

feedback if given sufficient lead time (e.g., 7-10 days). Your final poster will be due by 11:59pm on Friday, March 11, 2022. One of your group members should submit 1 copy of your *e-version* poster in the “Final poster” Assignment folder on Canvas by the deadline. A 5-point-per-day penalty will apply for late final posters.

Additional Resources:

- Writing Center: <https://www.pdx.edu/writing-center/>
- Advising & Career Services (ACS): <https://www.pdx.edu/advising-career-services/>
- Center for Student Health and Counseling (SHAC): 503-725-2800, at <https://www.pdx.edu/shac/center-for-student-health-and-counseling>
- Disability Resource Center (DRC): 503-725-4103, at <https://www.pdx.edu/drc/contact>
- Cultural Resource Centers: at <https://www.pdx.edu/cultural-resource-centers/>
- For information about emergency preparedness, please go to the [Fire Prevention and Safety webpage](#) for information.

Course Policies

Attendance

Regular attendance is strongly advised, but not mandatory. Reading (chapters, articles, and/or podcasts/media-based materials) are given to facilitate understanding and stimulate further inquiry and discussion. Students need to complete all of them BEFORE coming to the class. Lectures may cover materials BEYOND the textbook and so good grades ARE contingent on good attendance. To ensure the best learning, you are strongly encouraged to keep your camera on during class, and *Zoom class recordings* will be posted as soon as they are available.

Extensions of assignment deadlines are possible only under circumstances of an uncontrollable nature. Rescheduling must be arranged with the teaching assistant at least **2 weeks prior** to the actual due day with certain exceptions (e.g., documented urgent medical issue) allowed.

Exam & Extra credit:

There will be 1 required presentation, as related to your applied project poster, and required participation in discussions during synchronous class sessions and/or Canvas discussion forum.

Note: You may earn extra credit from activities such as doing an optional class activity outside of class and participating in optional research activities.

Grades:

- | | | |
|----|----------------|------------|
| 1. | Participation | 50 points |
| 2. | Presentation | 50 points |
| 3. | Project poster | 100 points |

TOTAL = 200 points

Total points earned	Percentage	Grade	Your expectation for this course	Fill in your goal here (could/should be beyond the grade)
Above 180	90-93%; >93%	A-, A	Goal-Setting	
160-179	80-83%; 84-87%; >87%	B-, B, B+		
140-159	70-73%; 74-77%; >77%	C-, C, C+	Then apply yourself throughout the term	
120-139	60-63%; 64-67%; >67%	D-, D, D+	You will reach your goal!!	
Less than 120	Less than 60%	F		

Class Participation

One of the best ways to become an expert is to read, think, discuss and critique! Assuming you want to become an aspiring expert on the topic of OHP, you are strongly encouraged to think about what differentiate good and bad research and to actively discuss ways of applying good research to your daily work and nonwork domains. Your participation in this course is demonstrated by you asking

thought-provoking questions during class sessions, making thoughtful contributions to breakout room discussions/activities, and/or posting questions before/after class in the discussion forum of our course' Canvas portal. You are expected to participate in at least half of the breakout room activities/discussions during synchronous class sessions. In addition, you are expected to actively participate/engage in learning through making thoughtful comments on readings and responses to others' questions in class or on Canvas. Specifically, you are expected to participate in at least 4 out of the 5 online discussions (see p.4 of the syllabus).

Academic honesty

Any kind of academic dishonesty, particularly plagiarism or cheating, will lead to an F for the class and a recommendation for disciplinary action at the university level. Please see the [PSU Student Code of Conduct](#) for the university's policy on academic dishonesty.

PLAGIARISM is defined as "literary theft," and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. In other words, please use appropriate citations/quotations in your project poster.

CHEATING is specifically defined as the unauthorized granting or receiving of aid during the prescribed period of a course graded exercise, such as tests or assignment.

Taping class materials: The selling and distribution of class materials or tapes of the class is prohibited.

Special accommodations /Religious observance

If an accommodation for a disability is needed or if any of the assignment due dates conflict with a student's religious beliefs, you shall inform the instructor at least **2 weeks in advance**.

Access and inclusion for students with disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/disability-resource-center/>.

- If you already have accommodations, please contact the instructor to make sure that she has received a faculty notification letter and discuss with you your accommodations.

Safe campus and Title IX reporting

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, such as a list of individuals with appropriate background to share with or report to, on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.

Tentative Course Timeline (Next Page)

Tentative Course Timeline

Week	Date	Topics	Readings & Activities	Due
1	1/4	Syllabus & Introduction	Online Discussion #1	
	1/6	Research Methods	Start <i>group sign-up</i>	
2	1/11	Stress Theory—Part 1		
	1/13	"Can't-Miss" project " Happy Hour "	"Inside scoop" about the project	
3	1/18	Stress Theory—Part 2		Group sign-up (<i>required</i>)
			Online Discussion #2	
	1/20	Stressors—Part 1		Signed contract (<i>required</i>)
4	1/25	<i>Work on the project</i>		
	1/27	Stressors—Part 2		
5	2/1	<i>Work on the project</i>		Tailored interview Qs (<i>Recommended Milestone #1</i>)
			Online Discussion #3	
	2/3	Stressors—Part 3		
6	2/8	Strains and Health—Part 1		Presentation sign-up (<i>required</i>)
	2/10	Strains and Health—Part 2		
7	2/15	Strains and Safety—Part 3; <i>Work on the project</i>		
			Online Discussion #4	
	2/17	Resources—Part 1		
8	2/22	Resources—Part 2		Poster outline (<i>Recommended Milestone #2</i>)
			Online Discussion #5	
	2/24	<i>Work on the project</i>		
9	3/1	Looking into the future		
	3/3	Presentations of Poster Outlines	Max 10 min per group	
10	3/8	Presentations of Poster Outlines	Max 10 min per group	
	3/10	Presentations of Poster Outlines; <i>Work on the project paper</i>		E-Poster due at 11:59PM on Friday 3/11

