

Seminar in Industrial and Organizational Psychology

PSYC 270

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

Drop in Office Hours: Wednesdays from 9:30 - 11:00 AM

Course Time: Mondays and Wednesdays from 1:30 PM - 2:45 PM

Course Location: HGH 120

Course Information

I/O Psychology has two primary components: Industrial Psychology and Organizational Psychology. This course focuses on the Organizational Psychology side of the field, with an emphasis on understanding employee experiences and behavior within organizational contexts. We will examine theory and research related to topics such as employee attitudes and emotions, performance and workplace behavior, occupational health and well-being, organizational justice, leadership, and organizational climate and culture.

I/O Psychology is grounded in the scientist-practitioner model. Thus, an important goal of this course is to develop students' ability to critically evaluate organizational research and use scientific evidence to understand and address real-world workplace problems. Students will work on developing a deep understanding of Organizational Psychology while strengthening their ability to synthesize research, discuss and critically evaluate scientific evidence, and apply that evidence to organizational practice.

Course Description and Requisites

Psychological theory, research and practice in organizations. Topics emphasized include motivation, job satisfaction, communication, leadership, group processes, decision-making, conflict, cooperation, power and organization development and change.

Prerequisite: Instructor consent.

Notes: MS I/O program priority. This course satisfies graduate-level GVAR in this master's program.

Letter Graded

* Classroom Protocols

Respect

My goals are to support and help students learn the course material in a way that maximizes learning and can be applied to academic and professional careers. Thus, the environment of this classroom, while fun, must also be professional and respectful to foster a safe environment for learning. You are always expected to respect and be inclusive and courteous to one another, and this involves being an active listener. Furthermore, you will work in groups, and I ask you to remember that the students in your class can and should be important parts of your professional network in the future. Everyone in this class should be treated with respect (including respecting their time with assignments, showing up on time, etc.). The quality of your professional network begins in the classroom.

This course covers a broad range of exciting topics and I expect that there will be differing perspectives throughout activities and/or discussions, just as there are in the scientific community. In fact, **you are encouraged to critically assess course materials, and your own and others' ideas.** This is part of the critical scientific thinking process that advances understanding. It is important to recognize the value that diverse perspectives bring to the discussion in your critical evaluations, and to ensure you are contributing and evaluating ideas presented rather than people. **Racism, bullying, harassment, and any other inappropriate behavior are unacceptable and will not be tolerated.**

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 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 may receive an automatic F in the course.

Use of AI and Automated Writing Tools: 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. All submitted work must be entirely the student's own. Violations of this policy will be reported, consistent with the university's academic reporting policies around academic integrity, and the student will earn a 0 on the assignment.

Late Assignments

Late assignments will be accepted if there is a compelling reason for late submission (e.g., documented illness of yourself or the person you are caring for or an emergency), and no points will be deducted. In that case, you must contact me **before** the due date unless this is not possible (i.e., emergency). You will be given an opportunity to complete and submit either the original assignment or an adjusted assignment with a revised due date. Note the deadlines in the class syllabus and plan accordingly. Extra credit is not offered.

Class Cancellations

Classes may be canceled if the university is closed. Under such circumstances, the closure will be announced on the university website. Classes may also be canceled if the instructor is unable to attend. In that case, an announcement will either be posted on Canvas or made in person during class time.

Program Information

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

1. Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.
2. Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations.

Course Learning Outcomes (CLOs)

CLO1: Identify and explain key concepts, theories, and research findings central to Organizational Psychology.

(Discussion Questions, Discussion Lead, Skill-Building Activities, Participation, Case Study Exam)

CLO2: Critically evaluate Organizational Psychology research, including theoretical arguments, methods, evidence, and limitations.

(Discussion Questions, Discussion Lead, Literature Review, Participation)

CLO3: Apply Organizational Psychology theory and research to diagnose organizational problems and develop evidence-based recommendations.

(Skill-Building Activities, Discussion Lead, Case Study Exam)

CLO4: Synthesize scholarly literature to develop and support clear conclusions about a specific Organizational Psychology topic.

(Literature Review Topic Proposal, Proposed Outline and Core Reference List, Final Literature Review)

Paper, Case Study Exam)

CL05: Communicate Organizational Psychology research and evidence effectively in written, oral, and collaborative formats.

(Literature Review Paper, Literature Review Presentation, Discussion Lead, Participation, Case Study Exam)

Course Materials

Book: Information will be provided in class for how to obtain the textbook.

Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). *Psychology and work: An introduction to industrial and organizational psychology*. Routledge.

Scholarly articles: These can be found via Google Scholar and the SJSU Library, though sometimes they are posted on Canvas as well.

Additional course materials, such as assignments, will be provided on Canvas at <http://sjsu.instructure.com>. For help with using Canvas see the Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Requirements and Assignments

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>

Participation (12 points; 6%)

Participation at the graduate level is critical for your and your peers' learning. I do not expect anyone to be an expert in the material or always have the "correct" answer, but I do expect you to put forth effort and engagement in the course to support a collaborative learning environment. This includes coming to class prepared, participating in discussions and activities, and being a collegial and engaged member of the class. Arriving late, missing class, lack of preparation, or lack of meaningful participation may affect your participation grade.

Discussion Questions (8 points; 4%)

There will be 8 weeks during which you are required to complete the assigned readings and post a discussion question prior to class. Each discussion question is worth 1 point. Questions should demonstrate thoughtful engagement with the readings and be useful for generating class discussion. Questions must be submitted on time so discussion facilitators can incorporate them into their session.

