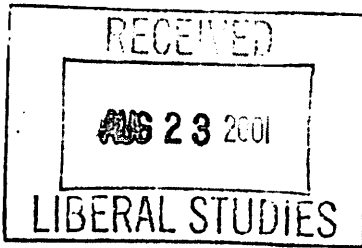


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 01-26
Submission Date: App-4/9/02
Action-Date: Senate App-5/7/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Mario Sussmann Phone 724-357-4526
Department Psychology

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Psychology of Work
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision PSYC 421 Psychology of Work
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

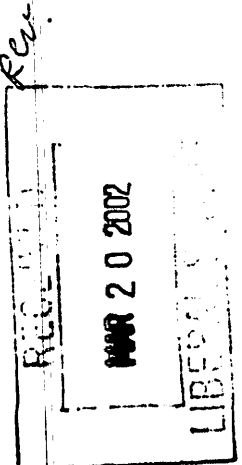
New Program Name

III. Approvals (signatures and date)

[Signature] 8/16/01
Department Curriculum Committee Department Chair

[Signature] 8/16/01
College Curriculum Committee College Dean

Director of Liberal Studies (where applicable) *Provost (where applicable)



Dear Dr. Sechrist,

This is in response to the comments on the PSYC 421 Revision proposal.

Comment 1: The catalog description is now revised and hopefully improved. It is now broken down into two sentences.

Comment 2: The language in the course objectives is changed, there are now seven points instead of six; and point 7 is broken down into two sentences. Also, the wording uses less jargon while maintaining professional accuracy.

Comment 3: Human Factors is a specific, but quite broad term. It includes "Work Design" which was listed as an additional term in the old version. The first three topics in the course outline under the general title of "Psychological Issues in the Work Environment: Human Factors and Employee Well Being" are sub-topics of Human Factors, and not the only possible ones. The topics selected are those that are usually taught in a course like PSYC 421 at the undergraduate level and found in the pertinent textbooks.

Comment 4: Exams are now clearly identified as taking up an additional class period. A TR schedule has 28 class periods plus the final exam scheduled, to yield 29 class meetings. Adding up the number of lectures, exams, and the final will result in 29.

Comment 5: Concerning the project, first, students do not go into work settings such as coalmines, steel mills, factories, etc. In the seventeen years we have run this course, students made contacts with individuals in their circle of family or acquaintances who had some authority position in a work place such as offices, human services agencies, etc. or similar places where they themselves worked, including restaurants. They interview usually one or two informants (informant in the anthropological sense). Each student suggestion of a project site is approved by the instructor and then by persons in charge at the work site before final contact is made and before the actual collection of information begins. No information collection starts without instructor approval and without approval of decision makers at the worksite. The contact is much less involving than the one that exists when students take an undergraduate practicum or even make many other types of visits for class purposes.

NEW SYLLABUS OF RECORD

I. Catalog Description

PSYC 421 Psychology of Work

3 lecture hours
0 lab hours
3 credits
(3c-0l-3sh)

Prerequisites: PSYC 101, Junior/Senior Standing

Introduces students to the human experience in work situations. Emphasizes the analysis, measurement, prediction, and development of human aptitude, ability, and performance in work and employment situations.

II. Course Objectives

Students will:

1. Understand the process of job description and be able to use its major techniques.
2. Become familiar with major methods of performance measurement and be able to construct simple but valid measures of job performance.
3. Understand the different aspects of developing training programs including an analysis of training needs.
4. Will be able to plan a program evaluation.
5. Reach a basic understanding of the techniques of predicting work behavior and the validation of those techniques.
6. Understand the basic issues of human factors psychology.
7. Become familiar with problems of stress in the workplace. They will understand the impact of the work environment and conditions on the well being of workers and the overall quality of the working experience.

III. Course Outline

The outline is based on a Tuesday-Thursday schedule with 28 meetings of 90 minutes and a final exam. Four exams are included in the schedule, including the final. As a result there are 25 lectures, three exams during the semester, and a final exam. Students will also design (without carrying it out) a training program for an existing workplace as a course project. Students carry out the project in groups of three to four.