Readings**# Activities for extra credit * Optional Readings**Week 1:

T (Introduction): 1) Spector (2021) chapter on Occupational Health Psychology (OHP); 2) [OHP as a field](#)

R (Methods): 1) Truxillo et al. (2016) chapter on Research Methods; # [OHP career panel](#) [1 extra credit point]

Week 2:

T (Theory-1): 1) Ganster & Perrewe (2011) chapter on Theories of Occupational Stress

R: Project “Happy Hour”: Presentation notes and additional project resources

*Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business and Psychology*, 34(2), 125–137.

Week 3:

T (Theory-2): 1) Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273-285.

2) Yang, L.-Q., Johnson, R.E., Zhang, X., Spector, P.E., & Xu, S. (2013) Relations of interpersonal unfairness with counterproductive work behavior: The moderating role of employee self-identity. *Journal of Business and Psychology*, 28, 189-202. [Application of the job demands–resources theory]

R (Stressors-1): 1) Barber, L. K., & Santuzzi, A. M. (2015). Please respond ASAP: Workplace telepressure and employee recovery. *Journal of Occupational Health Psychology*, 20(2), 172-189.

2) Shockley, K. M., Gabriel, A. S., Robertson, D., Rosen, C. C., Chawla, N., Ganster, M. L., & Ezerins, M. E. (2021). The fatiguing effects of camera use in virtual meetings: A within-person field experiment. *Journal of Applied Psychology*, 106(8), 1137–1155.

3) Technology: A [double-edged sword](#)

Week 4:

R (Stressors-2): 1) Casper et al. (2022) chapter on Multi-Dimensional Work-Nonwork Balance

2) Hammer & Crain (2022) chapter on Work-Nonwork Policy and Practice

3) When work takes over your life: [Podcast](#) or [Transcript](#)

Week 5:

R (Stressors-3): 1) Yang et al (2022) chapter on Mistreatment in Organizations

2) [Remote Work Incivility](#)

Week 6:

T (Health-1):

1) Nixon, A. E., Mazzola, J. J., Bauer, J., Krueger, J. R., & Spector, P. E. (2011). Can work make you sick? A meta-analysis of the relationships between job stressors and physical symptoms. *Work & Stress*, 25(1), 1–22.

2) What is [good](#) and what is [bad](#) for your mental health?

R (Health-2):

1) Barber & Budnick (2022) chapter on Sleep and Work Fatigue

2) Fritz (2022) chapter on Recovery from Work

Week 7:

T (Safety): 1) Dollard, M. F., & Bailey, T. (2021). Building psychosocial safety climate in turbulent times: The case of COVID-19. *Journal of Applied Psychology*, 106(7), 951-964.

2) Yang, L.-Q., Zheng, X., Liu, X., Lu, C., & Schaubroeck, J. (2020). Abusive supervision, thwarted belongingness, and workplace safety: A group engagement perspective. *Journal of Applied Psychology*, 105, 230-244.

R (Resources-1): 1) Kossek & Michel (2011) chapter on flexible work schedules

2) Dutton & Lee (2017) benefits of saying nice things about your colleagues

*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: An International Review*, 70(1), 60-84.

Week 8:

T(Resources-2): 1) Schonfeld & Chang (2017) chapter on Interventions in Occupational Health Psychology

2) What else can the organization do to [offer needed support](#)?

Week 9:

T (Future): 1) Howard & Pana-Cryan (2022) chapter on contingent work

2) Looking at the [teleworking trend](#) globally



Dr. Liu-Qin Yang is a Professor of psychology at Portland State University (PSU), with specializations in industrial and organizational psychology, occupational health psychology and quantitative psychology. To date, she has published 50+ scholarly articles, book chapters, and other forms of scholarly work like encyclopedia entry. She and her research team mainly study the health, safety, and performance implications of workplace relationships such as workplace mistreatment and team-member relationships, as well as effective ways to promote employee engagement and manage stress resulting from negative work relationships. Dr. Yang's research has been published in various respected journals in the fields of psychology, management, international business, and nursing, such as the *Journal of Applied Psychology*, the *Academy of Management Review*, the *Journal of International Business Studies*, and the *International Journal of Nursing Studies*.

Dr. Yang's applied experiences include consultation and conducting workshops on employee health and productivity for government sectors, non-profit, and for-profit organizations in the US and China. For example, Dr. Yang's team has been working on longitudinal projects focused on preventing aggression toward nurses in the Pacific Northwest in the past few years, with goals of enhancing health, safety, and productivity of nurses and their work groups. As another example, Dr. Yang's team has been working with a large airline company in China to study how work stress and work motivation contribute to its pilots' well-being, work productivity, and safety. Dr. Yang is the President-Elect for the Society for Occupational Health Psychology. She is the Director of the NIOSH/CDC funded training program at PSU that is focused on training future experts in the areas of Occupational Health Psychology and Total Worker Health[®]. Her work has been funded by the National Institute for Occupational Safety and Health (NIOSH)/CDC, the National Institute of Mental Health, the National Institute for Transportation and Communities/TREC, as well as the Chinese equivalent of National Science Foundation. Additionally, Dr. Yang serves as an associate editor of *Applied Psychology: An International Review*, and on the editorial board for multiple respected journals including the *Journal of Applied Psychology*, *Journal of Occupational Health Psychology*, and *Occupational Health Science*.