

PSY 792D: 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 a scientist-practitioner approach and in-depth treatment of this topic with an emphasis on relevant theories and research findings pertaining to the psychological study of work stress and worker well-being, in-depth discussion of many work-related stressors and supports, 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 various occupational health fields.

Class Logistics

Tuesdays 11:00 – 1:40 PM
359 Behavioral Sciences Building
3 credits

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

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Course Format

This course is a face-to-face graduate course that will comprise a brief lecture or presentation to convey key concepts and communicate “core” knowledge on the scheduled topic, followed by in-depth discussion of course readings. We will also devote a portion of each class session to discuss translational and practical issues related to the scheduled topics. Class sessions will aim to integrate course material with other topics in industrial organizational psychology, other areas of psychology, and occupational health.

Course Materials

Required Text:

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

Additional readings available on Canvas.

Assignments

Readings

Readings will be assigned for discussion each week. Every student is to generate *two* discussion questions based on the reading materials each week and post them in the discussion thread on Canvas no later than 10:00am on Monday the week of class. The discussion leader will organize and prioritize the questions and send them to the class by 5:00pm on Monday. These questions will provide the stimulus for class discussion of the material on the following day. Participation is required of all students. 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 to gain experience with facilitating group discussions.

Paper

Option 1) Write an 8-10 page (double-spaced) original proposal for an empirical research study or intervention on an OHP-related 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., thesis or empirical comp project conference paper and/or publication).

****or****

Option 2) Write a grant proposal that could 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 around March 1, 2022.) Proposal formatting guidelines will be provided.

****or****

Option 3) Write a white paper consisting of ~5 single-spaced pages. The objective of the white paper is to provide an up-to-date summary of the research literature on a given topic with a lay audience in mind, as well as offer practical recommendations. Well-written white papers will be submitted to CHWE at the discretion of the instructor.

Choose between Option 1, 2, or 3 based on what would be most likely to lead to a tangible outcome to enhance your career or further develop your writing skills.

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, and completing assignments.

You are expected to attend all class sessions, be on time for class, 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.

Student Evaluation

Your course grade will be determined as follows:

| | |
|--------------------------------|-------------|
| Class participation: | 30% |
| Class discussion facilitation: | 10% |
| Midterm Exam | 10% |
| Presentation: | 15% |
| Paper | 20% |
| Final Exam: | 15% |
| Total | 100% |

Total Points Possible: 500

Your course letter grade will be determined as follows:

| Total Pts | Percentage | Course Grade: |
|-----------|-------------|---------------|
| 485-500 | 97 – 100 | A+ |
| 463-484 | 92.5 – 96.9 | A |
| 448- 462 | 89.5 – 92.4 | A- |
| 433-447 | 86.5 – 89.4 | B+ |
| 413-432 | 82.5 – 86.4 | B |
| | | |
| 398-412 | 79.5 – 82.4 | B- |
| 383-397 | 76.5 – 79.4 | C+ |
| 363-382 | 72.5 – 76.4 | C |
| 348-362 | 69.5 – 72.4 | C- |
| 298-347 | 59.5 – 69.4 | D |
| 0-297 | < 59.5 | F |

Class Participation (30%; 150pts):

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 organize discussion questions and 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 (15%; 75pts):

This grade will be based on your oral presentation of your research paper or grant proposal on the last day of class. 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, grant proposal, or white paper (20%; 100 pts):

Your research proposal 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. Grant proposals should follow the formatting of the NIOSH MAP ERC Pilot Projects proposals. White papers do not have an exact formatting although excellent examples are located here: <http://www.siop.org/WhitePapers/default.aspx> White papers should be well-written, up-to-date summaries of current research and offer clear, practical recommendations to organizational leaders, managers, and/or safety professionals. They should be free of jargon and should define key terms as needed.

Regardless of which option you choose for your paper, it 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.

Please submit written 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.

Midterm Exam (10%; 50 pts) & Final Exam (15%; 75 pts):

The midterm and final exams will consist of broad open-ended questions. Answers will be graded using the following criteria: Answers are expected to demonstrate knowledge of relevant information, but should also analyze (e.g., compare and contrast), synthesize (e.g., integrate disparate ideas), and evaluate (e.g., critique of the quality and value of theory, research, and practice) rather than simply present a laundry list of facts and concepts. An answer that contains factually correct statements but that fails to demonstrate understanding of the major issue(s) that are the focus of a question is insufficient. A large number of references is not necessary, but demonstration (e.g., by citation) of familiarity with the major authors and works in areas covered by the question is expected. Remember that the examination is both an opportunity to practice time-pressured professional-level writing, as well as a tool for assessing knowledge and skills. Answers are, therefore, also expected to be coherent and flow in a logical manner. Although perfect grammar and punctuation are not expected, the answers should be free from major errors should not be simply an outline Responses should be written clearly and well-organized.

