Welcome to PSY 310! You have enrolled in an online formatted course. This course requires more work on everyone (the professor and the student) than a traditional course. It is NOT easier. You MUST be a self-directed and focused learner, adhere to absolute deadlines, comfortable with D2L, and have reliable access to a computer and the internet.

INSTRUCTOR: Dr. Hollie Gammel Smith
OFFICE LOCATIONS: BPSC 3.105 (3rd floor Student Center)
OFFICE HOURS: Wednesdays from 1:30-2:30 p.m., virtually, and by appointment (call to confirm availability)
OFFICE PHONE: (936) 468-7249
DEPARTMENTS: Student Affairs Programs and Adjunct Faculty in Psychology and Counseling
EMAIL: EMAIL THROUGH D2L. Please check your D2L email account regularly. You can forward it to your personal account so you know when you have received an email. However, you cannot reply to that email, you must log into D2L to retrieve. Email will be the official tool for communicating important reminders, announcements, and further assignment directions. As a second resource, email hsmith@sfasu.edu.

*Dr. Hollie Smith* is a proud SFA alumna! Dr. Smith serves as the Assistant Dean of Student Affairs for Programs, overseeing programs such as Orientation Programs, Greek Life and Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Spirit Teams, Leadership and Service, Purple Haze Association, and Multicultural Affairs. In addition, she serves as Adjunct Faculty in the Department of Psychology, SFA 101 and teaches graduate courses in Counseling for the student affairs master’s program. She graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, she completed her doctoral degree in higher education administration from Texas A&M-Commerce. Hollie is married to an SFA Alum, Ted, and they have a 10 year old son named Austin and five year old daughter named Averie.

REQUIRED TEXT: Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2016). *Psychology and work: Perspectives on industrial and organizational psychology.* New York and London, NY: Routledge.*Supplemental readings will be provided throughout the semester in class and online. Such readings are intended to supplement lectures and the text. You are responsible for everything in the readings, as well as, what is covered in the lectures. The APA Manual 6th ed is available in the library for your reference.

COURSE DESCRIPTION: Comprehensive study of the use of applied psychology in the areas of business and industry. Prerequisite: PSY133 and sophomore standing or consent of instructor. *This course will introduce methods, practice, research, and theories of Industrial and Organizational (I/O) Psychology. I/O psychology is a sub-field of psychology concerned with various aspects of people in the workplace, including employee productivity and well-being. The “Industrial” part deals with human resources tasks such as employee selection, psychological testing of employees, employee performance appraisal and employee training. The “Organizational” part is concerned with the social and psychological aspects of work, including employee attitudes, behavior, emotions, health, stress, motivation, leadership, etc.*

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES: This is not a general education core curriculum course and no specific objectives for the general education curriculum are addressed in this course.

PROGRAM LEARNING OUTCOMES (PLO):

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>
The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.  

Intermediate

The student will understand and apply psychological principles to personal, social, and organizational issues.  

Advanced

The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.  

Intermediate

**COURSE LEARNING OUTCOMES:**

- Describe Industrial-Organizational (I-O) psychology, what I-O psychologists do, and where they work.
- Identify the major areas of I-O psychology.
- Demonstrate an understanding of the requirements, limitations, and methods of psychological research.
- Explain the recruitment process and the importance of recruiter characteristics, campus recruiting, and realistic job previews.
- Describe the implications of fair employment practices.
- Identify the types of psychological tests used in the workplace.
- Identify how appraisal systems must comply with EEOC guidelines.
- Describe the scope of organizational training programs.
- Identify the characteristics of successful and unsuccessful leaders.
- Identify the key elements of physical working conditions.
- Demonstrate an understanding the seriousness of safety, violence, and health issues in the workplace.
- Describe the scope of consumer psychology, what consumer psychologists do, and where they work.

**GENERAL STUDENT POLICIES:** The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

**ACADEMIC INTEGRITY (4.1):** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp. Please note that Turnitin.com will be utilized for all course work.

**WITHHELD GRADES (5.5):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**STUDENTS WITH DISABILITIES:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**ACCEPTABLE STUDENT BEHAVIOR:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. *Remember- I am here to help you be successful!  Please stop by my office with any questions, concerns, or comments.*

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do.

**The Principle of Respect:** Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. **The Principle of Caring:** Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. **The Principle of Responsibility:** Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions. **The Principle of Unity:** Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. **The Principle of Integrity:** Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

**CLASS RULES:** Following these few rules will help to maximize the PSY 310 experience for you and your classmates:

- Read the assigned material, and **turn in all required work on the day it is due.**
- Participate in online discussions.
- Treat everyone in the class with respect and courtesy.
- All students are expected demonstrate professional behavior and use language appropriate for the classroom learning experience.
- Ask questions!

