

# **Psychology 4000A – Advanced Organizational Psychology Occupational Health Psychology**

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Tuesdays & Thursdays 13:40 to 14:55, in D631

## **Content:**

Occupational health psychology (OHP) is a relatively new field of study. OHP focuses on promoting the health and well-being of employees as well as the prevention of illness and injury at work. It is an interdisciplinary field of study involving researchers in many areas of psychology (e.g., industrial-organizational, social, clinical) as well as those in such other fields as public health and medicine. In this course we will discuss not only specific hazards and stressors in the workplace and their impacts on the functioning of organizations and employees, but also how to intervene to promote organizational and employee well-being. Research methods used in the field will be emphasized.

Prerequisite: Psychology 3140 – Organizational Psychology

## **Required Reading:**

A custom coursepack was developed for this course. It contains selected chapters from edited volumes (e.g., handbooks and research companions). It is available for purchase from the bookstore. A number of other readings were selected for the course. Given that these readings were freely available for download from the University Library, in the interest of economy, they were not included in the coursepack. The list of these readings in the order in which they will be discussed appears at the end of this syllabus.

## **Structure:**

Required readings will provide the basic material for each of the major topics to be covered. An additional empirical article will be assigned for those timeslots that are currently blank. Classes will be in seminar format with either the course instructor or student(s) responsible for delivering core material and generating discussion.

## **Evaluation:**

Grades will be based on three components: student presentation, student participation, and a research paper. These three elements will assist students in developing their skills in presentation, critical analysis, and academic writing.

### *Student Presentations (40%)*

Each student will participate in two class presentations (either in a team of two or on their own). Students will select a course topic and be responsible for the successful running of the class period on that topic. This will involve a presentation (approximately 20 minutes) and the generation of class discussion. Students who decide to fill one of the blank timeslots with their own presentation topic must provide a recent empirical article on their topic at least one week in advance of their

presentation. The article should be provided in pdf format. The course instructor should be consulted on the selection of topic and article. Sample topics are listed at the end of this outline. If any presenting students wish the class to have read additional materials (e.g., measurement scales, news articles) before their presentation, this material also must be provided one week in advance of their presentation. The class will discuss how to allocate the 40% across presentations.

*Student Participation (25%)*

Attendance and student contributions to regular class discussion will form the basis of the participation mark. To receive credit for attendance, those not presenting must bring two written questions based on the readings to class. These may be general questions on the topic that you would like to explore or may relate to research design and methodology. To ensure proper credit is received, hard copies of the questions, labeled with the student's name and student number, must be submitted to the course instructor at the beginning of class. Students who do not contribute to class discussion are unlikely to receive a passing grade on this component.

*Paper (35%)*

Students will be asked to write a 10-15 page paper on an OHP topic of their choice. Details will be provided in class. Papers are due in class on April 17<sup>th</sup> and topics must be approved by the course instructor by March 15<sup>th</sup>. Papers are required to be in APA format; a portion of the grade is allotted to APA style. Students should consult the Publication Manual of the American Psychological Association (6<sup>th</sup> edition).

NOTE: If students are not able to complete an aspect of the course they must contact the instructor as soon as possible before the due date. Failure to notify the instructor prior to the due date will result in a mark of zero. Medical reasons must be supported by a statement that performance would be seriously affected. The physician's name, address, and telephone number should be included. Non-medical reasons must also be supported.

**Grading:**

The following ranges will be used to assign a final grade:

A+	90-100	B+	77-79	C+	67-69	D+	57-59
A	85-89	B	73-76	C	63-66	D	50-56
A-	80-84	B-	70-72	C-	60-62	F	<50

**Contact Information:**

I am available for drop-ins or by appointment. Please contact me by email to set up an appointment. My email address is [gail.hepburn@uleth.ca](mailto:gail.hepburn@uleth.ca). My office is in University Hall (D856).

## Tentative Class Schedule:

### *Instructor-led Discussions*

- January 17     **Work stress: A more positive approach (coursepack)**  
Nelson, D. L., & Simmons, B. L. (2003). Health psychology and work stress: A more positive approach. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 97-119). Washington, DC: American Psychological Association.
- January 19     **Workaholic and work engaged employees (download from the library)**  
Van Beek, I., Taris, T. W., & Schaufeli, W. B. (2011). Workaholic and work engaged employees: Dead ringers or worlds apart? *Journal of Occupational Health Psychology, 16*, 468-482.

