

VOCATIONAL & OCCUPATIONAL HEALTH PSYCHOLOGY

PSY 5501 (3 credits) • Spring Semester 2018

Mondays, 5:00 to 7:30pm

Elliott Hall N391, East Bank, University of Minnesota – Twin Cities

Instructor Lovey Peissig, PhD
Email: walke871@umn.edu
Office Hrs: By appointment

TA Sarah Nelson, MS, PhD Candidate
Elliott Hall N584
Email: morr0830@umn.edu
Office Hrs: By appointment

Prerequisites

This class is open to undergraduate and graduate students who have completed Introduction to Research Methods (PSY3001) or who have received instructor approval.

Course Description

This course is designed to introduce undergraduate and graduate students to theory, practice, and research in the fields of Vocational and Occupational Health Psychology. Core topics include the role of work in relation to: well-being, diversity & multiculturalism, career choice, career transitions, career interventions, occupational stress, burnout, and work-family balance. The format of the course will be a combination of didactic presentations and in-class discussions. Course material will be provided in assigned readings and lectures and grades will be based on attendance and participation, class assignments, and a final paper.

Course Website

All students who are currently enrolled in the class should automatically have access to the course website on Moodle. To access the website, log into your myU account: <http://myu.umn.edu> → **Click on MyCourses**

Readings

Assigned readings, as listed on the syllabus, are subject to change. The course instructor will give students at least 1-week notice about changes for reading assignments.

Nearly all course readings are available online through the University of Minnesota Library web site, <http://www.lib.umn.edu> by using the “E-Journals” link. Readings may also be posted on the Moodle site. Readings not available on the Course Website or library will be provided to you. Assigned readings should be completed by the dates indicated by the course schedule.

When reading research articles, you should pay special attention to background and rationale for the research, general research methods, and main findings. *Students are not expected to understand or recall specific aspects of statistical analyses.* When reading reviews of research studies (e.g., Betz, 2007), you do not need to recall authors of specific research studies or study specifics (e.g., sample size, measures, statistic), but *you do need to know the main issues, methods, and findings highlighted in the review.* Students are encouraged to raise questions concerning readings for discussion in class.

Workload Policy. This is a three-credit course. Please review the university policy on workload and expectations here: <http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html>

Student Conduct & Scholastic Dishonesty. You are expected to listen to and interact with each other in a

respectful manner. Students in this class are diverse and will arrive with different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own but must maintain respect for students at all times. In addition, scholarly misconduct (e.g., cheating, plagiarism) will not be tolerated and will be punished in accordance with University policies. It is strongly encouraged that you review the University's student conduct code, accessible at: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Scholastic dishonesty includes plagiarism, cheating, unauthorized collaboration, fabricating information and obtaining grades or honors dishonestly. Students caught cheating will receive a score of zero for that quiz, exam, or assignment and will be referred to the Office For Community Standards:

<https://communitystandards.umn.edu/>

Attendance & Participation. You are expected to attend each class and are responsible for any information or changes in class procedures discussed during class. An attendance sheet will be passed around at the beginning of each class period. Outlines for lectures (not including Week 1) will be posted on the Moodle website at least 24 hours prior to the class period. It is each student's responsibility to print the outline prior to class. The outlines are not a substitute for lecture content; rather, they are intended to provide an overview of what will be discussed in class. If you miss class, you are responsible for obtaining lecture notes from another student. The instructor will not provide notes outside of class. Please note that quizzes and class assignments will draw upon lectures and presentations, as well as readings. Students are expected to think and participate actively during class activities.

Notes on Office Hours. Students in the course are encouraged to participate in office hours with the instructor and/or TA. While office hours are not required, the instructor may consider participation in them during the calculation of final grades, especially for students who are bordering between two letter grades (e.g. C+/B-).

The following outlines acceptable uses of office hours when meeting with the instructor and/or TAs.

- Assistance with further understanding on concepts that were covered in class or readings
- Guidance for studying or completing assignments
- Assistance with development of research paper topics
- Going over an assignment or exam that has been graded
- Going over entered grades and calculating current or projected grade(s) for course
- Other topics approved by the instructor or TA

Inappropriate use of office hours:

- Asking for entire lectures or summaries of lecture content because you were absent from class. Students who received an *excused* absence from class will receive guidance from the instructor with how to make up work from the day that was missed.
- (With the TAs) Disputing grades earned. Please see the instructor about this issue.
- Inappropriate extended periods of time (30+ minutes) spent discussing topics or content listed above under the acceptable category. There may be some situations where you can meet with a TA for more than 20 minutes. However, it is up to the instructor or TA to decide if they wish to be available for this long.

