**Occupational Health** – PSY 5343

Syllabus – Spring 2014

**Instructor**

Dr. Krista Howard

Office: UAC 257

Email: kh44@txstate.edu (I will respond to email within 24 hours)

Office hours: Mon 9:00-9:30 and by appointment (Tues and Thurs)

**Class Schedule**

Mondays 9:30-12:20

UAC room 206

**Overview of Course**

Occupational Health Psychology is an interdisciplinary field that is concerned with the health of employees, including safety, stress and psychological factors. This course offers students a broad understanding of the various components that are studied in Occupational Health research. This is a seminar course that will cover both the theoretical constructs and also recent research that pertain to each topic.

**Readings**

Weekly readings will consist of book chapters and journal articles relative to the weekly topic. The readings are all available in the Resources Folder in TRACS. **It is expected that all students will have read all of the readings prior to class**. Each student is responsible for leading the discussions on his/her assigned readings.

**Leading Discussions**

On a rotation basis, students will lead discussions for the assigned readings. For the discussion, the leader is responsible for outlining the relevant information on that topic, which can be provided in any form (verbal, general outline, PowerPoint presentation, etc.). The discussion leader will provide a synopsis of the topic and will generate discussion points/questions for a class discussion.

These questions can fall into the following categories (but are not limited to these):

1. Empirical Findings – Does the research support or refute a certain hypothesis? Does it contribute to the broader literature?
2. Methodology – Provide a critique about the methodology used in the particular study (sample, sample size, measures, statistics, etc.)
3. Study Design – How would we design a study that addresses a particular component of the topic?
4. Generalizability - How does this topic relate to you or someone you know?

**Written Assignments**

Each student will write 2 papers for this course covering areas of occupational health research. The first paper is an Overview of a chosen topic and should highlight the theories and research studies pertaining to that topic. The second paper is a Proposal for a different chosen topic. In addition to writing an overview of this topic, this proposal will also contain: 1) hypotheses; 2) methodology for an experiment to test the hypotheses; and 3) an anticipated results/discussion section. (The topic will be different for each paper).

Each paper will be written in APA format and should range from 5-10 pages in length. The grade for Paper 1 will be based on organization, writing style and content. The grade for Paper 2 will include the same elements as Paper 1 and will also be based on the development of the hypotheses, methodological design and discussion of anticipated results.

**Paper Presentations**

Each student will give a 15-minute presentation of each paper using PowerPoint.

* Presentation 1 will focus on the content and prior research conducted on that given topic.
* Presentation 2 will provide a brief background of the topic but mainly focus on the proposal including the methodology, study design, and anticipated results.

**Grading**

The grade for this course will be based on the following:

|  |  |
| --- | --- |
| **Grading Component** | **Percentage of Grade** |
| **Class Participation** |  |
|  | Attendance / Participation | 25% |
| **Paper 1 – Overview – Due March 17** |  |
|  | Write-up | 20% |
|  | Presentation | 10% |
| **Paper 2 – Proposal – Due May 5** |  |
|  | Write-up | 35% |
|  | Presentation | 10% |

**Grading Scale**

A = 89.5% - 100%

B = 79.5% – 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = below 59.4%**Topics Overview**

|  |  |  |
| --- | --- | --- |
| **Date** |  | **Topic** |
| 1/13 |  | **Course Overview**Introductions / Syllabus |
| 1/20 |  | No Class Watch Video – Stress: The Portrait of a Killerhttp://www.youtube.com/watch?v=eYG0ZuTv5rs |
| 1/27 |  | **Overview OHP**-Reading: Graham, Growth of Occ Health-Reading: Tetrick, Overview of OHP-Reading: Lundberg, Responses to Stress  |
| 2/3 |  | **Occupational Stress and Burnout**-Reading: Hudek, Burnout Hospital Nurses-Reading: Kop, Burnout Dutch Police Officers-Reading: Pasca, Occ Stress Multicultural-Reading: Pyhalto, Teacher Burnout-Reading: Rutledge, Work Stress Physicians Nurses |
| 2/10 |  | **Negative Affect, Control and Buffering****-**Reading: Nelson, Eustress Coping-Reading: McClenahan, Demand Control Support-Reading: Nurmi, Stress of Distance, Time Zones-Reading: Penny, Neg Affect CWB-Reading: Frone, Neg Affect Work-Family Conflict |
| 2/17 |  | **Schedules and Work-Family Life**-Reading: Haines, W-F Shiftwork Depression-Reading: Judge, Neg Affect Work and Home-Reading: King, W-F, Organizational Advancement-Reading: Martens, Flex Work Schedules |
| 2/24 |  | **Interventions**-Reading: Lundberg, Health Promotion Intervention-Reading: Kelloway, Intervention Leadership-Reading: Jeannette, Intervention Firefighter-Reading: Randall, Stress Management Intervention |
| 3/3 |  | **\*\*Paper 1 Presentations\*\*** |
| 3/10 |  | No Class - Spring Break! |
| 3/17 |  | **\*\*Paper 1 Due\*\* (Use DropBox)****General Health Behaviors** -Reading: Howard, Obesity and Absenteeism-Reading: Watts, Teacher Drug Use Stress-Reading: Barnes, Sleep OCB Job Sat-Reading: Ford, Health and Work Performance |
| 3/24 |  | **Cardiovascular Disease/ Immune Functioning**-Reading: Byrne, Occ Stress and CVD-Reading: Melamed, Burnout Health Disorders-Reading: Nakata, Immunity Job Satisfaction |
| 3/31 |  | **Accidents and Safety**-Reading, Hilton, OHP Accidents and Safety-Reading: Asif, Hep C Beauty Industry-Reading: Vecchio, Injury in Nursing Profession-Reading: Gyekye, Safety Mgmt: Causal Attribution |
| 4/7 |  | **Aggression and Violence**-Reading: Gates, Violence Stress Nurses-Reading: Harvey, OHP Aggression Workplace-Reading: Slattery, Stress Domestic Violence Advocates-Reading: Walsh, OHP Post Trauma Aggression-Reading: Lawrence, Violence Pupil-Teacher |
| 4/14 |  | **Musculoskeletal Disorders/Human Factors**-Reading: Noonan, BPS MSD-Reading: Howard, Non-Completion-Reading: Buckle, Obesity Ergonomics-Reading: Evans, Stress and Open-Office Noise-Reading: Makhbul, Ergonomics Work Stress-Reading: May, Ergonomic Office Design and Aging |
| **4/21** |  | **\*\*Paper 2 Presentations\*\*** |
| **4/28** |  | **\*\*Paper 2 Presentations\*\* - Last Day of Class** |
| **5/5** |  | **\*\*Paper 2 Due \*\* (Use DropBox)****NO CLASS THIS DAY** |

**Psychology Department and Texas State University Policies**

**Disability Statement**

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

**Honor Code**

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code.  These principles require all members of this community to be conscientious, respectful, and honest.

* WE ARE CONSCIENTIOUS.  We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.
* WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.
* WE ARE HONEST.  We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member.  The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights.  Possible actions that may be taken range from exoneration to expulsion.