Orientation to Applied Psychology (one lecture)

1. Orientation to the course; areas and opportunities for applied psychologists

Job Description and Performance Measurement (six lectures)

1. Job description
2. Methods of job classification
3. Classical criterion theory
4. Traditional methods of performance measurement
5. Behaviorally based performance measurement
6. Multiple criterion measures

Test I (one lecture period)

Training programs: Needs analysis, theory, methods, evaluation (six lectures)

1. Introduction to the history of training; organization analysis
2. Task and person analysis
3. Survey of training techniques
4. First group project consultations and discussions
5. Learning theory and instruction theory
6. Designing a program evaluation

Test II (one lecture period)

Testing and Prediction in Industry (six lectures)

1. Second group project discussions and presentations
2. Conceptual introduction to correlation
3. Outline of prediction research, introduction to test validity and validation
4. Strategies and designs of validation studies
5. Introduction to reliability of measures and observations
6. Tests and testing

Test III (one lecture period)

Psychological Issues in the Work Environment: Human Factors and Employee Well Being (six lectures)

1. Human factors psychology: Equipment design
2. Human factors psychology: Computers and operators
3. Human factors psychology: Workplace design
4. Quality of work life
5. Stress in the workplace
6. Mental health, substance abuse, employee assistance

Test IV (final examination period)

Project

Students, in groups of three to four:

- (a) Select a work place where and a job for which they will design a training program.
- (b) Conduct a training needs assessment whose central component is a task analysis, and which also includes an analysis or description of the organizational framework.
- (c) Plan a training program.
- (d) Include in the training program a mechanism for evaluating the effectiveness of the program.
- (e) Write and submit a project report.

IV. **Evaluation Methods**

All exams and the project are graded on a 100-point scale and the grades are averaged; each exam and the project count for 20% of the course grade. Grading scale: A: 90 - 100

B: 80 - 90

C: 70 - 79

D: 60 - 69

F: 59 and down

V. **Required Textbook**

Krumm, D. (2001). Psychology at Work: an Introduction to Industrial/Organizational Psychology. New York: Worth Publishers.

VI. **Special Resource Requirements**

No special resources are required; there is no lab fee.

VII. Bibliography

Aamodt, M.G. (1999). Applied Industrial/Organizational Psychology. (3rd ed.). Belmont, CA: Wadsworth.

Berk, R.A. (Ed.). (1986). Performance Assessment: Methods and Applications. Baltimore: The Johns Hopkins University Press.

Berry, L.M. (1998). Psychology at Work. (2nd ed.) Boston: McGraw-Hill.

Campbell, J.P., Dunnette, M.D., Lawler, E.E., & Weick, K.E. (1970). Managerial Behavior, Performance, and Effectiveness. New York: McGraw-Hill.

Cascio, W.F. (1987). Applied Psychology in Personnel Management. (3rd ed.) Englewood Cliffs, NJ: Prentice-Hall.

Fleishman, E.A. & Quaintance, M.K. (1984). Taxonomies of Human Performance. New York: Academic Press.

Goldstein, I.L. & Ford, K. (2001). Training in Organizations. (4th ed.). Belmont, CA: Wadsworth.

Goldstein, I.L. and Associates. (1989). Training and Development in Organizations. San Francisco: Jossey-Bass.

Landy, F.J. (1989). Psychology of Work Behavior. (4th ed.) Belmont, CA: Wadsworth.

Landy, J.F. & Farr, J.L. (1983). The Measurement of Work Performance: Methods, Theory, and Applications. New York: Academic Press.

Riggio, R.E. (1999). Introduction to Industrial/Organizational Psychology. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Wickens, C.D. & Hollands, J.G. (2000). Engineering Psychology and Human Performance. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

SUMMARY OF PROPOSED REVISIONS

1. The new catalog description opens by: Introduces students to the human experience in work situations. Emphasizes and then continues as before.
2. The prerequisite PSYC 291 is dropped and replaced by PSYC 101, Junior/Senior Standing.
3. The topics Personnel Decisions and Group Dynamics are dropped from the course outline and replaced by Psychological Issues in the Work Environment: Human Factors and Employee Well Being.

JUSTIFICATION/RATIONALE FOR THE REVISION

1. The modified catalog description reflects the modifications in the course outline.
2. The original syllabus of record (according to which the submitter of this proposal attempted to teach) was too ambitious, it contained too much material. There was never time to address the topics of Group Dynamics and Human Performance. In addition, group processes were and are more appropriately covered in PSYC 425 Experimental Organizational Psychology, and more briefly, in PSYC 390 Industrial-Organizational Psychology.
3. The topics in the old syllabus under the heading Personnel Decisions are an integral part of the education of industrial-organizational psychologists; yet they are more appropriately part of graduate education. While some undergraduates do grasp these topics at the level necessary for making the connection to assessment and performance prediction, they are in a minority, or the time required to reach the necessary understanding is too extensive. This time is more beneficially used for other central topics of personnel psychology as described next. The section Testing and Prediction in Industry in the new course outline provides the appropriate coverage of assessment and prediction for an undergraduate course.
4. Human factors psychology and worker stress and wellness are an integral part of personnel psychology, but have been omitted in the past, yet they reflect the direction of the field.
5. In its present structure, PSYC 421 is accessible only to psychology majors. After these changes, PSYC 291 Research Design and Analysis II (which remains required in the psychology major) and implicitly PSYC 290 Research Design and Analysis I and an introductory statistics course, are no longer needed prerequisites. All psychology courses require PSYC 101 General Psychology; and the desired level of academic maturity for a 400-level course make a requirement of Junior/Senior standing appropriate. The change will open the course to non-majors who will benefit from it and who have previously expressed an interest, but have been excluded.

