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

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**Department:** Psychology

**Office Hours:** Tues 3-6pm or by appt.

**Class Time:** Tues 6:00-9:45pm **Room:** AUD 414

**Recommended Texts**

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 125

Case Challenge 125

Final Exam 125

TOTAL 600

**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).

**Assignments**

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 2-4 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 the final exam (i.e., religious holiday, illness with doctor’s note, death in the family). 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. You must arrange for a make-up exam within one week (7 days) of the missed exam.

**Religious Holidays:** Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing **within the first two weeks of each semester** of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up.

**Attendance:** In a graduate class, attendance is an important part of the class since much of the knowledge that is acquired happens during integrative discussion. We have 15 scheduled meetings. 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 (but must complete a summary of the readings as described above). After your first absence, for each class you miss, 25 points will be subtracted from your attendance grade regardless of the reason you have missed class. Excessive absences will result in a grade of “F” for this course. Keep in mind that you still need to do a response paper (as laid out in the Participation section) for every answer.

**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 do my best to get back to you in 24 hours during the week and 48 hours on the weekend.

**Disability:** Please notify me immediately if you are a student with a disability recognized by RU. I will see to it that any special arrangements that you may need are made as soon as possible. If you need specific accommodations, please contact the office of disability services, which can be found at http://legacy.roosevelt.edu/dss/default.htm.

**Academic Honesty**: All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. Ignorance of standards will not be accepted as an excuse. Students found guilty of academic dishonesty will receive an F for the course, and their names will be forwarded to the Student Services office.

**Withdrawal:** The last day to withdraw without citing a reason is July 15, 2016. Anyone wishing to withdraw after that day and not receive an “F” needs to fill out the appropriate documentation and petition that includes the explanation of “non-academic” reasoning for needing to withdraw late (i.e., family emergency, change in job situation, etc.).

**CLASS SCHEDULE**

**Tuesday, May 31, 2016 Class Intro & Overview/History**

Quick & Tetrick Chs. 1 & 2

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.

**Tuesday, June 7, 2016 Methodology in OHP & Biometric**

Sinclair 12-15

Hansson, A., Vingård, E., Arnetz, B. B., & Anderzén, I. (2008). Organizational change, health, and sick leave among health care employees: A longitudinal study measuring stress markers, individual, and work site factors. *Work & Stress*, *22*(1), 69-80.

Fisher, G. G., Mathews, R. A., & Gibbons, A. M. (2016). Developing and investigating the use of the single-item measures in organizational research. *Journal of Occupational Psychology, 21,* 3-23.

**Homework #1 Due – OHP as a Career**

**Tuesday, June 14, 2016 (Self-Directed) Occupational Stressors**

Quick & Tetrick Ch. 3 & 4

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.

Spector, P. E., Dwyer, D. J., & Jex, S. M. (1988). The relationship of job stressors to affective, health, and performance outcomes: A comparison of multiple data sources. *Journal of Applied Psychology*, *73*, 11-19.

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.

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.

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

**Also Due – Summary of Readings (focus on 2 chapters) & 5 Discussion Questions**

**Tuesday, June 21, 2016 Strains & Coping**

Quick & Tetrick Ch. 12 & 15

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

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.

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.

**Tuesday, June 28, 2016 Mid-term Exam**

**Mid-term Exam**

**Tuesday, July 5, 2016 Scheduling & Work/Family**

Quick & Tetrick Ch. 10, Sinclair Ch. 3 & 4

Allen, T. D., & Armstrong, J. (2006). Further examination of the link between work-family conflict and physical health: The role of health-related behaviors. *American Behavioral Scientist, 49,* 1204-1221.

Martens, M. F. J., Nijhuis, F. J. N., Van Boxtel, M. P. J., & Knottnerus, J. A. (1999). Flexible work schedules and mental and physical health. A study of a working population with non-traditional working hours. *Journal of Organizational Behavior, 20,* 35-46.

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 Assignment**

**Tuesday, July 12, 2016 Safety**

Quick & Tetrick Ch. 5 & 19

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.

Starren, A., Hornikx, J., & Luijters, K. (2013). Occupational safety in multicultural teams and organizations: A research agenda. *Safety Science, 52*, 43-49.

**Tuesday, July 19, 2016 Psychological Factors in Disease**

Quick & Tetrick Ch. 13, Sinclair Ch. 21

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.

Toker, S., Shirom, A., Melamed, S., & Armon, G. (2012). Work characteristics as predictors of diabetes incidence among apparently healthy employees. *Journal Of Occupational Health Psychology, 17*(3), 259-267.

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**

**Tuesday, July 26, 2016 Workplace Health Promotion**

Quick & Tetrick Ch. 16 & 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.

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.

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.

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

**Tuesday, August 2, 2016**

**Final Exam**

**Tuesday, August 9, 2016**

**Case Presentations**