

Industrial and Organizational Psychology

PSYC 170

Fall 2026 Section 01 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/23/2026

Contact Information

Professor: Jacquelyn Brady, Ph.D.

Office: DMH 324

Student Drop-in Hours: Wednesdays 9:30 AM - 11:00 AM

Note from the Professor: Welcome to Industrial & Organizational Psychology! I am so excited to get to know each of you and join you in your adventure of what is most likely your first introduction to this relevant and practical topic! The syllabus reads like a technical document because that is what it is, despite this, please know I am very excited to spend the semester focusing on this content with you!

Course Information

Class Location: HGH 116

Class Days and Times: Monday and Wednesday; 12:00 P.M. - 1:15 P.M.

This course introduces students to Industrial and Organizational (I/O) Psychology. I/O Psychology is a scientific discipline that draws upon rigorous methodologies and theory to understand human experiences and behaviors in the workplace. This course is designed to expand your understanding and ability to apply psychological theory and principles to the workplace context and employee lives. As a class, we will journey through topics ranging from employee selection to work stress and work-life balance. Given that work is part of most people's everyday lives, and most individuals spend almost as much time working as they do sleeping, this course is highly practically relevant for students.

Course Description and Requisites

Application of psychological theory, research and methodology to the work environment. Topics covered include leadership, power, group processes, motivation, satisfaction and issues in personnel psychology.

Prerequisite: PSYC 001.

* Classroom Protocols

How to best support learning (for you and me).

Reading. Reading the assigned chapter(s) or materials prior to the lecture is expected and will enable students to do well on the activities, and get the most out of our class time together. Specifically, engaging with the pre-class assignments prior to class will make in-class activities more effective for learning, provide opportunities to clarify concepts, and ultimately facilitate students' ability to successfully complete course assignments.

Attendance & Participation. It is important for students to attend all class sessions as they are responsible for the information shared, material discussed, and in-class activity assignments. Furthermore active participation is frequently essential to ensure maximum benefit to all class members, including your project team, as it allows you to be better prepared to contribute to your project. Students who are not present to complete the in class activities will not be able to earn credit for them. I will work to foster an environment where all students feel comfortable participating in class assignments.

According to University Policy F15-12, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."

Respect. My goals are to create a fun atmosphere where we can all engage in the exciting process of research. Additionally, as an instructor, I strongly believe in supporting and helping students in learning the course material in ways that can be applied to academic and professional careers. Thus, the environment of this classroom must be professional and respectful. You are always expected to respect and be courteous to one another, and this involves being an active listener. This course covers broad range of 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.

Academic Honesty. Students in this course are held to the highest standard of academic honesty. Cheating, plagiarism, and other forms of academic misconduct will be followed up with the 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 and your entire team may receive an automatic F in the course.

*****ON THE USE OF AI***** Since writing, analytical, and critical thinking skills are primary skill outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. **Use of generative AI or AI-assisted tools is prohibited for all course work unless written permission is provided by the instructor for a specific activity or assignment. This prohibition includes, but is not limited to, using AI for brainstorming, generating ideas, searching for or summarizing information, outlining, drafting, rewriting, paraphrasing, editing, proofreading, or providing grammar or style suggestions. Grammarly and similar AI-assisted writing tools are not permitted.**

If written permission to use AI is provided, any use of AI must be clearly disclosed and appropriately cited. All work completed without express written permission to use AI must be entirely the student's own. Violations of this policy will be reported consistent with university academic integrity policies and will result in a grade of 0 on the assignment.

If you would benefit from writing support, I am happy to help, and spellcheck or the writing center are acceptable tools you may use for writing.

You may earn 1 point of extra credit by emailing me by the end of Week 1. In your email, briefly describe my AI policy. This extra-credit opportunity is worth 1 point total and must be completed by the end of Week 1.

Late assignments/Extra credit. Late assignments are not accepted except under documented compelling causes and emergencies. If there is a compelling reason for late submission (e.g., illness of yourself or the person you are caring for), no points will be deducted. In that case, **you must contact me before the assignment is due.** Note the due dates in the 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 during a class session.

Class Cancellations. Classes may be canceled if the university is closed or if the instructor is unable to attend. If the latter arises, an announcement will be posted to Canvas as soon as possible.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

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

Course Learning Outcomes (CLOs)

CLO1: Describe what I-O Psychology is (week 1 lecture and individual assignment), what I-O Psychologists do, and some of the major issues that organizations face related to employees (week 1 - 11, lectures and activities).

CLO2: Describe major concepts, theories, and current and historical issues related to the development of I-O psychology (week 1 - 11, lectures and activities).

CLO3: Describe the different methods industrial-organizational psychologists use in applied and research settings (week 1 - 11, lectures and activities).

CLO4: Infer appropriate conclusions from I-O psychology research (final project paper and presentation, class activities).

CLO5: Synthesize evidence and information to critically evaluate the impact of organizational practices and employee behavior on the organization, employees, and others (Final project paper and presentation, week 1 - 11 class activities).

CLO6: Diagnose and solve real-life scenarios and I-O issues that organizations and employees face, using I-O principles (Final project and paper, Exams 1 and 2, quizzes, and class activities).

CLO7: Synthesize and apply material to effectively research, present, and communicate recommendations related specific topics in I-O (final project paper and presentation).

