Honolulu Community College
General Education – DIVERSIFICATION DESIGNATION
Certification and Recertification
Application Form
Spring 2012

APPLICANT: Jennifer J. Higa-King

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COURSE ALPHA and NUMBER: PSY180

COURSE TITLE: Psychology of Work

ESTIMATED NUMBER OF SECTIONS:
Fall: 2
Spring: 2

APPLICATION IS FOR:
☐ New Course ☐ Modified Course ☒ Existing Course ☐ Re-designation
☐ Certification ☒ Re-Certification. Date of last certification: 2001(?)

DIVERSIFICATION AREA DESIGNATION SOUGHT:
☐ DA (Arts) ☐ DP (Physical Sciences)
☐ DB (Biological Sciences) ☒ DS (Social Sciences)
☐ DH (Humanities) ☐ DY (Laboratory)
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 75%

What percentage of CLASS MEETINGS focuses on this diversification area? 75%
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area’s hallmarks.

**DS.1. Uses the terminology of theories, structures, or processes in the social or psychological sciences:**

SLO 3. Describe and explain how individual personality characteristics, values, and behavior affect job performance.

SLO 4. Describe and explain how the physical properties of the work place and how an organization’s culture and climate affect job performance.

SLO 5. Summarize and apply psychological principles to improve worker satisfaction, the work environment, and overall organizational effectiveness

Students learn about theories of personality and assessment (SLO 3), job performance (SLO 4), job satisfaction, motivation, and group behavior (SLO 5), and application of these theories to work place behavior and performance. The theories and processes discussed are based on studies from psychological science.

**DS.2. Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes.**

SLO 2. Describe and explain human resources and its role in employee selection, appraisal, and training.

SLO 3. Describe and explain how individual personality characteristics, values, and behavior affect job performance.

SLO 4. Describe and explain how the physical properties of the work place and how an organization’s culture and climate affect job performance.

SLO 5. Summarize and apply psychological principles to improve worker satisfaction, the work environment, and overall organizational effectiveness.

Students learn about concepts and models of work place behavior, that are based on research methods of psychological science. For example, topics for SLO 2 include factors that affect employee performance and appraisal (e.g., use of observational methods, scales, objective vs. subjective measures). For SLO 3, students learn about psychological tests designed to measure individual characteristics such as personality and cognitive abilities. For SLOs 4 and 5, students
learn about processes involved in organizational change and development, group dynamics, contemporary issues and approaches to increasing job satisfaction and motivation in employees.

DS.3. Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.

SLO 1. Describe and demonstrate a comprehension of the scientific method and decision making as applied to the practices and problems of the work place.

SLO 1 refers to objectives aimed at the research tools and methods used in the field of industrial-organizational (I-O) psychology. I-O psychology forms the basis for understanding problems of the work place and application of practices to improve worker satisfaction and performance and organizational effectiveness. Research methods covered include descriptive methods (e.g., naturalistic observational methods), case studies, correlational studies, meta-analyses, and experiments involving manipulation of variables and random assignment of participants to different conditions. Strengths and weaknesses of each method are addressed. Thus, SLO 1 fulfills hallmark DS.3 by teaching students about methods used in psychological science.

2. **Assessment strategies.** Explain assessment strategies you have used (or plan to use) to measure the degree to which students exit the course with the course-specific SLOs. If there are multiple sections of the course taught by different instructors, please discuss how assessment is (or will be) carried out across instructors.

There are currently two sections of PSY180 taught by different instructors. One section is taught face-to-face, the other is taught online as a distance-education course with a cable component. Because of differences in delivery of the course, the instructors use different assessment tools.

Regardless, SLOs are assessed each semester. For the cable course, assessment depends on exams, participation in discussion boards, and a project. For the face-to-face course, assessment involves written assignments, quizzes, exams, and group project. Written assignments are short papers (one to two pages) on topics covered in class (e.g., mission and vision statements, theories of motivation). Quizzes are unannounced and measure students progress in reading the material and preparing for exams. Exams consist of multiple-choice, true-false, matching, short-answer, and essay questions. The questions are designed to assess students’ understanding of specific concepts, theories, and research methods. For the group project at the end of the semester, students apply their knowledge their own companies in the form of a prospectus. All of these tools are used to assess all of the SLOs.
3. **Assessment of assessment.** How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, please discuss how review of assessment results is (or will be) carried out across instructors.

