

PSYC 623: OCCUPATIONAL HEALTH PSYCHOLOGY

Spring 2017

TUESDAYS 2:00 - 4:40 PM

PM 101

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Course Description

Occupational health psychology (OHP) is a field of study that takes an interdisciplinary approach to the promotion of employee wellness and prevention of negative health-related consequences. This field covers a wide range of topics, drawing from health psychology, industrial-organizational psychology, and public health fields. However, we will focus mainly on key topics in relation to the psychology of occupational stress, specifically: occupational stress theory and research methodology, organizational stressors, interpersonal stressors, the work-nonwork interface, safety climate and leadership, psychological/ physiological strain, work, recovery, sleep and organizational behavior, individual differences, coping, and interventions.

Course Goals and Objectives

As this is an advanced seminar course, my goals are to (a) provide you with an overview on the specialized topic of OHP and (b) help you develop skills in OHP research and practice that follows a scientist-practitioner model. More importantly, my hope is that the work that you produce in this course will go beyond meeting course objective to being disseminated through research or practice outlets (e.g., blog posts, workshops, conducting and publishing proposed research). As for the course, the material and assignments are designed to help you:



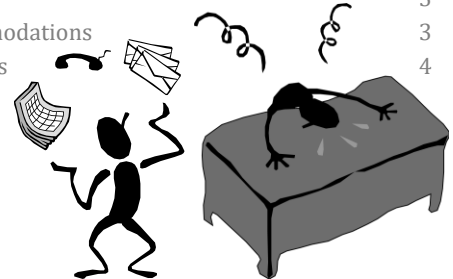
Technology Resources:

You will be using Blackboard for this course to access readings and assignments, as well as communicating with classmates. If you need help using Blackboard, please contact the ITS help desk (815-753-8100) and/or view the tutorial here:

<http://www.niu.edu/blackboard/students/>

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1. Identify, discuss and critique key theoretical and empirical work in occupational health psychology
2. Integrate and apply scientific knowledge of occupational health psychology to provide evidence-based recommendations for employees and organizations.
3. Demonstrate written and oral presentation skills in translating scientific information to general audiences.
4. Demonstrate written skills in preparing an occupational health psychology research proposal using APA style.
5. Demonstrate both peer reviewing and peer review response skills in relation to scholarly work.
6. Demonstrate professionalism in interpersonal conduct that is valued in organizations, such as reliability/work ethic, respectful interactions, and receptivity to feedback.
7. Demonstrate professionalism in products that are important to organizations, such as adhering to writing standards and work document aesthetics.

Course Structure & Expectations

Format: As an advanced seminar, each class session will be split between weekly student presentations and moderated discussion. On weeks when students are not conducting 1hr workshops, I will provide other learning activities related to the weekly topic or other OHP topics (interactive lectures on new trends or career development issues, videos, guest speakers, etc.)

Attendance & Preparation: Students are expected to attend all class sessions and come prepared to significantly contribute to discussion by reading all required materials. This includes completing session preparation journals before class sessions to help spur high-quality discussion. Because attendance is an essential component of an advanced seminar course, each absence (regardless of reason) will result in a -2pts grade deduction beyond one "personal day" absence.

Late Work Policy: The ability to manage your time to meet work deadlines in light of other responsibilities is a critical component of professionalism. Late work is not accepted for credit, so please submit timely assignments. All assignment instructions are posted on Blackboard at the beginning of class, so you may work ahead if needed.

Student Evaluation

Grading for this course includes the components listed in this section. Additional descriptions and instructions for each of the assignments can be found on Blackboard. Letter grades are distributed according to the following point ranges: A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (70-76.9), D (60-69.9), and F (<60).

Discussion Preparation & Contributions (20pts): You will create a session preparation journal on with reflections and questions on the readings to help you prepare for class sessions. Your class contribution grade will be a self-evaluation based on class session preparation and attendance/participation. Based on observations in class, I may consult with you regarding adjustments to lenient or severe self-evaluation grades.

Respectful Learning Environment: Please show engagement and respect for the classroom learning environment by turning off cell phones and other distracting electronic devices. Laptops/tablets are acceptable for on-task activities that contribute to class discussion and engagement with course material. You are also expected to be civil in your critiques and discussions with classmates and authors of research. Conflict and debate is high encouraged and will be facilitate in this class, but only in a professional and respectful manner.

Academic Integrity: Students are expected to follow university policies of academic integrity. For a tutorial, please see here: <http://www.niu.edu/ai/students/> Violations of academic integrity can result in a 0 for an assignment or a failing grade for the course.

