



Chaminade University of Honolulu

## PSY-434 - Organizational Psychology

Classroom Henry Hall 107 (MWF 10:30A-11:20A)

Credits: 3

Section: 01-1 Term: Spring 2026

### Instructor Information



**Instructor:** Waioli Misajon

**Email:** waioli.misajon@chaminade.edu

**Phone:** (808) 735-4751

**Office Location:** waioli.misajon@chaminade.edu

**Office Hours:** Please book an appointment via email.

**Virtual Office:** waioli.misajon@chaminade.edu

**Virtual Office Hours:** Please book an appointment via email.

### Communication

I am available via email and will respond within 24 to 48 hours, all days of the week. If you'd like to schedule a virtual call or in-person meeting with me, please email me at waioli.misajon@chaminade.edu, and we can arrange a 30-minute session.

### School & Department Information

#### Chaminade University of Honolulu, Behavioral Sciences

Office Location: Behavioral Sciences Building Room 105

Phone: 808-735-4751

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

### Course Description & Materials

#### Catalog Course Description

PSY 434 Organizational Psychology (3)

The subfield of Psychology that deals with work in commercial and industrial settings. Areas covered include job morale, satisfaction, organizational effectiveness, growth, and change. The field covers the individual worker plus the worker in a group setting.

Prerequisites: PSY 101, EN 102, COM 101



### Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement.

For example, in a three-credit hour traditional face-to-face course, students spend 3 hours in class per week for 19 weeks, excluding 6 no-school days, resulting in 51 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for approximately 4.4 additional hours per week, which equals 83.6 hours of studying over the semester. These two sums result in a total student engagement time of 135 hours for the course, meeting the total engagement time expected for a three-credit course at Chaminade University.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

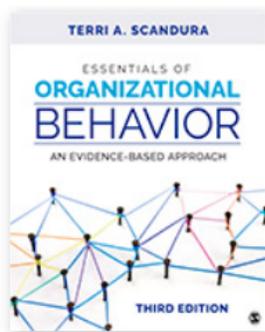
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend an average of 9 hours per week engaged in this course over the 15 weeks. This includes:

- 43 hours of classroom instruction (3 hours per week for 15 weeks, minus 6 no-school days)
- 16 hours studying for your midterm and final exams (8 hours per exam)
- 1 hour to complete your midterm exam
- 1 hour to complete your final exam

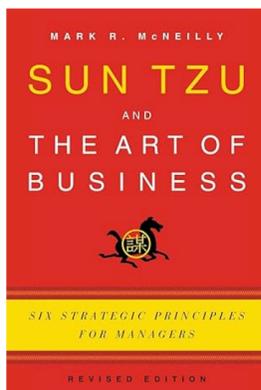
- 25 hours to complete your final research paper (research, drafting, revising, and finalizing)
- 15 hours researching and writing responses to 7 weekly discussions
- 7.5 hours responding to your peers' discussion posts
- 7.5 hours completing 15 weekly quizzes (0.5 hours per quiz)
- 19 hours for additional class engagement (e.g., assigned readings, videos, and other activities)

### Required Materials

Essentials of Organizational Behavior: An Evidence-Based Approach, Third Edition Terri A. Scandura Published: January 2021



Sun Tzu and the Art of Business: Six Strategic Principles for Managers Revised Edition  
by Mark R. McNeilly





### Recommended Items

To succeed in this course, you will need the following items:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.
- **Laptop (Optional):** If you prefer digital note-taking, a laptop is acceptable for use during class.

### Canvas (<https://chaminade.instructure.com>)

Canvas is an online learning platform that will be used throughout this course to access all course materials, including PowerPoint lecture notes, reading assignments, quizzes, and discussion forums. It will also serve as the hub for submitting assignments, tracking your progress, and communicating with your instructor and classmates. Be sure to check Canvas regularly to stay up-to-date with course activities and deadlines.

