Work and Well-being (PSY 410/510)

Instructor:	Robert R. Sinclair, Ph.D.
	Associate Professor of Psychology
	Department of Psychology
Office Hours:	TH 12:00 to 1:30
Office Location:	Cramer Hall, Room 317S
Telephone:	(503) 725-3965
E-mail:	sinclair@pdx.edu

Grade assignment for individual assignments & overall grade:

A	= 93-100	B-	= 80-82	D+	= 67-69
A-	= 90-92	C+	= 77-79	D	= 63-66
B+	= 87-89	C	= 73-76	D-	= 60-62
B	= 83-86	C-	= 70-72	F	= below 60

Psy 410 Grade Components (each is described below)

Component	Weight in Final Class Grade
In-class Mid-term Exam	25%
In-class Final Exam	25%
Peer Weighted Group Grade on Presentation	25%
Individual Paper	25%
Total	100%

Psy 510 Grade Components (each is described below)

Component	Weight in Final Class Grade
In-class mid-term exam	20%
In-class final exam	20%
Take-home essay – mid-term	10%
Take-home essay – final	10%
Presentation	20%
Research Proposal	20%
Total	100%

Policy Notes

(1) Keep a back up copy of your assignments: You should maintain an electronic copy of all of your assignments until you receive a final grade in the course. You are responsible for replacing lost or otherwise missing assignments.

(2) Disability Resource Center: If you have a disability that might affect your academic performance, you should immediately contact the Disability Resource Center (http://www.ess.pdx.edu/iasc/DSS/) in 435 Smith Memorial Center (725-4150; TTY 725-6504). The DRC will help you decide whether you are eligible for academic accommodations and you must register with the DRC to be eligible for accommodations. I do not need to know the nature of your disability, but I do need to know what specific accommodations I need to make.

(3) Academic Honesty. I expect you to maintain high personal ethical standards in this course. Cheating or plagiarism will lead to serious academic consequences, including possible failure of the course and/or dismissal from school. Plagiarism also is a violation of the PSU Student Conduct Code and a serious ethical violation of most professional organizations. For more information see: http://www.ess.pdx.edu/OSA/osa_b.htm.

(4) Late Paper/Presentation Policies: I deduct 5% for each day that any assignment is handed in or presented late. The 5% late penalty begins immediately following the class period that the assignment is due with an additional 5% deducted for each successive 24-hour period. **I will not accept any late paper or other assignment after beginning of the final exam.**

Tests

Both exams will consist of multiple choice, short answer, and essay questions. I will distribute a study guide approximately one week before each exam. The guide will consist of a list of possible short answer and essay questions, from which I will select 5 short answer (4 points each = 20% of your grade) and 1 essay questions (20% of your grade) for the actual exam. I also will include 15 multiple choice questions (4 points each for a total of 60% of your grade) that will draw from the material on the study guide. For the second exam, you will write multiple choice questions based on your presentations. I will select at least 10 of these questions for the exam. Otherwise, the second exam will be similar in content to the first. **The graduate student exams will include an additional take home essay question that students will have 24 hours to complete.**

Paper Assignments

Graduate Student Paper

The graduate student paper will consist of a research proposal for a research study on a topic related to the class. The research proposal should be approximately 12-15 pages not including the title page, tables, figures, or references (an abstract is not necessary). The paper should be double-spaced in Times New Roman 12 – point font (or a similar font), correspond to the 5th edition of the American Psychological Association Publication Manual, and have 1 inch (2.5 cm) margins on all sides. The goal of the research proposal is to develop and justify a set of hypotheses based on a review of prior literature and to describe a study that would address those hypotheses. The proposal should be approximately 80% literature review and 20% methods and measures, etc. A detailed description of statistical analyses is not necessary, but the paper should include brief description of how the hypotheses will be tested.

Undergraduate Paper

The undergraduate paper will be a literature review paper on a topic of your choice. This paper should be approximately 8-10 pages and should follow the same formatting guidelines (APA style, etc.) as the graduate student paper. The paper should consist of three basic sections (a) an introduction/problem statement, (b) descriptions of published literature related to your topic, and (c) a summary/integration/conclusion section.

