

# PSY 345: 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 occupational 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 and research findings pertaining to the psychological study of work stress, 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 OHP, including substantive knowledge about theories, empirical research, and practical implications of work stress and health issues.
2. Develop critical thinking skills to evaluate psychological research and interventions.
3. Further develop oral communication skills to effectively communicate ideas to others and listen attentively without prejudice.
4. Further develop writing skills to synthesize and apply OHP knowledge in a manner that relates to work organizations and your own experience.
5. Explain how occupational health psychology may relate to your own life and experiences.
6. Describe career options and occupations related in

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## Course Format

This course is a face-to-face undergraduate course that will comprise a lecture or presentation to convey key concepts and communicate “core” knowledge on the scheduled topic, as well as 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.

## Prerequisites

None, although PSY 100 and PSY 250 are strongly encouraged.

## Course Materials

Required Text: Schonfeld, I. S., & Chang, C. H. (2017). Occupational Health Psychology. New York, NY: Springer Publishing Company.

Additional readings: 19 psychology journal articles; *available on Canvas*

## Class Logistics

Mon, Wed, Fri 1:00 – 1:50 PM  
A103 Behavioral Sciences Building  
3 credits

Instructor: Dr. Gwenith Fisher  
Office: 225 Behavioral Sciences Building  
Email: [Gwen.Fisher@colostate.edu](mailto:Gwen.Fisher@colostate.edu)  
Office Hours: Mon 11am-12pm, Fri 12-1pm and by appt

## Assignments

### Readings

Readings will be assigned for class each week. You are expected to have read the assigned material **PRIOR** to coming to class. Reading the material prior to coming to class will help equip you for class discussion and facilitate your learning of course material. Reading assignments may be altered at the discretion of the instructor.

### Brief Papers

There are four brief paper assignments. The purpose of these assignments is for you to reflect on the topic and synthesize and incorporate what you have learned from class sessions and follow the instructions of the assignment. More details about each of the paper assignments will be discussed in class. Papers should be typed, double-spaced, using a 12-point font and one inch margins, and 2-3 pages long. *Papers will be due on Mondays and submitted via Canvas by 11:59pm on the assigned due date.*

### Quizzes

Quizzes will take place every other week for a total of **seven** quizzes during the semester. The format of the quiz will be primarily multiple choice with a few brief open-ended short answer questions. Quiz material will be based on what was presented in class lectures, presentations, and course readings, as well as the application of such information. *Quizzes will be administered via Canvas and open between Wednesday at 2:00pm and Friday at 11:59pm.*

### Online Discussions

There will be **three** online discussions conducted via Canvas during the semester. Each discussion will require an initial post in response to a question or prompt and thoughtful responses to at least 3 classmates. The purpose of these discussions will be to provide additional opportunities to reflect on various topics and synthesize and incorporate what you have learned from readings and class sessions. Discussions will take place during weeks that there is not a quiz. *Initial posts will be due by 11:59 on Wednesday and responses will be due by the following Sunday at 11:59pm on the assigned due dates.*

Please review the [core rules of netiquette](#) for some guidelines and expectations regarding how to behave in an online learning environment.

### Midterm & Final Exams

One midterm exam will assess learning of course material during the first half of the course and the final exam (scheduled during the CSU final exam period) will cover the material from the second half of the course. The format of the exam will be primarily true/false and multiple choice with a few open-ended short answer questions. The format will be similar to the quizzes. Any material presented in class lectures, presentations, and course readings may be covered on the exam.

## Expectations

### Attendance and Punctuality

This is a 3-credit course. I expect you to spend approximately 9 hours per week working on the course, including attending class, reading, participating in online discussion and activities, and completing assignments.

You are expected to attend all class sessions and come to class prepared to contribute to discussion by reading all of the required materials. The success of this class relies heavily on active engagement and participation by all students. Situations arise that are beyond our control from time to time, but please make every effort to be present, punctual, and engaged in class. However, if you are ill, in the interest of public health, please DO NOT come to class. If, for some reason, you cannot make one of the class sessions, please contact the instructor via email *before* class.

