



Psychology of Work
Psychology 3320-901
Spring 2016

Syllabus

Instructor: Ann Jones, PhD

Email: ajones102@utoledo.edu

Class Location: This is an Online Course

Degree Requirement: Satisfies 3000 level course

Instructor Location: Ann Arbor MI.

Term: January 11 to May 4, 2016

Credit Hours: 3

Contact Hours per Week: 3 to 5

COURSE DESCRIPTION: PSY 3320 Psychology of Work

Psychology at Work is based on the book Positive Psychology at Work by Sarah Lewis. We will use positive psychology principles to examine employee engagement, goal setting, flow, mindfulness, positive leadership, change, sustainable growth, building positive relationships at work, and positive transformation. We will focus on behaviors which will make us successful in our work.

Prerequisites: PSY 1010 for Level UG with a minimum grade of D-

STUDENT LEARNING OUTCOMES

Upon completion of this course, you will be able to describe how positive leadership can change workplaces, employee's performance, decision making, leadership, organizational change, and relationships at work. We will discuss various methodologies and applications concluding with methods to transform our workplaces.

REQUIRED TEXT

Positive Psychology at Work by Sarah Lewis

Publisher: Wiley-Blackwell; 2011; 229 pages; ISBN 978-0-470-68320-0;

Paperback: Cost: \$25 - \$45.

Positive
Psychology
at Work

Wiley-Blackwell
978-0-470-68320-0

YOUR INSTRUCTOR – Ann Jones PhD



My work experiences have crossed various industries including The Cleveland Clinic (health care); American Greetings (manufacturing, sales); Supervalu (wholesale and retail food industry); Ernst and Young (Big 3 Accounting); and, most recently, the University of Minnesota where I was Director of Human Resources for the Academic Health Center's School of Dentistry. I have a dual degree in Organizational Development and Counseling Psychology.

This course provides knowledge, tools, and experiences which I found of value while I was employed in corporate American. After 9/11 I retired and moved to Ann Arbor, Michigan to be with my sons and grandsons. I have taught Organization Development at Cleveland State University; St. Thomas University and the University of Minnesota. I teach this class online from Ann Arbor Michigan and will be unable to meet with you in person. I can be reached at ajones102@utoledo.edu

ACADEMIC ACCOMMODATIONS

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office. The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact Student Disability Services for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

ACADEMIC POLICIES

The University of Toledo has established the following academic policies as they apply to your participation in this class.

[Academic Dishonesty Policy 3364-71-04](#)

[Adding and/or Dropping a Course Policy 3364-71-08](#)

[Grades and Grading Policy 3364-71-11](#)

[Missed Class Policy 3364-71-14](#)

Each Module in this course provides you one week (Monday 12:01 am to Sunday Midnight) to complete your posting. There are no extensions other than those specified in the Missed Class Policy 3364-71-14. Once the deadline has passed you cannot go back to post and you will lose the points for that module. However, you may post up to three weeks in advance.

COMMUNICATION GUIDELINES

In online courses we engage with and learn from each other. To do this we create a safe environment in which we show respect toward each others. When using technology there are certain behaviors which govern our conduct and guide us in what is acceptable in online situations. Because we cannot see other's facial expressions we can only draw conclusions from their words. Most of you are very familiar with the Netiquette Ground Rules. [Please read to refresh your memory] We want to minimize confusion or effort required to read posts or threads. We want to create a supportive environment in which we can agree or disagree and offer constructive contributions. I trust that you will regulate your comments to others.

COURSE CALENDAR

To view the schedule of the modules in this class, please click on Course Calendar. If you have any comments or questions about the Calendar please contact me at ajones102@utoledo.edu

COURSE EXPECTATIONS

My expectations for this course is that you will keep up with the posting schedule each week and complete other assignments when due. You will have one week [7 days] to respond to 3 to 5 question about that week's elessons. Modules open on Monday at 12:01 am [night] and will **automatically** close at 12:00 midnight on Sunday. My policy is that you will not receive points for a module nor receive a time extensions for reasons other than those specified in the Missed Class Policy 3364-71-14. Once the deadline has passed you cannot go back to post in a module and **will lose the points** for that module. Please contact me if you have a excused absence as specified by the Missed Class Policy.

You may post up to three weeks in advance.

Some students may read the eLessons and respond to them without doing the required readings, watching videos, doing assessments etc. It is easy for me to tell when students take these short cuts. My expectations are that you will engage with the content and post in good faith. If you have a legitimate reason, as stated in the Missed Class Policy, an illness, out of town, etc. please let me know and we will make arrangements.