**COURSE COMPLAINTS:** Any college course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson.

**COURSE INFORMATION:** This is an online course. You are expected to log on to D2L at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Computers are located in the library for your convenience. Discussions are a very important part of the course. I encourage questions and comments at all times.

*You are responsible for all of the information presented in this syllabus. Therefore, you should keep this document where you can refer to it for the entire semester.*
You are responsible for all of the information presented in this syllabus. Therefore, you should keep this document where you can refer to it for the entire semester.

COURSE REQUIREMENTS

ATTENDANCE POLICY: You are expected to log into D2L at least 2-3 times a week.

QUIZZES: There will be chapter quizzes throughout the semester to evaluate your understanding of the text, supplemental reading, and content material. These quizzes will be available on Wednesday evenings and all day on Thursday through D2L until 11:59p.m. Multiple choice and TF question formats will be used on all quizzes. MAKE-UP QUIZZES ARE NOT OFFERED.

CHAPTER ASSIGNMENTS: There will be several assignments posted throughout the semester to evaluate your understanding of the text, supplemental reading, and content modules. You are expected to write college level papers. You will be graded on content, grammar, spelling, organization, clarity, and proper citation (APA). These assignments will be available on D2L’s dropbox. All assignments must be typed, double-spaced in times new roman 12 point font, with 1 inch margins. The assignments must be attached to D2L dropbox AND copy/pasted into the text submission. Please ask for assistance if you are unsure of how to do this. Since each assignment and discussion will be open online for at least one week, MAKE-UP OR EXTENSIONS FOR ASSIGNMENTS ARE NOT OFFERED. It is your responsibility as a student to plan ahead to ensure timely submission. Grading is firm.

COURSE PARTICIPATION: There will be several discussion posts to earn course participation points. Points will be deducted based on the following:

<table>
<thead>
<tr>
<th>Discussion Post Deductions</th>
<th>Point deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion post offers too vague of an opinion.</td>
<td>1</td>
</tr>
<tr>
<td>Discussion post has grammatical errors.</td>
<td>1</td>
</tr>
<tr>
<td>Discussion post only re-states what your classmates have already mentioned without adding your own unique interpretation.</td>
<td>1</td>
</tr>
<tr>
<td>Discussion post does not use relevant course concepts and terms.</td>
<td>1</td>
</tr>
</tbody>
</table>

GRADING PROCEDURES: Grades are calculated based on the following point system:

- Chapter Quizzes 110 points
- Chapter Assignments 150 points
- Course Participation (Discussions) 40 points
- Final Assignment 100 points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 %</td>
<td>A</td>
<td>400 - 360 points</td>
</tr>
<tr>
<td>80 %</td>
<td>B</td>
<td>359 - 320 points</td>
</tr>
<tr>
<td>70 %</td>
<td>C</td>
<td>321 - 280 points</td>
</tr>
<tr>
<td>60 %</td>
<td>D</td>
<td>279 - 240 points</td>
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<td></td>
<td>F</td>
<td>239 or below</td>
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FINAL ASSIGNMENT

BUSINESS PROPOSAL:
The objective of this assignment is to communicate how to apply IO psychology content, research, and principles into the workplace. Put yourself in the role of an IO psychologist consultant. Prepare a business plan proposal that provides solution(s) to specific problems or tasks to be accomplished. In your presentation, be sure to highlight the following:

- Interview a leader/manager who supervises employees.
- Provide information about the company and the interviewee. Include interviewee title and number of employees they supervise.
- From the interview, determine key areas to address.
  - State the specific problems/issues faced by supervisor/company.
- Determine/investigate potential causes of the issue at hand.
- Discuss the negative effects of issue(s) if solution(s) is not implemented.
- If applicable, discuss how management has addressed issue(s) in the past.
- Propose your solution(s) to issue(s) with supporting research, adhering to APA format.
- Discuss benefits of your proposed solution(s).
- Use key IO psychology terms when preparing this proposal.
- Must be APA formatted, especially for references.
- Must use a minimum of 3 references for the research. DO NOT use your textbook as a reference. It may serve as a guide only.

This is not in research paper. However, research is REQUIRED. Presentation format ideas may include but are not limited to:

- Proposal may be presented in a video format (10-15 minutes in length)
- Powerpoint/Prezi/other presentation formats (bare minimum to be considered for an average score is 10 slides which does not include title and references slide)

This proposal must adhere to APA format (i.e. references). It should be written as if you were presenting it to the CEO or president of the company. Therefore, should be professionally written, and in third person. Please discuss other ideas for proposal in advance with instructor.