Email Etiquette: In the spirit of promoting healthy work-life balance, please keep in mind the following email etiquette guidelines: (1) indicate the course in the subject line and topic (e.g. PSYC623 Syllabus Question), (2) expect responses Monday-Friday between 9am and 5pm, with at least a 48-hour time lag, and (3) reserve grade and assignment discussions for office hours.

Research-to-Practice Application (30pts): This grade is based on your ability to translate research and theory into practice. The first component of this grade is a workshop facilitation of a class topic aimed toward applied audiences (20pts). The second component of this grade is writing a blog or newsletter piece that communicates OHP research to a general audience using accessible and engaging language (10pts)

Research Skill Application (50pts): The first part of this grade will be based on a research proposal using OHP theory and research (35pts). You will also provide friendly peer reviews for two classmates' papers and respond to your reviews (15pts) to help improve your final paper grade. This activity will help you learn more about the peer review process and how to incorporate constructive feedback from colleagues to improve manuscript submissions.

Course Schedule and Weekly Topics

Part I: Overview, Theory, & Research Methodology

- Week 1 (1/17): Overview & History of OHP
- Week 2 (1/24): Theories of Occupational Stress*
- Week 3 (1/31): Research Methods I (Design)*
- Week 4 (2/7): Research Methods II (Measurement)*

OHP Research Translation Due 2/10 (Fri)

Part II: Risk Factors

- Week 5 (2/14): Organizational Stressors*
- Week 6 (2/21): Interpersonal Stressors*
- Week 7 (2/28): The Work-Nonwork Interface*
- Week 8 (3/7): Safety Climate & Leadership*

Self-Evaluation I Due 3/3 (Fri)

Proposal Outline Due 3/10 (Fri)

Spring Break (3/14)

Part III: Consequences, Coping, & Interventions

- Week 9 (3/21): Psychological & Physiological Strain*
- Week 10 (3/28): Well-Being & Engagement*
- Week 11 (4/4): Work Recovery*
- Week 12 (4/11): Sleep, Strain, and Organizational Behavior*
- Week 13 (4/18): Individual Differences & Coping*
- Week 14 (4/25): Peer Reviewing (*No Class*)
- Week 15 (5/2): Interventions*

Proposal Draft Due 4/14 (Fri)

Peer Reviews Due 4/25 (Tues)

Self-Evaluation II Due 5/5 (Fri)

Finals Week

- Week 16 (5/9): Final Research Proposal Due (Tues)

*Session preparation journals entry required for self-evaluation submission. See Blackboard for additional submission date/time information and other instructions.

Course Changes: Course content and scheduling is tentative and subject to change (primarily due to weather conditions). I will inform you of any schedule changes via Blackboard announcements and email, including, but not limited to, lecture progression and exam dates (only in extreme circumstances).

Special Accommodations: I am happy to provide special accommodations for students with documentation of a disability through the Disability Resource Center (DRC). Please contact me as early in the semester as possible. The DRC is located on the 4th floor of the University Health Service Building (815-753-1303).

Course Readings

Required Textbooks (abbreviated as HOHP and RMOHP in reading assignments each week):

Quick, J. C., & Tetrick, L. E. (2011). *Handbook of occupational health psychology* (2nd ed.). Washington, DC: American Psychological Association.

Sinclair, R., Wang, M., Tetrick, L. (2012). *Research methods in occupational health psychology: State of the art in measurement, design, and data analysis*. New York, NY: Routledge.

Week 1: Overview & History of OHP

HOHP Chapter 1: Overview of occupational health psychology (Tetrick & Quick)

HOHP Chapter 2: History of occupational health psychology (Barling & Griffiths)

Sonnentag, S. & Frese, M. (2013). Stress in organizations. In N. W. Schmitt & S. Highhouse (Eds.), *Handbook of psychology, Vol. 12: Industrial and organizational psychology* (pp. 560-592). Hoboken, NJ: Wiley.

Week 2: Theories of Occupational Stress

HOHP Chapter 3: Theories of Occupational Stress (Ganster & Perrewe)

HOHP Chapter 4: Savoring Eustress While Coping with Distress: The Holistic Model of Stress (Nelson & Simmons)

Other Chapter: ICT - Implications for job stress and employee well-being (Day, Scot, & Kelloway)

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied Psychology: An International Review*, 50, 337-70.

