings, we will discuss lab activities, data we have collected, plans for future studies, journal articles, and developmental opportunities. You are expected to regularly attend the lab meeting and make meaningful contributions to the group discussion.

4. Discussion leadership

Each student will be the discussion leader for one class meeting. The discussion leader has the following responsibilities:

- Generate outlines of the articles to share with your classmates to aid in the discussion. Outlines should summarize the articles, typically in 1 single-sided page each. See Canvas for an example outline to follow if you have never done this before.
- Generate a set of at least 5 discussion questions for each article. Good discussion questions should generate about 30 minutes of discussion, so think about interesting issues, controversies, or connections that will prompt conversation rather than questions that ask about rote facts or recollections from the text.
- Circulate both your outlines and discussion questions to me and your classmates no later than noon on the Monday prior to our Wednesday morning meeting.

5. Research proposal

The cumulative assignment for the course is a proposal for your own research project. Your project should be in some way related to an ongoing lab project or something we read in our lab meetings, and it should be realistic for you to actually run it as an individual study or senior honors thesis. Your midterm assignment is a two-page sketch of your idea that outlines your research questions, initial literature, and proposed methodology so that I can give you feedback before you become too invested in a proposal that might not be feasible. The complete research proposal serves as your final exam and is due during our regularly-scheduled exam period. The complete proposal should consist of a complete Introduction section and a planned Methods section that outlines your target sample, the procedure you would use, and the measures you select. As a normative guideline, the complete proposal is generally around 10 pages of text and includes around 10 scholarly references. (For students repeating PSY390, your research proposal this semester must be substantially different from the proposal(s) written in previous semesters. Please seek early input if you want to expand or elaborate on a previous topic.)

6. Lab Olympics

As the reigning Lab Olympics champions, we are responsible for organizing the 2018 event at the end of spring semester! Everyone needs to help in some capacity with this effort, which can include working with the front office to reserve space, coordinating resources, or planning various physical and intellectual competitions for the other labs.

Grading Criteria:

COURSE COMPONENT	POINT VALUE
Preliminary assignment packet	5
Midterm research proposal sketch	5
Maintenance of lab hours & duties	25
Lab meeting participation	20
Discussion leadership	10
Final research proposal	30
Lab Olympics contributions	5
TOTAL	100

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:

- **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.
- **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.
- **Late Assignments:** 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 because the interface is poorly designed and I'm likely to miss your question.

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:

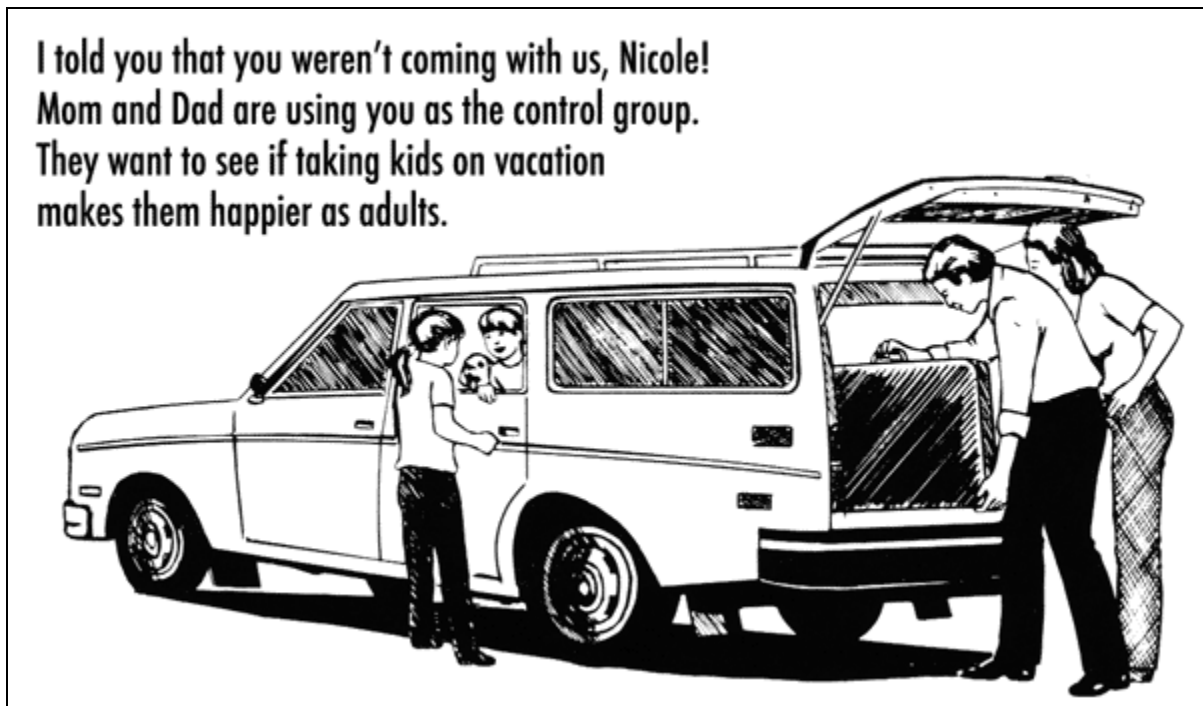
<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

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 thumpsok@tcnj.edu.
<http://policies.tcnj.edu/policies/digest.php?docId=9122>

Technology Policy:

Cell phones should be muted and out of sight during lab meetings. [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

A typical lab meeting will start with a discussion of lab business, which may include reviewing procedures for new studies, troubleshooting emergent problems, or reviewing preliminary results. Following lab business, the remainder of the meeting will focus on discussing the assigned article; discussion leadership will be managed by the person indicated in the schedule below. Please note that the schedule of topics and due dates below is subject to change.

