→ **Get Started**

▤ **Syllabus**

Welcome to PSY 3333.18 Industrial Psychology

New to the course?

Be sure to familiarize yourself with the **Syllabus**
and *review the information carefully*.
Be sure to fill out the **Course Pacing Guide**
 You must submit it as your first assignment before you will be able to proceed with this course.
Click **Get Started** to begin your course.

Returning to the course? Click **Modules** to the left and resume where you left off.

Important reminders:

- This is a **6-month, online, correspondence self-paced course**.
- **All submissions, including exams, must be completed by the course expiration date.** When you registered for the course, you were sent an email to your Texas State account indicating registration and expiration dates.
- **You may not submit more than 2 assignments per week**.

**At the end of the course, you will be asked
to complete a brief course evaluation.
Your input will help improve the course.**

Meet Your Instructor

Krista Howard, PhD

Email: **krista.howard@txstate.edu**

Phone: (512) 245-5547	E-Mail Address: **krista.howard@txstate.edu** **(mailto:kh44@txstate.edu)**
Office: UAC 253-D	Office Hours: By Appointment

Some information about me...

I'm Dr. Krista Howard. I'm married to my husband, Dr. Jeff Howard, a professor at UTSA.

We have 2 daughters, Kyla and Kadey, both in college. Kyla is majoring in Anthropology and Kadey is majoring in Horticulture.

We also have 2 dogs, Jack and Tobey, and 1 cat, Hazel.

I graduated from University of Texas at Arlington in 2010 with a PhD in Health Psychology and Neuroscience.

Prior to that, I was a secondary mathematics teacher for 7 years - teaching middle school and high school.

I came to the Psychology Department at Texas State University in 2010.

I'm a health psychologist. I have conducted a lot of research in the area of occupational health psychology, looking at the how stress and mental health (anxiety, depression, and somatization disorders) and workplace factors (job satisfaction, absenteeism, burnout, etc.) interact.

I have taught this online Industrial Psychology many times. Oftentimes students sign up for this course not knowing what it is about but then they realize this is a field they are really interested in pursuing.

I hope you enjoy the course. Feel free to email me - I'm always here to help!

Krista

Course Syllabus

Course Description

The study of applying psychological knowledge and techniques to the modern industrial environment. Topics studied include employee needs, attitudes, selection, testing, boredom, motivation, anxiety, and job satisfaction.

Course Goals

The focus of this course is to develop an understanding of behaviors in the workplace. Topics include the role of an I/O psychologist, employee selection techniques, performance reviews, leadership strategies, workplace stress, ergonomics, and consumer psychology.

Learning Outcomes

- Demonstrate understanding of the concepts and theories of psychology by using theories to explain and predict behavior and mental processes. Our target is for 75% of our students to meet or exceed expectations.
- Demonstrate understanding of the psychological aspects of lifespan development.
- Demonstrate understanding of and ability to utilize appropriately the various methodologies and designs used in psychological research.
- Demonstrate understanding of statistical concepts and an ability to evaluate the appropriateness of research conclusions.
- Demonstrate understanding of ethical obligations and ethical issues within psychology. How to be successful in this course

Completing this course successfully will require time and effort on your part. Accordingly, I've compiled the following list of study practices that I believe will help you to be successful in this course:

> Realize that you cannot cram this material. Slow and steady wins the race. Please do not try to complete this course in an unreasonably short period of time. One of your first tasks in this course should be to prepare a schedule and stick to it. (The Course Study Schedule (.pdf) will help you do this.) I suggest you plan to cover no more than one chapter every two weeks. Be careful about stepping away from the course material for an extended period of time.

> Fully utilize your textbook's online resources. Recognize that learning is not a spectator sport. Would you expect to watch someone play a sport and then be able to go and perform at the same

level? No. It's the same with online courses. Think of your brain as a muscle; you have to build it up and get it in shape by practicing.

Make a plan. Self-motivation is necessary for successful completion of this course; no one will be pushing you but you. Use the Course Study Schedule (.pdf) to help you identify target dates and chart a path for progressing through the course, including when you'll complete each homework, project, chapter test, and exam. You will benefit the most by completing the assignments in the sequence shown on the study schedule. Also, as you plan your submission dates, remember that I have five business days from the date of receipt to grade your projects, midcourse exam, and final exam. Life happens; update your schedule as needed.