Student Feedback. We believe that students and their instructors learn best in an atmosphere of trust and open communication. We encourage you to contact us individually with any concerns or suggestions. Throughout the semester, we may ask for feedback about your experience in the course, including asking what was particularly compelling, what questions linger, and/or what you would like to improve.

E-mail Communication. In the spirit of promoting healthy work-life balance, please keep in mind the following email etiquette guidelines:

Your instructor's preferred method of communication is email. Important information about the course may be conveyed through the use of email. The instructor recommends that you check your email at least 1x/day in the case that information regarding this course is communicated through email.

When writing e-mail, please use a proper greeting and remember to include your name. Addressing the instructor by "Dr. Lovey Peissig" is acceptable. In addition, please use appropriate tone and language in e-mail correspondence. The instructor will respond to e-mails within 48 business hours. If you do not receive a response within this time period, you are encouraged to re-send your email.

This policy also means that I (the instructor) may not respond until 48 hours after receiving the message. Thus, if you need an immediate response to a question, you must email me at least 48 hours before you need the response (e.g., don't email me a question at 11:30pm about an assignment due the next day).

Formatting for All Papers. All papers in this course must be formatted according to the *Publication Manual of the American Psychological Association* (6th edition). The manual is available at various campus libraries.

Also- here is an online resource that past students have found helpful regarding APA formatting:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Submission of Assignments. All assignments, including applied assignments, the paper outline, and the final paper, are to be submitted electronically via Moodle. Assignments should be submitted in a Microsoft Word format so that it is easy to provide you with comments and feedback. Submissions should include your full name and the title of the assignment in the file name (e.g., "AppliedAssignment1.YourNameHere.docx").

Disability Accommodations. The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UMN Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: <https://diversity.umn.edu/disability/>

Email: drc@umn.edu

Class Participation & Conduct. As discussed, students are expected to attend class regularly and be active participants in class discussion. Before each class meeting, you are expected to have 1) completed any homework assignments, and 2) read the course readings so that you are prepared to discuss the materials and concepts. You are strongly encouraged to come to class with any questions or comments about the readings, as there will be opportunities to discuss them with partners, within small groups, and/or with the class. An attendance sheet will be passed around in every class.

Regular attendance and active participation are an integral part of the learning experience. Please arrive on time for class and avoid the habit of leaving class early. The use of phones, mobile devices, internet, et cetera can be distracting and disruptive to your peers. Laptops and tablets are allowed for note-taking purposes; however, using your phone in the classroom is not allowed.

Students are expected to respectfully participate in classroom discussions. There may be diversity of views on various subjects discussed in class. Although others may have different opinions, you are expected to be respectful of the opinions and views of others. University policy prohibits sexual harassment and discrimination on the basis of differences such as gender, ethnicity, race, sexual orientation, class, and religion. Copies of the University policy statement on sexual harassment and discrimination are available at the University Office of Equal Opportunity at 419 Morrill Hall. Complaints about these issues should also be reported to 419 Morrill Hall.

Being actively involved in the class sessions and the small groups may entail some personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling psychology, it is extremely important that confidentiality be maintained. It is expected that anyone who participates in a demonstration in this course will have his or her confidentiality respected. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. If you are struggling with an issue in class, please speak with me (the instructor) individually as soon as possible.

Graded Course Components

Applied course assignments. Choose Three. You are required to complete a total of three (3) different applied assignments over the course of the semester. You will choose three (3) from the following four (4) options.

Option 1: Career Counseling Case Conceptualization Paper. Review the Career Counseling Case description on the Moodle site. In this paper, you will conceptualize the client's presenting concerns and develop a treatment plan/list of recommendations using *2 or more* vocational psychology theories discussed in class. Be sure to cite these! If using a theory *not* discussed in class (at most, one), the theory *must* be approved by instructor prior to submitting the assignment. Also, additional sources may be helpful for your client's specific concerns.

