

University of Baltimore
Division of Applied Behavioral Sciences
APPL 609.185 (3 credits)
OCCUPATIONAL STRESS AND HEALTH PSYCHOLOGY
Spring 2019

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|-------------------------|--|
| Instructor: | Dr. Sharon Glazer |
| Office Location: | Learning Commons (LC) 403 |
| Telephone: | (410) 837-5905 |
| Email: | sglazer@ubalt.edu |
| Office Hours: | By appointment |
| Class Days/Time: | Thursday, 5:30-8pm |
| Classroom: | AC 406 |
| Prerequisites: | Graduate standing or Permission of instructor. |

Sakai

Copies of course materials, including syllabus, major assignment handouts, etc. may be found on Sakai. You are responsible for regularly checking the Sakai site for this course or direct emails (to your UBalt.edu email account; please be sure that my emails are not going to the junk folder).

Course Description

Survey of the organizational environment that affects cognitive processes and subsequent physiological, psychological and behavioral responses affecting individual and organizational performance. Topics include the role of the person, such as biology and personality; the role of the organization, such as workplace climate and work roles; and different types of individual and organizational stress management interventions that contribute to individuals' health and well-being.

COURSE OBJECTIVES: This course will examine different ways of conceptualizing stress and health, and related concepts. Students will:

- learn how the work environment affects employees' physiological and psychological health and well-being,
- understand the nature of occupational health and stress (OHS) psychology,
- learn how to study OHS from an Organizational Development systems perspective,
- discover how OHS relate to employee well-being and organizational behaviors, and
- study different ways of adapting or treating occupational stress in order to ensure healthy people in healthy organizations.

Course Content Student Learning Outcomes (SLO)

Upon successful completion of this course, students will be able to:

By the end of this course, students should be able to:

SLO 1. Define occupational stress, occupational health, stressors, strains, well-being, and social support.

SLO 2. Identify physical, psychological, and social stressors, their resulting physiological, psychological, and behavioral outcomes, and their implications for organizations.

SLO 3. Critically assess empirical peer-reviewed published research studies related to occupational stress and health psychology.

SLO 4. Apply concepts of occupational stress and well-being to quality of worklife programs.

SLO 5. Evaluate efficacy of coping strategies and stress management interventions for individuals and organizations.

REQUIRED READINGS

6th edition of the *APA Publication Manual* (available at library, better to have your own copy). Book chapters and journal articles can be accessed through the library e-reserves on the course Sakai site. Sometimes article links are broken or not uploaded. Although I perform a quality check to ensure articles are present, sometimes they are not. Please download all articles early in the semester and notify me if any are missing. You are responsible for making sure you have a copy. Do not expect copies to be available during the next class period. If you were absent, check the Internet first for missing notes and handouts or please see me during office hours.

GENERAL METHODOLOGY: Discussion, lecture, exams, paper, and weekly written reactions to readings.

EVALUATION/GRADING: Student learning will be assessed on one paper (35%), two exams (40%), on-time and informative student lead (5%) and QCCs (15%), and class participation in discussions (5%). All assignments must be completed by the **specified due date and time below**. Students earn their grades; they do not lose points from the total possible. An “A” grade indicates excellent performance, “B” indicates good, solid, above average performance, and “C” indicates average performance (meeting only some expectations). Any grade below “C” jeopardizes chances for graduating from the program; if you find yourself earning in the “C” range or below, please see me immediately (if I have not already reached out to you).

Assignments and Grading Policy

EVALUATION/GRADING:

| Summary of points: | GRADING SCALE |
|--------------------------------|--------------------------------|
| 35% Paper | A= 93+% A- = 89.5-92.9% |
| 40% Exams (25% for mid-term) | B+ = 87-89.49% B = 83-86.9% |
| 5% QCC lead | B- = 79.5-82.9% C+ = 77-79.49% |
| 15% QCC initial response input | C = 73-76.9% C- = 69.5-72.9% |
| 5% Participation | D+ = 67-69.49% D = 59.5-66.9% |
| | F = below 59.5% |

Study Time

At this point in your college studies, you are expected to be independent learners who are also able to work with fellow classmates. For students who keep up with assigned readings and assessments will find it easier to keep up than those who do not read the assigned works on time. If one adheres to university traditions that suggest 3 hours of study for each hour of lecture, good grades should be expected.

Assignments

See “Assignments” in Sakai “Syllabus” tab for details on assignments, extra credit (rewards), and grading criteria.

[Student Success Resources and University Policies & Procedures Related to Courses](#)

For more information on items below, go to Syllabus Addendum on Sakai Syllabus page.

[Library](#), Psychology library liaison: Mike Kiel, skiel@ubalt.edu

[Disability and Access Services](#), Academic Center 111, das@ubalt.edu, (410) 837-4775

INOVA Student Assistance Program, (844) 523-3363

[Office of Community Life](#), Academic Center 112, communitylife@ubalt.edu, (410) 837-4755

Academic Integrity: It is your responsibility to be familiar with the code of conduct and expectations.

[Student Handbook](#)

[Student Rights and Responsibilities Guide](#)

[University Policy on Turnitin](#)

[Privacy Act](#)

[University Police](#), Charles Royal Bldg. 200, ubpolicedepartment@ubalt.edu, (410) 837-5529

EMERGENCY PHONE: (410) 837-4444 Relay users dial 7-1-1

Emergency phone app [LiveSafe](#)

Campus [Text Alert System](#)

Dropping and Adding

Last day to drop without a “W” is February 3, 2019 and last day to drop with “W” is April 10, 2019.