Le Fevre, M., Matheny, J., & Kolt, G. (2003). Eustress, distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, 18, 726-744.

Webster, J. R., Beehr, T. A., & Love, K. (2011). Extending the challenge-hindrance model of occupational stress: The role of appraisal. *Journal of Vocational Behavior*, 79, 505-516.

Week 3: Research Methods I (Design)

RMOHP Chapter 12: Experimental & Quasi-Experimental Designs in Occupational Health Psychology (Chen et al.)

RMOHP Chapter 13: Event-Sampling Methods in Occupational Health Psychology (Sonnentag et al.)

RMOHP Chapter 17: Use of Archival Data in Occupational Health Psychology (Fisher & Barnes-Farrell)

HOHP Chapter 20: Research Design, Measurement, and Surveillance Strategies (Kasl & Jones)

Ford, M., Matthews, R., Wooldridge, J., Vipanchi, M., Kakar, U., & Strahan, S. (2014). How do occupational stressor-strain effects vary with time? A review and meta-analysis of the relevance of time lags in longitudinal studies. *Work & Stress*, 28, 9-30.

Stanton, J. M., & Rogelberg, S. G. (2005). Beyond online surveys: Internet research opportunities for industrial-organizational psychology. In S. G. Rogelberg (Ed.), *Handbook of Research Methods in Industrial and Organizational Psychology*. London, UK: Blackwell.

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.

Week 4: Research Methods II (Measurement)

RMOHP Chapter 15: Quantitative Self-Report Methods in Occupational Health Psychology Research (Eatough & Spector)

RMOHP Chapter 16: Strengths and Limitations of Qualitative Approaches to Research in OHP (Schonfeld & Mazzola)

Conway, J. M., & Lance, C. E. (2010). What reviewers should expect from authors regarding common method bias in organizational research. *Journal of Business Psychology*, 25, 325-334.

Hurrell, J. J., Nelson, D. L., & Simmons, B. L. (1998). Measuring job stressors and strains: Where we have been, where we are, and where we need to go. *Journal of Occupational Health Psychology*, 3, 368-389.

Judge, T. A., Erez, A., & Thoresen, C. J. (2000). Why negative affectivity (self-deception) should be included in job stress research: Bathing the baby with the bath water. *Journal of Organizational Behavior*, 21, 101-111.

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.

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

Week 5: Organizational Stressors

HOHP Chapter 10: Work schedules, health, & safety (Smith, Folkard, Tucker, & Evans)

HOHP Chapter 11: The impact of organizational justice on occupational health (Cropanzano & Wright)

Other Chapter: Global virtual teams: A cure for – or cause of – stress (Glazer, Kozusznik, & Peeters)

Semmer, N. K., Jacobshagen, N., Meier, L. L., Elfering, A., Beehr, T. A., Kälin, W., et al. (2015). Illegitimate tasks as a source of work stress. *Work & Stress, 29*(1), 32-56.

Campion, M. A., Mumford, T. V., Morgeson, F. P., & Nahrgang, J. D. (2005). Work redesign: Obstacles and opportunities. *Human Resource Management, 44*, 367-390

Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *Academy of Management Annals, 3*, 317-375

van den Heuvel, M., Demerouti, E. and Peeters, M. C. W. (2015), The job crafting intervention: Effects on job resources, self-efficacy, and affective well-being. *Journal of Occupational and Organizational Psychology, 88*, 511-532.

Week 6: Interpersonal Stressors

RMOHP Chapter 7: Measurement of Interpersonal Mistreatment in Organizations (Cortina & Marchiondo)

Other Chapter: Display rules and emotional labor on psychological well-being at work (Cropanzano, Weiss, & Elias)

Hershcovis, M. S. (2010). Incivility, social undermining, bullying...oh my!': A call to reconcile constructs within workplace aggression research". *Journal of Organizational Behavior, 32*, 499-519.

Anderson, L. M., & Pearson, C. M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review, 24*, 452-471.

Cortina, L. M. (2008). Unseen injustice: Incivility as modern day discrimination in organizations. *Academy of Management Review, 33*, 55-75.

Chan, M. L. E., & McAllister, D. J. (2014). Abusive supervision through the lens of employee state paranoia. *Academy of Management Review, 39*, 44-66.

Leiter, M. P., Laschinger, H. K. S., Day, A., & Oore, D. G. (2011). The impact of civility interventions on employee social behavior, distress, and attitudes. *Journal of Applied Psychology, 96*, 1258-1274.