### Respectful Learning Environment

Please show engagement and respect for the classroom learning environment by turning off/silencing 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 only for the purposes of taking notes. Please refrain from checking email or engaging in non-class-related activities during class; it is highly distracting and disrespectful to other students in the class. You are also expected to be civil and professional in your discussions with classmates. Conflict and debate are highly 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) please reserve grade discussions for office hours.

## Teaching Assistants

### Graduate TA:

**Julia Beckel** [Julia.Buck@colostate.edu](mailto:Julia.Buck@colostate.edu)

Office Hours: Wednesdays 10:00-11:00am and by appt.

Location: 323 Behavioral Sciences Building

### Additional TA Support:

**Isabella Rubio**

Email: [isabella.rubio20@alumni.colostate.edu](mailto:isabella.rubio20@alumni.colostate.edu)

Office Hours are by appointment after 5:15pm MT on Thursdays, Fridays, and Saturdays made via <https://tinyurl.com/8ewj72ej> or email, please specify if you wish to meet via zoom/Google meet/Discord.

Please use the email subject "PSY345 - Question/Assignment Topic"

Allow 24 hours for me to respond. I was an integrator student and will try to get back to you as soon as possible. I will not respond after midnight or on the weekends outside of 9-5.

## Student Evaluation

There are 600 points possible in this course, based on a combination of papers, quizzes, online discussions, class participation, and exams. Each type of assignment is explained in its own section below. Final letter grades will be determined based on the **total number of points earned** at the end of the semester, according to the following chart:

Brief papers: (50 pts each)	200pts
Quizzes: (20pts each)	140pts
Online Discussion:	30pts
Class participation:	30pts
Mid-term Exam	100pts
Final Exam:	100pts
Total	600pts

Your course letter grade will be determined as follows:

Total Points	Percentage	Grade:
582-600	97 – 100	A+
555-581	92.5 – 96.9	A
537-554	89.5 – 92.4	A-
519-536	86.5 – 89.4	B+
495-518	82.5 – 86.4	B
477-494	79.5 – 82.4	B-
459-476	76.5 – 79.4	C+
435-458	72.5 – 76.4	C
417-434	69.5 – 72.4	C-
357-416	59.5 – 69.4	D
0-356	< 59.5	F

**Note:** Canvas reports grades based on percentages, which may not be entirely accurate in the case of missing assignments, extra credit, etc. The best way to track your performance is to compare the **points** you have earned to the values listed above.

**Class Participation (30 pts):**

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). Through class discussion you will gain from as well as contribute to others' knowledge, understanding, and synthesis of the course material.

**Brief reflection papers (50 pts each; 200 pts total):**

The purpose of the brief reflection papers is to integrate what you have learned from class sessions and the assigned reading with your own experience. Papers must be typed, double spaced, using a 12-point font and one-inch margins. The length of each paper should be at least 1.5 pages but no more than three pages (double spaced). Papers should be submitted via Canvas by the assigned due date. Five points will be deducted from the grade for each day that the paper is late.

Although the specific topic/question for each of the four papers will vary, each paper will be evaluated using similar criteria. Specifically, your paper should:

1. Well-organized (10 pts)
  - Has an introduction, main body with a separate paragraph about each main point that flows well from one point to the next, and a conclusion
2. Clearly written (5 pts)
  - Writing is clear, easy to follow, and understand; not vague
3. Fully addresses the issue discussed above. (10 pts)
4. *Integrates* material from lectures, presentations, class discussion AND course reading to demonstrate knowledge and understanding of course material. (15 pts)
5. Free of spelling and grammatical errors. PROOFREAD your work prior to submission. (5 pts)
6. No more than 3 pages, double-spaced, 12-point font, 1" margins on all sides. To fully answer and address the issue above, your paper should be at least 2 pages. (2 pts)
7. Any references cited using APA style (7<sup>th</sup> edition). (3 pts)

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in Canvas. **Please submit assignments in Microsoft (.docx, .doc) or .pdf format;** files from Google Docs often have formatting issues and I cannot open .pages or .numbers files at all. \*Keep a copy of all work you create for the course, including work submitted through Canvas course learning management system.

**Quizzes (20 pts each, 140 pts total):**

Seven quizzes (assigned every other week beginning the third week of the course) will be given on Canvas outside of class time to evaluate your knowledge and understanding of course material. Questions will consist of multiple choice and short answer questions.

