OVERVIEW

Most workers today have family responsibilities, regardless of gender, but most workplaces are still designed based on the breadwinner-homemaker model. Problems juggling work and family responsibilities (e.g., work-family conflict) have been shown to be associated with a variety of detrimental health and well-being outcomes such as depression, stress, marital discord, and poor job satisfaction. However, engaging in multiple roles also has benefits. This graduate seminar is designed to provide you with an opportunity to learn about the linkages that exist between work and family lives. We will discuss the critical challenges facing individuals, families, and employers in managing work and family from both a theoretical and practical perspective.

You will be encouraged to master a thorough conceptual understanding of the work and family literature including extant and needed research, problems, and current trends. Moreover, we will discuss implications for organizations and interventions designed to address the needs of working families. Work and family is an area of inquiry important in a variety of disciplines such as psychology, economics, business, sociology, human development, public health, and more. Accordingly, the readings are drawn from assorted disciplinary sources.

This course is offered as part of the minor and training concentration in Occupational Health Psychology.

REQUIREMENTS

Class Participation and Attendance

Class meetings are designed with the primary purpose of offering an opportunity to discuss issues and make inquiries into the assigned topic. Class participation is a very important part of the learning process in this course. For each class, you are expected to be thoroughly familiar with the reading assignments and to be actively involved in class discussions. You are expected to contribute insightful, integrative comments and thoughtful questions, while respecting the rights of other class members as participants. Relevant theoretical and applied issues should be raised. Feedback regarding participation is available upon request.

Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is difficult to do this without being in class. In the event of an absence you will be required to write a two-page (single-spaced) paper summarizing the content of the week's material. If it is a planned absence, the
paper is due to me the day of class. If it is an unplanned absence, the paper is due by the following class period. Habitual tardiness and/or missed sessions may result in a grade reduction.

Policy on Absences Due to Illness

In light of the H1N1 flu pandemic, please make every effort not to infect others when you are ill. If you experience flu symptoms, please visit the campus health center and avoid attending class until you have not experienced a fever for 24 hours. All of us should remember to wash our hands thoroughly several times a day. Should you become ill, please contact me immediately about making up missed work.

USF Emergency Operations

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Blackboard site for each class for course-specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Reading Assignments

Reading assignments are given to facilitate a basic foundation for the material and to stimulate further inquiry and investigation. As such, everyone is expected to read all assigned material, and to read additional material relevant to the topics. You should be prepared to discuss the reading materials in class, particularly the underlying issues/themes addressed by the material, and the utility of the content for researchers and practitioners.

Learning Assignments

This course is intended to be a rigorous academic experience. You will be expected to master substantive scholarship on work and family, as well as to hone your skills of critical thinking and oral and written expression. The following exercises are designed to both develop and assess your understanding of the concepts and issues examined throughout the course and to illustrate that understanding through reference to the assigned readings and class activities.

1. Article presentation. You will be responsible for identifying an additional article from outside the reading list and making a brief (10-15 minutes) summary oral presentation to the class. You should “sign-up” for one week. Be prepared to discuss how the article chosen complements those provided on the reading list. A written summary/outline of the article should be provided to each class member.

2. Review. In order to facilitate critical thinking concerning theoretical and methodological issues, you will be responsible for writing a 2-3 page single-spaced “review” of a research article in the area of work and family. This exercise should be approached as if the article had been submitted for publication and the student serves as the journal reviewer. I will provide the article to be reviewed and sample reviews.
3. **Research project.** You have a variety of options for the research project. You may choose to develop a research proposal from scratch or you may choose to take a project in development and move it to the next stage. Any ideas other than that of another required program element (e.g., an existing thesis/dissertation; paper you are already doing for another class) are acceptable. We will negotiate contracts regarding the deliverables. These projects will not be completed in isolation. The intent for this project is that it we will all collaborate and provide feedback to each other throughout the semester.

Each research project will be presented during the last session. This presentation should fall somewhere between a colloquium and a class presentation. The goal is for us all to engage the presenters in a discussion of the topic. The exchange should be helpful in terms of fine-tuning the final version of the project.

4. **TBD**

**WRITTEN WORK WILL BE GRADED BASED ON THE FOLLOWING CRITERIA:**
- Conceptual insights, clarity, and understanding
- Specificity and sufficient depth
- Using relevant references and rationale to substantiate points
- Integrative ability
- Defining terms, concepts
- Method and design where appropriate

**Grades**

Course grades are earned and not given. Your grade in the course will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1 &amp; Class Prep</td>
<td>15%</td>
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<tr>
<td>Assignment 2</td>
<td>15%</td>
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<td>Assignment 3</td>
<td>25%</td>
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<td>Assignment 4</td>
<td>45%</td>
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# SCHEDULE OF EVENTS

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>9/3</td>
<td>Work and Family Overview</td>
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<tr>
<td>3</td>
<td>9/10</td>
<td>Work, Family, Health Behavior, Affect, and Well-being</td>
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<tr>
<td>4</td>
<td>9/17</td>
<td>Gender, Parenthood, and Well-being</td>
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<tr>
<td>5</td>
<td>9/24</td>
<td>Dual-Career Couples/Division of Labor</td>
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<tr>
<td>6</td>
<td>10/1</td>
<td>Children’s Health and Working Parents</td>
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<td>7</td>
<td>10/8</td>
<td>Work &amp; Family Conflict – Definitions and Causes</td>
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<tr>
<td>8</td>
<td>10/15</td>
<td>Work &amp; Family Conflict – Consequences and Models</td>
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<td>9</td>
<td>10/22</td>
<td>Organizational Work and Family Interventions</td>
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<tr>
<td>10</td>
<td>10/29</td>
<td>Family Supportive Work Environments</td>
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<tr>
<td>11</td>
<td>11/5*</td>
<td>The Positive Side of the Work-Family Interface</td>
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<tr>
<td>12</td>
<td>11/12</td>
<td>Emerging Trends</td>
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<td>13</td>
<td>11/19</td>
<td>International Perspectives</td>
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<tr>
<td>14</td>
<td>11/26</td>
<td>Thanksgiving – NO CLASS</td>
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<td>15</td>
<td>12/4</td>
<td>Proposal Presentations</td>
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<tr>
<td>16</td>
<td>TBD</td>
<td>Final Paper Due</td>
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*WSH conference


**REPRESENTATIVE ASSIGMENTS**

**WEEK 2: Work and Family Overview**


**Week 3: Work, Family, Health Behavior, Affect, and Well-being**


**WEEK 4: Gender, Parenthood, Wellbeing**


**WEEK 5: Dual-Career Couples/Division of Labor**


**WEEK 6: Children’s Health and Working Parents**


**WEEK 7: Work & Family Conflict – Definitions and Causes**

Allen, Walvoord, & Dorio…working measurement paper


**WEEK 8: Work & Family Interactions – Consequences and Models**


WEEK 9: Organizational Work and Family Interventions


WEEK 10: Beyond Benefits – Creating a Family Supportive Work Environment


Allen working CISMS II paper – welfare regime


WEEK 11: The Positive Side of the Work-Family Interface


**WEEK 12: Emerging Trends**


**WEEK 13: Global Perspectives**