Your paper should include all of the following:

- Your assessment of the client's presenting concerns, based on the summary provided.
- A summary of the theories you've chosen to conceptualize the client's concerns
- Your conceptualization of the case (according to your theories, what went wrong and why? What should be done to assist the client?)
- Your plan for counseling the client, and intended outcomes
- Limitations of the 2+ theories (what other situational or personal factors do the theories not address?)
- What other information about the person or their situation would be helpful to know?

This paper should be 5-6 pages, double-spaced, 12-point font, and use at least five (5) primary sources in the literature. This paper is due on **February 18, 5pm.**

Option 2: Social Groups & Personal Identities in Vocational and Occupational Health Psychology Annotated Bibliography. Choose a topic (may be covered in the class) and find at least 10 primary sources in the literature related to the topic (not including related course readings, please!). For each source, provide the full citation and complete the following:

1. A summary of the article/study
2. Evaluation of the methods, discussion, and conclusions (what do you agree with? What do you take issue with and why?)
3. Assessment of how this study fits in the greater context of the field of vocational/occupational health psychology
4. After writing on each article, provide a 3-4 paragraph summary of your main findings/reflections after completing the assignment.

This assignment is due on March 4, 5:00 pm.

Potential topics include, but are not limited to, the following:

- [e.g. Gender, Class, Race, Ability status] differences in career development
- The Generational/Cohort differences in career development (e.g. Millennials, Gen X)
- Issues related to retirement by group [race, gender]
- Personality types and work performance (e.g. Conscientiousness)
- Parental leave policies for various groups (e.g. adoption, biological parents)
- Professional athletes and career development, retirement issues
- Chronic pain and work performance

Option 3: Oral presentation about a debated topic in Occupational Health. Prepare and deliver a 15-minute presentation on a debated topic. The presentation will take place during class time and will include an additional 5-minute Q&A (instructor and class to participate in Q & A).

Requirements for this assignment include:

1. Submit to instructor (**paper copy in class**) one-paragraph description of topic and list one (1) primary resource you are using to research the topic. **Due February 5th, 7:30pm.**
2. Deliver 20-minute presentation to class (see below for details)
3. Submit 1-page (12-point font, double spaced) summary *after* the presentation
 - a. What did you learn from the research? What are the key research findings that resonate with you?
 - b. What did you learn by preparing and delivering a presentation?
 - c. How did participating in the presentation & Q&A influence your perspective on the topic?

General Presentation format:

- Introduce the topic, share why it is a debate.
- Summarize the research supporting at least two different perspectives
- What perspective do you more strongly identify with? Why?
- What recommendations do you have for researchers and/or practitioners, given the current state of research?

This writing summary is due on **April 1, 5:00pm**. The day of presentation is TBD (March) by the instructor.

If you elect this option, you must notify the instructor in person via paragraph summary (**paper format**, see above) by the 4th week of semester (**February 5th, 7:30pm**) so that time(s) for your class for presentations can be identified

Option 4: Consulting Psychology Response to RFP: Employee Engagement. Review the Request for Proposal document on the Moodle site. RFPs are used in consulting psychology, in which corporations send a call out for proposals from external consultants to address a Human Resources business need. This assignment will be your response to the RFP, attempting to gain the contract from the corporation. Please address all questions in the RFP, and include relevant sources from the class and your own research in your response.

This paper should be 4-6 pages, double-spaced, 12-point font, and use at least five (5) primary sources in the literature. This paper is due on **April 22, 5:00pm**.

Recap of assignments and due dates:

Option 1: Career Counseling Case Conceptualization Paper

Due: February 18, 5pm, submitted via Moodle

Option 2: Social Groups & Personal Identities in Vocational and Occupational Health Psychology Annotated Bibliography.

Due: March 4, 5:00 pm, submitted via Moodle

Option 3: Oral presentation about a debated topic in Occupational Health

Notice of participation & paragraph summary due February 5th, 7:30pm – paper copy!

Presentation – sometime in March, TBD with instructor consultation

Post-presentation writing summary due April 1, 5:00pm, submitted via Moodle

Option 4: Consulting Psychology Response to RFP: Employee Engagement

Paper due: April 22, 5:00pm, submitted via Moodle

Final Paper. Students will write one paper addressing a specific topic within Vocational and/or Occupational Health Psychology. The paper (electronic-copy, via Moodle) is due by 5pm on Friday, May 4 (the final day of instruction at UMN-Twin Cities). To help with timely completion of the paper, a one paragraph description and outline of proposed topic is due at 5pm March 25. An electronic copy of both of these assignments should be submitted; paper versions will not be accepted. Final papers should be written according to APA format (6th edition). Paper requirements will differ for undergraduate and graduate students.

