PSY 5XX: Occupational and Organizational Health

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Office hours: ** (my office), ** (in the library), or by appointment. Drop-ins are also welcome. For best results, please bring your course materials and questions in writing.

Background on Dr. Cunningham: http://www.utc.edu/Faculty/Chris-Cunningham

Co-/Prerequisites

To get the most out of this course you are required to be a graduate student in good standing in either the M.S. program in I-O or Research Psychology, the Master's program in Health and Human Performance, or have permission of the instructor.

Course description

This course will introduce students to the field of occupational health psychology (OHP). As a field of scientific research and practical application, OHP emphasizes the promotion of wellness and prevention of negative health-related consequences within organizational settings. Students will be required to engage in a participatory learning environment focused on understanding this broad and rapidly developing interdisciplinary field. Weekly meetings will be led by the instructor, but enhanced by regular student presentations and discussions of recent and relevant primary source literature. At all times the emphasis will be on drawing connections between OHP theory and OHP practice and at the relationship between individual and organizational health and well-being.

Course Objectives

- Gain an understanding of the research base in OHP
- Enhance your ability to evaluate key health and safety issues within organizations
- Challenge you to find ways to effectively translate OHP research into practice
- Improve your critical evaluation skills regarding applied psychological research
- Improve your ability to review and understand primary source readings
- Provide you with additional opportunities to practice public presentations

Please note: Students will vary in their ability to master all of these objectives. Those who succeed the best will be those who follow course guidelines, attend classes, complete all assigned work, and try their hardest to meet course expectations.

Course Details

You will earn your grade in this course by engaging in the process of learning about OHP research and practice. One way I can help you to engage is to distribute my evaluation of your performance over multiple components. The following sections detail how these multiple components fit together. Where applicable, elements contributing to your final grade are also identified.

Attendance: You are expected to attend every class.

Class notes: I do not provide copies of my slides or notes to students. Reading the assigned readings before class meetings will give you a general idea of what to expect during class. I *will* provide an outline of the main topics to be covered in each class. Please visit our course Blackboard site ahead of each class to find this outline. Use this outline to guide your note-taking during class.

Reading: All readings for this class will come from the following text and the attached list of weekly readings. The text has been ordered and should be available at the bookstore.

- Quick, J. C., & Tetrick, L. E. (2003). *Handbook of occupational health psychology.* Washington, DC: American Psychological Association.

The tentative reading schedule is included on the last page of this syllabus. Most articles can be downloaded through the library's research databases. I will try to post any of the difficult-to-find readings on our Blackboard site ahead their assigned date. *I recommend that you gather all the readings in the first two weeks of classes, before schedules become increasingly hectic.* Because each class is heavily based on the weekly readings, you are expected to complete all assigned readings before each class. This is also for your own benefit, as studies have shown that students who read and try to understand the material before attending classes are more likely to (a) learn from the actual lecture and (b) retain that information better when they are eventually tested.

Discussion points (30 points): Each set of readings is arranged around a specific topic within OHP. After reading all the readings, you are required to generate four general discussion questions that you bring to class. You are encouraged to also write down any questions pertaining to specific readings so that these may be discussed as well. The four discussion questions should reflect your attempt to integrate each week's readings and extend them as your creativity dictates. Bring these questions and some recollection of the assigned readings to each lecture (along with your readings and note-taking materials). Use these questions to initiate your participation in our weekly discussions.

In-Depth Presentations (30 points)
Each week our class will be supplemented by one or two 20-30 minute "expert" presentations on the topics at hand. Presenters will be required to consult with me well ahead of the scheduled class period to solidify a relevant topic and ensure adequate coverage of material. These presentations will require you to do some additional research beyond the weekly assigned readings. The deliverable is a professional-level presentation to the entire class. Each presentation should summarize relevant research and clearly discuss its implications for continued study and application within organizations.

Written Paper (40 points)
You have two options for your major writing assignment in this course. With both papers, you are challenged to identify an OHP-related topic that you find has both research and practice relevant within organizations. The first option is to write a detailed review of the empirical research literature associated with an OHP-related topic of your choosing (and my approval). This review must be as comprehensive as possible and it should follow APA style. The purpose of this review is to review individual studies, highlight major themes that run throughout the existing literature, and offer a critical evaluation and set of future directions based on your review.

