**Occupational Health Psychology**

**PSY 4931 – Spring 2017**

**Contact Information**

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**Course Information**

Class Meetings: Mondays and Wednesdays 12:30 PM – 1:45 PM Location: PCD 1146

Office Hours: Mondays and Wednesdays, 12:00 PM – 12:30 PM or by appointment (please come prepared with questions)

**Course Description**

This course is an introduction to Occupational Health Psychology (OHP), the interdisciplinary study of how psychological factors influence employee health and wellness in the workplace. A broad overview of various topics and theories within OHP will be examined (e.g. occupational stress, safety, physical and psychological strains, etc.). The application of major OHP theories will be explored as well as research pertaining to theories and/or applications. The course consists of integrated components of lecture, readings, presentations, discussions, and independent study. At course completion, students should attain:

* Knowledge regarding what an OHP psychologist does, and be able to identify and explain some of the major OHP theories
* An expanded appreciation of how research is conducted and disseminated
* The ability to interpret research findings and synthesize research in the context of theory, and
* Enhanced critical thinking skills, especially as a consumer of research in applied psychology

**Required Textbook**

Schonfeld, I. S., & Chang, C. (2016). *Occupational Health Psychology: Work, Stress, and Health* 1st ed. New York: Springer. ISBN: 978-0-8261-9967-6

**Attendance Policy**

Class attendance is required. Students are responsible for all material covered in class and in assigned readings (due to time restrictions, lectures are in a condensed format and are by no means exhaustive). It is important that you read the material and prepare questions BEFORE coming to class (e.g. read chapter X before the lecture that will cover chapter X). **If a student misses a class, then he/she is required to provide a summary and response to that week’s assigned reading in order to receive full participation points for that day. This response must be 2-3 pages (double spaced, 1” margins, Times New Roman). This response paper is due within 48 hours of the missed class. *If two classes are missed in a week, then the student must complete (1) the aforementioned response paper for missing the first day, and (2) a second response paper for the empirical article that was chosen by the discussion leaders for the second day.* Each paper will be due within 48 hours of each missed class.**

**Class Communication**

Main communication will be on Canvas. It is the student’s responsibility to check announcements on Canvas. Course lecture slides will eventually be posted to Canvas; however, they may not cover all material discussed in class.

An instructional guide for Canvas may be found at: <http://guides.instructure.com/m/8470>.

**Grading**

Your grade will be based on leading a class discussion, ten sets of weekly discussion questions, participation, and a research proposal and presentation. You will also have the opportunity to earn up to ten points of extra credit through research participation (SONA) and/or extra credit assignments.

To calculate your final grade, divide the number of points you have earned by 400.

**Class Discussion Lead 40 points**

**Discussion Questions 100 points** (10/week; see calendar)

**Participation\* 140 points** (10/week; see calendar)

**Research Paper 90 points**

**Paper Presentation 30 points**

***(SONA or Extra Credit Assignment 10 points)***

**Total 400 points**

*\*Some weekly in-class work and/or mini take-home assignments may be included in participation grade*

***Please note that late assignments will NOT be accepted – no exceptions.***

Extra points earned through research participation or extra credit assignments will be added to your total, and the result will be divided by 400 to obtain your course average. Based on your average, letter

grades will be assigned as follows:

97.0 and up (A+) 77.0 – 79.9 (C+)

93.0 – 96.9 (A) 73.0 – 76.9 (C)

90.0 – 92.9 (A–) 70.0 – 72.9 (C–)

87.0 – 89.9 (B+) 67.0 – 69.9 (D+)

83.0 – 86.9 (B) 63.0 – 66.9 (D)

80.0 – 82.9 (B–) 60.0 – 62.9 (D–)

 Below 60.0 (F)

Please note that grades are nonnegotiable and will not be adjusted due to individual circumstance. I do not round for grading. Please do not ask. If you are on the border between two grades, you can bump yourself up by earning extra credit points.

**Leading Class Discussion (40 points)**

Each week, two students will be responsible for leading discussion for one week during the semester. I will ask that you meet with me one to two weeks in advance of your assigned week so that we can briefly discuss your ideas for how you will lead the class.

