Advanced Topics in
Industrial/Organizational Psychology
(4433)

The University of Texas at Arlington – Fall 2024
Syllabus

Instructor: Michelle Martín-Raugh	**Class Meetings:**
Office: SWSH 404C	Tuesdays and Thursdays
E-mail: michelle.martinraugh@uta.edu	12:30 - 1:50
Office Hours: By appointment	Life Science 102
	Lab Meetings:
	Thursdays 2:00 – 3:50

Required Textbook:

Howes, S. S., & Muchinsky, P.M. (2022). *Psychology Applied to Work*, 13th edition.
    [ISBN: 9780974934556]

Course Objectives

The goal of this course is for you to develop a thorough understanding of the fundamental concepts, methods, and principles associated with Industrial/Organizational Psychology. This course will introduce you to the field of Industrial / Organizational (I/O) Psychology. The "I" and the "O" of I/O psychology symbolize two distinct areas of the field. The "I" (Industrial) focuses on the human resource functions of analyzing jobs as well as on appraising, selecting, placing, and training workers. The "O" (Organizational) focuses on the psychological processes associated with work, including employee attitudes, behaviors, emotions, health, motivation, and well-being. The field of I/O takes basic psychological principles and applies them in work settings.

You will use the *Scientist-Practitioner Model* in I/O psychology that emphasizes the dual role of I/O psychologists as both scientists and practitioners. It encourages the integration of rigorous scientific research with practical application to enhance the understanding and effectiveness of human behavior in work settings. You will engage in the scientific research process by reading, questioning, and thoroughly understanding empirical, peer-reviewed research in I/O Psychology as well as practical application through the development of tools used for analyzing jobs, measuring job performance, and predicting job candidates' success.

Student Learning Outcomes

This course will focus on theoretical and empirical research in I/O psychology and the

practical implications of this research. It is my hope that this course will pique your interest in the field and also make you more knowledgeable about how psychology and work are related – knowledge you can take with you into whatever career you pursue. More specifically, it is my hope that you achieve the following outcomes in this course:

- Learn the material presented in lecture and in the textbook on industrial and organizational psychology; history, current theories and paradigms, research and research findings, prominent researchers in the field.
- Develop a general understanding of how psychology is relevant to work.
- Understand the importance of I/O psychology in the real world.
- Understand career opportunities in I/O psychology specifically and psychology more broadly.
- Develop an appreciation for methods of research used by I/O psychologists and to implement this methodology to propose your own research study.
- Gain experience developing some of the tools and methods I/O psychologists use, including job analysis, structured interviews, situational judgment tests (SJTs), and behaviorally anchored rating scales (BARS).
- Develop skills that will be applicable outside of the classroom environment (e.g., critical thinking, data analysis, writing, cooperative group work, public speaking).

Attendance Policy & Participation (5%)

Your presence in class and your active participation are essential aspects of this course. If you are unable to attend the scheduled lecture times, you should drop the course. You must have completed all reading assignments for a particular topic *before* we discuss the topic in class. This will allow you to get the most out of the course and give you the chance to clarify issues you may have found confusing in the readings.

In class, you should be prepared to discuss the ideas and concepts from the assigned readings, ask questions, and to effortfully engage in the activities we will conduct in class.

We will not have time to cover all of the material from the textbook and additional readings in class, but you are still required to know the material from the readings for all exams.

Exams (30%)

There will be one midterm (15%) and a final exam (15%) for this course (see Course Schedule). Each exam must be completed by 11:59PM of the day it is scheduled. Exams will be 50 multiple choice questions. Once the exam is started, you will have 90 minutes to finish. You CANNOT communicate with other people during the exam. You are not allowed to plagiarize materials or consult your classmates when answering questions.

