

Professional Issues in IO Psychology
INP 7081 (0001)
Barbara A. Fritzsche, PhD
Fall, 2011

Class days & times: Thursday 1:30am-4:20pm (PSY 301C)

Office hours: Regular office hours are Fridays 9am-12pm. Alternatively, you may schedule an appointment to meet with me using one of the available time slots on my Google calendar. To gain access to my calendar, please create a free Gmail account and send me your Gmail address. I will then send you my office hours calendar, which you can use to write in your name at any available office hours time slot.

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About this course:

This course is designed for first-year PhD students in Industrial and Organizational Psychology and focuses on ethical and professional issues in our field. Students will be introduced to the APA ethical principles and standards and learn how to apply professional codes of conduct to their professional work, including research, consulting, and teaching.

What assignments will you complete in this course?

Major Presentation: Select a professional issue of importance to you and explore it beyond what we cover in class. Gather information throughout the semester from literature searches, TIP, SIOP, APA, interviews, etc. The topic is to be approved by me. Do a 15-20 minute presentation at the end of the semester on what you have learned.

Some example topics:

- Key skills in being successful in academia (or applied settings) that were not taught in graduate school
- Ethical challenges in consulting settings
- How to develop a research program in academia
- Pros and cons of applied careers
- What factors are most important in hiring decisions for applied positions such as consulting firms and internal consultant positions?
- What KSAOs are important for new PhD graduates?

Mini Topic Presentation: Pick one of the weekly topics below that you would like to explore further and search for additional material on that topic which is not covered in class. The idea is to go beyond the assigned readings and add additional information on the topic. To find such material, do a literature search, and look in TIP, SIOP, and the APA websites. Each week, 1-2 people will each do a presentation on what s/he learned that is a maximum of 5 minutes. Distribute to the class a 1-2 page summary of what was learned and good sources for additional information.

Topics to Pick From: (Other topics are possible if there is one you are interested in)

- History of I/O
- The Scientist-Practitioner Model
- Internships and practica: how to get them, what to accomplish
- Licensure and certification for PhD Level I/O Psychologists
- SIOP: what it is and how it can help you
- Conferences: which to attend, what to do there
- Preparing a resume
- Hiring practices in applied settings
- Salary expectations in I/O (See SIOP salary survey)
- What to expect in an entry level doctoral position
- Time and information management
- Key issues in making presentations to managers
- Evidence based management: what it is, why it is important

Weekly Discussion Questions: To facilitate discussion, generate discussion questions:

- One for each content week (i.e., not for last sessions when presentations are done)
- Something that goes beyond the reading and that will facilitate discussion
- Questions are due, posted in the relevant discussion area of WebCourses by 8:00 PM on Wednesdays

Example discussion questions:

Psychologists are committed to improve the conditions of individuals, organizations, and society.” What does this statement fully mean, and how can it be applied to practice? Improvement can be defined in many ways by different people. For example, Adolf Hitler believed racial cleansing was improving society, and he used that reasoning to justify the mass genocide of a population. How does using such a broad, subjective term such as "improvement" facilitate ethical behavior? Is there a better way the values of psychologists could be described?

The Lefkowitz article mentions that "Despite considerable evidence that much of this downsizing is neither economically necessary nor particularly effective (Cascio, 1993, 1995, 2002; Henry, 2002; McElroy, Morrow & Rude, 2001; Pfeffer, 1998; Rousseau, 1995), little if any criticism of these actions that cause such widespread misery emanates from I-O psychologists." How can downsizing not be effective to an organization that is experiencing difficulties? If downsizing is not effective, then why is it used so much?

Learning Journal: Each content week (starting the second week of class and not for the major presentations) do a journal entry on what was covered that week. This journal entry will have two parts. The first part is a bulleted list of the 3-6 things you learned that you thought were most important and useful about that topic. The second part is how what was covered that week will influence you personally. That is, how you will apply that information to your own behavior or career. What I want you to do is describe how this applies to you *personally* – how it will influence your attitudes, cognitions and behaviors as a professional in our field, not why you think the point is important. The journal entry for each week will be 1-1.5 double spaced pages. Your journal will be kept in a private discussion thread on WebCourses (that only you and I can read). Journal entries must be posted before the next class period (i.e., after we have covered a topic in class but before the next class meeting at 1:30pm on Thursday). Journals will be graded pass/fail.

Two good examples are shown below:

Learning Journal Example 1

What I Learned:

- On average, women earn \$30,000 less than men in the field of I/O psychology.
- Values and ethics are different – values are more personal, whereas ethics are behaviorally-based and more general. Both are important to our field.
- The primary reason an organization adopts a practice is because another organization they admire uses it.
- Internships are not required for Ph.D. students, but are available and advantageous for students, especially those considering an applied career path.
- It is up to students to seek opportunities to further their education – research and internships, publications, presentations, etc. The opportunities are there, but it is the student's responsibility to pursue them. Student responsibility is one of the biggest components of graduate level training.