There are five main components of leading discussion:

* 1. Present a brief overview of the assigned chapter.
	2. Summarize and organize student discussion questions and outline points for discussion. You will be responsible for leading the class discussion for the day, so you need to come prepared with discussion topics and be an “expert” on the weekly topic. For instance, what were the main themes that came up in students’ discussion questions? What are the major conceptual/methodological issues or themes that came up in the assigned chapter?
	3. Present one outside empirical study that you believe expands our knowledge on the weekly topic. Using PsycInfo, please find one additional empirical research article (from the list of approved journals on Canvas) that was published in the last 5 years and that relates to the weekly topic, read it, and be prepared to present information about the article to the class.
	4. Present one “real-world” example (e.g., news articles, music, movies/TV, websites, blogs, YouTube videos) that you believe expands our knowledge on the weekly topic and explain your rationale.
	5. Write a 1-2 page (double-spaced) synthesis in which you summarize and provide rationale for items C and D above. Specifically, please summarize the article, describe the “real-world” example, and explain why you included each of them in your class discussion. *Note that each student discussion leader must write their own synthesis*.

**Discussion Questions (140 points; 10 points per week)**

For most of the weeks throughout the semester, you must submit 2-3 discussion questions that correspond to that week’s assigned reading. These questions will be used to stimulate our class discussions, and thus, I ask that you email your discussion questions to the weekly discussion leaders and myself by each **Sunday at 11:59pm**. Please also bring a hardcopy of your discussion questions to class.

**Class Research Projects (factored into participation grade)**

During class on the week of February 27th, the class will be broken up into 4-5 groups, and each group will be asked to develop 2-3 research hypotheses about an OHP topic of their choice. Once each group comes up with their own set of hypotheses, the class will develop an overall research survey that will measure each group’s study variables. Each student will then be required to participate in class data collection by recruiting 5-10 participants (friends, family, etc. – the more the better!) to complete the survey (by March 29th). Once data collection is complete, we will analyze the data as a class to examine each group’s hypotheses (on April 3rd). Finally, students will be required to (1) give a final group presentation about the overall findings of their research study and (2) write a final paper about their group’s project. **Note that the final paper is an *individual* assignment, and the final presentation is a *group* assignment.** See below for detailed instructions regarding the final paper and presentation.

**Final Paper (90 points)**

In lieu of any exams in this class, you will be asked to write a 5-6 page (not including abstract, references, or figures/tables) APA style research report that focuses on the research topic that your group developed (see “Class Research Projects” section above). This paper will be in manuscript form, and therefore will consist of an (1) Abstract, (2) Introduction, (3) Method section, (4) Result section, (5) Discussion section, (6) References section, and (7) any figures or tables. You will be required to cite at least 5 peer-reviewed research articles in this paper. This final assignment will be due by **12pm (noon) on Wednesday, May 3rd**. Although the research topics/hypotheses will be developed in groups, each student will be responsible for his/her own research paper. Please note that this paper will go through a plagiarism check via TurnItIn on Canvas, so be sure to use your own thoughts and words, and cite properly!

**Final Presentation (30 points)**

In groups of 4-5, you will be asked to present your research project on the last day of class, April 24th. Each presentation should be 10-15 minutes, and should include (1) and introduction to the topic, (2) a presentation of the hypotheses, (3) a description of the methods used to test the hypotheses, (4) results of the study analyses, and (5) a discussion of the findings. Each group member should participate equally in this presentation. You will each get a chance to grade your group members on their participation in preparing this presentation. Specifically, a third of your grade for this assignment (i.e., 10 points) will come from peer reviews of your participation in this presentation process, and so please be sure to have an active role in the development *and* execution of this presentation.

**Extra Credit Opportunities**

 **Option 1:** ***SONA*** (Department of Psychology’s research subject pool)

* You will receive 1 extra credit point for each research credit, up to a maximum of 10 points.
* To access the system: http://usf.sona-systems.com/
* If you sign up for an experiment or research, please show up on time. If you are unable to make your appointment for some reason, cancel your slot on SONA, or write to the researcher to cancel as soon as you know you will not be able to make it. Failing to show up or to alert the researcher is disrespectful of the research process, wastes the time of the research team, and takes slots away from other people who want to participate in research.