I/O Practitioner Tool Development (40%)

We will develop four different tools practitioners commonly use in the field of I/O Psychology throughout this course, all relying on critical incidents that we will collect at the beginning of the course. Much of the work done to develop the tools will be carried out

in class, and will be guided by the instructor and informed by input from your classmates. Some days we will engage in group work (e.g., soliciting feedback, conducting analyses)

and some days work will be executed individually. Each of the four tools will require that you submit all of the materials you used to develop each tool (e.g., critical incidents, ratings, data, analyses, etc.) along with the final product (i.e., the finished tool) through Canvas (5% of final course grade). Additionally, you will also do a brief presentation covering your tool and its development process to the class, as indicated in the course schedule (5% of final course grade). Additional details regarding each of the four tools and the components required will be posted on Canvas. The four tools that we will develop include:

- Job Analysis (10% of final course grade)
- Behaviorally Anchored Rating Scale (BARS; 10% of final course grade)
- Structured Interview (10% of final course grade)
- Situational Judgment Test (SJT; 10% of final course grade)

I/O Scientist Research (Part of Lab – also in Lab Syllabus)

Written Manuscript of Research Study Proposal (10%): As part of the lab, students will work together in groups of 2-3 to *propose* their own research study. Each group will write a manuscript describing an empirical research study in I/O Psychology they propose. The manuscript will conform to APA style (7th edition) and will cover an introduction covering the relevant empirical literature, hypotheses or research questions, a proposed method section, an anticipated results section, and a discussion section that include practical implications, limitations, and potential avenues for future research. At the end of every Lab session (35 minutes) you will have time to meet with your group to work on your research proposal and consult with the TA regarding your plans and design.

Oral Presentation of Research Project (5%) **IN REGULAR COURSE – NOT IN THE LAB***:* As part of the lab, students will work together in groups of 2-3 to develop their own research study proposal. Each group will give a formal presentation at the end of the semester proposing their research study. The presentation should include background information, proposed methods, anticipated results, and a discussion. There will also be 3-5 minutes for answering questions from the class and instructor. Class members are expected to provide feedback and to ask questions during the presentations. The number of groups will determine the maximum amount of time for the presentations. I suggest you focus your presentation on a few key points (10 – 15 slides).

Lab Discussion Questions Based on Readings (10%):
Most weeks in the Lab you will be asked to read articles to facilitate learning, reflection, and discussion on a particular topic prior to coming to class, and will be asked to generate discussion questions for the class to guide our discussion at the start of each class. Discussion questions should be posted using the discussion post tool on Canvas. **You must post 3 engaging questions by midnight the *SUNDAY before* the start of each class (5%).** Posts should only be as long as necessary to provide adequate context info for other class members to get the point. Be sure to provide enough context to ensure the class can interpret the meaning of your question. Even if you are absent for class, you are required to submit questions based on the readings by the deadlines; failure to do so will result in loss of points from your overall grade.

Students are expected to participate in class actively. This active discussion is to increase critical thinking skills and should promote thoughtful dialogue among students in the classroom. The purpose of the online discussion posts is to facilitate classroom discussion. Participation in discussion will be assessed through your active questioning and the

involvement in discussion during presentation of target articles. The presenter may provide some talking points and it is your job to actively participate in those discussions. While the presenter is there to facilitate discussion, this is a group discussion so everyone should feel

free to ask and answer questions. To get credit you must make _two_ substantive comments during the lab discussion. This can be a question directly to the presenter(s), replying to another student asking a question, an interesting thought or comment that you had while reading the paper, etc. **You can drop one day of article discussions, with the exception of the day you are presenting an article or leading the discussion.**

Each week, one or more of you will be designated to present a particular article and as the Lab discussion leader (5%). We will assign discussion leaders at the beginning of the course, as the number of people leading each class discussion will depend on the number of people enrolled in the course. Class discussion leaders should decide which questions to focus on, and in what order, to provide an interesting and engaging discussion of the readings and material. Not being present for class the day you are assigned as discussion leader will result in an automatic 5% point reduction in your overall grade for the course; if you have an extenuating circumstance preventing you from attending class on the day you are designated as a discussion leader we can schedule a make-up day, provided there is enough time left in the course.

One or two students will be paired to give a Powerpoint presentation of the target article(s) and related research, as well as facilitate discussion among other students in the class. The total discussion should last approximately 1 hour and 15 minutes in total. However, the Powerpoint presentation by the students should last only **15 minutes**. The remaining 3-45 minutes will be spent answering questions regarding the presentation and facilitating discussion among the students in the classroom. The specific presentation dates will be posted on the tentative schedule of presentations. Each student will present a research article once during the semester.

Readings for the Lab component of the course and the specific schedule can be found in the Lab Syllabus that will be posted to Canvas.

Final papers are due by <u>11:59PM on Thursday, 11/21/24</u> (submit on Canvas).

