

PSY 792: Occupational Health Psychology

Course Description

The National Institute for Occupational Safety and Health defines occupational health psychology (OHP) as “the application of psychology to improving the quality of work life, and to protecting and promoting the safety, health and well-being of workers.” OHP is an interdisciplinary field of study that evolved from industrial/organizational psychology, health psychology, and occupational health. This course will review seminal and current research on topics of work stress and health to understand and prevent psychosocial issues in the workplace that impact workers physical and mental health and well-being. This course provides an in-depth treatment of this topic with an emphasis on theoretical approaches to the study of work stress, methodological issues, in-depth discussion of many work-related stressors, health and safety issues, coping, prevention, and intervention.

Course Objectives

1. Acquire and synthesize scientific knowledge about occupational health psychology. This includes substantive knowledge about theories and empirical research, methodological issues, and practical implications of work stress and health issues.
2. Integrate understanding of occupational health psychology with other topics in industrial/organizational psychology as well as other areas of psychology and occupational health.
3. Enhance critical thinking skills.
4. Further develop abilities to critically evaluate psychology research articles.
5. Develop oral communication and presentation skills.
6. Develop research and writing skills.

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Course Format

This course is a face-to-face graduate seminar that will comprise a mini-lecture or presentation to convey key concepts and communicate “core” knowledge on the scheduled topic, followed by a guided class discussion. Discussions will be based on readings as well as individuals’ prior knowledge and experience related to the scheduled topics. Discussions will aim to integrate course material with other topics in industrial/organizational psychology, other areas of psychology, and occupational health.

Course Materials

Required Text:

Quick, J. C. & Tetrick, L. E. (2011). *Handbook of Occupational Health Psychology (2nd ed)*. Washington, DC: American Psychological Association.

Research Articles:

2-3 journal articles each week in addition to chapters

Research Articles: *will be posted on RamCT*



Class Logistics

Wednesdays 11:00 – 1:40
355 Behavioral Sciences Building
3 credits

Instructor: Dr. Gwenith Fisher
Office: 228 Behavioral Sciences Building
Email: Gwen.Fisher@colostate.edu
Office Hours: M, T 10:00 – 11:00am and by appt

Assignments

Readings

Readings will be assigned for discussion each week. Every student is to generate *three* discussion questions based on the reading materials each week. These questions will provide the stimulus for discussion in class of the material. Participation is required of all students. *Each student is expected to distribute the questions to the instructor via email by 11:00am Tuesday* (i.e., the day before class). Questions can be anything including reactions, thoughts, research ideas, concerns, or criticisms pertaining to each reading. Although questions will not be graded, questions should be developed with careful thought regarding what will generate productive class discussion on the scheduled topic. Students will take turns leading/facilitating the class discussion in order to gain experience with facilitating group discussions.

Paper

Option 1) Write an 8-10 page original proposal for an empirical research study or intervention on an OHP topic that interests you. The objective is to design a project you would actually conduct that could lead to a tangible research outcome (e.g., conference paper and/or publication).

****or****

Option 2) Write a grant proposal to be submitted to the Mountain and Plains Education and Research Center (the organization that funds our OHP training grant) as part of their annual pilot grant award competition. (Actual proposals due in early 2014.) Proposal formatting guidelines will be provided.

(More details about the presentation and paper assignments will be discussed in class.) Choose between Option 1 or Option 2 based on what would be most likely to lead to a tangible outcome to enhance your career.

Presentation

You will briefly informally present your research project or grant proposal idea in the middle of the semester. This first presentation will not be graded, but provides a chance to receive feedback from your peers about your study and talk through any issues you are having in developing your idea. In the late part of the semester, you will formally present your proposal. Formal presentations should be 10-12 minutes. After presenting, there will be time for questions. You should create a PowerPoint presentation or create a handout for the class with important points about your proposal. The goal of the presentation is to communicate research ideas and methodology with others and develop students' oral communication and presentation skills.

Expectations

Attendance and Punctuality

As graduate students, you are expected to attend all class sessions and come prepared to significantly contribute to discussion by reading all of the required materials. The success of this class relies heavily on active participation by all students. Situations arise that are beyond our control from time to time, but please make every effort to be punctual. Missing class will affect your participation grade. If, for some reason, you cannot make one of the seminars, please contact me *before* class.

Respectful Learning Environment

Please show engagement and respect for the classroom learning environment by turning off cell phones. If you *must* make or take a call or send a text, please leave the room to do so. You may have your laptop open to take notes, but please refrain from checking email or engaging in non-class-related activities during class. You are also expected to be civil and professional in your critiques and discussions with classmates AND authors of research. Conflict and debate is high encouraged and will be facilitated in this class, but only in a professional and respectful manner (critique ideas and methodologies, not individuals).

