



**Advanced Topics in Psychology
Industrial/Organizational Psychology
PSYC 4360-060
Lauren S. Deaton, MA, LPC
University of Texas at Tyler
Spring 2026**



Instructional Information

	Full name	Office	E-mail address	Office hours
Instructor	Lauren Deaton	HPR 209	ldeaton@uttyler.edu	Tu 2-4p W 11a-1p

Course and Meeting Information

This course is fully online and asynchronous, meaning there are no course meetings, nor is there any one scheduled time that all students must do the same activity together. Assignments for each module may be submitted any time after they become available and before Sunday 11:59 pm of the assigned week. This course requires 6-9 hours of work per week.

This course is considered a Psychology Upper division elective. It is not required as part of your Psychology degree.

Course Materials and Resources

Required Textbooks

Work in the 21st Century: An Introduction to Industrial and Organizational Psychology

By: Jeffrey M. Conte and Frank J. Landy

6th Edition; Wiley Publishers

ISBN: 9781119493419

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. **Instructor note:** You may also buy older editions of the required textbooks. It is your responsibility to find out which sections are different between editions and to make arrangements for when you need to use a different edition. You may purchase, rent, or borrow any format of the book as well (hard copy, spiral-bound, ebook, audiobook, etc.).

Required Canvas Use

Check the course Canvas page daily: you are responsible for any information I convey through Canvas, UT-Tyler email, or in class, as well as information contained in documents in the “Modules” tab. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and set up your notifications to “subscribe” to such announcements and comments from me so you will not miss anything. I give feedback on some assignments through the comments feature. You will find those in the same place you submitted an online assignment on the right-hand side reading “comments.” I often attach drafts of documents here with tracked changes and comments; make sure you know how to view tracked changes and comments in Word if they are not automatically visible for you.

Technology

It is recommended that you have access to a personal computer. With enough “legwork”, you can complete this course utilizing public access computers (libraries, labs, etc.)

You will need to submit some assignments in .doc format. Use of Microsoft Word is strongly encouraged instead of Apple’s Pages, Google Drive documents, or any other programs. If you do not have Microsoft Word, please visit the following page for instructions for how to download it for free: <https://www.uttyler.edu/it/office365/365-proplus-students.php>

E-mail

Please check e-mail and Canvas **daily** on weekdays. Before asking a question via e-mail, always check the syllabus and recent Canvas announcements first. E-mail me using your patriot mail, **NOT** Canvas inbox messaging. I check e-mail 8-5 on weekdays and usually avoid it in the evenings or weekends. I will do my best to return emails within one business day and I expect a similar turnaround time from you. I get hundreds of emails a week. If you have questions concerning this course, please put PSYC 4360 in the subject line.

Course Catalog Description

A thorough exploration of advanced topics of substantial scholarly interest in psychology.
Topic: I/O Psychology

Student Learning Outcomes

Content

1. Understand the fundamental concepts and theories of I/O Psychology, including the history and development of the field.
2. Explain the key principles of employee behavior, motivation, and attitudes in the workplace.
3. Analyze and evaluate the major research methods and statistical techniques used in I/O Psychology.
4. Apply the principles of job analysis to effectively design and evaluate job positions and requirements.
5. Demonstrate knowledge of personnel selection and assessment techniques, including validity, reliability, and legal issues.
6. Understand the importance of employee training and development programs and their impact on organizational success.
7. Analyze the factors influencing employee performance and job satisfaction.
8. Explain the principles of organizational behavior, including group dynamics, leadership, and organizational culture.
9. Apply principles of organizational development and change management to improve organizational effectiveness.
10. Understand the role of I/O Psychology in addressing workplace diversity, inclusion, and equal employment opportunity.
11. Apply ethical principles and professional standards in the practice of I/O Psychology.

These outcomes aim to provide students with a comprehensive understanding of the foundational concepts, theories, and practical applications of I/O Psychology, enabling them to apply their

knowledge in real-world organizational settings. Keep in mind that specific course objectives may vary depending on the curriculum and institution offering the course.

Course Policies

Contacting Me

Personal meetings. To meet with me, please attend one of my office hours. I will hold office hours virtually each week at the designated time or you can come to my office. Please email me if my office hours do not work and we can schedule another time to meet. You do not have to attend office hours if you do not need the help. The easiest way to get ahold of me is over email.

Make-up and Late Work

Deadlines and times are firm. Late assignments will not be accepted or awarded any credit.

Structure of Course

This course is online and taught asynchronously. This means that there is not a designated time that the class “meets.” You will be responsible for pacing yourself throughout. Each week or two weeks on Monday at 8am, the next module will open and you will be able to access the coursework, lectures, etc. You will not be able to complete more than that week. Once a week ends, the course will lock and you will be unable to access the quizzes/assignments to be graded.

Transparency Statement: Please note that as a professor, I can see how long you are in your CANVAS modules, when you submit quizzes, how long it took you to complete quizzes and if your quizzes were completed at the same time as your peers.

Grading

There are 700 points available in this course. The following table displays the number of points devoted to each type of assignment.

Grade breakdown.