Late Assignments and Missing Exams

Assignments started in class, as noted in the course schedule within this syllabus, are due in completed form the day noted on the syllabus by the beginning of class time that day. Non-completion of any assignment or exam by the specified date will result in a score of **zero** for that portion of your grade. Written portions of assignments/projects will lose 20 percentage points for every day that they are late. Presentations of projects must be delivered the day indicated on the syllabus; failure to present in class that day will result in a score of **zero** for the presentation portion of the project. If you know in advance you need to present a different day due to a foreseen absence, you must let the instructor know at least two weeks before the scheduled presentation day to schedule an alternate presentation time. When submitting an assignment in Canvas, make sure that you receive a confirmation indicating your assignment was submitted successfully. If you experience technical difficulties with the Canvas system, email your assignment to the instructor as an attachment before the deadline to receive full credit. Technical difficulties are not a valid excuse for submitting an assignment late.

Make-up assignments and exams are offered only when the student can provide written evidence of a university-related excuse or other unforeseen and exceptional circumstances. If for any reason you need to reschedule an exam, please provide two weeks' notice and obtain consent from the instructor. Rescheduled exams must be completed within one week of the initial exam date; otherwise, you will receive a score of **zero** for that exam. All exams will be rescheduled at the convenience of the instructor.

Academic Misconduct

All students are subject to the institution's [academic integrity policies](). At the instructor's discretion, students who are suspected of cheating or plagiarism may be reported to the Office of the Dean of Students and may receive a zero for the assignment and/or a failing grade for the course.

AI Policy

In this course, AI is not permitted for assistance with generating ideas (including written or visual content) on any graded assignment, essay/paper, activity, presentation, or exam. It is, however, permitted for assistance with editing and organizing ideas that YOU have already generated. If you use AI to assist with any graded assignment, you must self-disclose to the instructor the specific AI technology used and also submit a complete transcript of all your assignment-relevant exchanges with that AI technology (i.e., your prompts/inputs and any AI outputs generated). Any violation of these policies may be treated as an academic integrity violation. At the instructor's discretion, suspected violations may be reported to the campus

academic integrity office, and may result in a failing grade for the assignment and/or course. If you are unsure if how you plan to use AI assistance is permitted, please ask.

Sharing Course Materials

You are not allowed to post materials from this course on the Internet (with the exception of Canvas submissions) or share course materials with anyone outside of this class (including

other cohorts). This policy helps protect the integrity of the resources developed for this class and ensures an equal playing field for all students in future cohorts.

Grade Breakdown

This course is graded on an absolute scale. Grading will be based on the following components and their respective contributions toward your final grade.

Please use the following form to file a grade grievance with the department, if you have one. **Note:** Do not necessarily rely on percentages and letter grades provided in Canvas. Those are largely out of my control and may not reflect all calculations.

	% Total Grade
Midterm Exam	15%
Final Exam	15%
Job Analysis Materials & Presentation	10%
BARS Materials & Presentation	10%
Structured Interview Materials and Presentation	10%
SJT Materials & Presentation	10%
Article Presentation & Leading Class Discussion of Articles (Lab)	5%
Discussion Questions and Comments Based on Readings (Lab)	5%
I/O Research Proposal	10%
I/O Research Proposal Presentation	5%
Class Attendance & Participation	5%

Final letter grades will be assigned on an absolute scale, shown below:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F

Course Schedule

This schedule will be followed as closely as possible, but is subject to change. Changes in assignments, readings and/or topics will be announced as far in advance as possible. Readings are due the day they are listed in the schedule. Assignments will be started in class they day they are listed in the syllabus and will be due on Canvas before the beginning of the following class.