Undergraduate students must write a review of the literature on a topic of their choosing. Undergraduate papers must be approximately 6-8 pages long, excluding references, abstract, and title page. Literature reviews should address the relevance and importance of topic, theoretical and empirical research on topic, gaps in the literature, opportunities for future research and/or implications for practice.

Graduate students must write a research proposal on a topic of interest that is approximately 8-10 pages long, excluding references, title page, and abstract. Similar to NIH guidelines for R03 grant proposals, research proposals should include sections as follow: Abstract (1 Page); Specific Aims (1-3 pages); Background and Significance (5-6 pages); and Research Design and Methods (2-3 pages).

For everyone, papers should consist of at least 10 references, depending on the topic. Acceptable references for scientific papers include journal articles and book chapters; websites and popular literature should be used sparingly, if at all. It is not sufficient to only cover material from references presented in abstract. All references must be read in their entirety. Papers will be primarily evaluated in terms of meeting format requirements, clarity of writing, relevance of references, and coverage of topic.

Please speak with instructor during office hours if you have specific questions about the paper requirements or selecting a topic. Late papers will receive a penalty as follows: Up to 24 hours, 50% deduction from earned grade; 24 to 48 hours, 75% deduction from earned grade; 48 to 72 hours, 90% deduction from earned grade; more than 72 hours, no credit. I will consider late papers without penalty in the event of illness or personal/family issues, but these must be discussed with the instructor before the date due; late papers due to illness will require a doctor's letter.

Examinations. There will not be exams in this course.

Missed Work. There are few acceptable reasons for missing coursework (please see University policy <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>).

Please note: Students are expected to communicate about such circumstances to the instructor in a timely fashion. Please refer to the policy for further guidance about this.

Other Notes About Assignments. Students are expected to make the necessary arrangements so that work (e.g. research papers) is backed up and accessible in the face of technological issues (e.g. computer breaking, Moodle issues). If you are emailing the instructor or TA to report that you are having issues uploading an assignment onto Moodle, you are expected to have already attached the assignment to that email.

Grading

This course is worth 3 semester credits. Regular class attendance and participation are expected. Students who take the course on an S-N basis must earn a grade of “C” to receive an “S” on their transcript. This course will not involve extra credit. Final grades will be weighted as follows:

Applied Assignment 1	20%	100
Applied Assignment 2	20%	100
Applied Assignment 3	20%	100
Paper Topic and Outline	5%	25
Final paper	25%	125
Participation & Attendance	10%	50
Total Points		500

Grades will be given based on 1) the quality of your coursework, 2) the extent to which completed coursework adheres to the goals of the class, and 3) the time it was submitted. You will be penalized for incomplete and late coursework.

Grading Scale. The breakdown for calculating exam and final grades is as follows*:

% Range	Letter Grade	% Range	Letter Grade	% Range	Letter Grade
> 92-100	A	80-81	B-	68-69	D+
90-91	A-	78-79	C+	62-67	D
88-89	B+	72-77	C	60-61	D-
82-87	B	70-71	C-	< 60	F

* Note: For the purpose of assigning letter grades, numerical grades will be rounded to the nearest whole number.

Difficulties, Incompletes, & Withdrawing from the Course. Failing assignments or exams will not be considered sufficient cause to drop this course. If you choose to withdraw, do so before the date on which the instructor’s signature is required (see the University Course Schedule for this deadline). The option to obtain an Incomplete (“I” grades), followed by retaking the course during another term to finish, will not be given. If you are experiencing difficulties in the course, talk to the instructor as soon as you realize it, and, if at all possible, before you receive a poor score back on your assignments. Overall, the earlier you share with us your concerns, the more likely we will be able to help you.

Resources for Students

Student Writing Support. Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies.

Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612.625.1893.

In addition, SWS offers a number of [web-based resources](#) on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.

University Libraries. The ultimate resource for research, the University library (<http://www.lib.umn.edu>) has five major facilities and eleven branch sites with a wealth of reference materials, online resources, books, articles, newspapers, microforms, government documents, maps and more. You can find research assistance at <https://www.lib.umn.edu/help>

SMART Learning Commons. Provides free academic support in a variety of subjects with two locations (Magrath Library and Wilson Library) offering drop-in writing support. Peer Learning Consultants offer one-on-one assistance for help in gateway courses and skills such as mathematics, sciences, statistics, economics, writing, and library research. Hours vary by semester and location.