DISCUSSION BOARDS

In this a fully online course. Participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. No on-campus meetings will be required.

We will utilizes discussion boards, videos, case studies; self evaluations, assessments, exams and papers to engage students in understanding various concepts of work. There are 14 modules offered throughout the semester. Each Module has 3 or 4 lessons which concluded with questions for students to answer and post their responses on the Discussion Board by the weekly deadline. Modules usually take 2 to 4 hours depending on tasks, material, reading required and the time to address the Discussion Board questions. I will make comments about your postings and grade your responses using a Rubric.

At the beginning of the term, you will need to join a discussion group designed for you to share your viewpoints about work and organizations. In a small group of peers you will be able to discuss your

assigned readings, share learning activities, and respond to course assignments. All modules are open in the course until their due date. You may work ahead as much as 3 modules if you like. Modules will **automatically** close at 12:00 midnight on Sunday. You will have one week [7 days] to respond to 3 to 5 questions about that week's lessons. You will have to manage your time and realize you cannot go back and post a week or two later. Please read [Discussion Board Guidelines](#) for posting and the "dos" and "don'ts" on [Netiquette Ground Rules](#).

GRADING

Your grade in this course comes from five sources: your self introduction; postings on each module's Discussion Boards; points on your 2 exams and a final paper describing your perspective on leadership.

Item	Number	Total Points
Self-Introduction (1)	1 Self Introduction	25
Discussion Boards (12 x 15 = 180)	6 by Midterm - 15 points each = 90 points 7 by Final - 15 point each = 105	195
Midterm Exam	Exam 1	50
Final Paper	4 page summary of what you learned.	50
	Total	320

The following scale for grades will be used

Grade	Percentage (%)	Midterm Points	Final Points
A	90% - 100%	103 - 115	290 - 320
B	80% - 89%	92 - 104	260 - 289
C	70% - 79%	80 - 91	225 - 259

D	60% - 69%	70 - 79	190 - 224
F	Below 60%	Under 70	Under 190

My philosophy on exams is that they are a learning tool not an evaluation tool. There will be one online exams at Midterm and Final paper, worth 50 points, due at the end of the course. There are no extensions so check the calendar for the due dates.

When grading your posts I use a Grading Rubric [see below] to evaluate your content. In addition, I add personal comments which reflect my perspective on your post.

Grading Rubric for Psychology of Work

Level	Exceptional Competency	Solid Competency	Novice
Conceptual	Grasps major concepts and key ideas of the topic. Is exceptional in application of concepts to discussion board questions. Thinks creatively, expresses both thoughts and feelings. Keen awareness of concerns surrounding topic. Offers both strengths and weakness or positives and negatives of position. Offers new interpretations of material. [5 points]	Understands major concepts. Shows creative thinking. Offers psychological and personal viewpoints. Some awareness about the impact of theory on others. Offers minimal positives and negatives, Needs to offer some stronger support for ideas. Needs to shorten statements.[4 points]	Responded with one or two sentences. Little creative or critical thinking. Need more awareness of issues. Did not express own ideas or opinions. Few connection to personal views. Does not see the impact of thoughts on others. Needs significant improvement. [3 point]
Point of View	Original opinion and point of view. Seems to have thought through position. Shows insight into the issues. Considers others points of view. Seems to know what is guiding own ideas and beliefs. Good self awareness and sense of	Good self awareness. States a clear point of view with examples. Gave examples to support point of view. Postings seemed rushed, short and not the usual high quality and consistency of other posting. Needs more	Redundancy with comments; some appear unrelated to topic. Thoughts unconnected or ideas hard to follow. Did not seem to have read the eLesson for the Module. Did not address the questions posed in

	self. Offers psychological as well as personal viewpoints. [5 points]	rigorous proof reading. [4 points]	Module. [3 points]
Organization	Presents positions in an organized manner Clear and concise in stating point. Good transitions between ideas. Summarizes or makes point succinctly. Proofs and uses spell checker. Excellent summary or conclusion. [3 points]	Presents clear concepts. Some new ideas; overuse of simple sentences. Most thoughts are clear and concise, does not wonder. Spelling or grammatical errors. Need to proof before posting. Only three sentences in posting. [2 points]	Difficulty articulating ideas. Seems to borrow others ideas. Needs to offer more support for ideas. Did not proof nor use spell checker. [1 points]
Response to Others	Three or more sentences Responded to two others. [2 points]	Short statements. Less than 3 sentences. Responded to one other. [1 point]	Did not respond to any other students [0 points]

You are in charge of managing your own grade. If you miss posting in a week you will lose points and you will **not** be able to make them up. You can choose to respond to two [2 points] one [1 point] or none [0 points] of your classmates. The choice is yours. The deadlines are clear [see calendar]. If you miss a deadline you will not receive points, unless your absence is covered under the Missed Class Policy 3364-71-14. Please keep me informed of any issues or problems you may have and I will work with you to see if we can arrange a way you can get your work done. I am here to help you resolve issues which you may encounter.