Date	Topic & Assigned Reading	Notes / Items Due
Jan 24	<p>Orientation <i>No assigned reading. Introductions, syllabus, and overview of lab processes and lab space.</i></p>	<ul style="list-style-type: none"> Preliminary assignment packet due
31	<p>Writing about Psychological Theory <u>Discussion Leader:</u> Dr. Dahling</p> <p>Sutton, R.I., & Staw, B.M. (1995). What theory is not. <i>Administrative Science Quarterly</i>, 40, 371-384. (Read only through p. 378)</p> <p>Hagger, M.S. (2012). How to get your article rejected. <i>Stress and Health</i>, 28, 265-268.</p> <p>Anonymous (2017). How unfair customers corrode the relationship between frontline employees and retailers. <i>Journal of Service Management</i>.</p>	<ul style="list-style-type: none"> Bring list of comments about Anonymous (2017) paper to class
Feb 7	<p>Interesting Research, Part I: Mental Illness at Work <u>Discussion Leader:</u> TBD</p> <p>Follmer, K.B., & Jones, K.S. (2017). Mental illness in the workplace: An interdisciplinary review and organizational research agenda. <i>Journal of Management</i>. Advance online publication. doi: 10.1177/0149206317741194</p>	None
14	<p>Interesting Research, Part II: Competitiveness <u>Discussion Leader:</u> TBD</p> <p>Yip, J.A., Schweitzer, M.E., & Nurmohamed, S. (2017). Trash-talking: Competitive incivility motivates rivalry, performance, and unethical behavior. <i>Organizational Behavior & Human Decision Processes</i>. Advance online publication. doi: 10.1016/j.obhdp.2017.06.002</p>	None
21	<p>Interesting Research, Part III: Time Management <u>Discussion Leader:</u> TBD</p> <p>Aeon, B., & Aguinis, H. (2017). It's about time: New perspectives and insights on time management. <i>Academy of Management Perspectives</i>, 31, 309-330.</p>	None

28	<p>Interesting Research, Part IV: Health at Work <u>Discussion Leader:</u> TBD</p> <p>Sonnentag, S., Pundt, A., & Venz, L. (2017). Distal and proximal predictors of snacking at work: A daily-survey study. <i>Journal of Applied Psychology, 102</i>, 151-162.</p>	None
Mar 7	<p>Interesting Research, Part V: Discrimination <u>Discussion Leader:</u> TBD</p> <p>Ruggs, E.N., Hebl, M.R., & Williams, A. (2015). Weight isn't selling: The insidious effects of weight stigmatization in retail settings. <i>Journal of Applied Psychology, 100</i>, 1483-1496.</p>	<ul style="list-style-type: none"> • Research proposal concept due
14	<p>No Lab Meeting (Spring Break) <i>No lab meeting or lab hours this week</i></p>	None
21	<p>Interesting Research, Part VI: Feedback <u>Discussion Leader:</u> TBD</p> <p>Motro, D., & Ellis, A.P.J. (2017). Boys, don't cry: Gender and reactions to negative performance feedback. <i>Journal of Applied Psychology, 102</i>, 227-235.</p>	None
28	<p>Interesting Research, Part VII: Organizational Attraction <u>Discussion Leader:</u> TBD</p> <p>Banks, G.C., Kepes, S., Joshi, M., & Seers, A. (2016). Social identity and applicant attraction: Exploring the role of multiple levels of self. <i>Journal of Organizational Behavior, 37</i>, 326-345.</p>	None
Apr 4	<p>Interesting Research, Part VIII: Work-Family Issues <u>Discussion Leader:</u> TBD</p> <p>Spitzmüller, C., Wang, Z., Zhang, J., Thomas, C.L., Fisher, G.G., Matthews, R.A., & Strathearn, L. (2016). Got milk? Workplace factors related to breastfeeding among working mothers. <i>Journal of Organizational Behavior, 37</i>, 692-718.</p>	None
11	<p>Professional Development: Career Directions <u>Discussion Leader:</u> Dr. Dahling</p> <p>Dahling, J.J. (2017). Succeeding in academic careers in industrial/organizational psychology. In S.G. Rogelberg (Ed.), <i>The SAGE encyclopedia of industrial and organizational psychology</i> (2nd ed., pp. 1551-1553). Thousand Oaks, CA: Sage.</p>	None

	<p>Hedge, J.W., & Borman, W.C. (Eds.) (2008). <i>The I/O consultant: Advice and insights for building a successful career.</i> Washington, D.C.: APA [Chapters 1 & 4]</p> <p>Breitfelder, M.D., & Dowling, D.W. (2008, July-August). Why did we ever go into HR? <i>Harvard Business Review</i>, 86(7/8), 39-43.</p>	
18	<p>No lab meeting (SIOP Conference) <i>Hold lab hours as normal this week</i></p>	None
25	<p>Professional Development: Grad School <u>Discussion Leader:</u> Dr. Dahling <i>No articles assigned, but review links posted to Canvas for discussion.</i></p>	None
May 2	<p>No Lab Meeting (CoSA) Attend CoSA presentations for John, Abby, & Kim in place of lab meeting, time TBA.</p>	<ul style="list-style-type: none"> Attend CoSA presentations
16	<p>No Lab Meeting (Finals Week)</p>	<ul style="list-style-type: none"> Final research proposal due