<http://smart.umn.edu/index.html>

Non-Native Speakers. Resources for non-native speakers are provided at this following website:

<http://writing.umn.edu/sws/multilingual/index.html#mlvideo> . Non-native speakers in need of assistance or guidance with writing concerns can contact ESL specialists at Student Writing Support, or Sheryl Holt, coordinator for non-native speakers at holtx001@tc.umn.edu.

Additional Resources. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>

Disclaimer: While every effort has been made to make sure all the information in this syllabus is accurate, this is a work in progress, and certain policies and/or reading assignments may be changed as the semester progresses. Additionally, the dates of lectures and/or assignments may be changed if necessary.

VOCATIONAL & OCCUPATIONAL HEALTH PSYCH SPRING 2015 CLASS SCHEDULE & READINGS

(All readings are required unless noted as optional (“opt”). Schedule and readings are subject to change.)

INTRODUCTION

- Jan 22 **Welcome, Introduction**
 Review of syllabus, course objectives, and expectations
 Background of Vocational and Occupational Health Psychology
 Blustein (2008); Sauter & Hurrell (1999)

VOCATIONAL/CAREER DEVELOPMENT

- Jan 29 **Career Development and Vocational Theories 101**
 Person-Environment Fit Approach
 Low et al. (2005); Hansen & Dik (2005); Dawis (2005); Tsbari et al. (2005)
- Feb 5 *Option 3 proposal & notification due in-class (paper format) **today by 7:30pm**
 Social Learning Approach
 Lent (2005); Betz (2007); Bandura et al. (2001)
 Developmental Approach • Career Exploration, Planning, & Indecision
 Savickas (1997); Blustein (1997); Fouad & Bynner (2008), p. 241-247
- Feb 12 **Career Decision Making Models & Career Interventions**
 Harren (1979); Mitchell, Levin, & Krumboltz (1999); Gelatt (1989) Brown et al. (2003);
 Whiston et al. (2003)
- Career Assessments**
 Readings TBD
- February 18 @ 5pm** - Option 1 Applied Assignment due via Moodle
- Feb 19 **Gender and Career Development**
 Armstrong & Crombie (2000); Cejka & Eagly (1999); Cook et al. (2002)
 LGBTQ Identity & Career Development • Ability Status & Career Development
 Budge (2010); Kravetz et al. (2003)
- Feb 26 **Race, Ethnicity, & Career Development**
 Fouad & Byars-Winston (2005); Flores et al. (2011)
 Social Class and Career Development
 Blustein et al. (2002); Kenny et al. (2007)
- March 4 @ 5pm** – Option 2 Applied Assignment due via Moodle
- Mar 5 **Work and Well-being**
 McKee-Ryan et al. (2005); Anger et al. (2015)
 Employee Engagement & Leadership Development
 Readings TBD
- Mar 12 NO CLASS – SPRING BREAK ☺

DESIGNING A HEALTHY WORKPLACE

- Mar 19 Placeholder for Class Presentations (**Applied Assignment Option #3**)
Occupational Stress
Hall & Moss (1998); Quick et al. (1997); Cavanaugh et al. (2000)
- March 25 @ 5pm** – Proposal for Final Paper Due via Moodle
- Mar 26 **Role conflict & Role ambiguity • Demand-Control Model of Stress**
Rizzo, House, & Lirtzman (1970); deLange et al. (2003)
Individual Differences, Cultural Issues, & Occupational Stress
Contrada et al. (2000); Plaut et al. (2009) Tokar et al. (1998)
- April 2 **Workplace Discrimination, Bullying & Harassment**
Buchanan & Fitzgerald (2008); Fitzpatrick et al. (2011)
Organizational Issues & Occupational Stress
Baruch-Feldman et al. (2002); Brotheridge (2003); Elovainio et al. (2002)