CLASS AND CLASSROOM PROTOCOL AND ETIQUETTE:

1. Students for whom English is not a primary language requiring accommodations to participate in class activities or meet course requirements should contact me immediately.
2. This syllabus represents a general framework of the content and direction of the course. Sequence of topics and time allocated to each topic may vary as the need arises.
3. Mature and respectful classroom behavior contributes to a positive learning climate in the classroom, and is expected of all students.
4. All assignments are due at the beginning of class (first five minutes). *Late assignments will be marked down if submitted within the first 21 hours, and will not be graded if later.*
5. Laptops and tablets may be used in class for note-taking purposes; however, I reserve the right to request that you not use it (unless required by the Center for Educational Access) should it become a distraction.
6. Cell phones, Smart phones, and other devices that produce distraction must be silenced at all times when class is in session and may NOT be accessed during class time and exams unless there is a real classroom emergency or you notify instructor in advance that its use is required during the class period for emergency reasons (e.g., family member in surgery, life partner going into labor). Students will otherwise be asked to leave the classroom for the duration of the class session should the device sound. Benefiting from class lecture is at your own discretion. It is also your responsibility to ensure classroom protocol in order to allow yourself, fellow classmates, and instructor to reap maximum benefit from the class session.
7. Voicemail Messages left on my telephone and e-mails will be checked during normal business hours Monday through Friday.
8. During the semester, class time will be used for a variety of activities and discussions. Because these events are designed to enhance your ability to think about and understand the ideas, theories, and applications within the topic of stress and health, it is important that you participate actively.
9. If you are considering dropping this class, check the UB Catalog and the current semester’s Schedule of Classes for relevant policies and dates. If you simply stop attending classes and fail to officially drop the course, you will get an F or FA (per policy).
10. Please respect the scheduled time for class and enter the classroom on time.
11. Should you miss a class, handouts, or assignments, please inquire and obtain the missed materials from a classmate or professor (during office hours, please).
12. Excessive tardiness (both frequency and duration) and absence (beyond 1 class session) will warrant 2 and 5 point deductions from participation grade, respectively for each instance after the first.

Table 1 Course Schedule

| Week | Topics | Readings & Assignments |
|----------------|--|---|
| Jan. 31 | Introductions: History of Health Psychology and Stress | Barling & Griffiths (2003); Friedman & Rosenman (1959) |
| Feb. 7 | Introduction to Health Psychology and Stress | Beehr (1998); Ganster & Perrewé (2011); Glazer & Liu (2017); Tetrick & Quick (2011) |
| Feb. 14 | Methods of Research on Occupational Stress and Health Psychology | Jex et al. (1992); Sulsky & Smith ch. 3; Tetrick (2017) |
| Feb. 21 | Role Theory & Demand-Control Theory | Beehr et al. (2001); Beehr & Glazer (2005); Dawson et al. (2016); Ford (2012) |
| Feb. 28 | Organizational Stressors | Arnold (2017); Barber & Santuzzi (2015); Moore et al. (2004); Rau (2004) |
| Mar. 7 | EXAM 1 | |
| Mar. 14 | NO CLASS | Submit paper topics by 3/12 no later than 10am |
| Mar. 21 | Spring Break | |
| Mar. 28 | Individual Differences: Personality, Coping, Social Support, & Culture | Alarcon et al. (2009); Glazer et al. (2014); Halbesleben et al. (2014); Johnson et al. (2015); Beehr & Glazer (2001); Glazer & Amren (2018) |
| Apr. 4-6 | <i>SIOP</i> | |
| Apr. 11 | Work-Nonwork Interface | Allen & Finkelstein (2014); Hoobler, Hu, & Wilson (2010); Kinnunen et al. (2010); Schrag (2007) |
| | | APA (6th ed.) style references due + 1st pg of each article, incl. abstracts. |
| Apr. 18 | Individual Strains & Organizational Consequences | Bakker et al. (2014); Hakanen et al. (2018); Miraglia & Johns (2016); Toker et al. (2012) |
| Apr. 25 | Individually Oriented Stress Management | Glazer & Gasser (2016); Hargrove et al. (2011); Slutsky et al. (2018); Sonnentag (2012) |
| May 2 | Organizationally Oriented Stress Management | Beehr & O'Driscoll (2002); Giga et al. (2003); Hurrell (2005); Sørensen & Holman (2014) |
| May 9 | Stress Management – Wrap-Up | Richardson (2017); PAPER DUE |
| May 16 | EXAM 2 | 5:30-8pm |

This schedule is subject to change with fair notice in class and via email.

Note. *In the event that UB or Howard County schools are delayed due to inclement weather or other unforeseen circumstances, please be sure to check your email to know if class will be cancelled. If the university is closed, class will be cancelled. Finally, if inclement weather is predicted, please check your email for potential class cancellation. If class is ever cancelled, for whatever reason, you will still be responsible for the day's reading assignments and turning in any assignments due via email by 5:30pm on the Thursday the assignment(s) are due.*

I have read through the syllabus in its entirety. I am aware of the guidelines that will be enforced in this class, including rules about plagiarism (i.e., <http://www.ubalt.edu/campus-life/student-handbook.cfm> - Academic Integrity). I am further aware that if I am caught plagiarizing any part of the paper I will be turning in, I will not be afforded a second chance to redo it, and that plagiarism is grounds for failure in this class and possible expulsion from the university.

By signing this paper and turning it in, I am acknowledging having read the contents of this syllabus and I am agreeing to abide by the rules set forth in the syllabus presented by Dr. Sharon Glazer for APPL 609, Occupational Stress & Health Psychology. Furthermore, I am acknowledging my responsibility to learn about prevention of plagiarism when writing a literature review paper.

Name: _____
(print full name)

Signature: _____

Date: _____