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.

Course Schedule and Weekly Topics

| Week | Date | Topic | Discussion Leader |
|------|-------|--|-------------------|
| 1. | 8/24 | Introduction / Overview | |
| 2. | 8/31 | History of OHP; NIOSH | |
| 3. | 9/7 | Theories of Occupational Stress | |
| 4. | 9/14 | Research Methods & Assessment | |
| 5. | 9/21 | Interpersonal Stressors Workplace Mistreatment | |
| 6. | 9/28 | Organizational Stressors | |
| 7. | 10/5 | The Work/Nonwork Interface Organizational Resources | |
| 8. | 10/12 | Midterm Exam | |
| 9. | 10/19 | Leadership, Occupational Safety, & Safety Culture | |
| 10. | 10/26 | Physical Health & Work | |
| 11. | 11/2 | Mental Health & Work | |
| 12. | 11/9 | Vulnerable Workers, Individual Differences, & Special Populations | |
| 13. | 11/16 | Fatigue, Sleep, & Psychological Recovery | |
| 14. | 11/23 | Fall Break – <i>NO CLASS</i> | |
| 15. | 11/30 | Interventions & Total Worker Health Future of OHP | |
| 16. | 12/7 | Presentations | |
| | 12/10 | Final Paper Due – 11:59pm | |
| 17. | 12/14 | Final Exam Tues 6:20 – 8:20pm | |

PSY 792D Reading List – Fall 2021

Week 1 (8/24): Introduction/Overview

*no assigned reading.

Week 2 (8/31): History of OHP; NIOSH

Chapter 1: Schonfeld & Chang – A Brief History of Occupational Health Psychology

Sauter, S. L., & Hurrell Jr, J. J. (2017). Occupational health contributions to the development and promise of occupational health psychology. *Journal of Occupational Health Psychology, 22*(3), 251-258.

Review NIOSH website and post on online discussion board

Week 3 (9/7): Theories of Occupational Stress

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly, 37*1-384.

Chapter 3 (pp. 79-94 only): Schonfeld & Chang – The Impact of Psychosocial Working Conditions on Mental Health

Ganster, D. C., & Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. *Journal of Management, 39*(5), 1085-1122.

Bakker, A. B. & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273-285.

Webster, J. R., Beehr, T. A., & Love, K. (2011). Extending the challenge-hindrance model of occupational stress: The role of appraisal. *Journal of Vocational Behavior, 79*(2), 505-516.

Optional:

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

Week 4 (9/14): Research Methods & Assessment

Chapter 2: Schonfeld & Chang – Research Methods in OHP

Tetrick, L. E. (2017). Trends in measurement models and methods in understanding occupational health psychology. *Journal of Occupational Health Psychology, 22*, 337-340.

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*, 623-628.

Ployhart, R. E. & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management, 36*, 94-120.

Week 5 (9/21): Interpersonal Stressors & Workplace Mistreatment (Note: heavy reading week!)

Chapter 5: Schonfeld & Chang – Workplace Violence and Psychological Aggression

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.

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.

Quick, J. C., & McFadyen, M. (2017). Sexual harassment: Have we made any progress? *Journal of Occupational Health psychology, 22*(3), 286-298.

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 6 (9/28): Organizational Stressors

Chapter 3 (pp. 73-78 & pp. 95-107 only): Schonfeld & Chang – The Impact of Psychosocial Working Conditions on Mental Health

Barber, L. K., & Santuzzi, A. M. (2015). Please respond ASAP: Workplace telepressure and employee recovery. *Journal of Occupational Health Psychology, 20*(2), 172-189.

Ganster, D. C., Rosen, C. C., & Fisher, G. G. (2018). Long working hours and well-being: What we know, what we don't know, and what we need to know. *Journal of Business and Psychology*.

Vander Elst, T., Näswall, K., Bernhard-Oettel, C., De Witte, H., & Sverke, M. (2016). The effect of job insecurity on employee health complaints: A within-person analysis of the explanatory role of threats to the manifest and latent benefits of work. *Journal of Occupational Health Psychology, 21*(1), 65-76.

