**Instructor:** Joe Mazzola, Ph.D. **Office Phone:** 312-341-2275

**Office:** AUD 827-C **E-Mail:** jmazzola@roosevelt.edu

**Department:** Psychology

**Office Hours:** Mon 2:30-4:30pm, Wed 3 – 5pm or by appt.

**Class Time:** Wed 6:00-8:30pm **Room:** AUD 524

**Suggested Texts**

Schonfeld, I.S., & Chang, C. (2017). *Occupational Health Psychology* (1st ed.). New York, NY: Springer Publishing Company.

Quick & Tetrick (2003). *Occupational Health Psychology Handbook* (2nd ed.). Washington, DC: American Psychological Association.

Sinclair, Wang, & Tetrick (2012). *Research Methods in Occupational Health Psychology: Measurement, Design, & Data Analysis.* Routledge.

**Course Description and Goals**

This course is a survey of the research and theory in occupational health psychology (OHP). Organizations are becoming more cognizant of their role as facilitators for the health of their employees, as well as the potential for cost saving and productivity boosting through various OHP-related programs/policies. You will be exposed to the current research and practice in the areas of safety, stress, and health in the workplace. At the end of this course, you should be able understand the basic findings in the area of health in the workplace, critically evaluate research in OHP, and apply health research findings to help employees and organizations.

**Format**

The syllabus provides a list of required readings for each class period. You are expected to have thoroughly read the required readings and be prepared to discuss them in detail. Of course, you may integrate additional readings from journals, books, the newspaper, etc. that you believe are relevant to the day’s topic.

This class is an opportunity to introduce you to the interesting, complex, and multifaceted world of occupational health psychology. As the professor for the course, I view my role as facilitator of the learning process and not as a lecturer. My goals for this course are three-fold, to ensure that you walk away from the course with the ability to: (a) clearly discuss the topics we covered, (b) obtain the knowledge and skills to think critically and conceptually about occupational health psychology, and (c) acquire the knowledge and skills to relate these principles to topics that are germane to your future career goals. As a graduate student, you are expected to play an active role in shaping the learning environment for the class. Each week we will have a guided discussion of the readings that focuses on: (a) identifying the key concepts and take-away points, and (b) critically examining the implications of the day’s readings for industrial/organizational psychology research and practice. All students are expected to be both verbally and mentally involved in every discussion.

A number of critical professional skills are developed in this environment, including:

* Organization of scientific information.
* Integration and application of information from varied sources.
* Critical thinking and the development of arguments rooted in scientific information.
* Effective oral communication.

While each class will likely start with a short “lecture” of the basic findings and tenets of the topic/readings of each week, the lecture component of this course will be minimal. Instead, I plan to facilitate and aid discussion, clarify difficult conceptual or technical concepts, and help guide you through the world of OHP. Additionally, I will actively encourage students to openly express their ideas and perspectives regarding the topics, the theory supporting them, and the empirical research on them. However, I will also expect that students provide supporting rationale for their ideas that is grounded in theory and research, and not only anecdotal observations and opinions. Further, I will actively discourage an environment that is internally competitive and hostile.

## Grading

Grades for this class are assigned in the following manner. There are five primary components to your grade. These are listed below and each of these components will be discussed in detail.

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| --- |
| Grading Scale (%) |
| 93 – 100 | = | A |
| 90 – 92.9 | = | A- |
| 87 – 89.9 | = | B+ |
| 83 – 86.9 | = | B |
| 80 – 82.9 | = | B- |
| 77 – 79.9 | = | C+ |
| 73 – 76.9 | = | C |
| 70 – 72.9 | = | C- |
| below 69.9 | = | F |

Activity Points

Participation 50

Article Presentation 50

Homework (5 – 25 ea) 125

Mid-term exam 100

Case Challenge 100

Final Exam 100

TOTAL 525

**Participation**

Discussion of the topics we will cover are important in this class. Often topics have differing theoretical assumptions. Discussion can help bring this out. Therefore, your discussion in class will figure into your participation grade.

For each class period, you will bring in 4-5 discussion questions for the readings that day. These questions should be a springboard for class discussion on the reading, and should require more than a yes/no answer. Because some students in the class may specialize in different topics within I/O, feel free to “spin” the day’s themes in a reasonable fashion towards your interests. The primary goal is to make sure that students come to class not only with the readings read, but also after putting some degree of thought into the implications of the readings.

These should be typed with your name on it and brought to class with you. No late discussion questions (turned in after class), regardless of circumstances, will be accepted. If you miss class, instead of handing in these questions, you will hand in a 1.5-2 page reaction to the readings by the following week.