## Learning Outcomes

### Psychology Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### Course Learning Outcomes (CLOs)

Upon completion of this course, students will be able to:



1. Explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human cognition and behavior (PLO 1).
2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of a Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO 2).

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 434 Organizational Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This principle is especially relevant to Organizational Psychology, which explores how evidence-based practices and theories are applied to understand, predict, and enhance individual and group behavior in organizational settings. This value guides the course through its emphasis on the development of:

1. Flexible thinking to adapt to organizational challenges.
2. Respect for diversity in workplace dynamics.
3. Critical thinking to analyze evidence-based approaches.
4. Open-mindedness to innovation and organizational change.



### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school



## Alignment of Course Learning Outcomes

### 1. Emphasis on Adaptation and Change

- PLO 2 highlights the value of adaptation and change through critical thinking and evaluation of research.
- CLO 3 directly incorporates this by requiring students to synthesize theories and concepts to develop adaptability in real-life contexts, reflecting the Marianist Educational Value of "Educate for Adaptation and Change."
- The Marianist Value promotes flexible thinking and open-mindedness, which are cultivated in both program and course outcomes through activities like the Adaptation for Change Paper and the capstone presentation.

### 2. Critical Thinking and Scientific Inquiry

- PLO 2 and PLO 3 emphasize critical thinking and the application of scientific methodology to interpret and evaluate psychological research.
- CLO 2 aligns with this by requiring students to apply scientific methodology and critical thinking while communicating their findings effectively through written and oral skills.
- The Marianist Value of "Provide an Integral, Quality Education" is reflected in this alignment as students engage in rigorous academic inquiry and practical application of psychology.

### 3. Holistic Education and Respect for Diversity

- PLO 4 focuses on educating the whole person by exploring the dynamic interaction between mind, body, and social influences.
- CLO 1 supports this by guiding students to explain major theories and research findings that represent the scientific perspective of developmental processes, fostering a comprehensive understanding of human behavior.
- The Marianist Values of "Educate in Family Spirit" and "Educate for Service, Justice, and Peace" are reflected in the course's encouragement of respectful dialogue, recognition of diverse perspectives, and application of psychology to promote justice and well-being.

## Course Activities

### Discussions

Canvas Discussions are to be completed individually. There will be 7 weekly discussions and your initial response and responses to students are required to receive full credit of 10 points.

Your initial response to the discussion will be due on Fridays by 11:59 pm. You will then submit responses to two students which are due on Sundays by 11:59 PM. It is important to submit your responses on time, as late entries will result in a deduction of 2 points per assignment. Please respond to two students who do not have two responses from other students in order to include everyone in the discussion.

To receive full credit of 10 points, ensure your posts and responses are thoughtful, relevant, and meet the specific guidelines provided for each discussion. Engaging in meaningful dialogue will enhance the learning experience for everyone.

### Quizzes

There will be 15 weekly quizzes this semester, each worth 10 points, designed to assess your understanding of the course material and keep you engaged with the weekly readings and discussions. Each quiz will be due by Sunday at 11:59 PM, and the chapters and topics covered can be found in the course schedule on Canvas. It is important to carefully review these quizzes, as they will closely resemble the format and content of the midterm and final exams. These quizzes are an integral part of your learning process, providing valuable feedback on your comprehension of the material, so be sure to allocate sufficient time to prepare and complete them.

### Exams

You will be given one mid-term exam and one final exam. The final exam will be a comprehensive exam covering the entire text.

The mid-term exam will be on Sunday, February 22, 2026.

The final exam will be on Friday, May 8, 2026.



### Individual Projects

Student Introduction Project:

For this assignment, you will introduce yourself to your classmates and respond to their introductions to build a sense of community. Your introduction post should include the following:

- Your first name.
- What year of school you are in.
- What you love most about psychology.
- What you would like to do after you graduate.
- Your favorite thing to do outside of class (this could be a hobby, adventure, or something you enjoy in your free time).