**Option 2: *Article Response Paper* (5 points each; can do a maximum of 2)**

* Find an empirical article that relates to occupational health psychology. It must be an article that was published within the past 5 years, and it must have been published in a journal from the approved list that is posted on Canvas.
* Summarize the article and provide a response. Be sure to address the following questions:
	+ What was the theory used to frame the research questions/hypotheses (if applicable)?
	+ What were the methods (e.g., study design, recruitment method, sample description, materials used)?
	+ What were the general findings of the study?
	+ What are some of the implications of this study?
	+ What were the limitations of the study? What could the authors have done differently to make this study even better?
	+ What are two or more ways in which future research can build upon the results of this study?
* This response must be at least two pages long (double spaced, 1” margins, Times New Roman)
* *Each article response paper will be worth 5 extra credit points. You may complete up to two article response papers in order to earn a maximum of 10 extra credit points. Should you choose this extra credit option, the response papers are due by* ***April 14th at 11:59pm.***

**CLASS POLICIES**

**Email Etiquette:** Email is formal correspondence. Please treat it accordingly. All email should have a relevant subject line and the course number (PSY4931). Please use your USF email address, address me properly (e.g., Dear Steph), and sign your name at the bottom of your message. Try to use proper grammar, complete sentences, correct spelling and an appropriate tone. Be sure to be clear in your message, concisely summarizing your questions. I am happy to answer your questions, but please help me to help you. Please inform me of where you tried to look up the information in your e-mail. Also, please check the course syllabus before emailing me with a question. I reserve the right not to respond to your email if you ask a question that is answered in the syllabus.

**Classroom Behavior:** Students who have questions or comments during class are expected to raise their hands and address the instructor with courtesy and respect when called on. Disruptive behaviors, including excessive talking, sleeping, reading newspapers, text, surfing the internet, or other activities that disturb other students or the instructor will not be tolerated during class. Students engaging in such behaviors will be reprimanded, and if necessary, asked to leave (Campus police are available to enforce this policy.). A reprimand will result in the forfeiture of extra credit points earned to date, and any subsequent class disruptions will result in referral to university authorities for dismissal from this course with a grade of F and other penalties through the University System.

**Incompletes:** Incompletes will only be granted in the case of medical or personal emergencies. Incompletes can only be given if you are receiving a grade of “C- ” or higher on work already completed. Contact the instructor as soon as you suspect you might need to take an incomplete in the course. However, failure to complete the required work by the end of the next regular semester will result in a grade of F.

**Notes/Tapes Policy:** Course materials are provided for students enrolled in this course to facilitate learning this course. The instructor does not give permission for course lecture notes and other original materials to be reproduced for the purposes of commercial sale, mass reproduction, and Internet postings; to use to teach other courses; to give to other students or others NOT enrolled in the course; or for other reasons than to facilitate learning for students currently enrolled in this course. Notes or tapes are not permitted for purposes of sale or posting. All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance by the instructor and may be used for personal use during the semester only; redistribution is prohibited.

**EXCUSED ABSENCES**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or an official school-related event must provide notice of the date(s) to the instructor, in writing, by January 20th. This is an institutional policy.

**INSTITUTIONAL POLICIES**

**Academic Honesty**: Exams, homework assignments, quizzes, and all other activities conducted during this course are designed to increase and/or to test your understanding. Academic dishonesty is harmful to students, instructors, the university, and society at large. Cheating, plagiarism, and other forms of academic dishonesty as well as disruption of the academic process will result in 0 points for a homework assignment, and a grade of ‘FF’ in the class for more than one homework infraction or infractions on exams.