CLO8: Demonstrate effective teamwork (in-class activities, final project paper, and presentation).

Course Materials

Truxillo, D.M., Bauer, T.N., & Erdogan, B. (2015). Psychology and Work: Perspectives on Industrial and Organizational Psychology (1st ed.). Routledge. <https://doi.org/10.4324/9781315882048>

Scantrons for exams

Course Requirements and Assignments

Skill-Building Activities and Assignments (70 points; 35%)

There will be frequent skill-building exercises and topic-based assignments completed throughout the semester. These assignments are designed to support learning and provide opportunities to apply course content, decision-making, and problem solving as they relate to Industrial and Organizational Psychology.

Assignments may include in-class activities, homework, reading-based assignments or quizzes, case studies, simulations, reflections, and other individual or group exercises. The number and point value of individual assignments will vary throughout the semester, but assignments in this category will total 70 points.

Industrial Psychology Exam (30 points; 15%)

The Industrial Psychology Exam will assess material from the first portion of the course. The exam will primarily consist of applied multiple-choice questions that require students to understand and apply course concepts rather than simply recall definitions. Students may use course materials, including the textbook and notes, but electronic devices are not permitted. A review session will be held prior to the exam.

Organizational Psychology Exam (30 points; 15%)

The Organizational Psychology Exam will assess material from the second portion of the course. The exam will primarily consist of applied multiple-choice questions that require students to understand and apply course concepts rather than simply recall definitions. Students may use course materials, including the textbook and notes, but electronic devices are not permitted. A review session will be held prior to the exam.

Organizational Psychology Interview Project (60 points; 30%)

Students will work in teams to complete an applied project focused on an Organizational Psychology topic covered in the course. Teams will develop interview questions, interview employees, and use information from the interviews together with course concepts and relevant research to better understand an organizational issue and develop evidence-based conclusions and recommendations.

Project deliverables will include development of the project topic and interview questions, an applied team report, and a team presentation. The report will require students to summarize the relevant Organizational Psychology topic, describe their interview approach, identify important patterns or themes from the interviews, connect their findings to course concepts and research, and provide recommendations. Specific requirements and grading criteria will be provided on Canvas.

Students are expected to contribute meaningfully to all stages of the team project. Individual project grades may be adjusted based on the end-of-semester team contribution evaluations and/or instructor observations of individual contributions to the project.

End-of-Semester Team Contribution Evaluation (10 points; 5%)

At the end of the semester, students will complete an individual evaluation of their own contributions and the contributions of their teammates to the Organizational Psychology Interview Project. Students will evaluate factors such as preparation, participation, communication, reliability, and overall contribution to the team's work. These evaluations may also be considered when determining individual project grades if there is evidence of substantial differences in team member contributions.

✓ Grading Information

Grade Breakdown

Assignment	Points	Percent
Skill-Building Activities and Assignments	70	35%
Industrial Psychology Exam	30	15%
Organizational Psychology Exam	30	15%
Organizational Psychology Interview Project	60	30%
End-of-Semester Team Contribution Evaluation	10	5%
Total	200	100%

Final Letter Grade

Letter Grade	Percentage
A	94 - 100%
A-	90 - 93.99%
B+	87 - 89.99%
B	83 - 86.99%
B-	80 - 82.99%
C+	77 - 79.99%
C	73 - 76.99%
C-	70 - 72.99%
D+	67 - 69.99%
D	63 - 66.99%
D-	60 - 62.99%
F	Less than 60%

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

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 during class if this happens.

Week	Dates	Course Topic and Major Assignments
1	8/19	Welcome and Introduction to I/O Psychology; Organizational Interview Project Overview
2	8/24 & 8/26	What is I/O Psychology and Transition to Job Analysis (Ch. 3, 4)
3	8/31 & 9/2	Selection (Ch. 6, 7)
4	9/7 & 9/9	Monday: No Class, Labor Day Wednesday: Organizational Psychology Project: Org Project Overview + Pick a Group
5	9/14 & 9/16	Performance Appraisal (Ch. 5)
6	9/21 & 9/23	Training and Development (Ch 8). <i>Organizational Psychology Project: Articles for Lit Review, Interview Questions Due BEFORE 9/28</i>
7	9/28 & 9/30	Industrial Psychology Review if Possible and Exam
8	10/5 & 10/7	Employee Motivation (Ch. 9)
9	10/12 & 10/14	Leadership (Ch. 10)
10	10/19 & 10/21	Job Attitudes and Emotions (Ch. 11)
11	10/26 & 10/28	OHP + OSH (Ch. 12)
12	11/2 & 11/4	OHP + OSH cont. (Ch. 12) Teams + Org Culture (Ch. 13 +14)
13	11/9 & 11/11	Monday: Teams + Org Culture Cont. (Ch. 12 – 14) Wednesday: No Class, Veterans Day
14	11/16 & 11/18	Organizational Psychology Review if possible and Exam

Week	Dates	Course Topic and Major Assignments
15	11/23 & 11/25	Monday: Project Group Work, Paper Due [flex] Wednesday: No Class, Thanksgiving Break
16	11/30 & 12/2	Monday: Project Presentation Overview and Group Work [flex] Wednesday: Project Presentations [flex]
17	12/7	Project Presentations Session 2 [flex]
Final	Wed. 12/9, 10:45 AM–12:45 PM	Project Presentations & Peer Evals