After posting your introduction, you are required to read and respond to **every student's post**. Your responses should be **meaningful** and consist of **one to two sentences** about their introduction. You can comment on something you found interesting, something you have in common, or simply express encouragement or curiosity about what they've shared.

This assignment is worth **10 points**, and to receive full credit, you must create your own introduction post with all the required details and respond to every classmate's introduction meaningfully. Use this opportunity to connect with your peers and start building a supportive and engaging learning environment!

### Final Project

Organizational Behavior Research Paper and Video Presentation:

This assignment is designed to help you develop skills in observing organizational behavior and integrating concepts from the course textbook and relevant research literature. For this paper, you will select a familiar organization as your study focus. Please notify me of your chosen organization for approval by Week 5. Possible options include clubs, businesses, non-profit organizations, military units, or any other formal organization.



You will write a review of the organization, covering topics such as diversity, attitudes and job satisfaction, personality, values, group behaviors, communication, workplace politics, and other relevant areas, along with concepts from Sun Tzu and The Art of Business. Comprehensive guidelines for the paper, the video presentation, and the grading rubric will be available on Canvas.

Your paper should include a summary of the research on one key concept from your review, using peer-reviewed academic sources. This assignment aims to demonstrate your understanding and ability to apply organizational psychology principles in analyzing a real-world organization.

The paper should be 5-6 pages long, excluding the title and reference pages, formatted in APA style, and include at least three references. Along with the paper, you will create a brief 3-5 minute video presentation summarizing the main points of your review. Your presentation should highlight the key features of the organization and incorporate organizational psychology concepts, including research findings.

The video can be a simple recording of you speaking to the camera or a more creative format using tools like Powtoon, Moovly, or Prezi. You will need to upload your video to Canvas by the same deadline as the paper.

Presentations will be shown in the last week of the semester.

## Course Policies

### Attendance

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.



### Late Work

In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval.

### Final Grades

Final grades are submitted to [Self-Service](#):

<u>Assignments</u>	<u>Points</u>	<u>CLO</u>
Final Exam	100 points	1
Mid-Term Exam	50 points	1
Student Introduction Project	10 points	n/a
Organizational Behavior Research Paper/Video	120 points	2, 3
Weekly Quizzes	150 points	1
Canvas Weekly Discussions	70 points	1,2,3
Class Attendance	100 points	n/a
Total Possible Points	600 points	

### Grading Scale

A = 90 - 100% (550-600)

B = 80 - 89% (500-549)



C = 70 - 79% (450-499)

D = 60 - 69% (400-449)

F = 59% and below (0-399)

I – Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control. The issuance of an “I” grade is not automatic.

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.



### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.



### Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Monday	Wednesday	Friday	Canvas Assignments Due Dates
1/12/26 Syllabus Review	1/14/26 Chp 1 Review (p2-29)	1/16/26 Chp 2 Review (p30-51)	Submit <u>Student Introduction Project</u> on Canvas Discussion due Sunday 1/18/26 11:59pm  Complete <u>Chp 1 &amp; 2 Weekly Quiz</u> on Canvas due Sunday 1/18/26 11:59pm
<b>1/19/26</b> <b>NO CLASS</b> <b>Chp 3 Review</b>	<b>1/21/26</b> <b>NO CLASS</b> <b>Chp 3 Review</b>	<b>1/23/26</b> <b>NO CLASS</b> <b>Chp 3 Review</b>	Submit <u>Weekly Canvas Discussion</u> due Sunday 1/25/26 11:59pm

