Seminar: Occupational Stress and Health
Psychology 624
Spring 2007

Instructor: Dr. Lisa M. Perez
Office: Wiecking Center 332B
Email: lisa.perez@mnsu.edu
Phone: 389-5696
Website: http://mavweb.mnsu.edu/perezl/courses.htm
Office Hours: M 9-11 am; 2-3 pm; 5-7 pm; W 9-11 am; 2-3 pm; 5-7 pm or by appt.

Class Meets: Mondays & Wednesdays 12:00 – 1:45 pm in WC B133
Required texts:


Additional readings as assigned.

Course Overview: The field of occupational health psychology (OHP) is a new and growing area of research and practice in industrial-organizational psychology that has arisen out of research on job stress, organizational behavior, clinical psychology, and public health. This course will introduce you to the field of OHP by examining prominent theories of job stress, the causes of job stress, the effects of job stress on the physical and mental health of individuals and the effects of job stress on organizational effectiveness. In addition, this course will explore ways that both the individual and the organization can work to minimize job stress and its effects.

Course Requirements:

Attendance: Regular attendance is mandatory. Students are responsible for all information presented in class lectures and discussions as well as readings. There is a strong participation component to this course and it is in the best interests of all students to be at every class. All missed classes must be made-up by writing a two-page (single spaced) overview of the topic that was discussed that week. The overview is due the week immediately following the absence. Missing more than one-half hour of a class (arriving late or leaving early) will be considered an absence. If you miss a class and fail to complete the written overview within the expected time frame, you will be penalized for the attendance portion of your grade. Having said all that, I am not a completely unreasonable person. Sometimes there are unavoidable emergencies in life that take precedence over this class. I understand that. I am, after all, a stress researcher! Please let me know if this is the situation and we will work something out.

In-class participation: This is an upper-level course. I expect you to come to class each day with the readings prepared and ready to discuss the topics critically. If it reaches a point where I feel that you are not prepared or participating adequately, I will institute daily quizzes over the readings. I would prefer NOT to do this, but I will resort to this if my expectations are not being
At this level, we should be learning from one another. We should all benefit from sharing critical analysis of the readings, from expressing our opinions about the relevant issues, and from respectfully listening to the viewpoints of your classmates and the instructor. Note that the written summaries can make up for your attendance grade but not your participation grade.

**Exams:** There will be three exams worth 100 points each. The major exams will be primarily essay format, possibly some short answer.

**Written Assignments:** There will be two small written assignments throughout the semester. After I have graded and edited each assignment, you may be asked to re-write the paper. Re-writes are not meant to be punitive. I just find that making comments on writing assignments is only useful to students if they are forced to go back and fix the problems. Writing clearly is an enormously important and difficult skill. All of us (myself included) can use help with our writing.

**Theory Testing Assignment:** Details provided separately. **Due Monday February 12.**

**Research Brief:** These will be modeled after the research briefs published in Academy of Management Executive. Essentially, the goal of these is to “translate” a dense, empirical journal article into straightforward language that is appropriate for an audience of managers. That means taking out jargon and statistics, but still conveying the background research, rationale, findings, and implications of the study. These should be between 1000 and 1200 words. I have examples of these in my office for you to look at. Each brief will be worth 50 points. Research briefs are due the day that you present the article in class (see below).

**Discussion Leader:** For each article that you are assigned to review, you will also lead class discussion on that article. This will involve a brief (5-6 PowerPoint slides) summary of the article and 3-4 **thoughtful** questions about the article’s methodology, and/or implications of the study findings. Alternatively, it could involve some sort of demonstration, small group activity, small group discussions, or video presentation relevant to the article. This would be an alternative to the discussion questions...not to the PowerPoint summary. You will all do that regardless. Presentations/Discussions/Activities should last about 20 minutes and will be worth 50 points each.

**Project:** There will be one major group project/presentation for the course. Details will follow.

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**Grading:**

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<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>3 exams</td>
<td>300</td>
</tr>
<tr>
<td>Attendance</td>
<td>25</td>
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<tr>
<td>Participation</td>
<td>75</td>
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<tr>
<td>Theory Testing</td>
<td>50</td>
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<tr>
<td>Research Brief</td>
<td>50</td>
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<td>Discussion Leader</td>
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<tr>
<td>Project</td>
<td>150</td>
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<td>Total</td>
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Grading Scale:

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<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
<td>675-750 points</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
<td>600-674 points</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>525-599 points</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
<td>450-524 points</td>
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<tr>
<td>F</td>
<td>59 – 0%</td>
<td>0-449 points</td>
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Academic Issues:

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disabilities Services Office at (507)389-2825 (V) or 1-800-627-3529 (MRS/TTY).

