

**PSYCH 378 I/O Psych Seminar:
Organizational Stress and Occupational Health
Fall, 2007**

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Office Hours: M, W, F 10am – 11am
 Wednesday 2pm – 2 :45pm
 Thursday 3pm – 4pm

Course Overview:

This course will explore the emerging theories, principles and intervention strategies regarding organizational stress, safety, and employee health and well-being. Drawing from the field of industrial / organizational psychology, and other disciplines, the course will look at these traditional concerns in light of emerging trends in the world of work, including globalization, technology, cultural values, relevant legislation, and a shifting economy. Special focus will be given to the role of organizational interventions (training, organizational development, Employee Assistance Programs, etc.) in impacting these issues. A hallmark aspect of the course will be student engagement within small groups on a service learning project at a local not-for-profit (NFP) agency.

Course Learning Objectives and Outcomes:

1. To provide you with a thorough **knowledge base** of the relevant challenges in the areas of organizational stress and occupational health, as well as the theoretical (particularly from psychology but other disciplines as well).
2. In particular, students should have a greater **awareness and appreciation of** the complexity of such phenomenon in the context of an organizational system, as well as the need for interdisciplinary understanding for informed intervention and prevention for BOTH organizations and individual workers.
3. To stimulate and challenge you to **think critically** and independently about the course material, and subsequently about information presented in studies and the media so that you will be educated consumers of subsequent knowledge disseminated about this area. In particular, students should have an enhanced capacity for moral discernment, criticism and argument in this and other areas of the personal life.
4. To improve your **communication skills** (written, verbal, & listening) through various opportunities provided during the course. Particularly, you should develop greater skills in writing research reports in a "scientific" style, and in compliance with APA format.
5. For students to **develop and refine relevant skills to be effective change agents** in an organizational system, as well as for their own self management approaches to stress and safety.

The rest of the syllabus is designed on the basis of creating the proper learning environment and scholarly opportunity to achieve these outcomes. Your commitment to these is an essential prerequisite for the course to be successful. Given the dynamic nature of learning, this syllabus is subject to change during the semester.

Required texts:

Baker, D., Greenberg, C., Hemingway, C. (2006). *What happy companies know*. Prentice Hall Publishers.

Hamper, B. (1992). *Rivthead: Tales from the assembly line*, New York, NY: Warner Books.

Hochschild, A. R. (1997). *The time bind: When work becomes home and home becomes work*. New York, NY:Metropolitan Books.

Lennon, D. (2007). *Business fitness: The power to succeed – your way*. Centennial, CO: Glenridge Publishing.

In addition, there will be articles and assignment handouts distributed in class.

Other requirements:

- 1) Accessibility to your computer account file on the X drive and e-mail.
- 2) Register for the Blackboard shell for the course.

Course Graded Requirements:

BOOK REVIEWS (Three @ 10% each – 30%):

Guidelines for these book reviews will be distributed in class. The three texts are the ones by Hamper, Hochschild and Lennon. Each book review will be 3- 5 pages (not including the OPTIONAL Reference page), double-spaced with one inch margins around. The ONLY lead in is to be a creative title and your name centered at the top of the first page. Supporting sources are encouraged to support your ideas and opinions. Sources should be cited and referenced using APA style.

RESEARCH PAPER & PRESENTATION (15%)

Each of you will write and present a research paper on a specific topic related to the course theme. Possible topics will be distributed in class, but you are also free to initiate a topic suggestion as well. These must have my approval. The research paper will require you to annotate / summarize 7 contemporary sources (at least four must be empirical works from journal sources) on your topic and extract specific findings and recommendations from those sources. You will make a brief (5 minute presentation about your research in October (see course schedule).

ACTIVE LEARNING / DEBATE / DISCUSSION (20%):

Active learning involves questioning the readings and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class prepared by having read the assigned chapter(s), and completing any assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. *For this reason, we must get comfortable*

being called upon. If you do not know how you think or feel about an issue then say so and I will accept that so long as you then commit to formulating a belief or opinion about it. You are likely used to passive learning where you sit without thinking. That will be the main obstacle to fulfilling our potential within this course, and could potentially make this course a painful experience for all of us – please overcome it. Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will be penalized as stated in policy #2 below.

Your grade in this will be based on my assessment of your individual contribution to the class discussion, peer editing, and your curiosity and passion about the readings, lectures, and peer comments. The grade will also factor in your self-assessment of your contribution.

If you are not able to ask a question of two of our guest speakers, this grade will be deducted by ten points, then five points for each additional speaker

CONSULTING PROJECTS

Product and Performance	25%
Group Process / Perf.	10%

In order to make this course a hands-on learning experience, and to really bring the material to life, you will engage in some service learning projects in which we will work in small groups with Not-For-Profit Organizations (NFPs) and assist them with stress, health and safety issues they may be confronting. I will provide more details on this grade component in the course and throughout the semester. We will work on these projects both in class and outside of class.

Course Policies:

1) **LATE ASSIGNMENTS** - Assignments and projects may be handed in up to two days late (points deducted from the grade each day late). When handing in an assignment late please indicate the amount of days late on the front cover along with your signature – without this late assignments will be considered incomplete (I). Assignments may not be handed in after the third day (not class) late, and due to this policy – **late assignments may NOT be faxed or e-mailed.** Please, do not ask me to deviate from this policy. If you must miss class, drop off the assignment earlier, send it with a classmate, e-mail or fax it to me BEFOREHAND. In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate. Be sure to back up your work!

