

The Importance of an Interdisciplinary Perspective

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Background

- I/O Psychology
 - Communication
 - Epidemiology
 - Business

The Benefits

- Knowledge
 - Techniques
 - Perspectives
 - Language
- Time savings
 - Research findings
- Funding opportunities
 - Teams

The Challenges

- Trust
- Fear
- Effort
- Language
- Roles

Making it work

- Be open to new perspectives
- Define role expectations at the very beginning
- Clarify language
- Learn to appropriately compromise

Educational Recommendations

- Human Resources
- Organizational Communication
- Interpersonal Communication
- Cross-cultural Communication
- Introduction to Epidemiology
- Chronic Epidemiology
- Infections Epidemiology
- Social Epidemiology

*OHP Research: The Job
Search, the Tenure
Process, and the
Changing Climate*

Carrie A. Bulger
Quinnipiac University

How my interest in OHP “hindered” my job search

- Lack of invitation to interview
 - Not necessarily a negative, but a fact
- Lukewarm reception from traditionalists
 - Awkward questions during visits
- Lack of offers from some places
 - Also not necessarily totally negative

How my interest in OHP helped my job search

- Honed my focus on Carrie-Program fit
 - Always in play, but meaning of 'fit' clarified
- Exposed me to diverse programs
 - Interested programs varied widely
- Lots of student interest in me/my research
 - Repeatedly got great feedback from graduate and undergraduate students
- Got me the job I wanted
 - Department articulated value of my research prior to hire

My recommendations for academic job seekers

- Clearly articulate your research agenda
- Balance broad appeal with planned focus
- Don't apologize for your interests
- Be prepared for the weird questions/comments
- Always have fit in mind before, during, and after interviews

Driving the road to promotion & tenure: Observations & recommendations

- Long & winding, but can be a pleasant trip
 - Plot your own road map (aka research agenda)
 - Welcome passengers & co-pilots (collaborators)
 - “Visit” interesting places in OHP (conferences)
- Possible potholes or roadblocks
 - No official road map: questions of quantity/quality
 - Tantalizing side-trips: veering too far off course
 - Journey’s end: getting into top-most journals

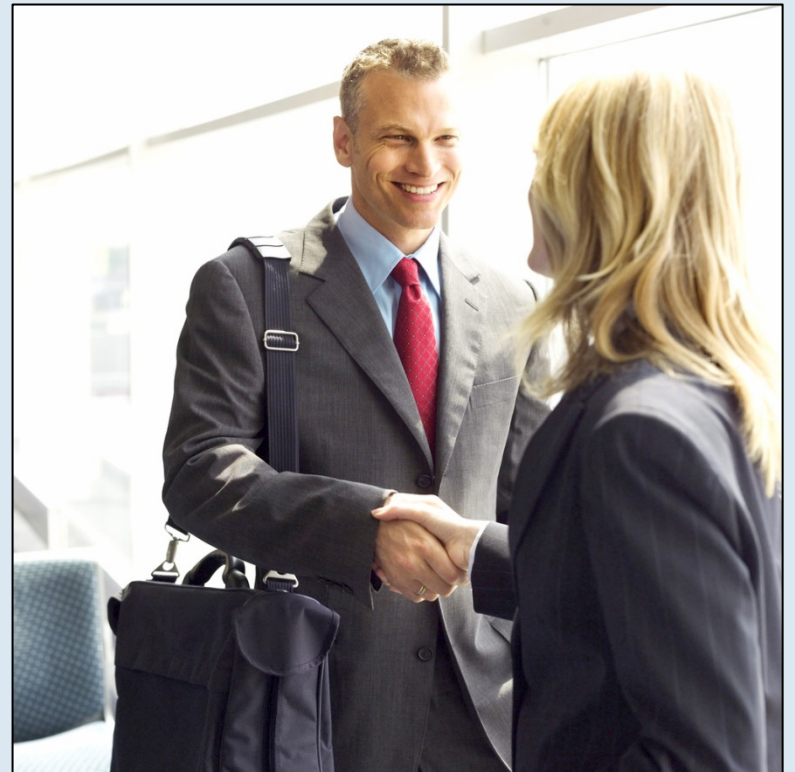
The changing(ed?) climate for OHP

- More visibility of OHP as a discipline
 - Publications, programs & graduates
- More credentials in OHP
 - Degrees & concentrations
- More acceptance of OHP research as essential part of I/O psychology
 - SIOP 2008 conference program, JAP articles
- More respect for JOHP
 - Focus on quality and rigor, continue to track impact rating

What's the bottom line?

