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 both asynchronous parts (mini lectures/videos/activities you do on your own online on Canvas) and synchronous (i.e., weekly regular Zoom meetings and group activities occurring on Wednesdays) components. Asynchronous components, including readings, lectures, and homework assignments, are to be finished before the synchronous Wednesday class meeting (tip: complete asynchronous components during dedicated Monday class time). Our weekly Wednesday Zoom meetings will be used to further explain or answer any questions regarding course content and to reinforce material via group activities. Unless otherwise noted, assignments due on synchronous meeting dates will be due at 11:59 P.M. that date.

Required Texts, Readings, and Course Material
Textbook

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 and complete assigned work corresponding to the chapter prior to the corresponding class meeting. 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. 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. 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 support and help students learn 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 and will not be tolerated.

Virtual Learning and Netiquette
Please see the Virtual Learning Module 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 due date. You will be given an opportunity to complete and submit the adjusted assignment of a revised due date. Note the deadlines in the class syllabus 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), 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), 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](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.

**Exams**
There will be 4 exams, each worth 50 points. Exams will take place online. The exams will be timed, open book, and challenging. Be sure to take the time to study for each exam as there will not be time to search for most of the
answers. Exams 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. Exam 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 exam will be set to equal 100%, and all students will receive the same additional “bump” on the exam 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**

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<thead>
<tr>
<th>Grade Breakdown</th>
<th>Final Letter Grade</th>
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<tr>
<td>Exams x 4 (50 points each)</td>
<td>97 to 100% A plus</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Applied Paper</td>
<td>77 to 79.99% C plus</td>
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<tr>
<td>Applied Presentation</td>
<td>67 to 69.99% D plus</td>
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<td>Total</td>
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<td>60 to 62.99% D minus</td>
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About Me: I am an Assistant Professor of Psychology and Psi Chi Advisor here at SJSU. I recently moved here from Portland, OR. As an instructor, I have taught many courses including undergraduate courses such as research methods, organizational behavior in the PSU Business School, I-O Psychology, and graduate courses such as Occupational Safety and Health and Training and Development. 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. **Italic**s represent a suggested due date. Regular font for all else such as normal due dates and information on content.