### *Student-led Discussions*

- January 24     **Stress management at work (coursepack)**  
Quillian-Wolever, R. E., & Wolever, M. E. (2003). Stress management at work. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 355-375). Washington, DC: American Psychological Association.
- January 26     **Presenteeism (download from the library)**  
Johns, G. (2011) Attendance dynamics at work: The antecedents and correlates of presenteeism, absenteeism, and productivity loss. *Journal of Occupational Health Psychology, 16*, 483-500.
- January 31     **Economic stressors (coursepack)**  
Probst, T. M. (2005). Economic stressors. In J. Barling, E. K. Kelloway, & M. R. Frone (Eds.), *Handbook of work stress* (pp. 267-297). Thousand Oaks, CA: Sage.
- February 2     **Young workers & safety (download from the library)**  
Breslin, F. C., Polzer, J., MacEachen, E., Morrongiello, B., & Shannon, H. (2007). Workplace injury or “part of the job”? Towards a gendered understanding of injuries and complaints among young workers. *Social Science & Medicine, 64*, 782-793.
- February 7     **Remote working (coursepack)**  
Hislop, D., Axtell, C., & Daniels, K. (2008). The challenge of remote working. In S. Cartwright & C. L. Cooper (Eds.), *The Oxford handbook of personnel psychology* (pp. 564-585). Oxford: Oxford University Press.
- February 9     **Student choice (reading to be circulated one week in advance)**
- February 14    **Stigma at work (download from the library)**  
Ragins, B. R. (2008) Disclosure disconnects: Antecedents and consequences of disclosing invisible stigmas across life domains. *Academy of Management*

*Review*, 33, 194-215.

- February 16 **Return to work following injury (download from the library)**  
Lippel, K. (2007). Workers describe the effect of the workers' compensation process on their health: A Québec study. *International Journal of Law and Psychiatry*, 30, 427-443.

**February 21, 23. NO CLASS (Reading Break)**

- February 28 **Shiftwork and working hours (coursepack)**  
Smith, C. S., Folkard, S., & Fuller, J. A. (2003). Shiftwork and working hours. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 163-183). Washington, DC: American Psychological Association.
- March 1 **Safety leadership (download from the library)**  
Mullen, J., Kelloway, E. K. & Teed, M. (2011). Inconsistent style of leadership as a predictor of safety behaviour. *Work & Stress*, 25, 41-54.
- March 6 **Bullying at work (coursepack)**  
Rayner, C., & Keashly, L. (2005). Bullying at work: A perspective from Britain and North America. In S. Fox & P. E. Spector (Eds.), *Counterproductive work behavior: Investigations of actors and targets* (pp. 271-296). Washington, DC: American Psychological Association.
- March 8 **Student choice (reading to be circulated one week in advance)**
- March 13 **Physical environment of offices (coursepack)**  
Elsbach, K. D., & Pratt, M. G. (2007). The physical environment in organizations. *Academy of Management Annals*, 1, 181-224.
- March 15 **Student choice (reading to be circulated one week in advance)**
- March 20 **Gender issues (coursepack)**  
Desmarais, S., & Alksnis, C. (2005). Gender issues. In J. Barling, E. K. Kelloway, & M. R. Frone (Eds.), *Handbook of work stress* (pp. 455-485). Thousand Oaks, CA: Sage.
- March 22 **Student choice (reading to be circulated one week in advance)**
- March 27 **Organizational stress interventions (coursepack)**  
Hurrell, J. J., Jr. (2005). Organizational stress interventions. In J. Barling, E. K. Kelloway, & M. R. Frone (Eds.), *Handbook of work stress* (pp. 623-645). Thousand Oaks, CA: Sage.

- March 29      **Leadership training (download from the library)**  
Greenberg, J. (2006). Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice. *Journal of Applied Psychology, 91*, 58-69.
- April 3        **Vacations and other respites (coursepack)**  
Eden, D. (2001). Vacations and other respites: Studying stress on and off the job. *International Review of Industrial and Organizational Psychology, 16*, 121-146.
- April 5        **Student choice (reading to be circulated one week in advance)**
- Instructor-led Discussions*
- April 10, 12   **TBD based on class interests (reading to be circulated one week in advance)**
- April 17       **Paper due**

**Topic Suggestions for Student Choice:**

Aggression or violence at work that is not bullying (see March 6)  
Alcohol and drug use at work  
Cross-cultural occupational health  
Discrimination at work  
Emotional labour  
Job-related burnout  
Retirement from work  
Work-life balance