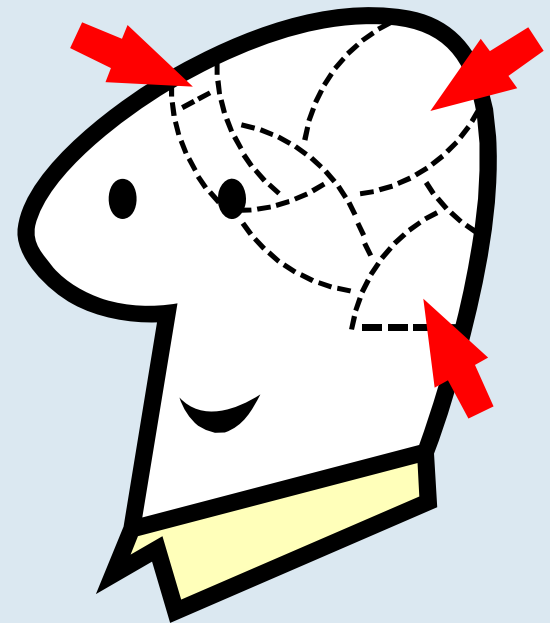
- Do your best work
 - As a student, it will get you interviews
 - As a new faculty member, it will be disseminated
- Nurture the changing/ed climate
 - Teach OHP courses, or modules in courses
 - Educate folks about our conferences/journals
 - Present! Publish!
- Be active in growing OHP awareness
 - Join SOHP, volunteer for committees
 - Be active in SIOP, too

Leveraging your OHP Training During your Job Search



Things to Keep in Mind

- Do I just do OHP?
- Exposure to grants
- Interdisciplinary training

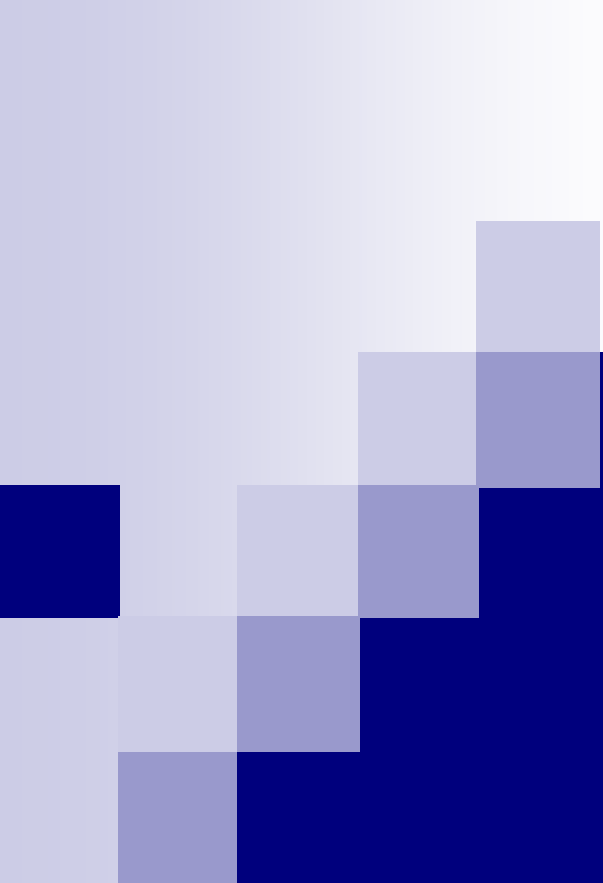


Is a business school an option?



Yes!

- Interdisciplinary training
- Increased emphasis on occupational safety and health
- Training the frontline
- Opportunities to interact with professionals



OHP research in academia: How to hit the ground running

Russell A. Matthews
Louisiana State University

Objectives

- As part of this informal talk, the following issues will be discussed
 - Aspects of hitting the ground running
 - Being successful in your pre-tenure years
 - Helpful hint on collaboration
 - Getting data: Addressing *the* hurdle
 - The Ounce of Prevention Approach
 - The Foraging Approach
 - The Alchemist Approach – Option 1 & 2

“Quick starters”*

- Doing the following in your first three years will position you well in the tenure & promotion process (Boice, 1992)
 - Spend a minimum of three hours a week on scholarly writing[†]
 - Just find a way...
 - †: Don't teach in the summer if you are at a teaching institution – use the summer to write
 - Seek advice from colleagues *frequently*
 - Try to average four hours a week on discussions of research/teaching
 - Don't get sucked into course prep
 - Try to average 1–1.5 hours of prep. per lecture hour (after the first semester)
 - Build your research topics/interests into your undergrad classes
 - Allow for active student participation in your undergrad classes
 - Allows you to indentify quality undergrads to work with

* Robert Boice, *The New Faculty Member*, San Francisco, Jossey-Bass (1992).