Academic misconduct (e.g., cheating, plagiarism) will lead to a grade of zero on the exam or assignment in question.
Course Schedule and Reading List


** Wednesday, January 17, 2007 ** Course Introduction

** Monday, January 22, 2007 ** Introduction to Occupational Health Psychology


Sulsky & Smith (2005) Chapter 1

** Wednesday, January 24, 2007 ** Methodological Issues


Sulsky & Smith (2005) Chapter 3

** Monday, January 29, 2007 ** Theories & Models

*Lazarus’s Transactional Model, Person-Environment Fit, Demand-Control, Effort-Reward Imbalance,


Sulsky & Smith (2005) Chapter 2

** Wednesday, January 31, 2007 ** Theories & Models

*Conservation of Resources, Cybernetic,


Sulsky & Smith (2005) Chapter 2
Monday, February 5, 2007  Theories & Models

Other models:  Spector’s control theory, McGrath’s process model, Integrative transactional process model


Sulsky & Smith (2005) Chapter 2

Wednesday, February 7, 2007  Exam 1

Monday, February 12, 2007  Environmental Stressors & Working Hours

** Theory Testing Assignment due**

Temperature, Physical Exertion, Noise, Boredom/Routinization, Automation/Technology/EPM, Hours of work, Shiftwork, Flextime, Travel

Sulsky & Smith (2005) Chapter 4


Wednesday, February 14, 2007  Environmental Stressors & Working Hours


Monday, February 19, 2007  Role Stressors & Work-Life Stressors

Sulsky & Smith (2005) Chapter 5


Wednesday, February 21, 2007  Role Stressors and Work-Life Stressors


**Monday, February 26, 2007**  People Stressors

*Incivility, Bullying, Interpersonal Conflict, Incompetent Co-workers, Incompetent Supervision, Violence, Abusive Supervision, Emotional Labor, Discrimination & Harassment*


**Wednesday, February 28, 2007:** People Stressors


**Monday, March 5, 2007**  Other Stressors & Moderators

*Control, Job Insecurity, Downsizing, Social Support, Organizational Constraints, Workload, Organizational Politics*


Sulsky & Smith (2005) Chapter 5

**Wednesday, March 7, 2007**  Other Stressors & Moderators


Monday, March 12, 2007: No Class – Spring Break

Wednesday, March 14, 2007: No Class – Spring Break

Monday, March 19, 2007 Catch-Up and Review

Wednesday, March 21, 2007 EXAM Two

Monday, March 26, 2007 Strains: Physical & Mental Health


Sulsky & Smith (2005). Chapter 6

Wednesday, March 28, 2007 Strains: Job Perf, Organizational Effectiveness, Safety


Sulsky & Smith (2005). Chapter 6

Monday, April 2, 2007 Individual Differences: Demographics, Culture, Personality, Disposition, Self-Beliefs

*Gender, Race, Age, Job level, Negative/Positive Affectivity, Conscientiousness, other Big Five, locus of control, Type A, Self-esteem, self-efficacy*


Sulsky & Smith (2005) Chapter 8

**Monday, April 23, 2007**  
**Stress Management Interventions - Organizational**


Sulsky & Smith (2005) Chapter 8

**Wednesday, April 25, 2007**  
No Class - SIOP

**Monday, April 30, 2007**  
Catch Up and Review

**Wednesday, May 2, 2007:**  
EXAM 3

**Wednesday, May 10, 2007:**  
10:15-12:30 PRESENTATIONS

**Research Brief/Discussion Leader Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Article</th>
<th>Student</th>
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<tbody>
<tr>
<td>2/14</td>
<td>Tucker &amp; Rutherford</td>
<td>Mahlia</td>
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<tr>
<td>2/14</td>
<td>Leather, et al.</td>
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<td>Grandey &amp; Cropanzano</td>
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<td>O’Driscoll &amp; Beehr</td>
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<td>Barling, et al.</td>
<td>Aimee</td>
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<td>2/28</td>
<td>Giardini &amp; Frese</td>
<td>Ashley</td>
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<td>3/7</td>
<td>Harris &amp; Kacmar</td>
<td>Lexi</td>
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<tr>
<td>3/7</td>
<td>Probst &amp; Brubaker</td>
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<td>Fox, et al.</td>
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<td>Day &amp; Jreige</td>
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<td>Spector, et al.</td>
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<td>Schaubroeck &amp; Merritt</td>
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<td>4/9</td>
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