Grading Scale

Your grade in this course comes from five sources: your self introduction; postings on each module's Discussion Boards [13 boards]; points on your midterm exam and a final paper describing your perspective on the psychology of work.

Item	Number	Midterm Points	Total Points
Self-Introduction (1)	Self Introduction	20	
Discussion Boards (14)	15 points on 7 modules 15 points on 6 modules	105	90

	Total points = 195		
Exam 1	50 questions	50	
Final Paper	1	-	50
	Total Points 315	175	140

The following scale for grades will be used

Grade	Percentage (%)	Midterm Points	Final Points
A	90% -100%	155 – 175	280 – 315
B	80% - 89%	140 - 154	250 – 279
C	70% - 79%	120 – 139	220 – 249
D	60% - 69%	105 – 119	190 – 219
F	Below 60%	Under 105	Under 190

My philosophy on exams is that they are a learning tool not an evaluation tool. There will be one online exam at midterm. It will cover the eLessons and the material in the text books for that Unit. The exam is open book, worth 50 points and you may take it twice. I provide a study guideso you will know where to focus your attention. A variety of questions will be asked including multiple choice, matching, true or false and sentence competition. The exam is available until the due date listed in the calendar. There are no extensions so check the calendar for the exam dates. If you miss the exam you may write a 5 page paper on the book (worth 40 points). This is **not** an either/or option so please take the exam. There is also a final paper due at the end of the semester.

When grading your posts I use a Grading Rubric to evaluate your content. In addition, I add personal comments which reflect my perspective on your post.

Grading Rubric

Level	Exceptional Competency	Solid Competency	Novice
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Conceptual	Grasps major concepts and key ideas of the topic. Is exceptional in application of concepts to discussion board questions. Thinks creatively, expresses both thoughts and feelings. Keen awareness of concerns surrounding topic. Offers both strengths and weakness or positives and negatives of position. Offers new interpretations of material. [5 points]	Understands major concepts. Shows creative thinking. Offers psychological and personal viewpoints. Some awareness about the impact of theory on others. Offers minimal positives and negatives, Needs to offer some stronger support for ideas. Needs to shorten statements.[4 points]	Responded with one or two sentences. Little creative or critical thinking. Need more awareness of issues. Did not express own ideas or opinions. Few connection to personal views. Does not see the impact of thoughts on others. Needs significant improvement. [3 point]
Point of View	Original opinion and point of view. Seems to have thought through position. Shows insight into the issues. Considers others points of view. Seems to know what is guiding own ideas and beliefs. Good self awareness and sense of self. Offers psychological as well as personal viewpoints. [5 points]	Good self awareness. States a clear point of view with examples. Gave examples to support point of view. Postings seemed rushed, short and not the usual high quality and consistency of other posting. Needs more rigorous proof reading. [4 points]	Redundancy with comments; some appear unrelated to topic. Thoughts unconnected or ideas hard to follow. Did not seem to have read the eLesson for the Module. Did not address the questions posed in Module. [3 points]
Organization	Presents positions in an organized manner Clear and concise in stating point. Good transitions between ideas. Summarizes or makes point succinctly. Proofs and uses spell checker. Excellent summary or conclusion. Three or more sentences [3 points]	Presents clear concepts. Some new ideas; overuse of simple sentences. Most thoughts are clear and concise, does not wonder. Need to proof before posting. Only three sentences in posting. [2 points]	Difficulty articulating ideas. Seems to borrow others ideas. Needs to offer more support for ideas. Short statements. Less than 3 sentences. Did not proof nor use spell checker. [1 points]
Response to Others	Responded to two others [2]	Responded to one other [1]	Did not respond to any other students [0]

You are in charge of managing your own grade. If you miss posting in a week you will lose points and you will **not** be able to make them up. You can **chose** to respond to two [2 points] one [1 point] or none [0 points] of your classmates. The choice is yours. The deadlines are clear [see calendar]. If you miss a deadline you will not receive points, unless your absence is covered under the Missed Class Policy 3364-71-14. Please keep me informed of any issues or problems {including technical} you may have and I will work with you to see if we can arrange a way you can get your work done. I am here to help you resolve issues which you may encounter.