Week 7: The Work-Nonwork Interface

HOHP Chapter 9: Work-Family Balance—A Review and Extension of the Literature (Greenhaus & Allen)

RMOHP Chapter 3: Measurement Issues in Work-Family Research (Gonzalez-Morale, Tetrick, & Ginter)

Kalliath, T., & Brough P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management and Organization, 14*, 323-327.

Kossek, E. E., Baltes, B. B., & Matthews, R. A. (2011). How work-family research can finally have an impact in organizations. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 4*, 352- 369.

Grawitch, M. J., Barber, L. K., & Justice, L. (2010). Rethinking the work-life interface: It's not about balance, it's about resource allocation. *Applied Psychology: Health and Well-Being, 2*(2), 127-159.

Hammer, L. B., Kossek, E. E., Yragui, N. L., Bodner, T. E., & Hanson, G. C. (2009). Development and validation of a multidimensional measure of family supportive supervisor behaviors (FSSB). *Journal of Management, 35*, 837-856.

Kossek, E. E., Hammer, L. B., Kelly, E. L., Moen, P. (2014). Designing work, family, and health organizational change initiatives. *Organizational Dynamics, 43*, 53-63.

Perlow, L. A., & Kelly, E. L. (2014). Toward a model of work redesign for better work and better life. *Work and Occupations, 41*, 111-134.

Week 8: Safety Climate & Organizational Culture

HOHP Chapter 8: Safety Climate: Conceptual & Measurement Issues (Zohar)

HOHP Chapter 19: Occupational Health & Safety Leadership (Mullen & Kelloway)

Zohar, D. (2010). Thirty years of safety climate research: Reflections and future directions. *Accident Analysis and Prevention, 42*, 1517-1522.

Frese, M., Keith, N. (2015). Action errors, error management, and learning organizations. *Annual Review of Psychology, 66*, 661-686.

- Christian, M. S., Bradley, J. C., Wallace, J. C., & Burke, M. J. (2009). Workplace safety: A meta-analysis of the roles of person and situation factors. *Journal of Applied Psychology, 94*, 1103-1127
- Dai, H., K. Milkman, D. Hofmann, and B. Staats. (2015). The impact of time at work and time off from work on rule compliance: The case of hand hygiene in health care. *Journal of Applied Psychology 100*, 846-862.
- Neal, A., & Griffin, M. A., (2006). A study of the lagged relationships among safety climate, safety motivation, safety behavior, and accidents at the individual and group levels. *Journal of Applied Psychology, 91*, 946-953.

Week 9: Psychological & Physiological Strain

RMOHP Chapter 1: Measurement of Immune System Functioning (Arnetz & Ventimiglia)

RMOHP Chapter 5: Measurement of Emotions

RMOHP Chapter 8: Measurement of Depression and Anxiety in OHP (Thomas, Bergstrom, & Rosqvist)

HOHP Chapter 12: Job-Related burnout—A Review of Major Research Foci and Challenges (Shirom)

HOHP Chapter 13: Workplace and Cardiovascular Disease: Relevance and Potential Role for OHP (Lansbergis et al)

Other Chapter: Beyond self-report (Semmer, Grebner, & Elfering)

Eatough, E., Shockley, K., & Yu, P. (2016). A review of ambulatory health data collection methods for employee experience sampling research. *Applied Psychology: An International Review, 65*, 322-354.

Fried, Y., Rowland, K. M., & Ferris, G. R. (1984). The physiological measurement of work stress: A critique. *Personnel Psychology, 37*, 583-616.

Week 10: Well-Being & Engagement

RMOHP Chapter 6: How To Think About and Measure Well-Being (Warr)

RMOHP Chapter 10: The Measurement of Work Engagement (Schaufeli)

Other Chapter: How to Improve work engagement (Schaufeli & Salanova)

Other Chapter: Building engagement—The design and evaluation of interventions (Leiter & Maslach)

Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*, 1007-1022.

Bono, J. E., Glomb, T. M., Shen, W., Kim, E., & Koch, A. J. (2013). Building positive resources: Effects of positive events and positive reflection on work-stress and health. *Academy of Management Journal, 56*, 1601-1627.

Briner, R. B. and Walshe, N. D., 2015. An evidence-based approach to improving the quality of resource-oriented well-being interventions at work. *Journal of Occupational and Organizational Psychology, 88*, 563-586.

