Occupational Health Psychology: A multilevel framework of healthy workplace

Meeting time: 9:00 am - 11:40 am (Wednesdays) – Break at 1010.

Room: Varied

Office hour: Any time

Course Overview

According to the *Society for Occupational Health Psychology*, Occupational Health Psychology (OHP) is an interdisciplinary specialty which blends psychology and occupational health sciences. The ultimate goal is to build a healthy workplace in which workers can "use their talents and gifts to achieve high performance, high satisfaction, and well-being" (Quick, 1999). To build a healthy workplace, physical-related systems (e.g., air quality, radiation, tools, etc.) and human-organizational systems should be taken into consideration. OHP, arguably, is one of the most heavily researched areas within the work domain, even though it is not well known in the conventional discipline-specific trainings.   Topics such as employment assessment, job design, job analysis, organizational changes, leadership, person-environment fit, shift work, job stress, coping and adjustment, personality, work-family balance, safety behaviors and safety climate, workplace violence, and so on, are often studied in the OHP.   In this seminar, we will focus on human and organizational systems from a multi-level approach, and explore how human-organizational systems augment physical systems while building a healthy workplace. Conceptually, human and organizational systems in any workplace consist of, at least, four interdependent levels: external contexts (e.g., economic, political, legal, technology), organizational contexts (e.g., policies, surveillance, management, supervisory practices, culture/climate, prevention/promotion/intervention), work context (job design, job characteristics, social support, job control, etc.), and worker characteristics (e.g., interface between work and family; individual characteristics). Each of these levels would likely facilitate or interfere workers from utilizing their talents and maximize their potentials.

Objectives

1. To acquire knowledge of the empirical literature on the covered topics.
2. To enhance skills in critical thinking.
3. To gain expanded appreciation of how an intervention program is proposed and developed.
4. To acquire needed competencies prescribed for OHP psychologists.

Expectations

This seminar is an interactive and participative class, which requires readings and writings outside of the meeting time, discussion and debate during the seminar.   Reading materials are chosen to provide a basic foundation to assist you to pursue in-depth understanding. To achieve the goals described above, everyone is expected to discuss the reading materials in class.

Topics and Calendar

8/26   Expectations, goals, and clarifications (LWS 208)

9/2   Overview of OHP (LWS 217)

Chen, P. Y., DeArmond, S., & Huang, Y. H. (2007).   Occupational Health Psychology.   In S. G. Rogelberg (Ed.). *The Encyclopedia of Industrial and Organizational Psychology*, 525-528. Sage Publishing, California.

Macki-Frey, M., Quick, J. C., & Nelson, D. L.   (2007). Advances in occupational health: From a stressful beginning to a positive future.   *Journal of Management, 33,* 809-840*.*

NORA Organization of Work Team. (2002). The Changing Organization of Work and the Safety and Health of Working People.   U.S. Dept. of Health and Human Services. DHHS (NIOSH) Publication No. 2002-226

Oeij, P. R. A., & Morvan, E. (Eds) (2004).   European ways to combat psychosocial risks related to work organisation: Towards organisational interventions?   TNO Work and Employment / PEROSH.

9/9   Job stress: Past to Present (LWS 208)

Beehr, T. A., & Newman, J. E.   (1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model, and literature review.   *Personnel Psychology, 31*, 665-699.

Ganster, D. C., & Schaubroeck (1991). Work stress and employee health.   *Journal of Management, 17*, 235-271.

Kompier, M.   (2003).   Job design and well-being.   Schabracq, M., Winnubst, J. A. M., and Cooper, C. L. Handbook of work and health psychology (2nd Ed.   pp. 429-454).   NY: John Wiley & Sons, Ltd..

Sonnentag, S., & Frese, M. (2003). Stress in organizations. In W.C. Borman, D.R. Ilgen, & R.J. Klimoski (Eds.), *Comprehensive Handbook of Psychology*, Volume 12: Industrial and Organizational Psychology (pp. 453-491). New York: Wiley.

9/16   Methodological issues (LWS 232)

Chen, P. Y., & Spector, P. E.   (1991).   Negative affectivity as the underlying cause of correlations between stressors and strains.   *Journal of Applied Psychology, 7,* 398-407.

Zapf, D., Dormann, C., & Frese, M.   (1996).   Longitudinal studies in organizational stress research: A review of the literature with reference to methodological issues.   *Journal of Occupational Health Psychology, 1*, 145-169.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879-903.

Spector, P. E. (2006). Method variance in organizational research - Truth or urban legend? Organizational Research Methods, 9, 221-232.

Liu, C., Spector, P. E., Shi, L. (2008).   Use of both qualitative and quantitative approaches to study job stress in different gender and occupational groups. *Journal of Occupational Health Psychology*, 13, 357–370.

9/18   Interventions (LWS 205)

Bellarosa, C., & Chen, P. Y.   (1997). The Effectiveness and practicality of occupational stress management interventions: A survey of subject matter expert opinions*.   Journal of Occupational Health Psychology, 2,* 247-262.