Results from assignments, discussion boards, quizzes, exams and projects are reviewed each semester to determine which concepts and theories students had difficulty comprehending as well as items that students readily understood. For example, item analyses of multiple-choice questions revealed that students did not understand differences between reliability, validity, and different forms of validity. As a result, the course was modified and more time was dedicated to covering these concepts in class and online. For the face-to-face course, students worked in small groups to develop examples and teach the concepts to the other groups. Together, the session served as a review for the exam. In other cases, instructors have modified writing assignments to address concepts and theories that required extra coverage.

Thus far, instructors have compared performance informally at the end of each semester. Below is a plan for establishing a more formal review of assessment results across instructors.

Fall 2013. Instructors will meet at the beginning of the semester to discuss how each will assess SLOs 1, 2, and 3. These SLOs focus on research methods, employee selection and appraisal, and personality characteristics and job performance. At the end of the semester, instructors will compare results from assessment of these areas.

Spring 2014. Using the same process, instructors will review results for SLOs 4 and 5 which focuses on organizational factors, the work environment, and factors that affect worker satisfaction.

The cycle described above will be repeated each academic year, and a summary of the results and assessment of assessment will be written in a report given to all instructors.
DIVERSIFICATION BOARD DECISION:

☑ Approved
   Re-Certification Due: 6/2017

☐ Not approved
   If not approved, reasons for disapproval:

Diversification Board Chair Signature: [Signature]
Date: 23 Apr 2017
PSY 180
Psychology of Work
Spring 2012
CRN 23192
TR 1:30pm - 2:45pm
Bldg. 7, Rm. 602

Instructor: Jennifer J. Higa-King, Ph.D.
Office: Bldg. 7, Room 611
Office hours: MW 9-10am, TR 11:30-12:30pm,
and by appointment
Phone: 808-845-9160
Email: higaking@hawaii.edu

Course Description
Introduction to psychological aspects of work-related phenomena with emphasis on importance of
human relations in work settings. Focuses on application of industrial organizational theory to
understanding problems in worker morale, impression management, career assessment, organizational
versus individual goals.

More about PSY180
- This course fulfills a social sciences (DS) requirement for the A.A. degree at HCC, and fulfills
  requirements for many Career & Technical Programs.
- This is a lecture-based course that has an online component. Access to email and web browser
  are required
- Prerequisite for PSY180: Placement in ENG 22/60 or higher.

Student Learning Outcomes
Upon successful completion of the course, students will:

1. Describe and demonstrate a comprehension of the scientific method and decision making as
   applied to the practices and problems of the work place.
2. Describe and explain human resources and its role in employee selection, appraisal, and training.
3. Describe and explain how individual personality characteristics, values, and behavior affect job
   performance.
4. Describe and explain how the physical properties of the work place and how an organization’s
   culture and climate affect job performance.
5. Summarize and apply psychological principles to improve worker satisfaction, the work
   environment, and overall organizational effectiveness.
**Required Learning Tools and Resources**


**Email.** The primary and preferred method of communication outside of class is through email. You may use the messages tool in Laulima or from your UH email address. When sending me email, please post the course (e.g., PSY180). Check your Laulima and UH email on a regular basis. *Daily is best!*

**Laulima Course Webpage.** I will post lecture notes, assignments, and other important information on the course’s website on *Laulima (cooperation, joint action).* You can access Laulima either through your MyUH Portal or directly at http://laulima.hawaii.edu. I highly recommend that students check the course website *daily* for course-related updates and information.

**Computers.** There are computers available for use by students in the library (bldg. 7, 1st floor) and computer lab (bldg. 2, room 405).

**College Skills Center (CSC).** The CSC is located on the 3rd floor of Building 7. They offer many services including drop-in tutoring for math and writing. In addition, I will occasionally administer make-up exams through the CSC.

**Attendance and Responsibilities**

As an instructor, I want you to succeed! Two important means to success are consistent class attendance and letting me know when you are having difficulties as soon as possible. First, **attendance is mandatory!** Students who do the best and get the most out of the course are those who attend. If you miss 0 to 2 classes, you will receive a 2% increase in your final grade. If you miss 3 to 4 classes, there will be no deduction. However, if you miss 5 or more classes, your final grade will be decreased by 2%. Regardless of the number of days you are absent, you are responsible for the missed information and material. Second, if difficulties arise during the course, please talk to me **before** the problem affects your performance in the course. Waiting until the end of the semester just does not work. Thus, it is your responsibility to let me know - in a timely manner - when there is a problem. In turn, I will try my best to work with you on finding a solution.

**Student ACCESS**

Students with disabilities may obtain information on available services online at http://honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at accesshcc-l@lists.hawaii.edu, or simply stopping by Student ACCESS located in bldg. 5, room 107.
Keys to Success!