Week 11: Work Recovery

Other Book Chapter: Daily recovery from work-related effort during non-work time (Demerouti et al., 2009)

Other Book Chapter: Momentary work recovery (Troughakos & Hideg, 2009)

Sonnentag, S., & Fritz, C. (2014). Recovery from job stress: The stressor-detachment model as an integrative framework. *Journal of Organizational Behavior, 36*, 72-103.

Fritz, C., Ellis, A., Demsky, C., Lin, B., & Guros, F. (2013) Embracing work breaks: Recovering from work stress. *Organizational Dynamics, 42*, 274-280

Barber, L. K., & Santuzzi, A. M. (2015). Please respond ASAP: Workplace telepressure and employee recovery. *Journal of Occupational Health Psychology, 20*(2), 172-189.

Smit, B. W., & Barber, L. K. (2016). Psychologically detaching despite high workloads: The role of attentional processes. *Journal of Occupational Health Psychology, 21*(4), 432-442.

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 recovery, recovery-related self-efficacy, and well-being. *Journal of Occupational Health Psychology, 16*, 202-216.

Week 12: Sleep, Strain, & Organizational Behavior

Other Book Chapter: Sleep and unethical behavior (Barber & Budnick, 2016)

Other Book Chapter: Job stress and sleep (Sonnentag et al., 2016)

Other Book Chapter: Sleep and work withdrawal (Carleton & Barling, 2016)

Other Book Chapter: Fatigue and safety at work (Wong, & Kelloway, 2016)

RMOHP Chapter 4: Measurement of Sleep & Sleepiness

Mullins, H. M., Cortina, J. C., Drake, C. L., & Dalal, R. S. (2014). Sleepiness at work: A review and framework of how the physiology of sleepiness impacts the workplace. *Journal of Applied Psychology, 99*, 1096-1112.

Barnes, C. M., Miller, J. A., & Bostock, S. (2017). Helping employees sleep well: Effects of cognitive behavioral therapy for insomnia on work outcomes. *Journal of Applied Psychology, 102*(1), 104-113.

Week 13: Individual Differences & Coping

Other Chapter: Individual differences in health and well-being in organizations (Spector)

Other Chapter: The applicability of COR theory to psychologically entitled employees (Brouer, Wallace, & Harvey)

Burke, M. J., Brief, A. P., & George, J. M. (1993). The role of negative affectivity in understanding relations between self-reports of stressors and strains: A comment on the applied psychology literature. *Journal of Applied Psychology, 78*, 402-412.

Kammeyer-Mueller, J. D., Judge, T. A., & Scott, B. A. (2009). The role of core self-evaluations in the coping process. *Journal of Applied Psychology, 94*, 177-195.

O'Driscoll, M. P., & Cooper, C. L. (1994). Coping with work-related stress: A critique of existing measures and proposal for an alternative methodology. *Journal of Occupational and Organizational Psychology, 67*, 343-354.

Schaubroeck, J., Jones, J. R., Xie, J. L. (2001). Individual differences in utilizing control to cope with job demands: Effects on susceptibility to infectious disease. *Journal of Applied Psychology, 86*, 265-278.

Week 14: Peer Reviewing

[COPE Ethical Guidelines for Peer Reviewers](#)

Bedeian, A.G. (2003). The manuscript review process: The proper roles of authors, referees, and editors. *Journal of Management Inquiry, 12*, 331-338.

Carpenter, M.A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review, 34*, 191-195.

Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review, 34*, 375-381.

Barber, L. K. (2010). A survival guide for your first review process. *Association for Psychological Science Observer*. Retrieved from <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2686>.

Week 15: Interventions & Program Evaluation

HOHP Chapter 16: Job Stress Interventions and Organization of Work (Semmer)

HOHP Chapter 17: Worksite Health Interventions—Targets For Change and Strategies for Attaining Them (Heaney)

HOHP Chapter 18: Employee Assistance Programs: Strengths, Challenges, and Future Roles (Cooper, Dewe, & O'Driscoll)

HOHP Chapter 21: Program Evaluation: The Bottom Line in Organizational Health (Adkins et al.)

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.

Füllemann D., Jenny G. J., Brauchli R., Bauer G. F. (2015). The key role of shared participation in changing occupational self-efficacy through stress management courses. *Journal of Occupational & Organizational Psychology, 88*, 490-510.

Abildgaard, J. S., Saksvik, P. Ø., & Nielsen, K. (2016). How to measure the intervention process? An assessment of qualitative and quantitative approaches to data collection in the process evaluation of organizational interventions. *Frontiers in Psychology, 7*, 1380e.