

San José State University
Psychology Department
Psych 170-81
Industrial and Organizational Psychology
Course Syllabus
Spring, 2022

Instructor(s):	Dr. Jacquelyn Brady
Office Location:	DMH 320
Email:	Jacquelyn.Brady@sjsu.edu
Office Hours:	Thursdays 8:30 – 10:30 via Zoom (Link on Canvas)
Class Days/Time:	Tuesday (asynchronous/not live) Thursday (synchronous/live via zoom) 12:00 P.M. – 1:15 P.M.
Classroom:	Zoom (Link on Canvas)
Prerequisites:	PSYC 001

Course Description

This course introduces students to the field of Industrial and Organizational (I-O) Psychology, the scientific discipline that draws upon rigorous methodologies and theory to understand human behavior in the workplace. Given the substantial role that work plays in individuals' everyday lives, it often ends up being a component of who we are and has a substantial impact on our lives. Therefore, we all have a stake in what our work looks like. This course is designed to enable you to expand your understanding and ability to apply psychological principles to the workplace context and employee lives. As a class, we will journey through topics ranging from selecting employees to improving work-life satisfaction and reducing work-stress.

From the catalogue: This course applies psychological theory, research, and methodology to human behavior in the workplace. Topics covered include issues in personnel, management, leadership, power, group processes, motivation, and stress.

Course Format

This class follows a virtual course structure and will have **weekly ASYNCHRONOUS** and **SYNCHRONOUS** components.

ASYNCHRONOUS components (i.e., mini lectures, videos, quizzes, homework assignments, and other activities you do on your own) are to be completed online by the end of day on **TUESDAYS**.

SYNCHRONOUS components (i.e., weekly Zoom meetings and corresponding live activities) will be completed during our scheduled meeting time on **THURSDAYS**. Zoom meetings will be used to further explain or answer any questions regarding course content, reinforce material via assigned activities, and work on group projects. Unless otherwise noted, assignments occurring during **synchronous** meeting dates (Thursdays) will be due at the end of the class session.

Required Texts, Readings, and Course Material

Textbook

Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2016). Psychology and work: Perspectives on industrial and organizational psychology. Routledge/Taylor & Francis Group. ISBN: 9781848725089

Course Learning Objectives (CLO)

Upon successful completion of this course students will be able to:

CLO1: Describe what I-O Psychology is, what I-O Psychologists do, and some of the major issues that organizations face

CLO2: Describe major concepts, theories, and current and historical issues related to the development of I-O psychology

CLO3: Describe the different methods industrial organizational psychologists use in applied and research settings.

CLO4: Infer appropriate conclusions from I-O psychology research

CLO5: Synthesize evidence and information to critically evaluate the impact of organizational practices and employee behavior on the organization, employees, and others'

CLO6: Apply I-O principles to real-life scenarios arising in the workplace

CLO7: Diagnose and solve I-O issues and problems that organizations and employees face

CLO8: Synthesize and apply material to effectively research, present, and communicate recommendations related specific topics in I-O

CLO9: Demonstrate effective teamwork

CLO10: Recognize the importance of ethical organizational and employee behavior

Program Learning Objectives (PLO)

Upon successful completion of the psychology major requirement:

PLO1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2. Research Methods in Psychology: Students will understand basic methodological approaches used in psychology, including research design, analysis, and interpretation.

PLO3. Critical Thinking Skills in Psychology: Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4. Application of Psychology: Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5. Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Classroom Protocol

Expectations

You are expected to read each assigned chapter, watch the assigned lecture, and complete assigned asynchronous work by TUESDAY. Engaging with the assignments and reading the materials prior to class will make the in-class activities more effective for learning, provide opportunities to clarify concepts, and ultimately facilitate your ability to successfully complete the tasks in the virtual sessions as well as the course more generally. Although attendance at the meetings is not used for grading, being present and engaged with the course material will contribute to your success and mastery of the material. Furthermore, you are responsible for all announcements, assignments, lectures, and other materials from the Zoom meetings whether you are there or not. If you miss a Zoom meeting, you should try to get missed notes from a classmate and reach out to me ahead of time to submit the assignment before it is due at the end of the class period. You are expected ask questions, and engage in thoughtful discussion, and I will do my best to foster an environment where all students feel comfortable asking questions and free to express their ideas.