Helpful APA links:
http://citationmachine.net/
http://owl.english.purdue.edu/owl/resource/560/01/
http://library.sfasu.edu/research/subject/liberal-and-applied-arts/psychology/

LATE WORK WILL NOT BE ACCEPTED!
<table>
<thead>
<tr>
<th>Class date</th>
<th>Tentative Lecture Topic</th>
<th>Readings/Quizzes/Assignments/Discussions Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1- January 16-19</td>
<td>Intro to IO PSY Module- Getting started Module- 1: Ch. 1 – Industrial Organizational Psychology: The Profession and its History</td>
<td>Read Chapter 1 Ch. 1 – Assignment/Quiz- Jan 18 at 11:59 p.m. Introduction Discussion 1 post due Jan 19 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 2- January 22-25</td>
<td>Module 2: Ch. 2 – Research Methods</td>
<td>Read Chapter 2 Ch. 2- Assignment/Quiz- Jan. 25 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 3- January 29- February 1</td>
<td>Module-3: Ch. 3 – Job Analysis Ch. 6 – Personnel Selection: Tests and Other Selection Procedures Ch. 7 – Strategic Issues in the Deployment of Selection Systems</td>
<td>Read Chapter 3 (pages 75-83) Read Chapter 6 (all pages) Chapters 3, 6 and 7- Assignment/Quiz due Feb. 1 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 4- February 5-8</td>
<td>Module-4: Ch. 4 – Criterion Measures Ch. 5 – Performance Appraisals: Measurement and Management of Performance</td>
<td>Read Chapter 4 (pages 124-126) Read Chapter 5 (all pages) Chapters 4 and 5 – Assignment/Quiz due Feb 8 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 5- February 12-16</td>
<td>Module-5: Ch. 8 – Training and Development</td>
<td>Read Chapter 8 Ch. 8 – Assignment/Quiz due Feb.15 at 11:59 p.m. Discussion post 2 due Feb. 16 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 6- February 19-22</td>
<td>Module-6: Ch. 9 – Work Motivation</td>
<td>Read Chapter 9 Ch. 9 – Assignment/Quiz due Feb.22 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 7- February 26- March 1</td>
<td>Final Assignment Interview Questions Draft Assignment</td>
<td>Draft of questions for final assignment due March 1 at 11:59 p.m. Discussion 3 post due March 1 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 8- March 5-9</td>
<td>Module-7: Ch. 10 – Leadership at Work</td>
<td>Read Chapter 10 Ch. 10 – Assignment/Quiz due March 8 at 11:59 p.m. Discussion 4 post due March 9 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 9- March 12-16</td>
<td>Spring Break</td>
<td>Relax and Recharge</td>
</tr>
<tr>
<td>Week 10- March 19-23</td>
<td>Module-8: Ch. 11 – Job Attitudes and Emotions at Work</td>
<td>Read Chapter 11 Ch. 11 – Assignment/Quiz due March 22 at 11:59 p.m. Discussion 5 post due March 23 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 11- March 26-28 Easter holiday- March 29-April 1</td>
<td>Module- 9: Related Concepts</td>
<td>Read Managing Your Boss article and Lean In Summary Related concepts assignment due March 28 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 12- April 2-6</td>
<td>Module-10: Ch. 12 – Stress and Occupational Health Psychology</td>
<td>Read Chapter 12 Ch. 12 – Assignment/Quiz due April 5 at 11:59 p.m. Discussion post 6 due April 6 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 13- April 9-13</td>
<td>Module-11: Ch. 13 – Teams at Work</td>
<td>Read Chapter 13 Ch. 13 – Assignment/Quiz due April 12 at 11:59 p.m. Discussion post 7 due April 13 at 11:59 p.m.</td>
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</tbody>
</table>
TOP SIX COURSE STRATEGIES FOR DOING WELL IN THIS COURSE:
1. Keep track of deadlines.
2. Log into D2L frequently.
3. Read the chapter in the textbook.
4. Review the content modules.
5. Do not wait until the deadline to complete assignments/quizzes.
6. Ask questions.

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<tr>
<th>Week 14- April 16-20</th>
<th>Module-12: Ch. 14 – Organizational Structure, Culture, and Change</th>
<th>Read Chapter 14 Ch. 14 – Assignment/Quiz due April 19 at 11:59 p.m. Discussion post 8 due April 20 at 11:50 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 15- April 23-26</td>
<td>Module-13: Consumer Psychology</td>
<td>Consumer Psychology Assignment due April 26 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 16- April 30-May 4</td>
<td>Prepare final assignment</td>
<td><strong>Meet/Call/Online chat with professor for questions on final assignment.</strong> Appointment times available to discuss final assignment. <strong>GOOD LUCK ON FINALS!</strong></td>
</tr>
<tr>
<td>Week 17 Finals Week May 7-11</td>
<td>Finals</td>
<td>Final Assignment worth 100 points! Due May 9 at 11:59 p.m.</td>
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