

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3570 3.0 A/ ORGANIZATIONAL PSYCHOLOGY**  
**Wednesday/7:00 pm – 10:00 pm/ACW 005**  
**Fall/2023**

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**Course Format**

One three-hour in-person class each week consisting of brief lecturettes, small group discussions, experiential exercises, structured activities, simulations, role plays and research labs. Each week there are “action learning” processes which students engage in and then, after debriefing the activity, students reflect on the results. This helps improve development of knowledge, skills, and abilities.

**Instructor and T.A. Information**

Instructor: Lorne Hartman, PhD  
Office Hours: By appointment  
Email: [lhartman@schulich.yorku.ca](mailto:lhartman@schulich.yorku.ca)

<b>T.A.</b>	<b>Hannie Smolyanitsky</b>	
<b>Email</b>	<a href="mailto:haniesm@yorku.ca">haniesm@yorku.ca</a>	
<b>Office Hours</b>	By appointment	

**Course Prerequisite(s):** HH/PSYC 1010 6.00 (Introduction to Psychology) and PSYC 2120 3.00 (Social Psychology).

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** [eClass](#)

All course materials will be available on the course eClass site. The site will be your central access point for course materials (Class Slides, Announcements, etc.).

**Course Description**

A comprehensive treatment of the science and practice of organizational psychology. Beginning with a foundation of research methodology, Organizational Psychology explores the practical implications of current research in the field. Each of the major areas that comprise organizational psychology are covered including: job analysis, assessment and selection, performance evaluation, motivation, leadership, training, and organizational development.

## **Program Learning Outcomes**

The goal of the course is to provide an overview and comprehensive understanding of organizational psychology. At the completion of the course, students should be familiar with both the science and practice of organizational psychology; specifically, students should be able to:

1. Demonstrate in-depth knowledge of major concepts, theories, and research topics in organizational psychology
2. Recognize strengths and limitations in the research methods used in organizational psychology
3. Articulate trends in both research and applications of organizational psychology
4. Explain the way that theory and research in organizational psychology might be applied in the workplace
5. Demonstrate ability to skillfully implement tools and techniques based on applications of organizational psychology in the workplace (e.g., job analysis, behavioral observation and recording, giving and receiving performance feedback)

## **Specific Learning Objectives**

Students will develop skills to think critically about how psychology applies to the scientific study of human behavior in organizational settings. In addition, students will develop skills to apply the principles and findings of research in organizational psychology to optimize performance related to the human side of organizations. Using principles and findings of research in organizational psychology, students will learn and, in class, practice applying evidence-based techniques including how to:

- analyse a job using the critical incident technique,
- develop a behavior-focused rating scale,
- assess leadership potential,
- deliver feedback and coaching to managers,
- optimize performance in groups, and
- design an organizational change intervention.

Students will be encouraged to reflect on in-class activities in order to think critically about the application of findings from psychological research in organizational settings.

## **Required Text**

Paul E. Spector. Industrial and Organizational Psychology: Research and Practice, 8<sup>th</sup> Edition (Wiley, 2021).

This textbook is available from the York Bookstore for \$93.00 CAD.

This book is also available as an eText from [www.wileystudychoice.com](http://www.wileystudychoice.com) with two options:

- (a) a 150-day e-text rental for \$27.00 or
- (b) an outright e-text purchase for \$67.00.

### Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
First in-class exam	October 4	15%
Second in-class exam	November 15	15%
Individual assignment	October 25	25%
Group project written report	November 29	20%
Group project presentation	November 29	10%
Class participation	Every week	15%
<b>Total</b>		<b>100%</b>

### Description of Assignments

Individual assignment: Students will be asked to critically review one of a small number of research papers selected by the course instructor on topics of relevance to the course. The topics will be introduced in the first class. The assigned research papers, detailed assignment instructions, and grading criteria (including generative AI guidelines) will be presented in the fourth class and posted on eClass.

Group project: Students will be assigned to teams for the group project in week 6. Each team will be asked to develop an approach and work plan to address a change scenario in an organization. Guidelines, grading criteria, and the change scenario will be presented in class in week 7 and posted on eClass.

### Class Format and Attendance Policy

Each week, at the end of class, students will complete and submit a written “Action Learning Reflection” sheet in which they (a) describe the activities, exercises, or discussions they participated in, (b) summarize the key concepts, terms, or techniques that they learned, and (c) propose how they may use or apply what they learned. These sheets will be assessed and rated on a 5-point scale. If students are not able to attend class, then they must complete and submit via email to the instructor a “Missed Class Reflection Sheet” (posted on eClass) before the end of day on Friday of the week of the missed class. Students are not required to submit a signed attending physician’s certificate for a missed class and will not be penalized in terms of class participation assessment, if they submit a “Missed Class Reflection Sheet.”

### Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ =

90 to 100, A = 80 to 89, B+ = 75 to 79, etc.). For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#)

### Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. There will be no penalties for missed exams and late assignments.

Please copy the instructor ([lhartman@schulich.yorku.ca](mailto:lhartman@schulich.yorku.ca)) when you email the form to the Psychology undergraduate office. The instructor will then contact you to arrange a make-up exam in the case of a missed exam or a new date for a late assignment.

### Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9-April 8	March 12- April 8

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Information on Plagiarism Detection**

For both the Individual Assignment and the Group Project (Written Report) Turnitin will be used to detect plagiarism and non-cited use of generative AI.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

### **Course Materials Copyright Information**

These course materials are designed for use as part of PSYC 3570 (Organizational Psychology) course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

### **Course Schedule**

Sept 6: Introduction & Performance Analysis (Ch. 1)

Sept 13: Research Methods/Ethics & Systems Thinking (Ch. 2)

Sept 20: Job Analysis & Performance Appraisal (Ch. 3 & 4)

Sept 27: Assessment & Selection (Ch. 5 & 6)

Oct 4: First In-Class Exam

*York Reading Week*

Oct 18: Training & Development (Ch. 7)

Oct 25: Motivation & Feelings About Work (Ch. 8 & 9), *Individual assignment due*

Nov 1: Workplace Behavior & Occupational Health (Ch. 10 & 11)

Nov 8: Teamwork & Leadership (Ch. 12 & 13)

Nov 15: Second In-Class Exam

Nov 22: Organization Development & Change (Ch. 14)

Nov 29: Group Project Presentations & Wrap-Up, *Group project written report due*