Other thoughts*

- The 80/20 rule
 - 80% of the project will be completed in 20% of the total time spent on the project
- Don't be a perfectionist
- Keep your mouth shut
- Stay positive
- Make your office your own
- Find mentors
- Just say "No!"
 - Or choose wisely what you say yes to...
- Find Collaborators
 - Faculty at your institution, other institutions
 - Grad students
 - Quality undergrads

* Lima, M. (2004, April). Tips for first-time faculty. Advice for engineering department novices. *Engineering & Technology for a Sustainable World*.

Helpful Hint on Collaboration

■ The Title Page Approach

- At your first meeting, as a team, write the title page of your planned manuscript
 - This forces you to:
 - Begin thinking about the title
 - Begin thinking about authorship order
 - Get the writing process started
 - Think more concretely about your target journal



Data: Overcoming the hurdle

- The Ounce of Prevention Approach
 - Leave graduate school with data in hand...
 - Dissertation data
 - External data collection effort
 - Collaborate with your faculty member

Data: The Foraging Approach

■ Access pre-existing databases

- International Social Survey Programme <http://www.issp.org/index.shtml>
 - An ongoing annual program of cross-national collaboration on surveys covering topics important for social science research
- General Social Survey <http://www.norc.org/GSS+Website>
 - The GSS contains a standard 'core' of demographic and attitudinal questions, plus topics of special interest
- Roper Center <http://www.ropercenter.uconn.edu/>
 - Archive of social science data. Data held by the Center range from the 1930s to the present
- Health and Retirement Study <http://hrsonline.isr.umich.edu/>
 - Surveys more than 22,000 Americans over the age of 50 every two years

Data: The Alchemist Approach – Option 1

- StudyResponse.com
 - Goal is to make online research a more feasible endeavor for social science researchers
 - Connects researchers with participants for online research (both cross-sectional and longitudinal designs supported)
 - Licensing fees provided by researchers are used by StudyResponse to administer participant incentives
 - Example scenario:
 - 3 time point longitudinal design, reminder e-mails for non-respondents
 - For a final sample of 500 will recruit 4000 participants (based on conservative non-respondent and attrition percentages)
 - Cost: \$1,500
 - Finding the funding
 - Build funds into your start-up requests
 - Seek small faculty grant
 - Find a collaborator with \$\$\$

Data: The Alchemist Approach – Option 2

- Modified Peer-Nomination Web-based survey
 - Use undergrad student from advanced courses to assist in the data collection
 - General Process
 - Train students on the data collection methodology and ethics in research
 - Provided students with an e-mail invitation
 - Students distribute to working adults they personally know who met study eligibility requirements (e.g., at least 18 years old and working at least 15 hours per week).
 - Recipients are asked to follow the web-link supplied and complete the survey
 - Build in a longitudinal component by asking respondents to provide an e-mail address
 - Student recruiters receive nominal course extra credit for their involvement

Data: The Alchemist Approach – Option 2

■ Example:

- 163 students from 9 courses at 5 universities
 - T1 survey: 1,503 responses
 - 695 respondents (46%) agreed to participate in the T2 survey
 - T2 survey: 295 responses, 42% RR of people who agreed to participate from the T1 survey
 - Of this 295, 249 respondents (84%) agreed to participate in the T3 survey
 - T3 survey: 165 responses, 66% RR of people who agreed to participate from the T2 survey



Questions?
Comments?

Connecting with Others through OHP & integrating OHP with a M.S. level program



Christopher J. L. Cunningham

THE UNIVERSITY of TENNESSEE **UT**
CHATTANOOGA

Who Are These Others?

- Other types of psychologists
- Faculty in non-psychology departments
- Medical doctors
- Lawyers
- Entrepreneurs
- HR and OD folks
- Epidemiologists
- Public health specialists
- Etc.

How?

- Principles of OHP have wide relevance
 - Linked science and practice
 - Applied health and well-being focus
 - Helping people and organizations
 - Translational research emphasis
 - Interdisciplinary collaboration
 - Cutting edge approaches

OHP for Master's Students?

- Absolutely!
- Topics are interesting and relevant to students at all levels
- Wouldn't you like to have decision makers have knowledge of OHP basics?
- Consider where your master's level students will go in their careers...

What to Emphasize for MA/MS

- Less theory and more application
- Focus on expanding students' consideration of important outcomes
 - What about wellbeing?
- Emphasize importance of creating and sustaining healthy workplaces
- Teach methods for OHP research translation and application

Utilizing OHP in consulting

Autumn Krauss

Kronos