Your second option is to write a research proposal based on an OHP-related topic. This proposal also needs to follow APA format, but instead of stopping with a basic review, it should develop a manageable set of hypotheses and a

research plan that would provide you with the necessary data to test these hypotheses. This proposal would therefore be about 80% literature review and 20% description of methods and all its elements.

Academic Honesty

All the work you do in this class should be your own. This goes for the discussion questions and your writings and presentations. Cheating, dishonesty, or plagiarism will not be tolerated. Anyone engaging in dishonest activity will receive a failing grade.

Grading

Grades are earned, beginning at 0 points. As you complete various components of the graded elements in this course you will earn points toward your final grade. At the end of the semester the total number of points you earned across these multiple components will be summed and your grade will be determined by comparing it against the following (out of a total possible 100 points):

Grade	Point range earning this grade
A	90 – 100
B	80 – 89
C	70 - 79
D	60 - 69
F	Below 60

Support Services

If you are a student with a disability (physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or special accommodations in this class or any other class, call the Office for Students with Disabilities/College Access Program (425-4006) or go by that office at 110 Frist Hall.

TENTATIVE COURSE SCHEDULE & READING LIST

Week 1: Course Overview
- Assignment of weekly presentations
- Discussion of presentation guidelines
- Review of reading strategies and note taking tips

Week 2: Introduction to OHP
- Chapters 1, 2, 3
- Adkins, J. A. (1999). Promoting organizational health: The evolving practice of Occupational Health Psychology. *Professional Psychology: Research and Practice, 30*(2), 129-137.
- Sauter, S. L., & Hurrell, J. J. (1999). Occupational Health Psychology: Origins, content, and direction. *Professional Psychology: Research and Practice, 30*(2), 117-122.

Week 3: Research Methods Issues
- Chapters 18, 19, 20
- Bliese, P. D., & Jex, S. M. (2002). Incorporating a multilevel perspective into occupational stress research: Theoretical, methodological, and practical implications. *Journal of Occupational Health Psychology, 7*(3), 265-276.
- Glasgow, R. E., & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. *Annual Review of Public Health, 28*, 413-433.
- Jex, S. M., Beehr, T. A., & Roberts, C. K. (1992). The meaning of occupational stress items to survey respondents. *Journal of Applied Psychology, 77*(5), 623-628.
- Spector, P. E. (1994). Using self-report questionnaires in OB research: a comment on the use of a controversial method. *Journal of Organizational Behavior, 15*, 385-392.

Week 4: Occupational Stress
- Chapters 5, 9
- Beehr, T. A. (1995). Organizational outcomes of occupational stress. In *Psychological stress in the workplace* (pp. 132-149). London: Routledge.
- Jex, S. M. (2002). *Organizational psychology: A scientist-practitioner approach* (Chapter 7). New York: John Wiley & Sons.
- Jex, S. M., Cunningham, C. J. L., De La Rosa, G., & Broadfoot, A. (2006). Stress and employee effectiveness. In A. M. Rossi, P. L. Perrewe, & S. L. Sauter (Eds.), *Stress and quality of working life: Current directions in occupational health* (pp. 101-119). Greenwich: Information Age Publishers.
- Sulsky, L., & Smith, C. (2005). *Work stress* (Chapters 1, 2, 3). Belmont: Thompson Wadsworth.

Week 5: Role Stressors
- Beehr, T. A., & Glazer, S. (2005). Organizational role stress. In E. K. K. J. Barling, & M. R. Frone (Ed.), *Handbook of work stress* (pp. 7-33). Thousand Oaks: SAGE Publications.
- Bettencourt, L. A., & Brown, S. W. (2003). Role stressors and customer-oriented boundary-spanning behaviors in service organizations. *Journal of the Academy of Marketing Science, 31*(4), 394-408.

- Fried, Y., Ben-David, H. A., Tiegs, R. B., Avital, N, & Yeverechyahu, U. (1998). The interactive effect of role conflict and role ambiguity on job performance. *Journal of Occupational and Organizational Psychology, 71*, 19-27.
- Tubre, T. C., & Collins, J. M. (2000). Jackson and Schuler (1985) Revisited: A meta-analysis of the relationships between role ambiguity, role conflict, and job performance. *Journal of Management, 26*(1), 155-169.