<table>
<thead>
<tr>
<th>Date Module</th>
<th>Topics, Readings, and Major Assignment Information</th>
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| Wed 1/27 Intro Module | Zoom Topics: Welcome! Course Overview/Group Project and what is I/O?  
1. First assignments (Intro and Syllabus Quiz) |
| Mon. 2/1 | Asynchronous Topic: All about I/O and Research Methods in I/O (Ch. 1 & 2)  
1. Complete asynchronous before start of class on 2/3  
2. **Examine and sign up for group project topic on Canvas on 2/1 by 11:59 PM** |
| Wed 2/3 | Zoom Topics: Research Methods and Group Project  
1. Content discussion and activity  
2. **Complete and Submit Group Charter 2/3 by 11:59 P.M.** |
| Mon 2/8 | Asynchronous Topic: Job Analysis (Ch. 3)  
1. Complete asynchronous content before start of class on 2/10  
2. Read chapter corresponding to group project before class on 2/10 |
| Wed. 2/10 | Zoom Topics: Job Analysis and Group Projects  
1. Job Analysis discussion and group activity  
2. Additional group work: develop interview questions for group project |
| Mon 2/15 | Asynchronous Topic: Performance Appraisal/Criterion Measures (Ch. 4 & 5)  
1. **Submit interview questions due 2/15 11:59 PM**  
2. Complete asynchronous content before class on 2/17 |
| Wed 2/17 | Zoom topics: Performance Appraisal and Criterion Measures  
1. Discuss Criterion Measures and Performance Appraisal  
2. Group activity/exam prep |
| Mon 2/22 | Asynchronous Topic: EXAM and Employee Selection  
1. **Exam 1 Due by 2/22 11:59 PM**  
2. Asynchronous Topic: Employee Selection (Ch. 6 and 7) |
| Wed 2/24 | Zoom Topics: Exam Recap and Group Project Time  
1. Exam stats  
2. Discuss Employee Selection  
3. Group activity/group work |
| Mon 3/1 | Asynchronous Topic: Group project and Training and Development (Ch. 8)  
1. Complete asynchronous content class on 3/3  
2. **Suggested: Complete interviews** |
| Wed 3/3 | Zoom topics: Training and Development  
1. Discuss Training and Development  
2. Group activity/exam prep |
| Mon 3/8 | Asynchronous Topic: EXAM & Group work prep  
1. Review chapters 6 – 8  
2. **Exam 2 Due by 3/8 11:59 PM**  
3. **Interviews completed prior to class on 3/10** |
| Wed 3/10 | Zoom topics: Group project work  
1. Group work and progress report/check ins with Dr. J |
| Mon 3/15 | Asynchronous Topic: Motivation (Ch. 10)  
1. Complete asynchronous content before class on 3/17  
2. **Suggested: Complete group paper introduction and methods section** |
| Wed 3/17 | Zoom topics: Leadership and Exam Prep  
1. Discuss Leadership  
2. Group activity/group work: Exam prep |
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<thead>
<tr>
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<tbody>
<tr>
<td>Mon 3/22</td>
<td>Asynchronous Topic: Leadership (Ch. 10)</td>
<td>1. Complete asynchronous content before class on 3/24</td>
</tr>
</tbody>
</table>
| Wed 3/24  | Zoom topics: Leadership and Exam Prep               | 1. Discuss Leadership  
2. Group activity/group work: Exam prep  
3. **EXAM 3 DUE FRIDAY 3/26 by 11:59 PM**                                                                                           |
| 3/29 – 4/2| **SPRING RECESS**                                    |                                                                                                                                              |
| Monday 4/5| Asynchronous Topic: Job Attitudes and Emotions (Ch. 11) | 1. Complete asynchronous content before class on 4/7  
2. *Suggested: Compete results section*                                                                                                    |
| Wed 4/7   | Zoom topics: Exam Recap and Job Attitudes and Emotions | 1. Exam 3 stats and discuss Job Attitudes and Emotions  
2. Group activity/group work                                                                                                           |
| Monday 4/12| Asynchronous Topic: Stress, OHP, OSH (Ch. 12)      | 1. Complete asynchronous content before class on 4/14  
2. *Suggested: Complete recommendations section*                                                                                       |
| Wed 4/14  | Zoom topics: Stress and OHP                         | 1. Discuss Stress and OHP  
2. Group activity/group work                                                                                                           |
| Mon 4/19  | Asynchronous Topic: Teams (Ch. 13)                  | 1. Complete asynchronous content before zoom class  
2. *Work on refining and finalizing paper drafts. Groups requesting instructor feedback should submit to the instructor by Monday 4/19*          |
| Wed 4/21  | Zoom topics: Teams and Exam Prep                    | 1. Discuss Teams  
2. Group activity/Exam Prep                                                                                                             |
2. **Exam 4 Due by 4/26 11:59 PM**                                                                                                       |
| Wed 4/28  | Zoom topics: Group Project Time and Check-Ins       | 1. **Finalized Draft of Paper for Peer evaluations Due 4/28 at 11:59 PM**                                                               |
| Mon 5/3   | Asynchronous Topic: Complete Paper Evaluations      | 1. **Peer paper evaluations due 5/3 at 11:59 PM**                                                                                           |
| Wed 5/5   | Zoom topics: Finalize paper                          | 1. Last minute check ins with Dr. J, complete final paper  
2. **Final papers due 5/7 at 11:59 PM**                                                                                                  |
| Mon 5/10  | Asynchronous Topic: Prepare for presentation        | 1. Complete asynchronous presentation content  
2. Work on group presentation                                                                                                             |
| Wed 5/12  | Zoom Topic: Group work on final presentations       | 1. **Final presentations due 5/12 at 11:59 PM**                                                                                           |
| Mon 5/17  | Asynchronous Topic: Work on final presentations     | 1. **Peer evaluations for group project work due 5/17 at 11:59 P.M.**                                                                    |
| Friday 5/21| Asynchronous Final 12:15 – 2:30 P.M.                | 1. **Final content expert feedback DUE on Canvas at 2:30 P.M.**                                                                             |