Grandey, A. A., & Melloy, R. C. (2017). The state of the heart: Emotional labor as emotion regulation reviewed and revised. *Journal of Occupational Health Psychology, 22*(3), 407-422.

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.

Week 7 (10/5): The Work/Non-work Interface; Organizational Resources

Chapter 9: Schonfeld & Chang – Work-Family Balance

Allen, T. D., & Martin, A. (2017). The work-family interface: A retrospective look at 20 years of research in JOHP. *Journal of Occupational Health Psychology, 22*(3), 259-272.

Odle-Dusseau, H. N., Hammer, L. B., Crain, T. L., & Bodner, T. E. (2015). The Influence of Family-Supportive Supervisor Training on Employee Job Performance and Attitudes: An Organizational Work-Family Intervention. *Journal of Occupational Health Psychology*.

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.

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.

Optional:

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.

Week 8 (10/12) Midterm Exam

Week 9 (10/19): Leadership, Occupational Safety, & Safety Culture

Chapter 6: Schonfeld & Chang – Organizational Climate and Leadership

Chapter 8: Schonfeld & Chang – Occupational Safety

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.

Casey, T., Griffin, M. A., Flatau Harrison, H., & Neal, A. (2017). Safety climate and culture: Integrating psychological and systems perspectives. *Journal of Occupational Health Psychology, 22*(3), 341.

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 10 (10/26): Physical Health & Work

Chapter 4: Schonfeld & Chang – Epidemiology, Medical Disease, and OHP

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.

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.

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.

Week 11 (11/2): Mental Health & Work

Chapter 3 (pp. 69-78 only): Schonfeld & Chang – The Impact of Psychosocial Working Conditions on Mental Health

Follmer, K. B., & Jones, K. S. (2018). Mental illness in the workplace: An interdisciplinary review and organizational research agenda. *Journal of Management, 44*(1), 325-351.

Hakanen, J. J., & Bakker, A. B. (2017). Born and bred to burn out: A life-course view and reflections on job burnout. *Journal of Occupational Health Psychology, 22*(3), 354-364.

Dik, B. J., Steger, M. F., Fitch-Martin, A. R., & Onder, C. C. (2013). Cultivating meaningfulness at work. In C. Routledge & J. Hicks (Eds.), *The experience of meaning in life: Classical perspectives, emerging themes, and controversies*. New York: Springer.

Week 12 (11/9): Vulnerable Workers, Individual Differences, & Special Populations

Chapter 7: Schonfeld & Chang – OHP Research on Specific Occupations

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.

Additional readings TBD

Week 13 (11/16): Recovery & Sleep

Sonnentag, S., Venz, L., & Casper, A. (2017). Advances in recovery research: What have we learned? What should be done next?

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.

Barber, L. K. & Budwick, C. Sleep Chapter for 3rd Edition APA Handbook

Crain, T., L., Brossoit, R., & Fisher, G. G. (2018). Work, nonwork, and sleep (WNS): A review and conceptual framework.

Olson, R., Crain, T. L., Bodner, T. E., King, R., Hammer, L. B., Klein, L. C., ... & Buxton, O. M. (2015). A workplace intervention improves sleep: results from the randomized controlled Work, Family, and Health Study. *Sleep Health*, 1(1), 55-65.

Week 14 (11/23): Fall Break – NO CLASS

Week 15 (11/30): Interventions & Total Worker Health

Chapter 10: Schonfeld & Chang – Interventions in Occupational Health Psychology

- Nielsen, K., Randall, R., Holten, A., & Gonzalez, E.R. (2010). Conducting organizational-level occupational health interventions: What works? *Work & Stress*, 24(3), 234-259
- 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.
- Anger, W. K., Elliot, D. L., Bodner, T., Olson, R., Rohlman, D. S., Truxillo, D. M., ... & Montgomery, D. (2014). Effectiveness of Total Worker Health interventions. *Journal of Occupational Health Psychology*, 20(2), 226.
- Goetzel, R. Z., Henke, R. M., Tabrizi, M., Pelletier, K. R., Loeppke, R., Ballard, D. W., ... & Serxner, S. (2014). Do workplace health promotion (wellness) programs work?. *Journal of Occupational and Environmental Medicine*, 56(9), 927-934.
- Terry, P. E. (2017). Preserving employee privacy in wellness. *American Journal of Health Promotion*, 31(4), 271-273. (note – it's only 2 pages!)

Week 16 (12/7): Future of OHP

Chapter 11: Schonfeld & Chang – The Future of Occupational Health Psychology

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