You are not alone. Though self-paced courses offer tremendous convenience for students, they also leave some students feeling isolated. Remember that I am here to help. If you have questions about the course content or structure, please email me via the Mail tool in the left-hand navigation menu. You can also visit the useful links to reference materials, interactive activities, and videos provided in the lessons. If you're on campus, remember that you can utilize **SLAC** **(http://www.txstate.edu/slac/)** for free tutoring. Those of you who are distant from campus have access to free online tutoring via **Smarthinking**.

Required Texts

Psychology and Work Today; Schultz and Schultz, 10th Edition

ISBN-10: 0205683584; ISBN-13: 9780205683581

Ordering Textbooks

Books can be ordered through the **Texas State University Bookstore** or an online vendor of the student's choice, such as Amazon.com, BarnesandNoble.com, or Half.com, or from a brick-and-mortar bookstore.

When purchasing required materials for a course, be sure to purchase the correct edition of the material and to verify that the material's International Standard Book Number (ISBN) matches that listed on the course website.

Should you require any assistance in locating course materials, please call the Office of Distance and Extended Learning at 512.245.2322.

Please keep in mind that all materials should be purchased within 30 days of enrollment; after 30 days, materials may no longer be available for your course.

When ordering from the online bookstore:

Allow plenty of time for textbooks to arrive before class.

Order early! You will need your textbook for the first week of class.

NOTE: Please be aware International versions of the text may differ from the Domestic (North American) version required for your course.

Course Schedule

Self-Paced Correspondence Course Setup

1. There are 5 units, and each unit will cover approximately 3 chapters from the book.
2. The course will use the tab called Modules in Canvas (left side column). The Modules tab will guide you through the following:
   1. Read the Chapter in the book.
   2. Review the PowerPoint presentation that accompanies each chapter.
   3. Watch any scheduled videos.
   4. Complete the Guided Reading questions for each chapter.
   5. Write a Reflection Essay covering the topics in the chapters covered for that unit (see description below).

Before You Begin

Make sure to complete the Course Pacing Guide. It will help you to schedule and keep track of your progress during this 6 month course. This guide is due 7 DAYS after you first sign up for the course. For access to the Pacing Guide, click on the Course Pacing Guide link below.

PSY 3333 Course Pacing Guide.docx

Topics for Each Unit

Unit 1

Guided Reading Assignments:

   Principles, Practices, and Problems

   Techniques, Tools, and Tactics

   Employee Selection Principles and Techniques

Reflection Essay covering Chapters 1, 2, and 3

Unit 2

Guided Reading Assignments:

   Psychological Testing

   Performance Appraisals

   Training and Development

Reflection Essay covering Chapters 4, 5 and 6

Unit 3

Guided Reading Assignments:

   Leadership

   Motivation, Job Satisfaction, and Job Involvement

   The Organization of the Organization

Reflection Essay covering Chapters 7, 8, and 9

Unit 4

Guided Reading Assignments:

   Working Conditions

   Employee Safety and Health Issues

   Stress in the Workplace

Reflection Essay covering Chapters 10, 11, and 12

Unit 5

Guided Reading Assignments:

Engineering Psychology

Consumer Psychology

Documentary: Stress: The Portrait of a Killer

Reflection Essay covering Chapters 13, 14, and Documentary

Grading

Guided Reading Assignments – Questions from the book and the assigned videos.

- 75% of final grade (each unit is 15%)
- Answer all questions using complete sentences. Do not plagiarize the book or the powerpoint presentations.
- The Guided Readings are all short-answer questions and will take time to complete.

Reflection Essay

- 25% of final grade (each essay is 5%)—there is no final exam.
- The Reflection Essay should be about 1 page long (3-4 paragraphs). In this essay, you can discuss the topics from the chapters in the current unit and how you found them interesting. You can discuss how you have seen these topics in the real world, and you can discuss how you would deal with these topics in a work setting, etc.

Grade Distributions

A = 89.5% - 100% (GPA = 4.0)

B = 79.5% - 89.4% (GPA = 3.0)

C = 69.5% - 79.4% (GPA = 2.0)

D = 59.5% - 69.4% (GPA = 1.0)

F < 59.5% (GPA = 0)

Communication Policy

According to "Seven Principles for Good Practice in Undergraduate Education," faculty-student contact is very important.