LEARNER SUPPORT

The University of Toledo and our Student Support Services are dedicated to your success in fulfilling your academic and professional aims. We have a number of resources available to help you achieve your goals including the Counseling Center; Learning Enhancement Center; Success Coaches; the University Libraries; and the Writing Center. Also see Academic Accommodations above.

Counseling Center - Transitioning to college and maintaining a healthy well being while attending college can be difficult. The Counseling Center staff provides counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. We hope to empower you with the skills to assist you in attaining your educational goals at the University of Toledo. We provide services in accordance with the codes of ethics of the helping professions and standards of the American Psychological Association, American Counseling Association and the International Association of Counseling Services, Inc. as well as to the rules and regulations of the State of Ohio. If you or a friend feel overwhelmed adjusting to college or in need of crisis intervention or mental health services please contact us at the Counseling Center; Link: <http://www.utoledo.edu/studentaffairs/counseling/>; Phone: 419-530-2426; Location: 1810 Rocket Hall:

Learning Enhancement Center - Tutoring support for all UT students is available through the Learning Enhancement Center located in the Carlson Library. Tutoring Services are offered in an array of subjects, including Writing, Math (Calculus, Statistics, Accounting) Biology, Chemistry, and Anatomy and Physiology. The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Student Disability Services provides accommodations and support services to students with disabilities. If you have difficulty accessing any portions of this website due to incompatibility with adaptive technology, or you have suggestions on how we can make this site more accessible, or you need the information in an alternative format, please contact us at 419.530.4981. See also Academic Accommodations above.

Success Coach - As of Fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him or her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to successcoach@utoledo.edu.

University Libraries – Our University Libraries are your gateway to information at The University of Toledo connecting you with the resources you need for education, research, and patient care. eLibrary Services Portal is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Writing Center - The Writing Center provides free, face-to-face and online tutoring for writing in all disciplines. The staff there can assist you with a variety of writing assignments.

POLICIES ON ACADEMIC DISHONESTY AND COPYRIGHT

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty. Materials in this course are only for the use of students enrolled in the course and for purposes associated with this course. They may not be retained or further disseminated.

STUDENT SUPPORT SERVICES

The University of Toledo is dedicated to your success in fulfilling your academic and professional aims. We have a number Student Support Services available to help you achieve your goals.

TEACHING STRATEGIES

Online courses are wonderful for they give you the opportunity to read the material and post according to your own schedule. This does mean you have to balance your time spent on this course with all the other demands you face. This online course utilizes discussion boards, videos, case studies; self evaluations, assessments, exams and papers to engage you in understanding various concepts of OD.

There are 14 modules offered throughout the semester. Each Module presents 3 to 5 questions for you to post responses to the material we are studying. Modules usually take 2 to 4 hours depending on tasks, module material, reading required and the time to address the Discussion Board questions. I will make comments about your postings and grade your responses using a Rubric [see Grading Rubric above].

In addition, emails will be sent to students in response to their concerns, problems, questions about their grades, course content, schedule changes, technology issues or problems concerning the course. On the navigational panel you will find Course Information. In addition to this syllabus you may find the Course Schedule; Discussion Board Guidelines; Grading for the Course; and the Rubric used for grading. Please read them.

TECHNOLOGY REQUIREMENTS

This course uses an online course management system [Blackboard] which functions as your virtual classroom. To verify that your computer is compatible with Blackboard, please use the Browser Requirement Check. The University of Toledo provides excellent and knowledgeable technical support which you may reach via email [utdl@utoledo.edu] or by phone [866.886.5336 or 419.530.8835]. There are also live chat; online and face-to-face tutorials.

UNIVERSITY POLICIES

The University is an equal opportunity educational institution. Please read The University of Toledo's Policy Statement Nondiscrimination on the basis of disability-Americans with Disabilities Act Compliance

Thank you for reading this syllabus. If you have any questions or concerns, please contact me at ajones102@utoledo.edu.

Syllabus Development Resources: December 9, 2014; Office of the Provost University Teaching Center and Office of Assessment, Accreditation and Program Review. This Syllabus Development Criteria is to assist faculty at The University of Toledo with the development of their course syllabi. It is a guide and provides recommendations based on best practices in education. The "REQUIRED" sections meet University, State and Federal guidelines.