Email etiquette In the spirit of promoting healthy work-life balance, please keep in mind the following email etiquette guidelines: (1) expect responses between Monday-Friday, with at least a 36-hour time lag, and (2) reserve grade discussions for office hours.

Student Evaluation

Your course grade will be determined as follows:

Class participation:	40%
Class discussion facilitation:	10%
Presentation:	20%
Paper:	30%
Total	100%

Your course letter grade will be determined as follows:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 60

Class Participation (40%; 200pts):

Your class participation grade will be determined by the extent to which you: 1) are present and prepared for class; 2) engaged in class discussion; 3) make thoughtful contributions to the class discussion (quality is more important than quantity); and 4) demonstrate an ability to integrate ideas and make connections to other relevant topics. Through class discussion you will gain from as well as contribute to others' knowledge, understanding, and synthesis of the course material.

Class Discussion Facilitation (10%; 50 pts):

This grade will be based on your ability to lead and facilitate an engaging class discussion on the topic scheduled for that particular week. Excellent class facilitation involves having all class members engaged and participating in a thoughtful discussion. Encourage everyone to participate. Leading group discussion is an excellent professional skill to develop for careers in all contexts.

Presentation of research proposal (20%; 100pts):

This grade will be based on your oral presentation of your research paper or grant proposal. Criteria for evaluation include having a presentation that: 1) is well-organized; 2) is clear; 3) appropriately uses visual aids (i.e., PowerPoint and/or handout) that are well-designed and easy to follow; 4) demonstrates a professional presentation style with excellent eye contact and knowledge of the presentation material; and 5) identifies and communicates key issues on the topic, including relevant theory, background summary of key empirical findings/current status of the literature, hypotheses/aims of your study, thorough discussion of the methods to be used in your research, and how your study will advance theory, knowledge, and/or practice on the topic. Students will write and provide anonymous peer feedback to presenters.

Research proposal or grant proposal paper (30%; 150 pts):

Your paper should contain the Introduction and Methods sections of an APA-style paper. As such, it should: 1) define the topic and explain why it is important; 2) present relevant theoretical background; 3) describe a reasonably thorough review of relevant literature that provides a summary of key empirical findings and describes the current status of the literature (e.g., what we know and don't know about this topic); 4) clearly indicate your specific research question(s) and hypotheses; 5) describe a methodologically sound approach to answering your research question(s) in enough detail that the reader can evaluate the methodology you describe, and 6) describe how your study will advance theory, knowledge, and/or practice on the topic. In addition, your paper will be evaluated based on the extent to which it is well-written (i.e., well-organized and clear) and free of grammatical and spelling errors. The final paper is due on Wednesday, 12/11 by 5:00pm. If you would like to receive feedback on a draft

of your paper, please submit your paper by 5:00pm on Wednesday, 11/27. Written feedback will be provided within one week, by class time on 12/4.

Academic Integrity

Academic integrity is a fundamental expectation of all students in this course. It is your responsibility to be familiar with the CSU Code of Conduct, and conduct yourself according to the standards described in the code.

<http://www.conflictresolution.colostate.edu/conduct-code>

Special Needs

If you need special accommodations due to a physical limitation or learning disability, please notify me as soon as possible (preferably within the first two weeks of the semester). We will consult with the Resources for Disabled Students office (<http://rds.colostate.edu>) to find the best way to accommodate your needs.

Course Schedule and Weekly Topics

Week	Date	Topic
1.	8/28	Introduction / Overview
2.	9/4	Theories of Occupational Stress
3.	9/11	Organizational Stressors
4.	9/18	Interpersonal Stressors
5.	9/25	The Work/Nonwork Interface
6.	10/2	Psychological Strain
7.	10/9	Health and Physiological Strain
8.	10/16	Safety and Injury
9.	10/23	Individual Differences and Coping Brief Presentations
10.	10/30	Research Methods
11.	11/6	Interventions
12.	11/13	Well-being and Wellness
13.	11/20	Recovery and Sleep – online class
14.	11/27	Give Thanks – Happy Thanksgiving!
15.	12/4	Course Wrap-Up
16.	12/11	Final Presentations
17.	12/18	Finals Week: No Class, Research papers due by 5:00pm

Course Outline & Readings

Week 1: Overview/Background

Chapter 1: Overview of Occupational Health Psychology: Public Health in Occupational Settings (Tetrick & Quick)

Chapter 2: A History of Occupational Health Psychology (Barling & Griffiths)

Ganster, D. C., & Rosen, C. C. (2013). Work Stress and Employee Health A Multidisciplinary Review. *Journal of Management*, 39(5), 1085-1122.

Macik-Frey, M., Campbell Quick, J., & Nelson, D. L. (2007). Advances in occupational health: From a stressful beginning to a positive future? *Journal of Management*, 33(6), 809-840.