Accordingly, I encourage you to contact me if you have any concerns, questions, or problems. You are welcome to email me by using the Mail tool in the left navigation bar. (It is important to keep all mail related to this course contained within this Canvas site.)

My policy is that during non-holiday breaks or announced away times, any email I receive between Monday morning and Friday at noon will receive a reply within 24 hours. Emails received between Friday at noon and Sunday night will receive a reply on the next business day.

Using Wikipedia

As a tool for scholarly research, Wikipedia can be either a grade-killer or a valuable friend, depending on who you ask and what you hope to accomplish using it. What is fairly certain is that your professor won't let you cite it in a scholarly research paper.

There are a few common reasons why you can't cite Wikipedia:

- Wikipedia is a general encyclopedia. At the collegiate or university level, your professors are looking for more than general rudimentary material. General encyclopedias usually give baseline information, the type of common knowledge that isn't usually cited. Academic subject-specific encyclopedias will often provide more scholarly and citeable information.
- There is often no way to know who is editing the entries in Wikipedia or what his or her level of expertise is.
- You cannot be sure that the content is "permanent" (although you can look at the revision history on the History page).
- You cannot be sure that the content meets standards of academic rigor. One of Wikipedia's main principles is that it strives for a neutral point of view (which it abbreviates to NPOV). This standard states that all articles should strive to "represent…all significant views on each topic fairly, proportionately, and without bias." The problem is that in any knowledge endeavor, much less a collaborative and ad hoc venture like Wikipedia, deciding what's neutral and having something reviewed for NPOV can be controversial undertakings and too uncertain to meet standards of academic rigor. However, having such a debate take place publicly on Wikipedia makes for interesting talk-page reading and for a good pros-and-cons debate.

Two other Wikipedia policies relevant to academic rigor are its verifiability and "no original research" policies.

Tips for Using Wikipedia Effectively

Use Wikipedia to get a general overview, and follow the references it provides as far as they can take you.

Look at the Discussion tab to see if the article you're reading is part of a WikiProject, meaning that a group of people who care about the subject area are working in concert on its content. They may not be

it.

If it is part of a WikiProject, see if it has been rated. Articles in WikiProjects go through a type of peer review. This is not the same type of peer review your professor talks about regarding scholarly research, but even such a limited review does at least imply that someone from the WikiProject has looked at the article at some point and assigned a quality rating to it. In any case, to be fairly sure that a Wikipedia article expresses what laypeople might need to know to consider themselves reasonably informed, look for a rating of B/A or above.

Additional Resources

You may wish to consult any or all of the following for additional help in finding and evaluating sources:

> [[**Wikipedia assignments** Wikipedia's **Neutral Point of View guideline**
> Wikipedia on **verifiability**
> Wikipedia on **original research** Wikipedia: **Peer review**
> **The Seven Steps of the Research Process**
> A resource designed to answer questions about evaluating sources of information.
> **Critically Analyzing Information Sources**
> This resource lists some of the critical questions you should ask when you consider the appropriateness of a particular book, article, media resource, or Web site for your research.
> **Distinguishing Scholarly from Nonscholarly Periodicals: A Checklist of Criteria**. This resource shows how to evaluate periodicals by looking at their format, intended audience, and appearance.
> **Evaluating Web Sites: Criteria and Tools**. This resource lists ways to analyze the
>
> Web sites you find.
> **Evaluating Resources and Evaluating Web Resources**
> These resources, available on the Introduction to Research page at the Cornell University Library Web site, provide additional information.
> **Five Criteria for Evaluating Web Sites**. This resource offers a table of suggestions.

Using Wikipedia. The Digital Literacy Project by Cornell Information Technologies. 19 May 2015.

FREE TUTORING RESOURCES

A variety of free tutoring resources are available for students enrolled in correspondence courses. You may access tutoring through Tutor.com by clicking on Tutor.com: 24/7 Online Tutoring in the left menu of this course. Then just respond to the questions to start tutoring. If you need help with writing specifically, then choose Writing as your topic.

