



Applying Psychology to the Workplace: Industrial Organizational Psychology Laboratory

PSYC 450 University of Maryland

WHAT WILL I LEARN IN THIS COURSE?

This course will provide you an opportunity to answer real-world questions by applying theory, experimental design, and data analysis techniques that you have learned in prior coursework as a psychology major. Specifically, in this course, you will be asked to offer data-driven solutions to real-world problems that an IO psychologist might be tasked to solve. Through this process, you will learn about IO psychology and practice applying data analyses. This course will help you decide if you could see yourself pursuing a career as an applied IO psychologist, while also advancing your understanding of IO psychology in both a theoretical and practical way.

Course Meeting Times

Lecture: Monday and Wednesday: 10:00am– 10:50am in BPS 1238

Lab Section 101: Friday: 10am – 11:50am in ATL 2352 with Molly

Lab Section 102: Friday: 12pm – 1:50pm in BPS 1236 with Marieh

Instructor:	Benjamin Jones, Ph.D. Office hours: Wed. 2:00pm – 3:00pm and Thurs. 12pm – 1:00pm in BPS 3123F. Zoom Room: https://umd.zoom.us/my/jonesmeeting1 Password: jonesb Email: jonesb@umd.edu
Teaching Assistants:	Molly Ellenberg Office hours: Thurs. 2:00pm – 3pm in TBD Zoom Room: https://umd.zoom.us/j/5499730978?pwd=OWt4VWpwT3JyMEhPWnBsbXlRRVBrdz09 Password: officehours Email: mellenbe@umd.edu Marieh Arnett Office hours: Tues. 12 - 1pm in TBD Zoom Room: https://umd.zoom.us/j/8859065644 Password: Virgo2021 Email: marnett1@terpmail.umd.edu

A NOTE TO STUDENTS

It is important to me that we foster an inclusive classroom in which everyone feels empowered to share their thoughts, perspectives, and ideas. I want everyone to know that I care about each of you, and I want you to succeed in this course. I understand that college is not easy, and we are going through difficult times right now. You can always come to me to talk. I hope that we will all learn from each other and view this course as a positive experience.

TEXTBOOKS/ READINGS

There are no required textbooks. Readings can be accessed in the files section of ELMS.

COURSE LAYOUT (LECTURE + DISCUSSION + LAB)

This course will consist of three components: lecture, discussion and lab.

The lecture portion of the course will on Mondays. Through lectures, students will develop a theoretical background in specific IO psychology topic areas and understand how IO psychologists can apply data analytic techniques to address theoretical questions and provide practical solutions.

The discussion portion of this course will be on Wednesdays. In our discussions, we will talk about readings that relate to the areas covered in the lecture. The students will choose the readings. I think it will be fun!

In the lab portion of the class, students will practice using the data analytic techniques to answer questions that an IO psychologist may be asked to solve in the “real-world.” In addition, students will learn the basics of R (a statistical programming software), and work together in groups to produce mini-projects over the course of the semester. The labs will culminate with a final project.

Together, the lecture, discussion and lab components allow students to gain a theoretical background in IO psychology, develop their understanding of data analysis, and apply their new knowledge to solve important problems that an IO psychologist may face in their career.

PREREQUISITES, OBJECTIVES, POLICIES AND RESOURCES

Course Prerequisites: Psyc 300 (Research Methods in Psychology) and Psyc 361 (Industrial Organizational Psychology) are prerequisites.

Learning Objectives: The learning objectives for this course are based on the University’s [Gen Ed Natural Sciences objectives](#) and the [Department of Psychology’s learning outcomes](#): 1) Knowledge in psychology, 2) Scientific inquiry & critical thinking, 3) Ethics, 4) Multiculturalism & diversity, 5) Communication, and 6) Professional development.

Specific course learning objectives include proficiency in:

- Conducting literature searches/reviews
- Analyzing existing research
- Generating hypothesis

- Writing in APA-style
- Designing research
- Collecting data
- Carrying out statistical analyses (e.g., correlation, regression) in R

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland's policies which include topics like:

- Academic Integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

MASK REQUIREMENT IN CLASS

President Pines [provided clear expectations](#) to the University about the wearing of masks. Face coverings over the nose and mouth are required while you are indoors at all times. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one, or will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

NAMES/PRONOUNS AND SELF IDENTIFICATION

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

INCLUSIVE LEARNING ENVIRONMENT

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited. As a human, behavior-centered discipline, we value a strong understanding of diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff and faculty is best able to develop the strengths and talents of all members of the department community.