Respect

My goals are to create an engaging and fun atmosphere, and to support and help students in learning the course material in a way that can be applied to academic and professional careers. Thus, the environment of this classroom must be professional and respectful to foster learning. You are always expected to respect and be courteous to one another, and this involves being an active listener. This course covers a broad range of exciting topics and I expect that there will be differing perspectives throughout activities and/or discussions. This is part

of the scientific thinking process, and it is important to recognize the critical value that diverse perspectives bring to the discussion. **Racism, bullying, harassment, and any other inappropriate behavior is unacceptable, will not be tolerated, and will be reported.**

Virtual Learning and Netiquette

Please see the Virtual Learning Guide on the course Canvas site for detailed information about the following:

- technology requirements (e.g., hardware, software, etc.)
- technology resources (e.g., tutorials on how to use Zoom and Canvas)
- guidelines for synchronous sessions (e.g., expectations for cameras and microphones)

Academic Honesty

You are held to the highest standard of academic honesty. Academic dishonesty is unacceptable and not tolerated in this course. Cheating, plagiarism, and other forms of academic misconduct will be followed up with rigorous pursuit of disciplinary action. Any incident of academic dishonesty will be immediately reported to the Office of Student Conduct and Ethical Development (SCED) and students may appeal any accusations of academic dishonesty through SCED. Additionally, any plagiarized assignments or incidences of cheating result in an automatic 0 for the assignment. Writing assignments are checked for plagiarism by TurnItIn on Canvas. If an incident of academic dishonesty is particularly egregious, you may receive an automatic F in the course.

Late Assignments/Extra Credit:

Late assignments will normally not be accepted. If there is a compelling reason for a late submission (e.g., illness of yourself or person you are caring for), no points will be deducted. In that case, **you must contact me before the assignment is due.** You will be given an opportunity to complete and submit the adjusted assignment. Note the deadlines are on TUESDAYS and THURSDAYS, and plan accordingly. Extra credit is not normally offered, however if there is an opportunity for extra credit that arises, it will be announced to the class via Canvas.

Class Cancellations

Virtual classes may be cancelled if the university is closed. Under such circumstances, the closure will be announced on the university website. Classes may also be cancelled if the instructor is unable to attend. In that case, an announcement will be posted to Canvas.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

Skill Building Activities and Assignments

There will be frequent skill building exercises or topic-based activities both in Canvas and during our meetings. These exercises are designed to give you a brief, applied experience in applying course content and decision making and problem solving as they relate to Industrial/Organizational topics. The type of exercises and activities will vary, some will be individual based while others will be group activities that are worked through during the synchronous class time. These will frequently be the subject of our meetings. Assignments completed during class time are due at the end of class, whereas individual asynchronous chapter assignments are always due at the end of the asynchronous class session. When completing the exercises, be sure to thoroughly answer each question and explain responses completely to receive full credit

Quizzes

There will be 2 Quizzes, each worth 100 points. Quizzes will take place online. The Quizzes will be timed, open book, and challenging. Be sure to take the time to study for each Quiz as there will not be time to search for most of the answers. Quizzes will consist of multiple choice **applied** questions. This means that you will need to carefully consider and properly apply course concepts to get the answers correct. Quiz materials have been developed based on content from the book, class lectures, slides, and additional material (e.g., projects, videos, etc.). The highest score on each Quiz will be set to equal 100%, and all students will receive the same additional “bump” on the Quiz grade. For example, if the top score is 46/50, each student will receive an additional 4 points.

Group Applied Project - Paper

This course involves conducting an applied project that includes a paper and presentation that is largely completed outside of class time. The paper will be approximately 8 - 10 pages and be focused on a specific topic covered in this class. See the separate Group Project Paper Instructions for detailed paper instructions and rubric.

Final Applied Presentation

For this class, your final evaluation will be based upon the Applied (team) Project Presentation that corresponds to your Applied Paper. See the separate Group Presentation Instructions on Canvas for detailed presentation instructions and a rubric. Note: After completing the paper and presentation, you will complete peer evaluations, where you will rate each member of your group, and you will be rated. If your peer evaluations are consistently poor, you will lose points based on your contributions to the project (see the paper rubric for the sliding scale). If you do not contribute to the project, you will receive 0 points for the project. The final portion of this project involves content expert evaluations of other groups' projects.

Grading Information

Grade Breakdown

Quizzes x 2 (100 points each)	200 Points
Assignments	140 Points
Applied Paper	100 Points
Applied Presentation	100 Points

Final Letter Grade

97 to 100%	A plus	93 to 96.99%	A	90 to 92.99%	A minus
87 to 89.99%	B plus	83 to 86.99%	B	80 to 82.99%	B minus
77 to 79.99%	C plus	73 to 76.99%	C	70 to 72.99%	C minus
67 to 69.99%	D plus	63 to 66.99%	D	60 to 62.99%	D minus
Less than 60%	F				