Your participation grade will comprise the following components: 1) The quality of your discussion questions. 2) Your contribution to the class discussion, both through your questions and your responses to the questions brought up by others. 3) The effort and quality of work during in-class group activities. 4) Your contributions to the lecture portion of class, when I ask for feedback/information from the class. 5) Finally, if you miss more than one class, I will take 25 points from these points for each additional day (see attendance policy).

**Article Presentation**

Each student will be responsible for doing one short (about 8-12 minutes) presentation throughout the semester (2-3 students presenting per day, depending on class size). You will be presenting an article to the class related to the topic of that day (but NOT from the reading list that day). You will need to find an article on your own and present it’s background, methodology, and findings to the rest of the class. This is your chance to expand yours and the class’s knowledge beyond just what is assigned. You will be graded on the information you provide, your critical evaluation and personal thoughts on the paper (meaning going beyond repeating what was written), your oral and visual presentation, and your ability to inform and interact with your audience (See rubric on Blackboard).

**Homework**

There will be five (relatively) short homework assignments that are meant to give you a chance to branch out from just the readings assigned in this class. Handouts regarding the specifics of these assignments will be provided on Blackboard at least 2 weeks before they are due (see schedule for due dates).

**Mid-term & Final Exam**

The mid-term and final exams will likely be essay questions that will ask you to apply and integrate the information presented in the readings and in class discussions in the class up to that point. More details will be provided as the mid-term and final exam date gets closer.

**Case Challenge**

Students will be assigned to 2-3 person teams (depending on class size) who will act as a consulting team. Each team will be given the same organizational challenge. Together, each consulting team will craft a unique solution to the occupational health issue using information presented throughout the course and his/her own creativity. Finally, the consulting team will complete two products: (1) the “written proposal” in response to the organizational challenge and (2) an “oral presentation” to the class at the end of the semester. The class will rate these presentations, and between your rankings and mine, we will choose the “winner” of the case challenge. The winners will receive extra credit for the class (about 4% of the total points in the class) and bragging rights. Overall grade will be based both on the presentation and the written proposal (See rubric on Blackboard)

**IMPORTANT COURSE POLICIES**

My general approach is to follow all University policies. Some specific policies include:

**Make-up Exam:** I strongly encourage you to take the exam at the scheduled time. However, I recognize there are certain extenuating circumstances that may cause a student to miss an in-class examination. You must have an approved excuse to miss an exam (i.e., religious holiday, illness with doctor’s note, death in the family), and preferably let me know before the start of the exam if at all possible. I will ask for documentation. If you are able to verify that you missed an in-class exam for a legitimate reason, you may take a make-up exam. If you miss an exam and do not have an approved excuse, you will receive a zero for that exam.

**Religious Holidays:** Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Please let me know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to me within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy here: <https://www.roosevelt.edu/policies/religious-holidays>.

**Attendance:** In a graduate class, attendance is as important as participation. I understand that people may miss class for various reasons. I am not worried why you miss. An absence is an absence. Therefore, you may miss one class session without penalty for any reason (see below for the missed class assignment). After your first absence, for each class you miss, 5% will be subtracted from your total grade regardless of the reason you have missed class. Excessive absences will result in a grade of “F” for this course.

**IMPORTANT NOTE:**  If you miss class, you need to hand in a 1.5-2 page reaction to the readings by the following week to make up for the missed participation in discussion or risk losing additional participation points, no matter which number absence it is.

**E-mail Use:** I will use e-mail frequently to communicate class information to you. You must check your RU e-mail account regularly or you may miss important reminders and other class information. I do not send e-mail regarding class information to non-RU accounts. You should also feel free to e-mail me with questions, concerns, or comments throughout the semester. I will work to do my best to respond to emails within 24 hours.

**Americans with Disabilities Act:** Please notify me immediately if you are a student with a disability recognized by RU. Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt’s policies and practices are found in the following link: <https://www.roosevelt.edu/student-experience/disability-services>. If you have a condition or disability that requires reasonable accommodation, please alert your instructor or the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation. **Academic Success Center is located at:  Chicago campus: Auditorium Building 1050 (inside the Library) (312) 341-3818. Schaumburg campus: room 125, 847-619-7978. Email Adam Wouk or Danielle Smith at** **dsmith51@roosevelt.edu****.**

**Academic Honesty**: All students will be held to the University's standards on academic dishonesty. Ignorance of standards will not be accepted as an excuse. The university’s policies on issues such as plagiarism, recycling, cheating and other forms of academic dishonesty can be found in the undergraduate catalog at <http://catalog.roosevelt.edu/undergraduate/policies/academic-integrity-policy/> and the graduate catalog at <http://catalog.roosevelt.edu/graduate/policies/academic-integrity/> Additional guidelines for avoiding plagiarism are available here: <https://www.roosevelt.edu/current-students/academics/academic-integrity>.