Week 6: Stress and Control

- Chapter 10
- Boswell, W., Olson-Buchanan, JB., & LePine, MA. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior, 64*, 165-181.
- Cong, L., Spector, P. E., & Jex, S. M. (2005). The relation of job control with job strains: A comparison of multiple data sources. *Journal of Occupational and Organizational Psychology, 78*, 325-336.
- Peterson, C. (1999). Personal control and well-being. In E. D. D. Kahneman, & N. Schwarz (Ed.), *Well-being: the foundations of hedonic psychology* (pp. 288-301). New York: Russell Sage Foundation.
- Spector, P. E. (1986). Perceived control by employees: A meta-analysis of studies concerning autonomy and participation at work. *Human Relations, 39*(11), 1005-1016.
- Terry, D. J., & Jimmieson, N. L. (1999). Work control and employee well-being: A decade review. In C.L. Cooper, & I.T. Robertson (Eds.), *International review of industrial and organizational psychology* (Vol. 14, pp. 95-148). Chichester: John Wiley & Sons Ltd.

Week 7: Workload, Work scheduling, and Organizational Constraints

- Chapter 8
- Peters, L. H., & O'Connor, E. J. (1980). Situational constraints and work outcomes: The influences of a frequently overlooked construct. *Academy of Management Review, 5*(3), 391-397.
- Spector, P. E., & Jex, S. M. (1998). Development of four self-report measures of job stressors and strain: Interpersonal Conflict At Work Scale, Organizational Constraints Scale, Quantitative Workload Inventory, and Physical Symptoms Inventory. *Journal of Occupational Health Psychology, 3*(4), 356-367.
- Villanova, P., & Roman, M. A. (1993). A meta-analytic review of situational constraints and work-related outcomes: Alternative approaches to conceptualization. *Human Resource Management Review, 3*(2), 147-175.

Week 8: Incivility, violence

- Cortina, L., Magley, V., Williams, J., & Langhout, R. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology, 6*(1), 64-80.
- Glomb, T. M., Steel, P. D. G., & Arvey, R. D. (2002). Office sneers, snipes, and stab wounds: Antecedents, consequences, and implications of workplace violence and aggression. In R. G. Lord, R. J. Klimoski, & R. Kanfer (Eds.), *Emotions in the workplace* (pp. 227-259). San Francisco: Jossey-Bass.
- Pearson, C. M., & Porath, C. L. (2005). On the nature, consequences and remedies of workplace incivility: No time for "nice"? Think again. *Academy of Management Executive, 19*(1), 7-18.
- Penney, L. M., & Spector, P. E. (2005). Job stress, incivility, and counterproductive work behavior (CWB): the moderating role of negative affectivity. *Journal of Organizational Behavior, 26*, 777-796.
- Rogers, K.-A., & Kelloway, E. K. (1997). Violence at work: Personal and organizational outcomes. *Journal of Occupational Health Psychology, 2*(1), 63-71.

Week 9: A new criterion problem: Health and well-being

- Chapter 4
- Grebner, S., Semmer, N. K., & Elfering, A. (2005). Working conditions and three types of well-being: A longitudinal study with self-report and rating data. *Journal of Occupational Health Psychology, 10*(1), 31-43.
- Hofmann, D. A., & Tetrick, L. E. (2003). The etiology of the concept of health: Implications for "organizing" individual and organizational health. In D. A. Hofmann & L. E. Tetrick (Eds.), *Health and safety in organizations: A multilevel perspective* (pp. 1-28). San Francisco: Jossey-Bass.
- Ryff, C. D., & Singer, B. (2003). Ironies of the human condition: Well-being and health on the way to mortality. In L. G. A. U. M. Staudinger (Ed.), *A psychology of human strengths: Fundamental questions and future directions for a positive psychology* (pp. 271-287). Washington, D.C.: American Psychological Association.
- Warr, P. (1990). The measurement of well-being and other aspects of mental health. *Journal of Occupational Psychology, 63*, 193-210.
- Wilson, M. G., DeJoy, D. M., Vandenberg, R. J., Richardson, H. A., & McGrath, A. L. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. *Journal of Occupational and Organizational Psychology, 77*, 565-588.