Week 2: Theories of Occupational Stress

Chapter 3: Theories of Occupational Stress (Ganster & Perrewe)

Karasek, Jr. (1979). Job demands, job decision latitude and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, 285-308.

Lazarus, R. S. (1993). From psychological stress to the emotions: A history of changing outlooks. *Annual Review of Psychology*, 44, 1-21.

Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.

Week 3: Organizational Stressors

Chapter 10: Work Schedules, Health, and Safety (Smith, Folkard, Tucker, & Evans)

Chapter 11: The Impact of Organizational Justice on Occupational Health (Cropanzano & Wright)

Sverke, M., Hellgren, J., & Näswall, K. (2002). No security: a meta-analysis and review of job insecurity and its consequences. *Journal of Occupational Health Psychology*, 7(3), 242.

Ford, M. T. (2012). Job-occupation misfit as an occupational stressor. *Journal of Vocational Behavior*, 80(2), 412-421.

Week 4: Interpersonal Stressors

- Lim, S., Cortina, L., & Magley, V.J. (2008). Personal and workgroup incivility: Impact on work and health outcomes. *Journal of Applied Psychology, 93*(1), 95-107.
- Leiter, M.P., Spence Laschinger, H.K., Day, A., & Gilin Oore, D. (2011). The impact of civility interventions on employee social behavior, distress, and attitudes. *Journal of Applied Psychology, 96*(6), 1258-1274.
- Porath, C.L., & Erez, A. (2007). Does rudeness really matter? The effects of rudeness on task performance and helpfulness. *Academy of Management Journal, 50*(5), 1181-1197.
- Grandey, A., Foo, S.C., Groth, M., & Goodwin, R.E. (2012). Free to be you and me: A climate of authenticity alleviates burnout from emotional labor. *Journal of Occupational Health Psychology, 17*(1), 1-14.
- Bergman, M.E., Palmeiri, P.A., Drasgow, F., & Ormerod, A.J. (2012). Racial/ethnic harassment and discrimination, its antecedents, and its effect on job-related outcomes. *Journal of Occupational Health Psychology, 17*(1), 65-78.

Week 5: The work/non-work interface

Chapter 9: Work-Family Balance: A Review and Extension of the Literature (Greenhaus & Allen)

- Hammer, L.B., Kossek, E.E., Anger, W.K., Bodner, T., & Zimmerman, K. (2011). Clarifying work-family intervention processes: The roles of work-family conflict and family-supportive supervisor behaviors. *Journal of Applied Psychology, 96*(1), 134-150.
- Bulger, C.A., Matthews, R.A., & Hoffman, M. (2011). Work and personal life boundary management: Boundary strength, work/personal life balance, and the segmentation-integration continuum. *Journal of Occupational Health Psychology, 12*(4), 365-375.
- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: A measure of work/non-work interference and enhancement. *Journal of Occupational Health Psychology, 14*(4), 441-456.

Week 6: Psychological Strain

Chapter 12: Job-related burnout: A review of major research foci and challenges (Shirom)

Liu, C., Spector, P.E., & Jex, S.M. (2005). The relation of job control with job strains: A comparison of multiple data sources. *Journal of Occupational and Organizational Psychology, 78*, 325-336.

Hardy, G. E., Woods, D., & Wall, T. D. (2003). The impact of psychological distress on absence from work. *Journal of Applied Psychology, 88*, 306-314.

Podsakoff, N. P., LePine, J. A., & LePine, M. A. (2007). Differential challenge stressor-hindrance stressor relationships with job attitudes, turnover intentions, turnover, and withdrawal behavior: A meta-analysis. *Journal of Applied Psychology, 92*, 438-454.

Baron, R. A., Franklin, R. J., & Hmieleski, K. M. (2013). Why entrepreneurs often experience *low*, not high, levels of stress: The joint effects of selection and psychological capital. *Journal of Management*. Published online: July 15, 2013. DOI: 10.1177/0149206313495411

Week 7: Health and Physiological Strain

Chapter 13: Workplace and Cardiovascular Disease: Relevance and Potential Role for Occupational Health Psychology (Landsbergis et al.)

Ganster, D. C., Fox, M. L., & Dwyer, D. J. (2001). Explaining employees' health care costs: A prospective examination of stressful job demands, personal control, and physiological reactivity. *Journal of Applied Psychology, 86*, 954-964.

Collins, J. J., Baase, C. M., Sharda, C. E., Ozminkowski, R. J., Nicholson, S., Billotti, G. M., ... & Berger, M. L. (2005). The assessment of chronic health conditions on work performance, absence, and total economic impact for employers. *Journal of Occupational and Environmental Medicine, 47*(6), 547-557.