CHALLENGES FACING THE MODERN WORKPLACE

- April 9 **Job Instability, Contract Work, & Work Transitions**
Cheng & Chan (2007); Bimrose & McNair (2011); Hansen et al. (2008)
Prevention & Treatment of Occupational Stress
Tennen et al. (2000); Grossman et al. (2004); de Lange et al. (2003)
- April 11 @ 5pm** – Reflection summary for Option 3 Assignment due via Moodle
- April 16 **Work-Family Conflict**
Frone (2004); Allen et al. (2012)
Workaholism & Coping with Conflict
Spence & Robbins (1992); Barnett & Hyde (2001)
- April 22 @ 5pm** – Option 4 Applied Assignment due via Moodle
- April 23 **Burnout & Work Engagement**
Maslach, Schaufeli & Leiter (2001); Alarcon (2011)
Job Loss and Unemployment
Wanberg (1997); Wanberg et al. (2002)
- April 30 **Last day of class!**
Politics, the Economy, & Employee Well-Being
Radcliff (2001); Sparks et al. (2001)
- Course Evaluations & Wrap-up**
- May 4 ***No class, final day of course instruction at UMN- Twin Cities***
Final Papers Due electronically via Moodle by 5pm

Course Reading List & Additional References (subject to change)

1. Alarcon, G. M. (2011). A meta-analysis of burnout with job demands, resources, and attitudes. *Journal of Vocational Behavior, 79*(2), 549-562.
2. Allen, T., Johnson, R. C., Saboe, K. N., Cho, E., Dumani, S., & Evans, S. (2012). Dispositional variables and work-family conflict: A meta-analysis. *Journal of Vocational Behavior, 80*, 17-26.
3. Armstrong, P.I., Hubert, L., & Rounds, J. (2003). Circular unidimensional scaling: a new look at group differences in interest structure. *Journal of Counseling Psychology, 50*, 297-308.
4. Armstrong, P.I., & Crombie, G. (2000). Compromises in adolescents' occupational aspirations and expectations from grades 8 to 10. *Journal of Vocational Behavior, 56*, 82-98.
5. Bandura, A., Barbaranelli, C., Vittorio, C.G., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development, 72*, 187-206.
6. Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family: An expansionist theory. *American Psychologist, 56*, 781-796.
7. Baruch-Feldman, C., Brondolo, E., Ben-Dayan, D., & Schwartz, J. (2002). Sources of social support and burnout, job satisfaction, and productivity. *Journal of Occupational Health Psychology, 7*, 84-93.
8. Bergman, M. E., Palmieri, P. A., Drasgow, F., & Ormerod, A. J. (2007). Racial and ethnic harassment and discrimination: In the eye of the beholder? *Journal of Occupational Health Psychology, 12*(2), 144-160.
9. Betz, N.E. (2007). Career self-efficacy: Exemplary recent research and emerging directions. *Journal of Career Assessment, 15*, 403-422.
10. Bimrose, J., & McNair, S. (2011). Career support for migrants: Transformation or adaptation? *Journal of Vocational Behavior, 78*, 325-333.
11. Blustein, D.L. (1997). A context-rich perspective of career exploration across the life roles. *The Career Development Quarterly, 45*, 260-274.
12. Blustein, D.L. (2008). The role of work in psychological health and well-being. *American Psychologist, 63*, 228-240.
13. Blustein, D.L., Chaves, A.P., Diemer, M.A., Gallagher, L.A., Marshall, K.G., et al. (2002). Voices of the forgotten half: the role of social class in the school-to-work transition. *Journal of Counseling Psychology, 49*, 311-23.
14. Brotheridge, C. M. (2003). The role of fairness in mediating the effects of voice and justification on stress and other outcomes in a climate of organizational change. *International Journal of Stress Management, 10*, 253-268.
15. Brown, S.D., Ryan Krane, N.E., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behavior, 62*, 411-428.
16. Buchanan, N.T., & Fitzgerald, L. F. (2008). Effects of racial and sexual harassment on work and the psychological well-being of African American women. *Journal of Occupational Health Psychology, 13*(2), 137-151.
17. Budge, S. L., Tebbe, E. N., & Howard, K. A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and career decision-making process. *Journal of Counseling Psychology, 57*(4), 377-393.
18. Cavanaugh, M.A., Boswell, W.R., Roehling, M.V., & Boudreau, J.W. (2000). An empirical examination of self-reported work stress among U.S. managers. *Journal of Applied Psychology, 85*, 65-74.