Graduate Student Presentation s

The graduate student presentations will consist of brief mini-workshops on a topic of the student's choosing that is related to occupational health psychology. The presentations will consist of a professional quality Power Point presentation of approximately 12-15 minutes in length on the chosen topic. A suggested list of topics is provided below, but I encourage students to consider other topics and to discuss ideas with me prior to the presentation.

Presentation deliverables:

1 Power-point presentation (an electronic copy will be distributed to the class; hard copies are not necessary)
A paper handout with 5 multiple choice questions based on the material in your presentation. Each question should include 4 reasonable answers, no all/none of the above options.
An electronic version (e-mailed to me) of your multiple choice questions with the correct answers indicated.

Presentation grading:

I will provide a grade based on the presentation to each student and will provide an opportunity for class attendees to provide peer feedback on the presentation.

Examples of Possible Topics

Specific OHP interventions	Contemporary challenges	At-risk populations
Selection for Safety/Stress tolerance	Workplace violence/incivility	Young workers
Compensation & Safety	Sustainability issues	Working poor
Health Promotion Programs	Emotional labor	Aging workers
Employee Assistance Programs	Downsizing	Women & work
Participative Management	Technological change	Disability issues

Undergraduate Occupational Health Audit Project

Overview
The goal of this assignment is to apply course material about occupational health psychology to the needs of a specific occupation. Specifically, you will (1) describe the general characteristics of an occupation, (2) based on both public data sources (e.g., government reports, published empirical research) and interviews with at least three workers in that occupation, identify common and serious threats to health and well-being in that occupation, and (3) based on recommended reading in creating a healthy workplace, suggest interventions that would address those health threats. You will then make a group presentation on your project work and write an individual paper based on your project.

Examples of jobs

Military personnel, Long haul truckers, Nurses, Retail, Taxi drivers, Wait staff, Physicians, Teachers , First responders (EMTs, firefighters, etc.), Customer service

Steps in the project

(1) Describe the occupation

Your goal is to provide a general overview of the nature of the work performed in the job and the number of people who work in this job. This should be a relatively brief portion of your project/presentation. Two useful sources for this information are the Bureau of Labor Statistics (www.bls.gov) and O*NET (http://online.onetcenter.org). If you can find them, it is always nice to supplement the statistical portrait with other media, such as pictures of people performing the job.

(2) Identify common and serious threats to health and well-being

Your goal is to identify health and safety risks in the job and threats to well-being. You should use the following sources for this information:

(a) Government documents that provide health and safety risks for occupations. Perhaps the best source for these data is reports from the National Institute for Occupational Safety and Health (NIOSH, http://www.cdc.gov/niosh).

(b) Published empirical research. For common jobs, you are likely to find many studies focusing on occupational health issues. These sources may include business, psychology, or public health journals (such as those indexed in PsychINFO) devoted to health-related research or where they are available, journals devoted to a specific occupation. I do not expect you to conduct a complete review of the published literature on your occupation, but would encourage you to review this literature in some detail, as you are likely to find it quite helpful.

(c) Interviews with members of your occupation. I would like your team members to locate and interview at least three people who either currently work in your chosen occupation or who have done so in the past. Your goal will be to conduct a brief interview with each person (that you will design). The interview should focus on their perceptions of health and safety threats, positive aspects of their job, and their thoughts about interventions/policy changes that would increase their occupational health. Along the way, I would encourage you to keep track of particularly meaningful quotes that illustrate significant concerns or rewarding aspects of the work.

(3) Suggest interventions

Based on your work in step 2, you will recommend 2-4 interventions that address serious and/or common occupational health concerns in your occupation of choice. You can draw on the same sources you used in step 2, as well as the list of intervention related research studies in my optional readings file (that I will distribute to the class electronically). I am less interested in whether you make the "right" recommendations and more interested in making sure that whatever you recommend is drawn from the data you gather for the project.