**Online Discussions (10 pts each, 30pts total):**

Three times during the semester you will have an opportunity to engage more deeply with the course material and with other students via the Discussion feature in Canvas. Read the instructions for each discussion carefully, as they vary. Each discussion is worth up to 10 points.

Each discussion assignment consists of two steps: an **initial post** (4 points) and **responses** to at least 3 other students (2 point each, for a maximum of 6 points). Initial posts are due on Wednesday. Responses are due by the following Sunday evening. Specific due dates will be stated in the course schedule and in each discussion thread. (You may receive partial credit for late posts as follows: 80% for 1 day late, 60% for 2 days late, no credit for more than 2 days late. Use your course schedule and plan ahead). Posts and responses should address all aspects of the discussion prompt; responses should add something meaningful to the discussion (not just “I agree!”). Posts and responses that are disrespectful to other members of the class, specifically or in general, will be removed at the discretion of the instructor and will not receive credit.

**Mid-term and Final Exams (100 pts each):**

The mid-term and final exams are intended to evaluate your knowledge and understanding of course material. The final exam will be cumulative to help reinforce knowledge acquisition and understanding of the material across the entire semester, as well as evaluate the extent to which you can understand linkages across different topics studied in this course.

**Extra Credit (20 pts):**

Opportunities for optional extra credit will be available during the semester for up to a total of 20 points total during the semester for successful completion of extra credit. Examples include attending relevant presentations approved by the instructor that take place outside class time, going on a site visit, participating in research.

## Academic Integrity

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#). Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. Further information about Academic Integrity is available at CSU’s [Academic Integrity - Student Resources](#).

## COVID-19

**Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.**

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and,

depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

## Special Needs

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

## Copyrighted Course Materials

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

## Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student](#)

[Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

## Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

## Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

## CSU Principles of Community

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

## Diversity and Inclusion

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.



## Readings in addition to textbook: (journal articles)

- Allen, T. D., Merlo, K., Lawrence, R. C., Slutsky, J., & Gray, C. E. (2021). Boundary management and work-nonwork balance while working from home. *Applied Psychology, 70*(1), 60-84.
- 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.
- Barber, L. K., & Santuzzi, A. M. (2015). Please respond ASAP: Workplace telepressure and employee recovery. *Journal of Occupational Health Psychology, 20*(2), 172-189.
- Bennett, A. A., Gabriel, A. S., & Calderwood, C. (2020). Examining the interplay of micro-break durations and activities for employee recovery: A mixed-methods investigation. *Journal of Occupational Health Psychology, 25*(2), 126-142.
- Bostock, S., Crosswell, A. D., Prather, A. A., & Steptoe, A. (2019). Mindfulness on-the-go: Effects of a mindfulness meditation app on work stress and well-being. *Journal of Occupational Health Psychology, 24*(1), 127-138.
- Chadwick, I. C., & Raver, J. L. (2019). Not for the faint of heart? A gendered perspective on psychological distress in entrepreneurship. *Journal of Occupational Health Psychology, 24*(6), 662-674.
- Crain, T., Brossoit, R., & Fisher, G. G. (2017). Work, nonwork, and sleep (WNS): A model and future research agenda. *Journal of Business and Psychology. Advanced online publication.*
- Cortina, L. M., Kabat-Farr, D., Magley, V. J., & Nelson, K. (2017). Researching rudeness: The past, present, and future of the science of incivility. *Journal of Occupational Health Psychology, 22*(3), 299-313.
- Grandey, A. A., Frone, M. R., Melloy, R. C., & Sayre, G. M. (2019). When are fakers also drinkers? A self-control view of emotional labor and alcohol consumption among U.S. service workers. *Journal of Occupational Health Psychology, 24*(4), 482-497.
- Dejoy, D.M. & Wilson, M.G. (2019) Total Worker Health: Evolution of the concept. In Hudson, H. L., Nigam, J. A., Sauter, S. L., Chosewood, L., Schill, A. L., & Howard, J. E. (Editors). *Total worker health* (pp.11-28). Washington, D.C.: American Psychological Association.
- Lohaus, D., & Habermann, W. (2019). Presenteeism: A review and research directions. *Human Resource Management Review, 29*(1), 43-58.
- Miraglia, M., & Johns, G. (2016). Going to work ill: A meta-analysis of the correlates of presenteeism and a dual-path model. *Journal of Occupational Health Psychology, 21*(3), 261-283.
- 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* (2<sup>nd</sup> ed). Washington, D.C.: American Psychological Association.
- Schill, A. L., Chosewood, L., & Howard, J. E. The NIOSH Total Worker Health vision. In Hudson, H. L., Nigam, J. A., Sauter, S. L., Chosewood, L., Schill, A. L., & Howard, J. E. (Editors) (2019). *Total worker health* (pp.29-45). Washington, D.C.: American Psychological Association.
- Sliter, M., & Yuan, Z. (2015). Workout at work: Laboratory test of psychological and performance outcomes of active workstations. *Journal of Occupational Health Psychology, 20*(2), 259.
- Sonnentag, S., Venz, L., & Casper, A. (2017). Advances in recovery research: What have we learned? What should be done next? *Journal of Occupational Health Psychology, 22*(3), 365-380.
- Sutton, R. I. (2007). *The no-asshole rule: Building a civilized workplace and surviving one that isn't*. New York, NY: Warner Business Books. – Chapters 4 & 5.
- Taylor, W. D., Snyder, L. A., & Lin, L. (2020). What free time? A daily study of work recovery and well-being among working students. *Journal of Occupational Health Psychology, 25*(2), 113-125.
- Wayne, J. H., Butts, M. M., Casper, W. J., & Allen, T. D. (2017). In search of balance: A conceptual and empirical integration of multiple meanings of work-family balance. *Personnel Psychology, 70*(1), 167-210.