Richardson, K. M.; Rothstein, H. R. (2008).   Effects of occupational stress management intervention programs: A meta-analysis. *Journal of Occupational Health Psychology, 13*, 69-93.

Ludwig, T. D., & Geller, E. S. (1997). Assigned versus participative goal setting and response generalization: Managing injury control among professional pizza deliverers. *Journal of Applied Psychology, 82*, 253-261.

Robson, L. S., Shannon, H. S., Goldenhar, L. M., & Hale, A. R.   (2001). Guide to evaluating the effectiveness of strategies for preventing work injuries: How to show whether a safety intervention really works.   U.S. Dept. of Health and Human Services. DHHS (NIOSH) Publication No. 2001-119.

9/30   Social support and control (LWS 217)

Chen, P. Y., Popovich, P. M., & Kogan, M.   (1999). Let's talk: Patterns and correlates of social support among temporary employees. *Journal of Occupational Health Psychology, 4,* 55-62.

Viswesvaran, C., Sanchez, J. I., & Fisher, J. (1999). The role of social support in the process of work stress: A meta-analysis. *Journal of Vocational Behavior, 54*, 314-334.

de Lange, A. H., Taris, T. W., Kompier, M. A. J., Houtman, I. L. D., & Bongers, P. M. (2003). "The very best of the millennium": Longitudinal research and the demand-control-(support) model.   *Journal of Occupational Health Psychology, 8*, 282-305.

Ganster, D. C., Fox, M. L., & Dwyer, D. J. (2001). Explaining employees' health care costs: A prospective examination of stressful job demands, personal control, and physiological reactivity. *Journal of Applied Psychology, 86*, 954-964.

10/7   Person and environment (LWS 217)

Meier, L. L., Semmer, N. K., Elfering, A., Jacobshagen, N. (2008). The double meaning of control: Three-way interactions between internal resources, job control, and stressors at work. Journal of Occupational Health Psychology, 13, 244-258.

Spector, P. E., Zapf, D., Chen, P. Y., & Frese, M.   (2000). Why negative affectivity should not be controlled in job stress research: Don't throw out the baby with the bath water.   *Journal of Organizational Behavior, 21*, 79-95.

Martocchio, J. J. & O'Leary, A. M. (1989).   Sex differences in occupational stress: A meta-analytic review. *Journal of Applied Psychology, 74*, 495-501.

Kristof-Brown, Zimmerman, R. D., & Johnson, E. C.   (2005).   Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit.   Personnel Psychology, 58, 281-342.

10/16   Leadership (LWS 232)

Aryee, S., Chen, Z. H., Sun, L. Y., Debrah, Y. A. (2007). Antecedents and outcomes of abusive supervision: Test of a trickle-down model.   *Journal of Applied Psychology,* 92, 191–201.

Wager, N., Fieldman, G., & Hussey, T. (2003).   The effect on ambulatory blood pressure of working under favorably and unfavorably perceived supervisors. Occupational and Environmental Medicine, 60, 468–474.

Zacharatos, A., Barling, J., & Iverson, R. D. (2005).   High-Performance Work Systems and Occupational Safety. *Journal of Applied Psychology, 90*, 77–93.

Zohar, D. (2002).   Modifying supervisory practices to improve subunit safety: A leadership-based intervention model. *Journal of Applied Psychology, 87*, 156-163.

10/21   Counterproductive behaviors (LWS 217)

Hershcovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupre, K. E., Inness, M., LeBlanc, M. M., &   Sivanathan, N.   (2007).   Predicting Workplace Aggression: A Meta-Analysis.   *Journal of Applied Psychology, 92*, 228–238.

James C. Wimbush, J. C., & Dan R. Dalton, D. R. (1997). Base rate for employee theft: Convergence of multiple methods.   *Journal of Applied Psychology, 82*, 756-763.

Ilies, R., Hauserman, N., Schwochau, S., & Stibal, J. (2003). Reported incidence rates of work-related sexual harassment in the United States: Using meta-analysis to explain reported rate disparities. *Personnel Psychology, 56*, 607-631.

Snyder, L. A., Chen, P. Y., Grubb, P. L., Roberts, R. K., Sauter, S. L., & Swanson, N. G. (2004).   Workplace aggression and violence: causes, consequences, and interventions.   In P. L. Perrewe and D. C. Ganster (Eds.).   *Research in Occupational Stress and Well Being, 4*, 1-65.

10/28   Safety, health, security (LWS 217)

Armitage, C. J., & Conner, M.   (2000). Social cognition models and health behaviour: A structured review.   *Psychology and Health, 15*, 173-189.

Bitzer, E. G., III, Chen, P. Y., & Johnson, R. G.   (in press).   Security in organizations: Expanding the frontier of industrial–organizational psychology.   In G. P. Hodgkinson and J. K. Ford (Eds.).   International Review of Industrial and Organizational Psychology.   John Wiley.