How it applies to me:

It didn't come as a shock that women earn less than men in our field. The idea that it comes down to negotiation skills is very likely, and I hope to keep this in mind when I start searching for my first job. It is important to remember that employers will offer the lowest they think you will accept, not the highest, and in order to get the best deal you must negotiate. I plan on using this strategy for my own future. I also really think the discussion about students seeking their own opportunities was helpful. I am already taking part in research at IST, but I plan on talking to my advising professor and finding out if it would be a good idea to get involved in outside research as well. I am already submitting a paper to SIOP through IST with the support of some of my colleagues. I would also like to look into some teaching experience before I graduate, since my assistantship is in research rather than teaching. It is clear that being an active student and seeking out opportunities to get involved in the field is important, and I fully intend to take advantage of the opportunities around me.

Example 2.

What I Learned:

- SIOP published a Professional Practice Series – applied books written by practitioners for practitioners
- So much of what we do is teach/explain other people what we do; it is important to have a “cocktail party speech”
- It is very difficult to translate the academic findings into applications to use in the business world.
- There is a large gap/divide between the academic and the applied worlds

How it Applies to Me:

I have always found it difficult to turn academic findings into practical uses in the field. I used to assume it was because I was still a student and hadn't quite gotten the hang of it. However, I learned this week that many field practitioner's have the same troubles. Part of this news was comforting to hear; at least I am not the only one. The other part however, was a little unsettling. If professionals who have been doing this for years have a hard time bridging the gap, how will I ever figure it out? This is where the next learning point comes in. SIOP has published the Professional Practice Series that does a lot of this translating and explains the practical applications used in our profession. There are a lot of volumes in the series and each one looks very useful. I am very interested in owning this series. Of course right now it is a little out of my price range, but I plan on starting small – buying one or two at a time. I may even suggest some as birthday or Christmas gifts!

I have had a sense that there is a divide between the academic and applied worlds; however, I did not realize the divide was as large as it is. I understand the reasoning behind this divide and why it will probably never go away. I do wish that it wasn't that way. I really believe we can learn a lot from each other. That is why I feel the SIOP series and the upcoming “Whitepapers” will really help both sides to learn what is happening on both ends of the field. To personally help bridge this gap I would like to make a personal commitment to regularly attend research conferences and to try a read new studies to keep myself up-to-date on new findings and research being done. I am hoping this effort with help me in my professional career.

The other point made in this class that hit home was the concept of the “cocktail party speech”. When I first told my parents that I wanted to be an I/O Psychologist, all I got were a couple of blank stares. In fact, I have had to explain my career choice to most of the people in my life. I understand the importance of being able to efficiently sum up a field of interest and I plan on taking the time to really figure mine out. There are a couple of social events I will be attending soon; I am sure I will be using my 30-second speech there.

Critical Incident Study: As part of the process of learning what are appropriate and inappropriate professional behaviors, we will do a critical incident study of graduate student behavior. The steps in a critical incident study will be reviewed and students will work together to collect the critical incidents and form them into behavioral dimensions. This project will be done over several weeks, as described in the Tentative Schedule section following. This assignment will also give you experience in conducting a critical incident study.

Attendance and Participation: You are expected to attend every class session, participate in class discussions and activities, and come prepared for class. We all get sick and experience other unusual circumstances that impact our ability to be 100% prepared 100% of the time. If it happens to you, you fail the course. I'm just checking to see if you actually read this thing. In reality, I understand that "life" happens. If you will make me sick by coming to class, have a car accident on the way to class, go into labor, or get arrested, I expect you to inform me as soon as possible (and be absent). However, you should not schedule an appointment to have your teeth cleaned during class.

How will you be evaluated in this course?

Major Presentation	20%
Mini Presentation	10%
Learning Journal	20%
Class Participation	50%
weekly discussion posts	
attendance	
discussion in class	
critical incident study	

I use plus/minus grading.

Additional Policy Statements

Plagiarism and Cheating. Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Access Statement. The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Tentative Course Schedule

8/25 Introduction

- Course overview
- Decide topics for weekly topic presentations

9/1 The Field of I/O Psychology and Training I/O Psychologists

- History of I/O
- SIOP Training Guidelines
- The Scientist-Practitioner Model
- Internships and practica

Koppes, L. L., (2006). A Brief History of the Society for Industrial and Organizational Psychology, <http://www.siop.org/History//History.aspx>

Benjamin, L.T., Jr. (1997). A History of Division 14 (The Society for Industrial and Organizational Psychology). In D.A. Dewsbury (Ed.), *Unification Through Division: Histories of the Divisions of the American Psychological Association, Volume II*. Washington, D.C.: American Psychological Association, pp. 101-126.