(p52-70)	(p52-70)	(p52-70)	Complete <u>Chp 3 Weekly Quiz</u> on Canvas due Sunday 1/25/26 11:59pm
1/26/26 Chp 4 Review (p71-93)	1/28/26 Chp 4 Review (p71-93)	1/30/26 Chp 4 Review (p71-93)	Submit <u>Weekly Canvas Discussion</u> due Sunday 2/1/26 11:59pm  Complete <u>Chp 4 Weekly Quiz</u> on Canvas due Sunday 2/1/26
2/2/26 Chp 5 Review (p94-122)	2/4/26 Chp 5 Review (p94-122)  Chp 6 Review (p123-153)	2/6/26 Chp 6 Review (p123-153)	Complete <u>Chp 5 &amp; 6 Weekly Quizzes</u> on Canvas due Sunday 2/8/26 11:59pm
2/9/26 Chp 7 Review (p154-177)	2/11/26 Chp 7 Review (p154-177)	2/13/26 Midterm Review	Submit <u>Weekly Canvas Discussion</u> due Sunday 2/15/26 11:59pm  Complete <u>Chp 7 Weekly Quiz</u> on Canvas due Sunday 2/15/26 11:59pm
<b>2/16/25</b> <b>NO CLASS</b>	2/18/25 Midterm Review	2/20/26 Midterm Review	Submit Midterm due 2/22/26 11:59pm
2/23/26 Chp 8 Review	2/25/26 Chp 8 Review	2/27/26 Chp 8 Review	Submit <u>Weekly Canvas Discussion</u> due Sunday 3/1/26 11:59pm  Complete <u>Chp 8 Weekly Quiz</u> on Canvas due Sunday 3/1/26 11:59pm

3/2/26 Chp 9 Review (p205-236)	3/4/26 Chp 9 Review (p205-236)	3/6/26 Chp 9 Review (p205-236)	Complete <u>Chp 9 Weekly Quiz</u> on Canvas due Sunday 3/8/26 11:59pm
3/9/26 Chp 10 Review (p238-274)	3/11/26 Chp 10 Review (p238-274)	3/13/26 Chp 10 Review (p238-274)	Complete <u>Chp 10 Weekly Quiz</u> on Canvas due Sunday 3/15/26 11:59pm
<b>3/16/26</b> <b>No Class</b> <b>Spring Break</b>	<b>3/18/26</b> <b>No Class</b> <b>Spring Break</b>	<b>3/20/26</b> <b>No Class</b> <b>Spring Break</b>	No Assignment Due Sunday 3/22/26 11:59pm Spring Break
3/23/26  Working Session	3/25/26  Working Session	3/27/26  Working Session	Submit <u>Organizational Behavior Research Paper &amp; Video</u> due Sunday 3/29/26 11:59pm
3/30/25 Chp 11 Review (p275-308)	4/1/26 Chp 11 Review (p275-308)	<b>4/3/26</b> <b>NO CLASS</b>	Complete <u>Chp 11 Weekly Quiz</u> on Canvas due Sunday 4/5/26 11:59pm
4/6/26 Chp 12 Review (p309-336)	4/8/26 Chp 12 Review (p309-336)	4/10/26 Chp 12 Review (p309-336)	Submit <u>Weekly Canvas Discussion</u> due Sunday 4/12/26 11:59pm  Complete <u>Chp 12 Weekly Quiz</u> due Sunday 4/12/26 11:59pm
4/13/26 Chp 13 Review (p337-370)	4/15/26 Chp 13 Review (p337-370)	4/17/26 Final Exam Review	Complete <u>Chp 13 Weekly Quiz</u> due Sunday 4/19/26 11:59pm



4/20/25 Chp 14 Review (p372-396)	4/22/26 Chp 14 Review (p372-396)	4/24/26 Final Exam Review	Submit <u>Weekly Canvas Discussion</u> due Sunday 4/26/26 11:59pm  Complete <u>Chp 14 Weekly Quiz</u> due Sunday 4/26/26 11:59pm
<b>4/27/26</b> <b>NO CLASS</b>	4/29/26 Chp 15 Review (p397-433)	5/1/26 Final Exam Review	Complete <u>Chp 15 Weekly Quiz</u> due Sunday 5/3/26 11:59pm
5/4/26 Presentations	5/6/26 Presentations	5/8/26 FINAL EXAM	Last Day to Submit Late Work Friday 5/8/26 11:59pm