**Student Code of Conduct:** Students enrolled in the university are expected to conduct themselves in a manner compatible with the university’s function as an educational institution. <https://www.roosevelt.edu/current-students/get-help/complaint/student-misconduct>

**Withdrawal:** The last day to withdraw without citing a reason is **March 23, 2018**. Prior to and including the first week of the fall or spring semester sessions, students may drop one or more courses with no record of the class appearing on the transcript. <https://www.roosevelt.edu/current-students/academics/important-dates>.) After that, if you want to withdraw, you’ll need to petition the registrar. Petitions are granted only for non-academic reasons after the deadline. If you receive financial aid, it’s best to check with your counselor to assure that aid isn’t affected by withdrawing from a class. The complete withdrawal policy is here: <https://www.roosevelt.edu/current-students/academics/register-classes>.

**Roosevelt’s scholastic policies are available in the Undergraduate and Graduate Catalogs**.

<http://catalog.roosevelt.edu/undergraduate/>  (undergraduate)

<http://catalog.roosevelt.edu/graduate/>  (graduate)

**Incomplete grades:**

The instructor will follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of ‘I’ will only be assigned when a small portion of the total semester’s work has to be completed and the student has a documented reason why the work cannot be completed within the regular timeframe.

**Title IX** Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses.  Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are **mandated reporters** of incidents involving sexual or gender-based violence or harassment.

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus **must be forwarded** to the Title IX Coordinator.  The above listed staff are Responsible Employees and therefore are mandated to report.  The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations.  In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community.  Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are two confidential advisors on campus who are not mandated reporters.  They are:

Audrey Guy (312)244-0577, LaDonna Long (312)244-0426.  Both are available via phone all hours.  The Counseling Center (430 S. Michigan Avenue Room 470 Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

**CLASS SCHEDULE**

**Wednesday, January 17, 2018**

Organizational Meeting and Class Introduction

**Wednesday, January 24, 2018 Overview & History**

Quick & Tetrick Chs. 1

Schonfeld & Chang Ch. 1

Grawitch, M. J., Gottschalk, M., & Munz, D. C. (2006). The path to a healthy workplace: A critical review linking healthy workplace practices, employee well-being, and organizational improvements. *Consulting Psychology Journal: Practice and Research, 58,* 129-147.

**Wednesday, January 31, 2018 Methodology in OHP**

Sinclair Chs. 12-15

**Homework #1 Due – OHP as a Career**

**Wednesday, February 7, 2018 Stress Models**

Schonfeld & Chang Ch. 3

Quick & Tetrick Ch. 3

Webster, J. R., Beehr, T. A., & Christianson, N. D. (2010). Toward a better understanding of the effects of hindrance and challenge stressors on work behavior. *Journal of Vocational Behavior, 76,* 68-77.

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking

forward. *Journal of Occupational Health Psychology, 22*(3), 273-285. doi:10.1037/ocp0000056

**Wednesday, February 14, 2018 Occupational Stressors**

Cooper et al. (2001) – Ch. 2

Cooper et al. (2017) – Ch. 6 Note: Both of these will be provided as copies.

Boswell, W., Olson-Buchanan, J. B., & LePine, M. A. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior, 64,* 165-181.

Mazzola, J. J., Schonfeld, I. S., & Spector, P. E. (2011). What qualitative research has taught us about occupational stress. *Stress & Health, 27*(2), 93-110. (reread)

**Homework #2 Due – Research Methodology in OHP**

**Wednesday, February 21, 2018 Strains & Coping**

Quick & Tetrick Ch. 12

O’Driscoll, M. P., & Cooper, C. L. (1996). A critical incident analysis of stress-coping behaviours at work. *Stress Medicine, 12,* 123-128.

Sliter, M. T., Pui, S. Y., Sliter, K. A., & Jex, S. M. (2011). The differential effects of interpersonal conflict from customers and co-workers: Trait anger as a moderator. *Journal of Occupational Health Psychology, 16,* 424-440.

Stiglbauer, B., & Batinic, B. (2015). Proactive coping with job insecurity: Is it always beneficial to well-being? *Work & Stress, 29,* 264-285.

**Wednesday, February 28 2018 Work-Family Balance & Scheduling**

Schonfeld & Chang Ch. 9

Quick & Tetrick Ch. 10

Iskra-Golec, I., Smith, L., Wilczek-Rużyczka, E., Siemiginowska, P., & Wątroba, J. (2017). Shift schedule, work–family relationships, marital communication, job satisfaction and health among transport service shift workers. *International Journal of Occupational Medicine and Environmental Health, 30*(1), 121-127.