About Me: I am Professor and Psi Chi Advisor here at SJSU. I have taught many courses including undergraduate courses such as organizational behavior in the Business School, research methods and I-O Psychology to Psychology Undergraduates, and graduate courses such as Personnel Psychology, Work Groups and Teams, Occupational Safety and Health, and Training and Development. I'm also an active researcher. I've published numerous chapters and research studies in highly tiered Organizational Psychology Journals. My research focuses on social relationships in the workplace, employee health and well-being, and the role of work in affecting employee lives across work and non-work domains. For more information about my work, please visit the [WOW research lab website](#). In addition to my I-O research, I have consulted on applied projects in a variety of industries, which were made up of private, public, and military structured organizations. I also have several years of work experience outside academia, in a variety of occupations (CPA firm manager, escrow assistant, and veterinary technician). Fun Fact: I completed my undergrad education at a CSU! Just as I am passionate about improving employee work-lives, I am also passionate about supporting students in their learning and growth, which I hope you will find evident. When I am not working, you will generally find me outdoors, hiking with my family, or watching a good ol' soccer (Fútbol) match – and rooting for the Timbers!



Tentative Course Schedule

The following is a detailed tentative course schedule. There may be changes (e.g., topics, readings, due dates, activities) to this portion of the course throughout the term and you will always be notified via canvas if this happens. **Bold** represents a significant due date. Regular font for all else such as normal due dates and information on content.

Date	Topics, Readings, and Major Assignment Information
Thurs 1/27	Zoom (Synchronous) Topic: Welcome! Course Overview and What is I/O? What about research methods? 1. First assignment (Intro)
Tues. 2/1	Canvas (Asynchronous) Lecture Topic: Intro to I/O and Job Analysis (Ch. 3) 1. Complete Intro to I/O and Job Analysis asynchronous content by 11:59 PM
Thurs 2/3	Zoom (Synchronous) Topics: Job Analysis 1. Discuss Job Analysis 1. Group activity
Tues 2/8	Canvas (Asynchronous) Topic: Performance Appraisal and Criterion Measures (Ch.4 and 5)
Thurs. 2/10	Zoom (Synchronous) Discuss Criterion Measures and Performance Appraisal 2. Group activity
Tues 2/15	Canvas (Asynchronous) Topics: Employee Selection (Ch. 6 and 7)
Thurs 2/17	Zoom (Synchronous) 1. Discuss Employee Selection Group activity
Tues 2/22	Canvas (Asynchronous) Topics: Employee Selection (Ch. 6 and 7)
Thurs 2/24	Zoom (Synchronous) 2. Discuss Employee Selection 3. Group activity
Tues 3/1	Canvas (Asynchronous) Topic: Training and Development (Ch. 8)
Thurs 3/3	Zoom (Synchronous) Topics: Training and Development and I(industrial) Quiz prep 1. Study Guide Session
Tues 3/8	Canvas (Asynchronous) 1. I-Quiz due at 11:59 PM
Thurs 3/10	Zoom (Synchronous) Topic: Quiz Debrief and LIVE LECTURE: Employee Motivation
Tues 3/15	Canvas (Asynchronous) 1. Leadership (Ch. 9)
Thurs 3/17	Zoom (Synchronous) 1. Leadership in class activity
Tues 3/22	Canvas (Asynchronous) 1. Topic: Teams
Thurs 3/24	Zoom (Synchronous) Topics: Teams

3/28 – 4/1	SPRING RECESS
Tuesday 4/5	Canvas (Asynchronous) Topic: Job Attitudes, Emotions, Stress, OHP, OSH (Ch. 11 & 12) 1. Complete asynchronous content by 11:59 P.M. 2. Choose GROUP
Thurs 4/7	Zoom (Synchronous) Topics: Job Attitudes, Emotions, Stress and OHP and O(organizational)-Quiz prep
Tuesday 4/12	Canvas (Asynchronous) 1. O-Quiz due at 11:59 PM
Thurs 4/14	Zoom (Synchronous) 1. O-Quiz Debrief 2. Intro to Group Project, Charters, and Interview Questions
Tues 4/19	Canvas (Asynchronous) 1. Submit Questions
Thurs 4/21	Zoom (Synchronous) 1. Finalize Questions, Complete Interviews
Tues 4/26	1. Write introduction 2. Write methods 3. Write results
Thurs 4/28	NO FORMAL CLASS SESSION 1. Write discussion 2. Smooth draft 3. Submit Draft to Canvas by 4/29 at 11:59 P.M.
Tues 5/3	Canvas (Asynchronous) Peer paper evaluations due 5/3 at 11:59 PM
Thurs 5/5	Zoom (Synchronous) Check in with Dr. Brady and Revise Paper
Tues 5/10	Canvas (Asynchronous) Final Paper due 5/10 at 11:59 P.M.
Thurs 5/12	Zoom (Synchronous) Work on Presentations
Tues 5/17	Canvas (Asynchronous) 1. Submit Final Presentation by 11:59 PM
FINAL on CAVAS	Final content expert feedback AND within team peer evaluations DUE on Canvas Monday, May 23, 9:45 AM-12:00 PM