Week 10: No classes: Spring Break

Week 11: Moderator variables?

- Jex, S. M., & Bliese, P. D. (1999). Efficacy beliefs as a moderator of the impact of work-related stressors: A multilevel study. *Journal of Applied Psychology, 84*(3), 349-361.
- Jex, S. M., Adams, G. A., Elacqua, T. C., & Bachrach, D. G. (2002). Type A as a moderator of stressors and job complexity: A comparison of achievement strivings and impatience-irritability. *Journal of Applied Social Psychology, 32*(5), 977-996.
- Koeske, G. F., Kirk, S. A., & Koeske, R. D. (1993). Coping with job stress: Which strategies work best? *Journal of Occupational and Organizational Psychology, 66*, 319-335.
- Nelson, D. L., & Burke, R. J. (2002). A framework for examining gender, work stress, and health. In D. L. Nelson & R. J. Burke (Eds.), *Gender, work strses, and health* (pp. 3-14). Washington, D.C.: American Psychological Association.
- Peeters, M. A. G., & Rutte, C. G. (2005). Time management behavior as a moderator for the job demand-control interaction. *Journal of Occupational Health Psychology, 10*(1), 64-75.
- Schaubroeck, J., & Merritt, D. E. (1997). Divergent effects of job control on coping with work stressors: the key role of self-efficacy. *Academy of Management Journal, 40*(3), 738-754.

Week 12: Safety

- Chapter 6
- Caruso, C. C., Bushnell, T., Eggerth, D., Heitmann, A., Kojola, B., Newman, K., et al. (2006). Long working hours, safety, and health: Toward a national research agenda. *American Journal of Industrial Medicine, 49*, 930-942.
- DeJoy, D. M., Searcy, C. A., Murphy, L. R., & Gershon, R. R. M. (2000). Behavioral-diagnostic analysis of compliance with universal precautions among nurses. *Journal of Occupational Health Psychology, 5*(1), 127-141.
- Hemingway, M. A., & Smith, C. S. (1999). Organizational climate and occupational stressors as predictors of withdrawal behaviours and injuries in nurses. *Journal of Occupational and Organizational Psychology, 72*, 285-299.

- Spurgeon, A., Harrington, J. M., & Cooper, C. L. (1997). Health and safety problems associated with long working hours: A review of the current position. *Occupational and Environmental Medicine, 54*, 367-375.

Week 13: Work-Nonwork Interface
- Chapter 7
- Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *Journal of Applied Psychology, 90*(1), 132-146.
- Boswell, W. R., & Olson-Buchanan, J. B. (2007). The use of communication technologies after hours: The role of work attitudes and work-life conflict. *Journal of Management, 33*(4), 592-610.
- Byron, K. (2005). A meta-analytic review of work-family conflict and its antecedents. *Journal of Vocational Behavior, 67*, 169-198.
- Greenhaus, J., Collins, K., & Shaw, J. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behavior, 63*, 510-531.
- Grzywacz, J. G., & Marks, N. F. (2000). Reconceptualizing the work-family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. *Journal of Occupational Health Psychology, 5*(1), 111-126.
- Hammer, L., Cullen, J. C., Neal, M. B., Sinclair, R. R., & Shafiro, M. V. (2005). The longitudinal effects of work-family conflict and positive spillover on depressive symptoms among dual-earner couples. *Journal of Occupational Health Psychology, 10*(2), 138-154.

Week 14: Interventions
- Chapters 14, 15, 16, 17
- Bond, F. W., & Bunce, D. (2000). Mediators of change in emotion-focused and problem-focused worksite stress management interventions. *Journal of Occupational Health Psychology, 5*(1), 156-163.
- Burke, M. J., & Sharpy, S. A. (2003). Improving worker safety and health through interventions. In D. A. Hofmann & L. E. Tetrick (Eds.), *Health and safety in organizations: A multilevel perspective* (pp. 56-90). San Francisco: Jossey-Bass.

Week 15: Understudied populations & systemic issues
- Final topics will depend on remaining time
- Discussion of OHP in Europe
- Presentation of National Occupational Research Agenda and topical foci of the National Institute for Occupational Safety and Health (NIOSH)