Ratnasingam, P., Spitzmueller, C., King, W., Rubino, C., Luksyte, A., Matthews, R. A., & Fisher, G. G. (2012). Can on-site childcare have detrimental work outcomes? Examining the moderating roles of family supportive organization perceptions and childcare satisfaction. *Journal of Occupational Health Psychology, 17*(4), 435-444.

**Homework #3 Due – Occupational Stress**

**Wednesday, March 7, 2018**

**SPRING BREAK – NO CLASS**

**Wednesday, March 14, 2018 Mid-term Exam**

**MIDTERM EXAM**

**Wednesday, March 21, 2018 Safety**

Schonfeld & Chang Ch. 8

Quick & Tetrick Ch. 5

Hofmann, D. A., & Morgeson, F. P. (1999). Safety-related behavior as a social exchange: The role of perceived organizational support and leader-member exchange. *Journal of Applied Psychology, 84,* 286-296.

Clarke, S. (2006). The relationship between safety climate and safety performance: A meta-analytic review. *Journal of Occupational Health Psychology, 11,* 315-327.

Kotzé, M., & Steyn, L. (2013). The role of psychological factors in workplace safety. *Ergonomics*, *56*(12), 1928-1939.

**Wednesday, March 28, 2018 Psychological Factors in Health**

Quick & Tetrick Ch. 13

Nixon, A.E., Mazzola, J. J., Bauer, J., Spector, P. E., & Krueger, J. (2011). Can work make you sick?: A meta-analysis of job stressor-physical symptom relationships. *Work & Stress, 25*(1), 1-22.

Achat, H., Kawachi, I., Levine, S., Berkey, C., Coakley, E., & Colditz, G. (1998). Social networks, stress and health-related quality of life. *Quality of Life Research, 7,* 735-750.

Fried, Y., Laurence, G. A., Shirom, A., Melamed, S., Toker, S., Berliner, S., & Shapira, I. (2013). The relationship between job enrichment and abdominal obesity: A longitudinal field study of apparently health individuals. *Journal of Occupational Health Psychology, 18,* 458-468.

**Homework #4 – Safety Homework Due**

**Wednesday, April 4, 2018 Workplace Health Promotion**

Schonfeld & Chang Ch. 10

Quick & Tetrick Ch. 17

Hammerback, K, Hannon, P. A., Harris, J. R., Clegg-Thorp, C. Kohn, M., & Parrish, A. (2015). Perspectives on workplace health promotion among employees in low-wage industries. *American Journal of Health Promotion, 29,* 384-392.

Dishman, R. K., Oldenburg, B., O’Neal, H., & Shephard, R. J. (1998). Worksite physical activity interventions. *American Journal of Preventive Medicine, 15,* 344-360.

Van der Klink, J. L., Blonk, R. B., Schene, A. H., & Van Dijk, F. H. (2001). The benefits of interventions for work-related stress. *American Journal of Public Health, 91*(2), 270-276.

**Wednesday, April 11, 2018 Program Evaluation**

Quick & Tetrick Ch. 21

Haines, D. J., Davis, L., Rancour, P., Robinson, M., Ned-Wilson, T., & Wagner, S. (2007). A pilot intervention to promote walking and wellness and to improve the health of college faculty and staff. *Journal of American College Health, 55*(4), 219-225.

Hahn, V. C., Binnewies, C., Sonnentag, S., & Mojza, E. J. (2011). Learning how to recover from job stress: Effects of a recovery training program on recover, recovery-related self-efficacy, and well-being. *Journal of Occupational Health Psychology, 16,* 202-216.

Moran, G. E. (1985). Regulatory strategies for workplace injury reduction: A program evaluation. *Evaluation Review*, *9*(1), 21-33.

**Homework #5 Due – OHP Research Mini-Proposal**

**Wednesday, April 18, 2018 Sleep/Recovery**

**NO CLASS (SIOP) – STILL RESPONSIBLE FOR READINGS FOR EXAM**

Sinclair Ch. 4

Syrek, C., & Antoni, C. H. (2014). Unfinished tasks foster rumination and impair sleeping – particularly if leaders have high performance expectations. *Journal of Occupational Health Psychology, 19,* 490-499.

Schmitt, A., Belschak, F. D., & Den Hartog, D. N. (2017). Feeling vital after a good night’s sleep: The interplay of energetic resources and self-efficacy for daily proactivity. *Journal of Occupational Health Psychology, 22*(4), 443-454. doi:10.1037/ocp0000041

**Wednesday, April 25, 2017**

**FINAL EXAM**

**Wednesday, May 2, 2017**

**CASE PRESENTATIONS**