1. **COURSE TITLE\*: Industrial & Organizational Psychology**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*: PSYC 1104**
3. **PREREQUISITE(S)\*: None Introduction to Psychology is recommended**

**COREQUISITE(S)\*:**

1. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
2. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

 **LABORATORY HOURS\*: (contact hours) OBSERVATION HOURS\*:**

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

Industrial and organizational (I/O) psychology focuses on the overall functioning and health of the workplace. It seeks to apply psychological principles and research methods improving individual and organizational attitudes and behaviors, impacting the overall work environment, performance, hiring, communication, professional satisfaction and safety.

1. **LEARNING OUTCOMES\*:**
2. The student will be able to identify cases in which psychological concepts and theories have been successfully and unsuccessfully applied in real world contexts.
3. The student will be able to identify the specific problems and control needs for the application of the principles from at least two broad cognitive dissonance, attribution theory, operant conditioning, motivational analysis, etc.
4. The student will be able to prepare a plan for inducing change in an individual or an organization which will identify the behavior to be changed, the degree of control needed to implement the plan, the expected outcome of the intervention, and contingency plans to counter expected obstacles to the plan.
5. The student will be able to identify those factors which seem to be the primary reasons why applied applications of psychology fail in the workplace.
6. The students will acquire basic skills in group problem solving which will allow them to successfully apply these skills in dealing with real world situations.
7. The student will be able to identify models and concepts that allow one to interpret psychological situations, to discuss the impact of various types of motivational factors on work performance and behavior, and will be able to identify the antecedents and consequences of frustration in the workplace.
8. The student will be able to use descriptive statistics in the analysis of a problem related to an industrial organization.
9. The student will be able to discover the ambient and discretionary stimuli that influence his/her behavior in a group to which he/she belongs.
10. The student will be able to discuss the impact of ambient and discretionary stimuli on group performance.
11. The student will be able to define different types of conflict situations and will be able to determine the type of behavior that will result from that conflict.
12. The student will be able to apply both the structural and process model of conflict to an applied setting.
13. The student will be able to develop a program for resolving a conflict.
14. The student will be able to analyze a system in terms of the potential interactions that exist between different people in the system and between people and the devices employed by that system.
15. The student will be able to discover the design features in a device that facilitate and inhibit a person's ability to use that device.
16. The student will be able to analyze a communication system in terms of the potential problems and benefits that might result from that system.
17. The student will be able to discuss the skills that are necessary for the successful performance of a particular task.
18. The student will be able to discuss the factors that relate to effects of stress on human performance.
19. **ADOPTED TEXT(S)\*:**

Psychology at Work Today

Carrie A. Bulger, Duane P. Shultz, Sydney Ellen Schultz

2020

ISBN: 9781138052949

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.) \*\***

Handouts to be distributed in class

Supplemental Material

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

The student’s grade in this class will be based on three factors: (1) classroom participation, (2) small group projects, and (3) the student's performance on individual tests.

Classroom participation: 10%

This portion of the student's grade will be based on the student's contribution to class discussions, both the quality and quantity of the contribution will be used in evaluation of a student's performance.

SMALL GROUP PROJECTS: 30%

Each student will be a member of a small problem-solving group. The performance of that group will determine this portion of the student's overall grade.

INDIVIDUAL TEST PERFORMANCE: 60%

This portion of the student's final grade will be determined by his/her performance on a series of take-home essay tests that will be distributed across the semester. There will be approximately 12 take‑home essays.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Lectures

Take home essay tests

Outside reading newspapers and online research

Small group projects and videos

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning outcomes tied to assignments / topics.)***

1.Week

Introduction to course:

The syllabus will be distributed and explained Principles, Practices, and Problems

 2. Week

Techniques, Tools, and Tactics

How Psychology becomes Organizational psychology

 3. Week

Employee Selection Principles

Best Practices in hiring

4. Week

Psychological Testing

Strengths and Weaknesses

Myers Briggs

 5. Week

Performance Appraisal

Evaluations and the law

 6. Week

Training and Development

Human Capital and its importance to company

 7. Week

Leadership

Small Group on “Good to Great”

8. Week

Motivation

Job Satisfaction

The Millennial Factor

9. Week

Organizing the organization

Small groups on Organizational charts

10 Week

Working Conditions

Small Groups: Each develop the 21st century start of the art working environment

11. Week

Workplace Safety and Health issues

OSHA rules and regs

 12. Week

Stress in the Workplace

Olhms-Raye Stress Test – Small Group Project

 13.Week

Engineering Psychology

Logistics

14.Week

Consumer Psychology

Outside Readings: Each student will report orally on favorite subject

 15.Week

Student reports Continued

 16. Week Final Exam

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see students’ work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.