<http://www.ugs.usf.edu/catalogs/1112/pdf/AcademicIntegrityOfStudents.pdf>

**Accommodations for Persons with Special Needs**: USF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

**Emergency Situations**: 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: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information

**Student Grievance Procedure**:

Please review the USF Academic Grievance Procedure at:

<http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>

**Student Rights and Responsibilities**:

Please review USF Student Rights & Responsibilities at:

<http://www.sa.usf.edu/srr/page.asp?id=81>

**Student Code of Conduct**:

Please review USF Student Code of Conduct at:

<http://www.sa.usf.edu/srr/page.asp?id=88>

**Gender Based Crime:** USF has a commitment to the safety and well-being of our students.  Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. I am required to report such incidents in order for the Office of Student Rights and Responsibilities or the Office of Diversity, Inclusion, and Equal Opportunity can investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and provide assistance to the student making the disclosure. If you disclose in class or to me personally, I must report the disclosure and will assist you in accessing available resources.

The Center for Victim Advocacy and Violence Prevention, the Counseling Center and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

* *Center for Victim Advocacy and Violence Prevention:*
	+ *(813) 974-5757*
	+ [***http://sa.usf.edu/advocacy***](http://sa.usf.edu/advocacy)
* *Counseling Center*
	+ *(813) 974-2831*
	+ [***http://usf.edu/student-affairs/counseling-center***](http://usf.edu/student-affairs/counseling-center)
* *Student Health Services*
	+ *(813) 974-2331*
	+ [***http://usf.edu/student-affairs/student-health-services***](http://usf.edu/student-affairs/student-health-services)

**I reserve the right to modify this syllabus when deemed necessary and appropriate to accomplish the goals of the course. Any changes/modifications will be announced in class or via email.**

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Week** | **Date (Mon/Wed)** | **Topic** | **Reading** **Assignment** | **Discussion Leaders** |
| 1\* | Jan 9Jan 11 | An Intro to OHP | Ch. 1 |  Steph |
| 2\* | Jan 16Jan 18 | Research Methods | Ch. 2 |  Steph |
| 3\*^ | Jan 23Jan 25 | Theoretical Models in OHP  | Ch. 3 | Thomas Shiho |
| 4\*^ | Jan 30Feb 1 | Overview of Workplace Stressors & Strains | Ch. 4 |  AllegraGeorgia |
| 5\*^ | Feb 6Feb 8 | Workplace Violence & Mistreatment | Ch. 5 |  MarkKamille |
| 6\*^ | Feb 13Feb 15 | Organizational Climate and Leadership | Ch. 6 | RachelleWednesday |
| 7\*^ | Feb 20Feb 22 | Occupational Safety | Ch. 8 | Emily C.Eric |
| 8\*^ | Feb 27March 1 | Work and Family Conflict | Ch. 9 | YaritzaObed  |
| 9\* | March 6March 8 | **\*Form Groups & Design Survey**Extra Time for Survey Design/TBD |  | N/A  |
| 10 | March 13March 15 | NO CLASS (Spring Break) |  | N/A |
| 11\*^ | March 20March 22 | OHP within Specific Occupations | Ch. 7 |  AlyssaEmily G. |
| **NOTE: LAST DAY TO DROP WITHOUT ACADEMIC PENALTY IS MARCH 25TH** |
| 12\*^ | March 27March 29 | Interventions I – WF/Safety | Ch. 10 – First ½  | Alexandra |
| 13\* | April 3April 5 | **\*Run Class Analyses** Grad School Research Day |  | N/A  |
| 14\*^ | April 10April 12 | Interventions II – Health/Wellbeing | Ch. 10 – Second ½  | 4/14: Ex Credit Due @ 11:59pm |
| 15\*^ | April 17April 19 | The Future of OHP | Ch. 11 |  StephanieMonique |
| 16 | April 24April 26 | Class PresentationsClass Presentations |  | N/A |
|  |  | **Final Paper Due by 12pm (noon) on Wednesday, May 3rd** |  |  |

**\*Participation points will be given for these weeks.** Students can earn a maximum of 5 participation points for each class period during these weeks. If a student misses a day during these weeks, they must complete a response paper within 48 hours of their absence in order to receive maximum participation points for that day (See the “Attendance Policy” section of the syllabus for more details).

^**Discussion Questions are due for these weeks.** The questions must be sent to the weekly discussion leaders (and myself) by Sunday, 11:59pm.