Syllabus of "Record" - this is the only old syllabus available

PC 421 Psychology of Work Spring 1999
Uhler 114 MWF 10:30-11:30 Office: MW 3-4, TR 9:30-11. Always
make an appointment.
Mario Sussmann, Ph.D., Professor of Psychology 221 Uhler Hall
Tel. 724.357.4526 e-mail sussmann@iup.edu
Dept. Office: 724.357.2464 (has answering machine)
Fax (Dept. Office): 724.357.2214

The topic of this course is Applied Psychology with an emphasis on personnel psychology: The observation, analysis, measurement, prediction, and development: - of human aptitude, ability, and performance, - in work situations.

PREREQUISITE: Successful completion of PC 291 and statistics.

Text

1. Riggio, R.E. (2000) Introduction to Industrial/Organizational Psychology. 3rd. ed. Upper Saddle River, NJ: Prentice Hall.
2. Brochure: Buy at ProPacket; ALWAYS BRING TO CLASS

Logistics and Grading

This course may be used either (1) as a general elective for non-psychology majors, (2) a course for the psychology minor, (3) a psychology elective, or (4) an applied track requirement. No distinction exists in requirements and expectations between students; full commitment is expected from all. There will be five tests based on major content areas of this course. You will also conduct a group research project on job analysis and training. The weights of different activities for grading are:

Test 1	15%	
Test 2	15%	
Test 3	15%	
Test 4	15%	
Test 5	15%	
Research Project & Paper	25%	
Academic Composite	100%	83.33%
Professional Behavior (q.v.)		16.67%
Total		100.00%

*****NOTE: SEE PAGE 7 FOR ATTENDANCE POLICY*****

Course Grade

A: 91 - 100; B: 81 - 90; C: 70 - 80; D: 58 - 69; F: 0 - 57.

Rounding for the course grade: To round the final averages, .5 will be added to the resulting average, then all digits after the decimal point are dropped. The result is the numerical grade, with no further changes.

Group Research Project

In groups of yet to be determined size,

(1) You will identify a business, agency, or similar outfit where there are employees and/or trainees. Group members: Immediately exchange phone numbers with the members of your group!

(2) In that organization conduct a training needs assessment, where you use what we will learn about needs assessment. You cannot and should not use all methods presented in class, but the ones that apply and are feasible. A description of the organization needs to be included. For the job analysis use whatever information you can get, and also conduct a job description via the CIT/BARS method.

This needs assessment involves actual collection of data.

(3) Based on this analysis you will design a training program.

(4) The *evaluation research design for the program* must be built into your proposed training program.

(5) You **DO NOT** carry out the training program, you only design it and indicate how the program's effectiveness will be evaluated.

(6) At the end of the semester the group will (a) hand in a written APA-style report and (b) make an oral presentation to the class. For the first four steps use what you learn in class, from the text, and possible additional materials about needs assessment, program design, and evaluation research.

Individual grades will be based on the quality of the group project and on the ratings members of your group give to your personal contribution.

SCHEDULE

January

- 19 Orientation
- 21 Introduction: Applied Psychologists
- 24 Job Description
- 26 " "
- 28 Criterion Theory
- 31 Measurement of Job Performance

February

- 2 Job Performance Measures
- 4 Multiple Criterion Measures
- Monday Feb 7, Test 1
- 9 Introduction to Training
- 11 Organization Analysis, Task Analysis
- 14 Task Analysis
- 16 Person Analysis
- 18 Project Consultations
- 21 Learning Theory, Instruction Theory
- 23 Evaluation Research
- Friday Feb 25, Test 2
- 28 Project Consultations

March

- 1 Outline of Prediction Research. Also due on this day:
***Turn in a prospect of your group project: Research site, type of job to be analyzed, plan for the job analysis. Type, double space. Title page: All group member names, "PC 421", a tentative title, and the date. Two pages for the report itself.
- 3 Outline of Prediction Research
(March 6, 8, 10 spring break, no class)
- 13 Validity & Validation (V/V)
- 15 V/V
- 17 Reliability
- 20 Reliability

Wednesday March 22, Test 3

- 24 Project Consultations
- 27 Multiple Regression Systems
- 29 Multiple Regression Systems
- 31 Multiple Regression Systems. Also due on this day:
***Complete the needs assessment/job analysis; start to plan the training program, do not forget to build into it the evaluation design! Hand in the report of the needs assessment, with a similar title page (new date), use the old title with the words "Needs Assessment", four pages minimum for this.