REPORTING RACISM AND OTHER FORMS OF HATE AND BIAS

If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

STATEMENT OF BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the resources listed below for support.

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu/CS/>

LEARNING ASSESSMENTS

Discussion Participation (10%): We will have weekly discussions on Wednesdays. You are expected to attend and participate actively in class. You will also have to lead discussion one day. This participation will be how you earn your 10% participation grade.

Learning Activities (45%): Learning activities will take many forms (e.g. paper, discussions, groupwork, and more). These activities are designed to increase engagement with the material. There will be a 15% point deduction for every day late a learning activity is submitted (e.g. 1 day late and you start at an 85%, 2 days late and you start at a 70%). Importantly, for some learning activities, late work will not be accepted. I will always indicate if late work is not accepted in the learning activity directions.

Final Project Paper (30%): Students will choose a dataset, conduct analyses in R, and write a final paper describing their process and results. More details will be provided as the assignment approaches.

Final Project Presentation (15%): Students will present their Final Project to the class. More details will be provided as the assignment approaches.

GRADES

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet.

Final letter grades are assigned based on the grading scheme in the accompanying chart. To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 = B+, 89.99 ≠ A-). It would be unethical to make exceptions for some and not others.

Final Grade
A+ (97%)
A (93%)
A- (90%)
B+ (87%)
B (83%)
B- (80%)
C+ (77%)
C (73%)
C- (70%)
D+ (67%)
D (63%)
D- (60%)
F (< 60%)

Tentative Course Schedule (Subject to change. See Course Announcements for any changes)

		<u>Topic</u>	<u>Homework (due by start of class unless otherwise stated)</u>
M	8/30	Course Overview	
W	9/1	Discussion: The Future of IO Psychology	Readings Set 1
Th	9/2	Lab 1: Learning R Part I	Get R and R Studio Downloaded
M	9/6	No Class - Labor Day	
W	9/8	Discussion Day 1	Readings Set 2
Th	9/9	Lab 2: Project 1	
M	9/13	Getting Organizational Buy-in	
W	9/15	Discussion Day 2	Readings Set 3
Th	9/16	Lab 3: Project 1	
M	9/20	Johnson and Johnson Guest Speaker	
W	9/22	Data Visualization Activity	
Th	9/23	Lab 4: Project 1	
M	9/27	Constructing a Regression Equation	
W	9/29	Discussion Day 3	Readings Set 4
Th	9/30	Lab 5: Catch Up	
M	10/4	Regression and Selection Theory	
W	10/6	Discussion Day 4	Readings Set 5
Th	10/7	Lab 6: Project 2	
M	10/11	Training Theory	
W	10/13	Discussion Day 5	Readings Set 6
Th	10/14	Lab 7: Project 2	
M	10/18	Teams Theory	
W	10/20	Discussion Day 6	Readings Set 7
Th	10/21	Lab 8: Project 2	
M	10/25	Reporting Results to Clients	

W	10/27	Discussion Day 7	
Th	10/28	Lab 9: Learn Mediation	
M	11/1	How to Give A Strong Presentation	
W	11/3	Discussion Day 8	Readings Set 8
Th	11/4	Lab 10: Learn Moderation	
M	11/8	Mediation and Moderation Review	
W	11/10	Discussion Day 9	Readings Set 9
Th	11/11	Lab 11: Final Project	
M	11/15	Leadership Theory	
W	11/17	Discussion Day 10	Readings Set 10
Th	11/18	Lab 12: Final Project	
M	11/22	Final Project Work	
W	11/24	No Class - Thanksgiving	
Th	11/25	No Class - Thanksgiving	
M	11/29	Catch Up Day	
W	12/1	Discussion Day 11	Readings Set 11
Th	12/2	Lab 13: Final Project	
M	12/6	Presentations	
W	12/8	Presentations	
Th	12/9	Presentations	
M	12/13	Presentations	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.