Skill-Building Activities and Assignments (30 points; 15%)

Skill-building exercises and topic-based activities will be completed throughout the semester during class and/or as homework. Some activities will be completed individually and others in groups. These activities are designed to provide applied experience using course theory, research, and decision-making. Activities may include case studies, simulations, consulting scenarios, reflections, research evaluation, and other applied exercises. Point values will vary depending on the activity.

Discussion Facilitator (30 points; 15%)

Given that this is a seminar course, insightful discussion about readings and course topics is critical. Part of being an I/O student involves developing skills in evaluating research and becoming confident in guiding conversations about organizational topics. Students will work with a partner to become an expert on an assigned course topic and facilitate a class discussion.

The facilitation will include presenting a new empirical article from a high-impact journal that complements, but does not repeat, assigned readings or lecture material. Students will also plan and facilitate a discussion designed to advance the class's understanding of the topic and should incorporate student discussion questions into the session. A full description of the assignment will be provided on Canvas.

In-Class Case Study Exam (20 points; 10%)

Students will complete an individual in-class case study exam designed to assess their ability to understand and apply Organizational Psychology theory and research. Students will be provided with an organizational problem or workplace case and will use relevant course concepts to evaluate the situation and develop appropriate recommendations. Additional information will be provided in advance.

Literature Review Proposal and Outline (20 points; 10%)

The literature review will be developed throughout the semester. Students will first submit a Topic Proposal and later a Proposed Outline and Core Reference List. These assignments are designed to help students develop an appropriate topic, identify relevant scholarly literature, organize their review, and receive feedback prior to completing the final paper. Specific requirements will be provided on Canvas.

Final Literature Review Paper (50 points; 25%)

You will complete an individual literature review on a topic of your interest within Organizational Psychology. The purpose of the assignment is to develop expertise in an area of Organizational Psychology while strengthening your ability to locate, evaluate, synthesize, and communicate scholarly research.

The literature review should synthesize and critically evaluate relevant research rather than simply summarize individual studies. The paper should be approximately 12–15 pages, include at least 3,000 words, and follow APA 7th edition formatting. The paper fulfills the graduate writing competency requirement for the Master's degree.

Literature Review Presentation (30 points; 15%)

Each student will give an approximately 18-minute presentation based on their completed literature review. The goal of the presentation is to clearly communicate and synthesize the major findings from the literature and discuss important theoretical and practical implications. Students should demonstrate

expertise in their topic rather than simply summarize their paper. Presentations will occur during the final class meetings of the semester. The scheduled final examination period will be reserved for presentations if additional time is needed.

✓ Grading Information

Grading Breakdown

Assignment	Points	% of Grade
Participation	12	6%
Discussion Questions	8	4%
Skill-Building Activities and Assignments	30	15%
Discussion Facilitator	30	15%
In-Class Case Study Exam	20	10%
Literature Review Proposal & Outline	20	10%
Final Literature Review Paper	50	25%
Literature Review Presentation	30	15%
Total	200	100%

Final Letter Grade

A plus = none	A = 94 - 100%	A minus = 90 - 93.99%
B plus = 87 to 89.99%	B = 83 to 86.99%	B minus = 80 to 82.99%
C plus = 77 to 79.99%	C = 73 to 76.99%	C minus = 70 to 72.99%
D plus = 67 to 69.99%	D = 63 to 66.99%	D minus = 60 to 62.99%
F = Less than 60%		

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

Please note, the following is a tentative schedule and may be adjusted throughout the term. Changes to the schedule will be shared via Canvas or in class. Please see the reading list document for full citations of required readings.

Week	Date	Topic	Reading and Deliverables
1	Aug 19	Course Welcome and Introduction	Welcome to class!
2	Aug 24 & 26	Organizational Psychology: Theory, Multilevel Systems, Research, and Measurement	Readings Listed on Canvas
3	Aug 31 & Sep 2	Employee Behavior in Organizations	
4	Sep 7 & 9	No Class, Labor Day / Literature Review Workshop	None – Lit Review Work Shop on Wednesday
5	Sep 14 & 16	Employee Attitudes and Affective Experiences	Literature Review Topic Proposal due Friday, September 25
6	Sep 21 & 23	Organizational Entry and Person–Environment Fit	
7	Sep 28 & 30	Organizational Justice and the Employment Relationship	

Week	Date	Topic	Reading and Deliverables
8	Oct 5 & 7	OHP Theories Week	Literature Review Draft/Proposed Outline Due Oct 9
9	Oct 12 & 14	The Work–Nonwork Interface and Recovery	
10	Oct 19 & 21	Interpersonal and Emotional Stressors at Work	
11	Oct 26 & 28	Occupational Safety and Worker Health	
12	Nov 2 & 4	Leadership in Organizations	
13	Nov 9 & 11	Leadership In Practice (simulation) / No Class, Veterans Day	Lit Review Due Nov 12
14	Nov 16 & 18		Case Study Exam
15	Nov 23 & 25	Mon Presentation Guidelines / No Class, Thanksgiving Break	None
16	Nov 30 & Dec 2	Flex Lit Review Due Nov 30/Presentation Instructions Nov 30.	Presentations
17	Dec 7	Literature Review Presentations, Part 1	Presentations
Final	Dec 14, 1:00–3:00 PM	Literature Review Presentations, Part 2	Presentations