Assignment	Points	Number	Category Total
Syllabus Quiz	25	1	25 (3% of your overall grade)
Quizzes (Content)	50	4	200 (29% of your overall grade)
Discussion Board	50	2	100 (14% of your overall grade)
Individual Differences Assessment	100	1	100 (14% of your overall grade)
Self-Motivation Reflection	100	1	100 (14% of your overall grade)
Types of Stress Assessment	50	1	50 (7% of your overall grade)
Group Project	100	1	100 (14% of your overall grade)
End of Semester Quiz	25	1	25 (3% of your overall grade)
			=700 points
Extra Credit	Varies	Varies	35 points (5%)

Final grades:

A=90.0-100%, B=80.0-89.9%, C=70.0-79.9%, D=60-69.9%, F=0-59.9%

I do not round grades. You will have plenty of opportunities to earn points in this course and your final grade is one you earn. The last opportunity to earn points is the final exam day. If you have a concern about a grade at any time, please email me ASAP about your issue and type up the justification (with textbook or other evidence) for why I should count your answer I marked wrong. **Grade change requests without a full paragraph of written justification with evidence will be ignored.**

Extra credit. You may earn extra credit by participating in the following ways:

1. **SONA research**—for every hour of SONA research that you complete you will receive 3 extra credit points
2. **Meeting w/ Career Success Coach**—if you schedule a time to meet with your career success coach and have a mock interview (and have the interview), I will add 15 points of extra credit to your final grade.
3. **Professional Headshot Booth**—In the UC (3rd floor), there is a professional headshot booth where you can receive a free headshot that can be used on your LinkedIn profile or any other professional media. You will receive a copy of this photo to your email. If you forward this email to me, I will add in 10 points of extra credit.

Please note the maximum amount of extra credit that you can receive is 35 points.

Assignments:

1. **Syllabus Quiz** (25 pts, 1 total): After reading the Syllabus and watching the welcome video for this course, please take the following quiz. You will have 20 minutes to complete this quiz.
2. **Content Quiz** (50 points, 4 total): During 4 of the modules of the semester, there will be a short quiz over this content. This will serve as a check point to see if you are picking up, retaining this knowledge. Quizzes will be open book, open note, but there will be a time limit of 45 minutes to complete.
3. **Discussion Board** (50pts, 2 total): During modules 3 and 7, there will be discussion board assignments. These modules will be open for 2 weeks. At the end of first week, you will need to have an initial post. You will have an additional week to respond to two peers.
4. **Individual Differences Assessment** (100 points, 1 total): During module 2, you will complete a short inventory that helps identify your personal strengths and weaknesses as it relates to the workplace. After completing the assessment, you will write a 1–2 page reflection on how your individual differences may impact your work performance and interactions with others.
5. **Self-Motivation Reflection** (100 points, 1 total): During Module 4, you will reflect over your current plans post graduation and see where you are in accomplishing these goals. Rubric will be posted on Canvas.
6. **Types of Stress Assessment** (50 points, 1 total): During Module 6, you will complete a self-assessment to determine the types of stress you most commonly experience personally and professionally. Based on your results, you will answer a set of reflection questions and create a brief action plan for managing stress
7. **Group Project** (100 points, 1 total): For this project, you will be placed in a group to research a topic related to I/O Psychology. There will be a sign up sheet related to topics, so there are not topics covered by the multiple groups. You will work in groups of 3-4. Your

group will create a short presentation (video or slide deck) and submit a summary of findings. Peer evaluations will also be factored into your final grade.

8. **End of the Semester Quiz** (25 pts, 1 total): This quiz is for "feedback" purposes only (free points), but you will get a grade for completing this quiz. Please take advantage of this!

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied

by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- Copying from another students' test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for us by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- (iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.

PSYC 4360 Online Course Calendar

Module	Dates	Topic	Readings	Assignments
0	January 12-18	Welcome	Syllabus	Syllabus & Welcome Video Quiz due 1/18
1	January 19-25	What is I/O Psychology? How does it benefit you? Getting a job in the 21 st Century	Ch 1-2	Content Quiz due 1/25
2	January 26-February 1	Industrial Psychology (Individual Differences, Training and Development)	Parts of Ch. 3 & 7	Individual Differences and Training assessment due 2/1
3	February 2-15	The Dark Side of I/O	Parts of Ch. 4, 5, 6	Discussion Board (Due Dates: 2/8, 2/15)
4	February 16-22	Motivation to Work	Ch. 8	Self-Motivation Reflection due 2/22
5	February 23-March 1	Attitudes, Emotions & Work	Ch. 9	Content Quiz due 3/1
6	March 2-8	Stress and Worker Well-Being	Ch. 10	Types of Stress Assessment due 10/19
No assignments March 9-15 (Spring Break)				
7	March 16-29	Fairness, Justice, and Diversity in the Workplace	Ch. 11	Discussion Board (Due Dates: 3/22, 3/29)
8	March 30-April 5	Leadership	Ch. 12	Content Quiz due 4/5
9	April 6-19	Teams in Organizations	Ch. 13	Group Project due 4/19
10	April 20-26	Organizational Theory, Dynamics, and Change AI in the Workplace	Ch. 14	Content Quiz due 4/26
Final	April 27-May 1			End of the Semester Quiz due 5/1

Please note: Final grades are due on May 5, 2026.