Society for Industrial and Organizational Psychology, (1999). Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology August 1999, <http://www.siop.org/PhDGuidelines98.aspx>

American Psychological Association (2007). Guidelines for education and training at the doctoral and postdoctoral levels in consulting psychology/organizational consulting psychology. *American Psychologist*, 62, 980-992.

SIOP information on internships.
<http://www.siop.org/IOInternships/TOC.aspx>

9/8 Careers in I/O Psychology

- Pros and cons of academic vs. applied positions
- Entry level positions: academic and applied
- Building your vita
- Hiring practices
- SIOP
- Licensure
- Conferences, local and national
- Academy of Management

If you have not already done so, join SIOP.

Go to the SIOP website and explore it.

Submit topic for Major Presentation assignment. This is a paragraph describing what professional issues topic you want to explore in depth and do your presentation on at the end of the semester.

SIOP website resources (<http://www.siop.org/>). Spend an hour or so familiarizing yourself with the website.

TIP (<http://www.siop.org/tip/TIP.aspx>). Spend an hour or so familiarizing yourself with TIP.

Pritchard, R. D., Hart, D. E., Fuentes, R. R. (1989). Making career decisions in I/O psychology. *The Industrial-Organizational Psychologist*, *26*(3), 25-30.

Sebolsky, J. R., Brady, A. L., & Wagner, S. (1996). Want an applied job? Get experience! *The Industrial and Organizational Psychologist*, *33*(4), 65-70.

Darley, J. M. & Zanna, M. P. (1987). The hiring process in academia. In Zanna, M. P. & Darley, J. M. (Eds.), *The compleat academic*. New York, Random House, pp 3-21.

Society for Industrial and Organizational Psychology, Member Tool Kit on Licensure, <http://www.siop.org/Licensure/licensuretoc.aspx> (Skim this.)

9/15 Ethics and Values in I/O Psychology I

- Examples of ethically questionable events

Plan strategy to do critical incident study of appropriate professional behavior and start collecting critical incidents.

Lefkowitz, J. (2005). The Values of Industrial-Organizational Psychology: Who Are We? *TIP*. <http://www.siop.org/tip/backissues/Oct05//03lefkowitz.aspx>

American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/>)

Knapp, D. J., (2003). The ethical practice of I-O psychology, <http://www.siop.org/tip/backissues/Apr03//22knapp.aspx>

Academy of Management Code of Ethical Conduct (2002), *Academy of Management Journal*, *45*, 291-294.

Schluter J., Seaton P. & Chaboyer W. (2008) Critical incident technique: a user's guide for nurse researchers. *Journal of Advanced Nursing* *61*(1), 107–114.

9/22 Ethics in I/O Psychology II

- Authorship in publications
- Integrity in data collection
- Avoiding plagiarism
- Continue planning for critical incident study

Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing <http://ori.dhhs.gov/education/products/plagiarism>

Pettifor, J. L. (2004). Professional ethics across national boundaries. *European Psychologist*, 9, 264-272.

Fly, B. J., von Bark, W. P., Weinman, L., Kitchener, K. S., & Lang, P. R. (1997). Ethical transgressions of psychology graduate students: Critical incidents with implications for training. *Professional Psychology: Research and Practice*, 28, 492-495.

Fine, M. A. & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 11, 1141-1147.

Bandelli, A. C., Lopez Rivas, G. E., & Ottinot, R. C. (2006). TIP-TOPics for students. *The Industrial and Organization Psychologist*, 44(3), 55-63.

I-O Ethicist Cases I. The I-O Ethicist is a column in TIP where people propose ethical dilemmas and senior I-O psychologists give their opinions. Read these two cases and come prepared to discuss them, including whether you agree with the panel of “experts”.

OCT 2003 - <http://www.siop.org/tip/backissues/Oct03/17macey.aspx>

TOPIC - Encouraging applied students to publish their dissertations

JAN 2004 - <http://www.siop.org/tip/backissues/Jan%2004/15ethics.aspx>

TOPIC - Ethical standards regarding selection of expatriates, e.g. including factors such as family life and the stability of a marriage in selection/promotion assessment

9/29 Ethics in I/O Psychology III

- Presentations on ethically questionable event II
- Discuss process of doing critical incident study

I-O Ethicist Cases II

- APR 2004 - <http://www.siop.org/tip/backissues/April%2004/16macey.aspx>
TOPIC - Misuse of a consultant's work (implementing an unvalidated assessment). Also, revisits the question of whether it is okay to encourage applied students to publish their dissertations
- OCT 2004 - <http://www.siop.org/tip/backissues/Oct04/13macey.aspx>
TOPIC - Owning stock/investing in a company (or their competitor) for whom a consultant is working

Weaver, G. R. (2004). Ethics and employees: Making the connection. *Academy of Management Executive*, 18, 121-125.