Week	Day	Date	Topic & Textbook Readings to be Completed by Start of Class	Assignment/Activity
1	T	8-20	Introductions/Course Overview/History of I/O	Introductions
	Th	8-22	History of I/O/Critical Incidents (Ch. 1)	Lecture
2	T	8-27	Begin Critical Incident Collection – Identify job, SMEs and protocol – Discuss plan with instructor and obtain approval (Ch. 4)	
	Th	8-29	Research Methods/Job Analysis (Ch. 2)	Lecture Continue Collecting Critical Incidents
3	T	9-3	Begin editing incidents and preparing incidents to be rated by SMEs	
	Th	9-5	Teams (Ch. 10)	Lecture Have incidents rated by at least 3 SMEs
4	T	9-10	**CI SME ratings due** Begin analyzing CI ratings	
	Th	9-12	Training (Ch. 7)	Guest Lecture: Jason Randall (Portland State University) Continue CI-based job analysis
5	T	9-17	Continue working on CI-based job analysis	
	Th	9-19	Models of Job Performance (Ch. 4)	Guest Lecture: Harrison Kell (HumRRO) Continue working on CI-based job analysis
6	T	9-24	**Job Analyses Due at start of class** **Job Analysis Presentations**	
	Th	9-26	Performance Management/Behaviorally Anchored Rating Scales (Ch. 8)	Lecture Begin building BARS

7	T	10-1	Continue building BARS	
	Th	10-3	Predictors (personality, ability, others)/Personnel Decisions (Ch. 5)	Lecture: Harrison Kell (HumRRO) Get feedback on BARS/refine
8	T	10-8	**BARS due** **BARS Presentation**	
	Th	10-10	Cross-cultural Issues/DEI/Organizations (Ch. 3, Ch. 9)	Lecture & Midterm Review
9	T	10-15	**MIDTERM EXAM**	
	Th	10-17	Predictors (interviews) (Ch. 6)	Lecture Begin building structured interview questions
10	T	10-22	Get feedback on interview questions/refine; adapt BARS to create scoring rubric for the interview questions	
	Th	10-24	Occupational Health/Emotional Intelligence & Emotional Labor (Ch. 11, Ch. 12)	Guest Lecture: Emily Gallegos Adapt BARS to create rubric for structured interview
11	T	10-29	**Structured interview and interview rubrics due** **Structured interview and interview rubric presentations**	
	Th	10-31	SJTs/Predictors/ Motivation (Ch. 13)	Lecture Begin building SJT items - stems
12	T	11-5	Simulations & Game-based assessment Continue building SJT items – develop response options in class with classmates	Guest Lecture: Jacob Seybert (Roblox)
	Th	11-7	Leadership (Ch 14)	Guest Lecture: Sampoorna Nandi Begin editing response options
13	T	11-12	Further edit response options & develop SJT scoring keys	

	Th	11-14	**SJT Materials Due** **SJT Presentations**
14	T	11-19	**Research Proposal Presentations**
	Th	11-21	

			Research Proposal Presentations
15	T	11/26	**THANKSGIVING BREAK – NO CLASS**
	Th	11/28	
16	T	12-3	Lecture & Final Exam Review; **Research Proposal Due**
	Th	12-5	**FINAL EXAM**

Institutional Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (https://resources.uta.edu/provost/course-related-info/institutional-policies.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Face Covering Policy

The use of face coverings on campus is no longer mandatory. If a student needs accommodations to ensure social distancing in the classroom due to being at high risk they are encouraged to work directly with the Student Access and Resource Center to assist in these accommodations. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk or in their department.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

Class attendance is mandatory, and I take attendance at the beginning of every class. Advanced notice is required when missing class whenever possible. If you miss a class, you will have until the end of the following class period to make up missed assignments. Discussion questions based on the readings will be due at the beginning of each class period as noted in the course schedule, regardless of whether you attend class or not. You may skip or drop the submission of questions once, for instance, if you miss class one day. However, makeup opportunities for missing exams and group presentations are only available under extreme circumstances.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to verify Federal Student Aid recipients' attendance in

courses. UT Arlington instructors should be prepared to report the last date of

attendance as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence of academic engagement such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which can be found on a map posted in the classroom. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](#).

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](#) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](#) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number 817-272-3381.

Library Information

Research or General Library Help

Ask for Help
- [Academic Plaza Consultation Services](#) (library.uta.edu/academic-plaza)
- [Ask Us](#) (ask.uta.edu/)
- [Research Coaches](#) (http://libguides.uta.edu/researchcoach)

Resources
- [Library Tutorials](#) ([library.uta.edu/how-to](#))
- [Subject and Course Research Guides](#) ([libguides.uta.edu](#))
- [Librarians by Subject](#) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](#) (libguides.uta.edu/az.php)
- [Course Reserves](#) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](#) (openroom.uta.edu/)