Attend Lectures
Come to class and arrive on time, listen attentively, ask questions, and participate in discussions. Reading the assigned material before the lecture is necessary! Think of lectures as time you set aside for studying. Active learning works best – you’ll increase the likelihood of retaining information in memory.

Keep Track of the Schedule
You will find, at the end of this syllabus, when exams will occur and due dates for assignments. Enter these important dates into your personal schedule along with information about your other courses, work schedule, and personal commitments. You will be referring to the syllabus course calendar often; bring the calendar with you to class daily.

Prepare for Exams
Exams cover information presented in class and assigned chapters from the textbook. Exams consist of a variety of questions including multiple-choice and essay questions. Makeup exams are permitted only with a doctor’s note or documented excuse, and if special arrangements have been made with me prior to the exam. Students must complete all makeup exams within one week of the scheduled exam.

Do Assignments and Group Project
There will be 6 assignments (one is a final project), most involving writing 2 to 5-page papers. We will discuss in class instructions for completing the assignments, expectations, and deadlines. The final group project is due at the end of the semester.

Quiz-Knows
“Quiz-Knows” are occasional quizzes given in class to assess your knowledge about concepts we cover. Quizzes will be taken both individually and in groups. Your score will depend on what you earned, individually, and what your group earned. If you happen to miss class on a Quiz-Know day, you will not be able to makeup the points.

Study, Study, Study
Understanding of the material requires the following steps: 1) reading the material before we discuss the material in class; 2) attend class and take notes in your own words; 3) go back and read the material again; 4) jot down questions you have about the material and ask me about these items.

Be Conscientious
Attend class regularly and turn assignments in on time. An important general rule to remember is that students should contact me about their situation before an assignment is due or before an exam takes place.

Have fun learning!
**Grades**

Final grades are based on:

- 4 Exams  
  400 out of 525 points (76%)
- 6 Assignments  
  105 out of 525 points (20%)
- "Quiz-Knows"  
  20 out of 525 points (4%)
- Attendance  
  2% increase, no increase, 2% deduction
- Extra credit  
  discussed below

### Scale

<table>
<thead>
<tr>
<th>Grade (description)</th>
<th>% Benchmarks (approx. points earned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Exceptional)</td>
<td>100 – 90% (525 – 472 points)</td>
</tr>
<tr>
<td>B (Superior)</td>
<td>89 – 80% (471 – 420 points)</td>
</tr>
<tr>
<td>C (Satisfactory)</td>
<td>79 – 70% (419 – 368 points)</td>
</tr>
<tr>
<td>D (Low pass)</td>
<td>69 – 60% (367 – 315 points)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>below 60% (less than 315 points)</td>
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</tbody>
</table>

### Extra Credit

Students may earn a **maximum of 10 extra credit points**. Opportunities for earning extra credit include:

- Turning in *all* written projects on time. You can earn 5 extra credit points at the end of the semester if you turn in all written projects on time.
- Occasional in-class opportunities.

**How I Grade**

When grading writing assignments and exams, I am looking for specific items in the answer. As an aid, I use a grading key or rubric. Some questions I ask myself while grading are:

- Did the student follow the writing assignment or instructions for completing an essay?
- Is the writing clear? Is it organized?
- Did the student cover, fully, all parts of the question or assignment?
- Did the student use key words and ideas covered in lectures and/or the text? That is, did the student provide just an "everyday" or "lay-person" answer? Or did they use, appropriately, concepts from psychology?
- How thoughtful is the writing assignment or question?
- Can the writer produce complete sentences?
- Is the writing free of grammatical errors and typos?

If I find myself answering "no" to too many of these questions, the paper or essay receives a lower grade.
Some Important Fine Print

Exams. *Students will not be allowed to keep exams.* We will review exams in class and you may review exams throughout the semester in my office.

Personal communication and electronic devices. When in class, students must turn off all electronic devices such as cell phones, iPods, and so forth. *Such devices are distracting to me and your classmates, and they are not conducive to learning.* If you find yourself in a situation in which you must answer your cell phone, let me know at the start of class. Otherwise, I expect students to turn off their cell phones once class starts.

Late assignments. An assignment is considered “on time” when *submitted in class* on the due-date. You have one additional day to turn in an assignment late. However, there will be a 10% deduction in points. Acceptance of assignments beyond the one-day extension will be determined on a case-by-case basis.

Statement regarding academic conduct. Any act that violates the academic integrity of the institution is considered a form of academic misconduct. Specific examples include, but are not limited to cheating (copying from another student’s test paper or knowingly using, buying, selling, stealing, transporting, or soliciting contents of a test), plagiarism (see below), and collusion (unauthorized collaboration with another in preparing work offered for credit).