19. Cejka, M.A., & Eagly, A.H. (1999). Gender-stereotypic images of occupations correspond to the sex segregation of employment. *Personality and Social Psychology Bulletin*, 25, 413-423.
20. Cheng, G. H.-L., & Chang, D. K.-S. (2007). Who suffers more from job insecurity? A meta-analytic review. *Applied Psychology: An International Review*, 57(2), 272-303.
21. Contrada, R. J., Ashmore, R. D., Gary, M. L., Coups, E., Egeth, J. D., Sewell, Al, Ewell, K., Goyal, T. M., & Chasse, V. (2000). Ethnicity-related sources of stress and their effects on well-being. *Current Directions in Psychological Science*, 9, 136-139.
22. Cook, E.P., Heppner, M.J., & O'Brien, K.M. (2002). Career development of women of color and white women: assumptions, conceptualization, and interventions from an ecological perspective. *Career Development Quarterly*, 50, 291-305
23. Dawis, R.V. (2005). The Minnesota theory of work adjustment. Chapter 1 in S. Brown & R. Lent (Eds). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: John Wiley & Sons, Inc.
24. de Lange, A.H., Taris, T.W., Komier, 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
25. Elovaino, M., Kivimaki, M., Eccles, M., & Sinervo, T. (2002). Team climate and procedural justice as predictors of occupational strain. *Journal of Applied Social Psychology*, 32, 359-374.
26. Fassinger, R.E. (2008). Workplace diversity and public policy. *American Psychologist*, 63, 252-268.
27. Fitzpatrick, M. E., Cotter, E. W., Bernfeld, S. J., Carter, L. M., Kies, A., & Fouad, N. A. (2011). The importance of workplace bullying to vocational psychology: Implications for research and practice. *Journal of Career Development*, 38(6), 479-499.
28. Flores, L. Y., Mendoza, M. M., Ojeda, L., He., Y., Meza, R. R. Medina., V. et al. (2011). A qualitative inquiry into Latino immigrants' work experiences in the Midwest. *Journal of Counseling Psychology*, 58(4), 522-536.
29. Fouad, N.A., & Bynner, J. (2008). Work transitions. *American Psychologist*, 63, 241-251.
30. Fouad, N.A., & Byars-Winston, A.M. (2005). Cultural context of career choice: meta-analysis of race/ethnicity differences. *Career Development Quarterly*, 53, 223-233.
31. Frone, J.H. (2004). Work-family balance. Chapter 7 in J. Quick & L. Tetrick (Eds). *Handbook of Occupational Health Psychology*. Washington, DC: American Psychological Association.
32. Gardner, F. L. (2001). Applied sport psychology in professional sports: The team psychologist. *Professional Psychology: Research and Practice*, 32(1), 34-39.
33. Gelatt, H.B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, 36, 252-256.
34. Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behavior*, 63, 510-531.
35. Grossman, P. Niemann, L., Schmidt, S. & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research*, 57, 35-43.
36. Hall, D. T., & Moss, J. E. (1998). The new protean career contract: Helping organizations and employees adapt. *Organizational Dynamics*, 26, 22-36.
37. Harren, V.A. (1979). A model of career decision making for college students. *Journal of Vocational Behavior*, 14, 119-133.