April

- 3 Probability Systems
- 5 Probability Systems
- 7 Probability Systems
- Monday April 10, Test 4
- 12 Project Consultations

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14 Statistical and Judgmental Prediction
17 " , Validity Heterogeneity
19 Validity Heterogeneity
21 No Class
24 Validity and Validation: A Synthesis
26 Validity and Validation: A Synthesis
Friday April 28, Test 5

May

1 Project Consultations

*** Monday May 8:00 am (Finals Day) GROUP PROJECT REPORTS
***Final report due (full APA style), include all information.
Revise prior drafts as needed. Author notes (all authors' information and home addresses need to be given) must also include information about the course, date, etc.

APPLIED AND PERSONNEL PSYCHOLOGY
General Outline
Text: Riggio

A. Applied Psychologists: Areas and opportunities
Read ch. 1

For test 1 read: chs. 3 & 6

B. Job Analysis, Criterion Measurement, Training Needs Analysis

1. Job description and classification
 - a. Basic terms; models for description and classification
 - b. Techniques of job description
 - c. Techniques of classification/dimensionalization
 - d. Evaluation of job description techniques
2. Criterion theory
 - a. Goals of criterion development
 - b. Criterion: Definition; actual and conceptual criterion
 - c. Criterion: Relevance, deficiency, contamination
 - d. Bias in performance measures
3. Construction of job performance measures
 - a. Traditional measures
 - b. Behavioral job performance measurement: Behaviorally anchored rating scales (BARS) and their derivatives
4. Multiple criterion measures
 - a. Composite criterion
 - b. Methods of combining measures
 - c. Multidimensional criteria
 - d. Use of composite and multidimensional criterion measures

For test 2 read: ch. 5.

5. The State of the Art in training and Development
6. Assessment of Training Needs
 - a. Organization Analysis
 - b. Task Analysis
 - c. Person Analysis:
 - i. Human Abilities: Classical Psychometric Approach
 - ii. Human Abilities: Recent Developments
 - iii. Performance Measurement
 - iv. Who needs training and what kind
 - d. Goal Identification for Training Programs

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7. Learning Theories (LT) I: Approaches
 - a. Behavioral LT (BT)
 - b. Cognitive LT (CT)
 - c. Social-Cognitive LT (ST)
8. Learning Theory II: Instruction Theory
 - a. Behavior Modification according to BT, CT, and ST
 - b. Review of Conditioning Principles
 - c. The Instructional Theory of Gagne:
Developing Human Abilities
 - i. Basic Concepts
 - ii. The Conditions of Learning
 - iii. Methods of Training
9. Program Evaluation Research
 - a. Criteria for Evaluation
 - b. Baselines for Evaluation
 - c. Goal Concepts in Evaluation
 - d. Designs for Evaluation Research

C. PREDICTION AND MEASUREMENT

For test 3 read: ch. 4 to p. 112 and pp. 45-54.

1. Correlation and Regression
2. Outline of Prediction Research
3. Introduction to Validity (Theory) and Validation (Strategies and Research Designs)
4. Reliability of measurements and observations
5. Tests and Testing

D. ISSUES IN PREDICTION RESEARCH AND PERSONNEL DECISIONS

For test 4 read: ch. 2 and pp. 112 to the end of ch. 4.

1. Statistical prediction I: Regression systems
 - a. The multiple regression model
 - b. "Third variable" issues
 - c. Conditions which affect the magnitude of multiple R

p. 12

2. Special issues in multiple regression
 - a. Moderator variables
 - b. Cut-off systems
 - c. Cross-validation
3. Statistical prediction II: Probability systems
 - a. Actuarial prediction
 - b. Selection, placement, & placement strategies
 - c. Individual and institutional expectancy
 - d. Base rate, selection ratio, & personnel decision outcomes
 - e. Probability based coefficients

Material for test 5: read "Validity of validity" article, obtained from instructor.

4. Statistical and judgmental prediction
 - a. Predicting individual behavior
 - b. Data collection and data combination
 - c. Models of prediction
 - d. Prediction for small-n decisions
 5. Validity homo- and heterogeneity
 - a. Fairness in selection
 - b. Differential validity and situational specificity
 - c. Models of fairness in personnel selection
 - d. Validity generalization
 6. Validity and Validation: Synthesis
-

Attendance Policy is in use: You have the right to unexcused absences to the extent of course credit. Unexcused absences beyond this level (for us, this means three class and/or project meetings) will incur grade reduction: Two percentage points on the final grade for each unexcused absence. Unexcused absence from project meetings is also a violation of professional behavior.