

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

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Tuesdays & Thursdays 15:05 to 16:20, in B756

## **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 other fields such 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. In addition, research methods used in the field will be discussed.

Prerequisite: Psychology 3140 – Introduction to 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 following is the list of these readings in the order in which they will be discussed.

### *Stress at Work*

#### 1. 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.

#### 2. 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.

#### 3. 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.

4. 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.
5. 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.
6. 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.
7. 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.
8. Emotional labor (download from the library)  
Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5, 95-110.
9. Workaholism (coursepack)  
McMillan, L. H. W., O'Driscoll, M. P., & Burke, R. J. (2003). Workaholism: A review of theory, research, and future directions. *International Review of Industrial and Organizational Psychology*, 18, 167-189.
10. Public-initiated violence (coursepack)  
LeBlanc, M. M., Dupré, K. E., & Barling, J. (2006). Public-initiated violence. In E. K. Kelloway, J. Barling, & J. J. Hurrell Jr. (Eds.), *Handbook of workplace violence* (pp. 261-280). Thousand Oaks, CA: Sage.

#### *Workplace Safety*

11. Safety climate (download from the library)  
Zohar, D., & Luria, G. (2005). A multilevel model of safety climate: Cross-level relationships between organization and group-level climates. *Journal of Applied Psychology*, 90, 616-628.
12. Young workers (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.

13. 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.

*Special Topics & Populations*

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.
15. Burnout (download from the library)  
Kristensen, T. S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress*, 19, 192-207.
16. 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.
17. 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.
18. Cross-national job stress (download from the library)  
Liu, C., Spector, P. E., & Shi, L. (2007). Cross-national job stress: A quantitative and qualitative study. *Journal of Organizational Behavior*, 28, 209-239.
19. Violence on the picket line (coursepack)  
Francis, L., Cameron, J. E., & Kelloway, E. K. (2006). Crossing the line: Violence on the picket line. In E. K. Kelloway, J. Barling, & J. J. Hurrell Jr. (Eds.), *Handbook of workplace violence* (pp. 231-260). Thousand Oaks, CA: Sage.
20. Relationships between researchers and organizations (download from the library)  
Hinkin, T., Holtom, B. C., & Klag, M. (2007). Collaborative research: Developing mutually beneficial relationships between researchers and organizations. *Organizational Dynamics*, 36, 105-118.

**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 most topics. 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 four components: student presentation, student participation, a paper, and a summary assignment. These four elements will assist students in developing their skills in presentation, critical analysis, and academic writing.

**Student Presentations (25%)**

Each student will participate in at least one class presentation. Each student 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 must provide a one page handout on the topic for the class. For some presentations students will be required to provide, one week in advance, a recent and brief empirical article on the topic. Whenever possible, an electronic version of the empirical article should be provided. If more than one presentation is required the class will discuss how to allocate the 25% 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 questions based on the readings to class. One question should be a general question on the topic that you would like to explore, the other should 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 (30%)**

Students will be asked to write an eight-page paper on an OHP topic of their choice. Details will be provided in class. Papers are due in class on March 23<sup>rd</sup> and topics must be approved by the course instructor by February 25<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).

**Summary Assignments (20%)**

A summary assignment will be due in class on the last day of class. Students will be asked to answer several questions that will allow them to demonstrate their understanding of the course material as well as their ability to apply the course material. These questions will form the basis of the final class discussion.

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).