Deliverables and Grading

Group Presentation

You will make a group presentation on your occupation of interest. I will leave the exact structure of that presentation for you to decide, but it should be delivered in Power Point and should basically summarize the stages of your work above. The presentation should be 15-20 minutes in length and should mostly focus on the health risks identified, reports from the interviews you conducted, and suggested interventions.

Group Grading

I will give the team a grade based on the overall quality of the presentation as delivered in class. I will weight this grade by the contribution of team members, as indicated by peer ratings that I will gather from you once the presentations are complete. The peer weighting system will consist of 100 points that you can allocate to you and to your team members based on their contributions to the project. For example, in a 5-person team, if all members contributed equally, each member would receive the grade I award to the project. If some members are judged by the peer ratings to have made more/less than their share of contributions, the grade they receive on the team project will be raised/lowered as appropriate to their ratings.

TENTATIVE SCHEDULE

Date	Topic	Readings & Assignments
1/8	Introduction to Class	Syllabus
1/10	Overview: *OHP (Lindsay); Positive Psychology at Work (Nicole)	1. Quick (1999) 2. Macik-Frey et al. (2007) 3. Luthans & Church (2002)
1/15	Models and Frameworks: *ERI; JDC; PE-Fit; COR; Challenge-Hindrance	4. Sulsky & Smith (2004) (on reserve)
1/17	Physical Health Processes & Outcomes: *PNI & CVD	5. Sapolsky (1998) Ch. 2 & 8 (on reserve) 6. Ferris et al. (2005)
1/22	Mental Health Processes and Outcomes: *PTSD & Burnout	7. Halbesleben, & Buckley (2004) 8-11. ISTSS Fact Sheets
1/24	Individual Differences in Stress Resilience: *Five Factor & Cognitive-Affective-Motivational models	12. Sinclair & Tucker (2005) 13. Maddi (2002) 14. Baumeister et al. (2007)
1/29	Organizational Justice & Support *OJ & POS	15. Greenberg (2004) 16. Eisenberger (n.d.)
1/31	The Organization of Work and Occupational Health: * Work Schedules	17. Sauter et al. (2002) 18. Smith, et al. (2003) (on reserve)
2/5	Employee-Organization Relationships: *Part-time and Contingent Work	19. Quinlan & Bohle (2003) (on reserve)
2/7	Leadership & Occupational Health *Productive & Counterproductive Leadership	20. Britt et al. (2004).
2/12	Managing for Safety: *Safety climate & motivation	21. Zohar (2003) (on reserve)
2/14	**EXAM 1**	
2/19	Unions and Workplace Health *Union Commitment & Participation	22. Tetrick et al. (2007)
2/21	OHP Interventions: *Creating Healthy Workplaces: Intervention research & practice	23. Quick (2005) 24. Sulsky & Smith (2004) Ch. 8 (on reserve) 25. Grawitch et al. (2006) - SKIM
2/26	Catching Up & Wrapping up	
2/28	Graduate Presentations: 1-5	
3/4	Graduate Presentations: 6-10	
3/6	**No Class – Work Stress & Health Conference**	*Work on your presentations!*
3/11	Undergraduate Presentations: 1-4	
3/13	Undergraduate Presentations: 5-8	**Papers Due (3/14) at 4pm**
3/18	**EXAM 2 (final exam week) 10:15-12:05 NH 222**	**Last day to hand in late assignments**

Readings

1. Quick, J. C. (1999). Occupational Health Psychology: The convergence of health and clinical psychology with public health and preventative medicine in an organizational context. *Professional Psychology: Research and Practice*, 30, 123-128**. [Note: Focus on pp. 123-125]**

2. Macik-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 **[Note: Focus on pp. 809-827]**

3. Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *Academy of Management Executive*, *16(1)*, 57-72. **[Note: PSU's html version may be easier to read than the pdf]**

4. Sulsky, L., Smith, C. (2004). *Work Stress*. Wadsworth. **[Note: Chapter 2: Models of Work Stress On reserve]**

5. Sapolsky, R. M. (2004). *Why Zebras Don't Get Ulcers: An updated guide to stress, stress-related disease, and coping (3rd Ed.)*. New York: Freeman. **[Note: Chapters 2, all; Ch 8 pp 127-139 page numbers from 1st edition)]**

6. Ferris, P. A., Sinclair, C., Kline, T. J. (2005). It takes two to tango: Personal and organizational resilience as predictors of strain and cardiovascular disease risk in a work sample. *Journal of Occupational Health Psychology,* 10, 225-238.