Students who engage in dishonest behavior will be held to HCC’s Student Conduct Code and will receive a failing grade for the assignment and/or the course. Ignorance of the rules does not serve as an excuse for acts of academic dishonesty. See HCC’s Student Conduct Code in the Policy and Procedures in the College Catalog.

What’s plagiarism? Plagiarism is not tolerated. To be clear, plagiarism includes the following:

- Turning in a document that you copied (whole/part, small/large) from someone else’s work or source without giving credit to that person or source. A person or source can be from a blog, your friend’s paper, online sources (e.g., Wikipedia, Yahoo), a journal article, magazine, or newspaper. These are just a few examples!
- When you fail to use quotation marks and provide a reference when quoting.
- When you change words of a sentence but use the same sentence structure.
- Submitting the same written or oral material in more than one course without authorization from the instructors involved.
- Obtaining and using write-ups from other sections of a course or previous terms, or making-up results to fit expected results.

If you are ever in doubt about plagiarism, ask your instructor! It is better to be safe than sorry!

I and N grades. Incomplete (I) and No Grades (N) are not automatically given and will be considered on a case-by-case basis.

Your best bet: Don’t plan on receiving an “I” or an “N” to replace a low grade. Instead, keep up with the course and withdrawal deadlines, and let me know when there is a problem as soon as possible.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topics &amp; Due-Dates</th>
<th>Overall Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12, 17</td>
<td><strong>I/O Psychology: Then and Now</strong></td>
<td>Jan. 17: Assignment #1 due</td>
<td>History of I/O psychology.</td>
</tr>
<tr>
<td>Jan. 26, 31</td>
<td><strong>Chapter 3</strong></td>
<td>Job Analysis</td>
<td>Defining a job. Methods and purpose of job analyses.</td>
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<tr>
<td>Feb. 2</td>
<td><strong>Chapter 4 (partial)</strong></td>
<td>Feb. 1: Assignment #2 due</td>
<td>Problems in measuring job performance</td>
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<tr>
<td>Feb. 7</td>
<td><strong>Criterion Measurement</strong></td>
<td>Feb. 2: Start Assignment #3</td>
<td>Methods of measuring job performance.</td>
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<tr>
<td>Feb. 9</td>
<td><strong>EXAM #1</strong></td>
<td></td>
<td>Psychological tests used for selecting personnel and predicting job performance.</td>
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<tr>
<td>Feb. 14, 16</td>
<td><strong>Chapter 5</strong></td>
<td>Performance Appraisal</td>
<td>Selection decisions. Legal issues in I/O psychology.</td>
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<tr>
<td>Feb. 28, March 1</td>
<td><strong>Chapter 7</strong></td>
<td>Selection Decisions and Personnel Law</td>
<td>Theories about motivation and job performance.</td>
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<tr>
<td>March 1</td>
<td><strong>Selection Decisions and Personnel Law</strong></td>
<td>Feb. 23: Start Assignment #4</td>
<td>Attitudes, intentions, and behavior. Job satisfaction. Organizational commitment</td>
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<tr>
<td>March 6</td>
<td>EXAM #2</td>
<td></td>
<td>Environmental and psychological factors of well-being and job performance.</td>
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<tr>
<td>March 8, 13</td>
<td><strong>Chapter 8</strong></td>
<td>Training and Development</td>
<td>Social factors that affect decision making and job performance. Defining leadership. Theories of leadership.</td>
</tr>
<tr>
<td>March 22, April 3</td>
<td><strong>Chapter 10</strong></td>
<td>Job Attitudes: Antecedents and Consequences</td>
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<tr>
<td>April 3</td>
<td>(Spring Break, March 26-30)</td>
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<td>April 5</td>
<td>EXAM #3</td>
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<td>April 10, 12</td>
<td><strong>Chapter 11</strong></td>
<td>Stress and Worker Well-Being</td>
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<tr>
<td>April 17, 19, 24</td>
<td><strong>Chapters</strong></td>
<td>Group Processes and Work Teams Leadership</td>
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<tr>
<td>April 26</td>
<td><strong>Chapter 14</strong></td>
<td>Organizational Theory and Development</td>
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<tr>
<td>May 1</td>
<td>Assignment #6 due (Final Project, Presentations)</td>
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<tr>
<td>May 7-11, Final Exam Week</td>
<td>EXAM #4**</td>
<td>Thursday, May 10, 1:30pm - 4:30pm</td>
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Note that the schedule and topics covered are subject to change! Check your UH email and Laulima daily!