Free online tutoring for writing-related assignments is also available from the University Writing Center. For information on accessing these resources, please visit the Office of Distance and Extended Learning's **Free Tutoring** page. Currently-enrolled, degree-seeking students able to visit the Texas State campus are eligible for free in-person tutoring from the **Student Learning Assistance Center (SLAC) (http://www.txstate.edu/slac/)** on the fourth floor of Alkek Library

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FREE TUTORING

University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Submission 1: Course Pacing Guide/Course Study Schedule

Due No Due Date   **Points** 0   **Submitting** a file upload

Download and add target dates to this **Course Pacing Guide/Course Study Schedule**.

Then click Submit Assignment and attach and submit your completed document.

After you upload your document, click Next to proceed with the course.

| File Upload | Microsoft OneDrive |

Upload a file, or choose a file you've already uploaded.

Choose File No file chosen

+ Add Another File

Click here to find a file you've already uploaded

Comments...

Cancel   Submit Assignment

Chapter 1: Objectives

This chapter explains what I/O psychology is, where it originated from, the importance of this field, and how one becomes an I/O psychologist.

Objectives

Upon completion of this lesson, you should be able to do the following:

- discuss the importance of work in our lives
- define industrial-organizational (IO) psychology
- identify the early pioneers of IO psychology and their role in employee selection
- discuss the Hawthorne Studies and how they opened new areas for IO psychology
- describe what is meant by the "global workplace" and identify the pros and cons
- distinguish between the four generations in today's workforce
- describe the challenges that IO psychologists face

Click Next to proceed to Would you work if you didn't have to?

Would you work if you didn't have to?

Two male co-workers arguing during a meeting while a female co-worker is attempting to mediate.

Five co-workers working together as a team during a meeting.

Would you work if you didn't have to?

Many wealthy individuals, including CEOs, lottery winners, and retirees continue to work. But why? Wealthy individuals continue to work because working provides much more than just a paycheck:

There are **Personal Factors**, such as emotional security, self-esteem, and contentment. There are **Cognitive Factors**, including learning new skills and mastering new challenges. And there are **Social Factors**, including social support, group belonging, and acceptance.

But there are also Negative Sides to Working

- Physical dangers, boredom
- Stress, anxiety and dissatisfaction
- Problems at work affect home life
- Long-term stress => poor physical and emotional health
- People who are dissatisfied with their work are found NOT to live as long as those who are satisfied

Click Next to proceed to What is I/O Psychology?

Unit 1: Chapter 1 Guided Reading

Due No due date   **Points** 100   **Questions** 10   **Time Limit** None
Allowed Attempts Unlimited

Instructions

Unit 1: Guided Reading Chapter 1

Complete each question using complete sentences. Do not plagiarize the book or the powerpoints in your answers.

Attempt History

	Attempt	Time	Score
LATEST	**Attempt 1**	less than 1 minute	0 out of 100 *

* Some questions not yet graded

Score for this attempt: **0** out of 100 *
Submitted Dec 1, 2020 at 2:49pm
This attempt took less than 1 minute.

Question 1	**Not yet graded / 10 pts**

What are the positive and negative aspects of working?

Your Answer:

Sample answer 1

What are different ways that Industrial/Organizational (I/O) Psychologists can save employers money?

Your Answer:

Sample answer 2

Question 3

Not yet graded / 10 pts

Who were the influential people in the development of I/O psychology? And briefly discuss their contributions to I/O Psychology.

Your Answer:

Sample answer 3

Question 4

Not yet graded / 10 pts

What were the Hawthorne Studies? What did they add to I/O psychology?

Your Answer:

Question 5

Not yet graded / 10 pts

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Your Answer:

Question 6

Not yet graded / 10 pts

What is Contingent Work? What are the pros and cons of contingent work?

Your Answer:

Question 7

Not yet graded / 10 pts

Distinguish between the four generations in today's workforce.

Your Answer:

Question 8

Not yet graded / 10 pts

Describe some of the characteristics of your generation. Do you think this is a fair description of yourself?

Your Answer:

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Describe several unique problems that I/O psychologists face in the workplace.

Your Answer:

Question 10   **Not yet graded / 10 pts**

What is a Virtual Workplace? What are some of the pros and cons of the virtual workplace?

Your Answer:

Quiz Score: **0** out of 100

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View