Burke, M. J., Sapry, S. A, Tesluk, P. E., & Smith-Crowe, K.   (2002). General safety performance: A test of a grounded theoretical model.   *Personnel Psychology, 2002*, 55, 429-457.

Health and Safety Executive (2005).   *A review of safety culture and safety climate literature for the development of the safety culture inspection toolkit*. Research Report 367, United Kingdom.

11/11   Job analysis and job design (LWS 208)

Campion, M. A.   (1989). Ability requirement implications of job design: An interdisciplinary perspective.   *Personnel Psychology, 42*, 1-24

Murphy, L. R. (1991). Job dimensions associated with severe disability due to cardiovascular disease. *Journal of Clinical Epidemiology, 44*, 155-166.

Morgeson, F. P., & Campion, M. A.   (2002).   Minimizing tradeoffs when redesigning work: Evidence from a longitudinal Quasi-experiment.   *Personnel Psychology, 55,* 589-612.

Shaw, J. B., & Riskind, J. H.   (1983). Predicting job stress using data from the PAQ. *Journal of Applied Psychology, 68*, 253-261.

11/13   Work and family integration (LWS 217)

Casper, W. J., Eby, L. T., Bordeaux, C., Lockwood, A., & Lambert, D.   (2007).   A Review of Research Methods in IO/OB Work–Family Research.   *Journal of Applied Psychology 92,* 28–43.

Byron, K. (2005).   A meta-analytic review of work–family conflict and its antecedents.   Journal of Vocational Behavior 67, 169–198

Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., & Brinley, A.   (2005). A retrospective on work and family research in IO/OB: A content analysis and review of the literature. *Journal of Vocational Behavior, 66*, 124–197.

Joseph G. Grzywacz, J. G., Arcury, T. A., Marin, A., et al., (2007).   Work–family conflict: Experiences and health implications among immigrant Latinos.   *Journal of Applied Psychology, 92*, 1119–1130

11/18   Career management, organizational socialization, and mentoring (LWS 217)

Allen T. D., Eby, L. T., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology, 91*, 567–578.

King, Z. (2004). Career self-management: Its nature, causes and consequences. *Journal of Vocational Behavior, 65*, 112-133.

London, M.   (1983).   Toward a theory of career motivation.   *Academy of Management Review, 8*, 620-630.

Kammeyer-Mueller, J. D., &Wanberg, C. R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology, 88*, 779-794.

11/25   Thanksgiving

12/2   Translation to Practice (LWS 217)

Glasgow, R. E., & Emmons, K.   (2007).   How can we increase translation of research into practice?   Types of evidence needed.   *Annual Review of Public Health, 28*, 413-433.

Ellis, P., Robinson, P., Ciliska, D., Armour, T., Brouwers, M., O'Brien, M. A., et al. (2005). A systematic review of studies evaluating diffusion and dissemination of selected cancer control interventions. *Health Psychology, 24*, 488–500.

Turning Point National Program Office (2006).   The basics of social marketing. University of Washington.

12/9   Research Proposal Presentation   (LWS 217)

Grade

 90 points or above will receive an A; 80-89, a B; and so on

Learning Assignments

1. Getting started. In 1-2 double-spaced pages, describe and offer your own definition of workers' health and organizational health.   Note a few reasons how your own research projects would make differences on workers' health and organizational health. Be prepared to discuss your responses in class to these questions 9/2. Individual papers will not be assigned a grade, but adequate completion of the assignment will be considered as a component of your class participation grade.

2. Class participation (40%).   Each participant is expected to generate 2 discussion questions for each reading material per week. These questions will provide the stimulus for discussion in class of the material. Participation is required of all students. Questions can be anything including your reactions, thoughts, research ideas, concerns, or criticisms pertaining to each reading. Questions are not graded, and there are no good or bad questions in the seminar. How to ask questions?   *Tao of conversation*.

3. Research Proposal (40%; Due on 12/2/09) and Oral Presentation (20%; 12/09/09) Complete a 15-20 page research proposal, excluding tables, graphs, figures, diagrams, and charts. The evaluate criteria are (a) Significance: Does this study address an important scientific occupational health problem? If the aims of the proposed study are achieved, how will scientific knowledge or practice be advanced? What will be the effect of this proposed study on the concepts, methods, technologies, services, or preventative interventions that drive this field?, (b) Approach: Are the conceptual framework, design, methods, and analyses adequately developed, well integrated, well reasoned, and appropriate to the aims of the project? Does the proposed study include potential problem areas and consider alternative tactics?, (c) Innovation: Is the proposed study original and innovative? For example: Does the proposed study challenge existing paradigms or practice, or address an innovative hypothesis or critical barrier to progress in the field? Does the proposed study develop or employ novel concepts, approaches, methodologies, tools, or technologies for this area? (d) Diffusion: How does the proposed study address dissemination, diffusion, or implementation after the project is completed, and how would research to practice efforts and results be evaluated?