38. Hansen, J. C., Dik, B. J., & Zhou, S. (2008). An examination of the structure of leisure interests of college students, working-age adults, and retirees. *Journal of Counseling Psychology, 55*(2), 133-145.
39. Hansen, J. C., & Dik, B. J. (2005). Evidence of 12-year predictive and concurrent validity for SII Occupational Scale Scores. *Journal of Vocational Behavior, 67*, 365-378.
40. Jamal, M., & Baba, V.V. (2003). Type A behavior, components, and outcomes: A study of Canadian employees. *International Journal of Stress Management, 10*, 39-50.
41. Katsavouni, F., Bebetos, E., Antoniou, P., Malliou, P., & Beneka, A. (2014). Work-related risk factors for low back pain in firefighters. Is exercise helpful?. *Sport Sciences for Health, 10*(1), 17-22.
42. Kenny, M.E., Gualdrón, L., Scanlon, D., Sparks, E., Blustein, D.L., & Jernigan, M. (2007) Urban adolescents' constructions of supports and barriers to educational and career attainment. *Journal of Counseling Psychology, 54*, 336-343.
43. Kravetz, S., Dellario, D., Granger, B., & Salzer, M. (2003). A two-faceted work participation approach to employment and career development as applied to persons with a psychiatric disability. *Psychiatric Rehabilitation, 26*(3), 278-289.
44. Lent, R.W. (2005). A social cognitive view of career development and counseling. Chapter 5 in S. Brown & R. Lent (Eds). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: John Wiley & Sons, Inc.
45. Low, D.K.S., Yoon, M., Roberts, B., & Rounds, J. (2005). The stability of vocational interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin, 131*, 713-737.
46. Lucas, R.E., Clark, A.E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. *Psychological Science, 15*, 8-12.
47. Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology, 52*, 397-422.
48. McKee-Ryan, F.M., Song, Z., Wanberg, C., & Kinicki, A.J. (2005). Psychological and physical well-being during unemployment: A meta-analytic study. *Journal of Applied Psychology, 90*, 53-76.
49. Mitchell, K.E., Levin, A.S., & Krumboltz, J.D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development, 77*, 115-123.
50. Nielson, T.R., Carlson, D.S., & Lankau, M.J. (2001). The supportive mentor as a means of reducing work-family conflict. *Journal of Vocational Behavior, 59*, 79-122.
51. Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or colorblindness better for minorities? *Psychological Science, 20*(4), 444-446.
52. Posig, M., & Kickul, J. (2003). Extending our understanding of burnout: Test of an integrated model in nonservice occupations. *Journal of Occupational Health Psychology, 8*, 3-19.
53. Quick, J.C., Quick, J.D., Nelson, D.L., & Hurrell, J.J. (1997). Preventive stress management in organizations. *Washington, DC, US: American Psychological Association*.
54. Radcliff, B. (2001). Politics, markets, and life satisfaction: The political economy of human happiness. *American Political Science Review, 95*, 939-952.
55. Rizzo, J. R., House, R. J., & Lirzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly, 15*, 150-163.
56. Rounds, J., Dawis, R.V., & Lofquist, L.H. (1987). Measurement of Person-Environment Fit and Prediction of Satisfaction in the Theory of Work Adjustment. *Journal of Vocational Behavior, 31*, 297-318.

57. Sauter, S.L., & Hurrell, J.J., Jr. (1999). Occupational Health Psychology: Origins, Content, and Direction. *Professional Psychology: Research and Practice, 30*, 117-122.
58. Savickas, M.L. (1997). Career adaptability: an integrative construct for life-span, life-space theory. *Career Development Quarterly, 45*, 247-259.
59. Schnall, P.L., & Landsbergis, P.A. (1994). Job strain and cardiovascular disease. *Annual Review of Public Health, 15*, 381-411.
60. Sharf, R.S. (2002). Holland's theory of types. In R.S. Sharf, *Apply career development theory to counseling* (3rd Ed.). Pacific Grove, CA: Wadsworth Group.
61. Sparks, K., Faragher, B., & Cooper, C. L. (2001). Well-being and occupational health in the 21st century workplace. *Journal of Occupational and Organizational Psychology, 74*, 489-509.
62. Spence, J.T. & Robbins, A.S. (1992). Workaholism: Definition, measurement, and preliminary results. *Journal of Personality Assessment, 58*(1), 160-178.
63. Tennen, H., Affleck, G., Armeli, S., & Carney, M.A. (2000). A daily process approach to coping: Linking theory, research, and practice. *American Psychologist, 55*, 626-636.
64. Tepper, B. J. (2001). Health consequences of organizational injustice: Tests of main and interactive effects. *Organizational Behavior and Human Decision Processes, 86*, 197-215.
65. Theorell, T., & Karasek, R. (1996). Current issues relating to psychosocial job strain and cardiovascular disease research. *Journal of Occupational Health Psychology, 1*, 9-26.
66. Tokar, D. M., Fischer, A. R., & Mezydlo Subich, L. (1998). Personality and vocational behavior: A selective review of the literature, 1993-1997. *Journal of Vocational Behavior, 53*, 115-153.
67. Tsabari, O., Tziner, A., & Meir, E. I. (2005). Updated meta-analysis on the relationship between congruence and satisfaction. *Journal of Career Assessment, 13*(2), 216-232.
68. Wanberg, C.R. (1997) Antecedents and outcomes of coping behaviors among unemployed and reemployed individuals. *Journal of Applied Psychology, 82*, 731-744.
69. Wanberg, C.R., Hough, L.M., & Song, Z. (2002). Predictive validity of a multidisciplinary model of reemployment success. *Journal of Applied Psychology, 87*, 1100-1120.
70. Whiston, S.C., Brecheisen, B.K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior, 62*, 390-410.