10/6 Research I

- Getting involved in research
- How to write a lot
- The publication process
- Faculty v. graduate student ideas

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, D.C.: American Psychological Association.

Winerman, L. (2004). New uses for old data. *GradPSYCH*, 2(4).

10/13 Research II

- Evidence-Based Management
- How to review for journals
- Translating scientific writing to meet the needs of a lay audience
- Visually representing data
- PowerPoint presentations of research

Focus your discussion questions this week on a) what you should be focusing your efforts on right now, b) how to make changes in how you spend your time if it is not optimal, and c) how you can use the feedback you get from the faculty evaluations.

Rousseau, D. M. (2005). Is There Such A Thing As Evidence-Based Management? *Academy of Management Review*, 31, 256–269.

Rousseau, D. M. & McCarthy, S. (2007). Educating Managers From an Evidence-Based Perspective. *Academy of Management Learning & Education*, 6, 84–101.

10/20 Grants: Getting and Running

- IRB and informed consent in research
- Do online training and certification for IRB
<http://www6.miami.edu/citireg/>

Discuss progress of critical incident study: all incidents should be collected by this date.

Salas, E. (2006) How to Secure a Three-Million Dollar Grant: Some Tips, Insights, and More...
<http://www.siop.org/tip/Current/03salas.aspx>

10/27 Competence in Teaching

Aguinis, H., & Kraiger, K. (1997). Practicing what we preach: Competency-based assessment of industrial/organizational psychology graduate students. *The Industrial and Organizational Psychologist*, 34(4), 34-39.

Kuther, T. L. (2003). Teaching the teacher: Ethical issues in graduate student teaching. *College Student Journal*, 37, 219-223.

Murray, H., Gillese, E., Lennon, M., Mercer, P., & Robinson, M. (1996). Ethical principles for college and university teaching. *AAHE Bulletin*, 1-6.

11/3 Professional Behavior in Graduate School

- Review of critical incident study
- Time and information management
- Email/business etiquette
- Networking
- Multiple role relationships
- Personal integrity in an academic setting

Chamberlin, J. (2005). Sticky situations in mentorships. *GradPSYCH*, 3(1)
<http://gradpsych.apags.org/jan05/mentor-sticky.html>.

Meyers, L. (2007). Lecture hall love. *GradPSYCH*,
<http://gradpsych.apags.org/mar07/lecture.html>.

Oberlander, S. E., & Barnett, J. E. (2005). Multiple relationships between graduate assistants and students: Ethical and practical considerations. *Ethics & Behavior*, 15(1), 49–63.

11/10 Critical Incident Study: Final presentation

11/17 Academic Life

- Navigating through the doctoral program (i.e., how to finish in 4-5 years)
- Becoming a faculty member

Read the following documents:

- UCF Departmental Bylaws
- UCF Faculty Evaluation Policy
- UCF Promotion and Tenure Policies
- Student Activity Reports
- Annual student progress report rating form

11/24 No class: Thanksgiving Holiday

12/1 Major Presentations

12/8 Final Exam Period (1pm-3:50pm): Major Presentations

This schedule is tentative. I reserve the right to change the schedule due to extenuating circumstances.

Other Sources

Other useful books on professional development of psychologists that you might want to look at but that are not required.

The Compleat Academic: A Practical Guide for the Beginning Social Scientist. Edited by M. P. Zanna and J. M. Darley, Random House, Hillsdale, NJ, 1987.

On Being a Scientist: Responsible Conduct in Research. National Academy Press, Washington DC, 1995.

Teaching Tips: Strategies, Research and Theory for College and University Teachers. W. J. McKeachie, Heath, Lexington, MA, 9th Edition, 1994.

Cracking the Academic Nut: A Guide to Preparing for Your Academic Career. M. Newhouse, Harvard College, 1997.

Outside the Ivory Tower: A Guide for Academics Considering Alternative Careers. M. Newhouse, Harvard College, 1993.

Surviving and Thriving in Academia: A Guide for Women and Ethnic Minorities. American Psychological Association, 1998.

How to Write and Publish a Scientific Paper. R. Day, Oryx Press, Phoenix, AZ, 4th Edition, 1994.

Alternative Careers in Science. Edited by C. Robbins-Roth, Academic Press, San Diego, 1998.

Academic Paths. Edited by P. A. Keller, Lawrence Erlbaum Associates., Hillsdale, NJ, 1994.

Lefkowitz, J. (2003). *Ethics and values in industrial and organizational psychology*. Mahwah, NJ: Lawrence Erlbaum.

Lowman, R. (Ed). (1998). *The ethical practice of I/O psychology in organizations*. American Psychological Association.