Week 8: Safety and Injury

Chapter 8: Safety Climate: Conceptual and Measurement Issues (Zohar)

Leadership and Safety – textbook pages 360-362

Chapter 14: Pain, Musculoskeletal Injuries, and Return to Work (Gatchel & Kishino)

Christian, M.S., Bradley, J.C., Wallace, J.C., & Burke, M.J. (2009). Workplace safety: A meta-analysis of the roles of person and situation factors. *Journal of Applied Psychology, 94*(5), 1103-1127.

Fugas, C.S., Melia, J., & Silva, A.S. (2011). The “Is” and the “Ought:” How do perceived social norms influence safety behaviors at work? *Journal of Occupational Health Psychology, 16*(1), 67-79.

Week 9: Individual differences and Coping

Viswesvaran, C., Sanchez, J. I., & Fisher, J. (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of Vocational Behavior, 54*, 314-334.

Brotheridge, C. M. (2001). A comparison of alternative models of coping: Identifying relationships among coworker support, workload, and emotional exhaustion in the workplace. *International Journal of Stress Management, 8* (1), 1-14.

Day, A., & Livingstone, H. (2001). Chronic and acute stressors among military personnel: Do coping styles buffer their negative impact on health? *Journal of Occupational Health Psychology, 6*(4), 348-360.

Krischer, M.M, Penney, L., & Hunter, E.M. (2010). Can counterproductive work behaviors be productive? CWB as emotion-focused coping. *Journal of Occupational Health Psychology, 15*(2), 154-166.

Week 10: Research Methods

Chapter 21: Program Evaluation: The Bottom Line in Organizational Health (Adkins et al.)

Quick, J. C., Wright, T. A., Adkins, J. A., Nelson, D. L., & Quick, J. D. (2013.) Stress measurement, assessment, and surveillance. In *Preventive Stress Management in Organizations (2nd ed)*. Washington, D.C.: American Psychological Association.

Jex, S. M., Beehr, T. A., & Roberts, C. K. (1992). The meaning of occupational stress items to survey respondents. *Journal of Applied Psychology, 77*(5), 623.

Cooper, C. (2000). Introduction: A discussion about the role of negative affectivity in job stress research. *Journal of Organizational Behavior*, 21, 77.

Point/Counterpoints:

- Judge et al. (2000)
- Payne (2000)
- Spector et al. (2000)

(Individuals will be assigned to groups for an in-class debate)

Week 11: Interventions

Chapter 16: Job Stress Interventions and Organization of Work (Semmer)

Chapter 17: Worksite Health Interventions: Targets for change and strategies for attaining them (Heaney)

Nielsen, K., Randall, R., Holten, A., & Gonzalez, E.R. (2010). Conducting organizational-level occupational health interventions: What works? *Work & Stress*, 24(3), 234-259

Richardson, K.M., & Rothstein, H.R. (2008). Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology*, 13, 69-93.

National Research Council and the Institute of Medicine. (2004). Interventions for Older Workers. In *Health and Safety Needs of Older Workers (ch. 8)*. Washington, D.C.: The National Academies Press.

Week 12: Well-being and Wellness

Chapter 6: An Integral Framework for Organizational Wellness: Core Technology, Practice Models, and case Studies (Bennett et al.)

Sparks, K., Faragher, B., & Cooper, C. L. (2001). Well-being and occupational health in the 21st century workplace. *Journal of occupational and organizational psychology*, 74(4), 489-509.

Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, 5(1), 84.

Arnold, K. A., Turner, N., Barling, J., Kelloway, E. K., & McKee, M. C. (2007). Transformational leadership and psychological well-being: the mediating role of meaningful work. *Journal of occupational health psychology*, 12(3), 193.

Week 13: Recovery and Sleep

Demerouti, E., Bakker, A.B., Geurts, S.A.E., & Taris, T.W. (2009). Daily recovery from work-related effort during non-work time. In S. Sonnentag, P.L. Perrewé & D.C. Ganster (Eds.), *Current perspectives on job-stress recovery: Research in occupational stress and well being* (p. 85-123). Bingley, UK: JAI Press.

Sonnentag, S., Binnewies, C., Mojza, E. J. (2008). "Did you have a nice evening?" A day-level study on recovery experiences, sleep, and affect. *Journal of Applied Psychology, 93*, 674-684.

Westman, M., & Eden, D. (1997). Effects of a respite from work on burnout: Vacation relief and fade-out. *Journal of Applied Psychology, 82*, 516-527.

Barber, L. K., Munz, D. C., Bagsby, P. G., & Powell, E. D. (2010). Sleep consistency and sufficiency: Are both necessary for less psychological strain? *Stress and Health, 26*(3), 186-193.

Week 15: The Future of Occupational Health Psychology

Quick, J. C., Wright, T. A., Adkins, J. A., Nelson, D. L., & Quick, J. D. (2013.) Preventive stress management: Challenge and Opportunity. In *Preventive Stress Management in Organizations (2nd ed)*. Washington, D.C.: American Psychological Association.