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1	8/23-8/29	<b>Course Introduction</b> What is OHP?		Questionnaire
2	8/30-9/5	<b>History of OHP</b> <b>NIOSH</b>	Text Ch. 1	Online Discussion 1
3	9/6-9/12	<b>Models &amp; Theories of Work Stress</b>	Text Ch. 3 pp. 79-94	Quiz 1
4	9/13-9/19	<b>Research Methods &amp; Assessment</b>	Text Ch. 2	Paper #1
5	9/20-9/26	<b>Interpersonal Stressors</b> <b>Workplace Mistreatment</b>	Text Ch. 5 Barber & Santuzzi (2015) Cortina et al. (2017) Sutton (2007)	Quiz 2
6	9/27-10/3	<b>Organizational stressors</b> <b>Work / Non-work Issues</b>	Text Ch. 3 pp. 95-100 Grandey et al. (2019) Text Ch. 9 Wayne et al. (2017)	Online Discussion 2
7	10/4-10/10	<b>Resources to Support Well-being</b>	Allen et al. (2021)	Quiz 3
8	10/11-10/17	<b>MidTerm Exam</b>		MidTerm Exam
9	10/18-10/24	<b>Leadership</b> <b>Occupational Safety</b> <b>Safety Culture</b>	Text Ch. 6 Text Ch. 8	Paper #2
10	10/25-10/31	<b>Physical Health and Work</b>	Text Ch. 4 Lohaus & Habermann (2019) Miraglia & Johns (2016) Sliter & Yuan (2015)	Quiz 4
<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
11	11/1-11/7	<b>Mental Health and Work</b>	Text Ch. 3 pp 71-78 Chadwick & Raver (2019)	Online Discussion 3
12	11/8-11/14	<b>Vulnerable Workers</b>	Text Ch. 7	Quiz 5
13	11/15-11/19	<b>Fatigue, Sleep, &amp; Recovery</b>	Crain et al. (2017) Barber et al. (2010) Sonntag et al. (2017) Taylor et al. (2020) Bennett et al. (2020)	Paper #3
14	11/20-11/28	<b>FALL BREAK</b>		----
15	11/29-12/5	<b>Total Worker Health</b> <b>Interventions</b>	Dejoy & Wilson (2019) Schill et al. (2019) Text Ch. 10 Bostock et al. (2019)	Quiz 6
16	12/6-12/12	<b>Jobs in OHP</b> <b>The Future of OHP</b> <b>Course Wrap-Up</b>	Text Ch. 11 Quick et al. (2013)	Paper #4
17	Wed 12/15	<b>FINAL EXAM</b>		4:10 - 6:10pm