7. Halbesleben, J. R. B., & Buckley, M. R. Burnout in organizational life. *Journal of Management*, 30, 859-879. **[Note: Focus on pp. 859-867]**

8. International Society for Traumatic Stress Studies (N.D.). What is Posttraumatic Stress Disorder (PTSD)? Fact Sheet. (Available on-line: http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_what_is_ptsd.html).

9. International Society for Traumatic Stress Studies (N.D.). Treatment of PTSD Fact Sheet. (Available on-line: http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_treatmentforptsd.html)

10. International Society for Traumatic Stress Studies (N.D.). How is PTSD measured? Fact Sheet. (Available on-line: http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_lay_assess.html)

11. International Society for Traumatic Stress Studies (N.D.). DSM-IV TR Criteria for PTSD. Fact Sheet.http://www.ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_dsm_iv_tr.html

12. Sinclair, R. R., & Tucker, J. S. (2006). Stress-CARE: An integrated model of individual differences in soldier performance under stress. In A. Adler, T. Britt, & and C. Castro (Eds.). *Military Life: The Psychology of Serving in Peace and Combat* (Vol. 1, pp. 202-231). Greenwood Publishing Group. **[Note: Focus on pp 202-208]**
** I will distribute copies of this chapter.

13. Maddi, S. R. (2002). The story of hardiness: Twenty years of theorizing, research, and practice. *Consulting Psychology Journal: Practice and Research*, 54, 173-185. **[Focus on pp. 174-178]**

14. Baumeister, R. F.; Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16, 351-355.

15. Greenberg, J. (2004), Stress fairness to fare no stress: Managing workplace stress by promoting organizational justice. *Organizational Dynamics***,** 33, 352-365.

16. Eisenberger, R. (n.d.). *Introduction to Organizational Support Theory*. http://pos.psych.udel.edu/theory.asp

17. Sauter, S., et al. (2002). *The changing organization of work and the safety and health of working people*. DHHS (NIOSH) Publication No. 2002–116. (Available on-line: http://www.cdc.gov/niosh/pdfs/02-116.pdf). **[Note: Chapter 1 only]**

18. Smith, C. S., Folkard, S., & Fuller, J. A. (2003). Shift work and working hours. In J. C. Quick & L. E. Tetrick (Eds.) *Handbook of Occupational Health Psychology* (pp. 163-184). Washington DC: APA Books.

19. Quinlan, M., & Bohle, P. (2003). Contingent work and safety. In J. Barling, & M. Frone (Eds.). *The Psychology of Workplace Safety*. Washington DC: APA Books. **[Note: Barling & Frone is on reserve]**

20. Britt, T. W., Davison, J., Bliese, P. D., & Castro, C. A. (2004). How leaders can influence the impact that stressors have on soldiers. *Military Medicine*, 169, 541-545.

21. Zohar, D. (2003). The influence of leadership and climate on occupational health and safety. In L. E. Tetrick and D. A. Hofmann (Eds.). *Health and safety in organizations: A multilevel perspective* (pp. 201-230). San Francisco: Jossey-Bass **[Note: Tetrick & Hoffman is on reserve]**

22. Tetrick, L. E., Shore, L. M., McClurg, L. Newton, L., & Vandenberg, R. J. (2007). A model of union participation: The impact of perceived union support, union instrumentality, and union loyalty. *Journal of Applied Psychology*, *92*, 820-828.

23. Quick, J. C. (1999). Occupational Health Psychology: The convergence of health and clinical psychology with public health and preventative medicine in an organizational context. *Professional Psychology: Research and Practice*, 30, 123-128**. [Note: Focus on pp. 125-128]**

24. Sulsky, L., Smith, C. (2004). *Work Stress*. Wadsworth. **[Note: Chapter 8: Stress Management: On reserve]**

25. 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, No. 3, 129–147