2) ATTENDANCE:

Class attendance is expected. Class lectures and demonstrations will supplement text material. Excessive absences will impact directly on your final grade. After two missed classes, each class missed will reduce your final grade by two points. You are responsible for getting missed notes, assignments, and relevant in-class announcements in a timely manner. If you miss a day when we are meeting as research groups without a valid excuse, your final grade will be deducted by five points. PLEASE USE STUDENT SERVICES IF YOU MUST MISS MULTIPLE CLASSES FOR EXTENUATING CIRCUMSTANCES.

In addition, should you miss any of your meetings with your consulting project groups, in-class or out, your overall grade will be reduced by two points for each missed meeting.

3) **EXCUSES:**

Given the nature of the course and its emphasis on mastery skills that are critical for upper level study in psychology, I can not pardon work or substitute with extra credit other than that which is relevant to the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them.

4) **ACADEMIC INTEGRITY:**

Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty in the *Student Handbook*.

5) **SPECIAL ACCOMMODATIONS:**

Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office.

Students with Disabilities

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6) **Summary of Grading System:**

BOOK REVIEWS	30% (3 @ 10% each)
RESEARCH PAPER & PRESENTATION	15%
CONSULTING PROJECTS	
Product and Performance	25%
Group Process / Perf.	10%
ACTIVE LEARNING / DISCUSSION	20%

7) As previously stated, this syllabus is subject to modification so as to be reactive to the dynamics of learning and other influences.

Relevant Quotes:

What America needs is not to be more competitive, but more cooperative.

-- Ed Freeman, Darden School of Business

A superior person thinks of what is right, an inferior person thinks only of what is profitable.

-- Confucius

It staggers me that for whatever reason being nice is seen as being inconsistent with being tough

-- Weatherup, CEO of Pepsico

Work is a mysterious thing; many of us claim to hate it, but it takes a grip on us that is so fierce that it captures emotions and loyalties we never knew were there.

--Bob Greene

The shift in the structure and character of work has created a demand that work produce more than purely economic benefits. To make a living is no longer enough. Work also has to make a life.

--Peter Drucker

The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.

--Frederick Taylor

This book, being about work, is by its nature, about violence – to the spirit as well as to the body . . . It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.

-- Studs Terkel, Working

The seam is split, the coal face cracked, the lines are drawn; there's no going back . . . We're wounded by fear, injured in doubt, I can lose myself, you I can't live without. Yeah you keep me holding on - in Red Hill Town, see the lights going down in Red Hill Town . . . I'm hanging on..

--Bono of U2 from Red Hill Mining Town, The Joshua Tree

*You never expected justice from a company, did you?
They have neither a soul to lose, nor a body to kick.*

--Rev. Sydney Smith

Course Schedule

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS & ASSIGNMENTS* (subject to change)</u>
Wednesday 8/29	Introduction and Course Overview	
Friday 8/31	Stress – You Can Live with it; Think Tank Exercise	
Wednesday 9/5	The nature of stress and healthy / safe behaviors	Handouts Baker Forward and Chpt. 1
Friday 9/7	Functional vs. Dysfunctional Organizations	Baker Chpt. 2
Wednesday 9/12	Behavior within Organizational Systems & Models for Organizational Change	Handouts Baker Chpt. 3 & 4
Friday 9/14	Discussion/ Organization - Service Learning Projects	
<i>Tues. 9/18</i>	<i>Mark Harris Lecture “Alternative Green Burials”</i>	
Wednesday 9/19	Truly Healthy Organizations	Baker Chpt. 15 & 16
Friday 9/21	Counterproductive Behaviors	Baker Chpt. 5 & 6
Wednesday 9/26	Discussion of Rivethead Papers	Book Reviews of <i>Rivethead</i> Due
Friday 9/28	KATHLEEN SCHUYLER “A Case Study in Organizational Stress”	
Monday 10/1	Discussion of Rivethead and Happy Companies	
Wednesday 10/3 4PM – 5:45PM	EAPS and Stress Management Interventions SHRM Event Hosted By Just Born, Inc.	Handouts; Baker Chpt. 7
Monday 10/8	FALL BREAK	

Wednesday 10/10	Competencies for Coping with stress and work-challenges to health	Baker Chpts. 8, 9, 10, 11
Friday 10/12	DAWN LENNON: “ <i>Managing Stress Through Business Fitness</i> ”	
Wednesday 10/17	SUE CARRARRA: “ <i>Compassionate Organizations</i> ”	
Friday 10/19	Discussion of Guest Speakers’ Insights and Business Fitness	Book Reviews for <i>Business Fitness</i> due
Wednesday 10/24	Work-Family Balance	Handouts
Friday 10/26	Field Trip: B-Braun Tour	
Wednesday 10/31	Research Presentations	
Friday 11/2	Research Presentations	
Wednesday 11/7	Research Presentations	
Friday 11/9	KERRIE BAKER: “ <i>Selection and Training Strategies Targeting High Stress Jobs in the FBI</i> ”	
Wednesday 11/14	Discussion of Presentations and Service Learning Projects	
Friday 11/16	Field Trip: Yeungling Brewery Tour	
Wednesday 11/21 and Friday 11/23	THANKSGIVING BREAK	
Wednesday 11/28	Discussion of Reactions to Timebind	Book Reviews of <i>Timebind</i> Due
Friday 11/30	Return on and Engage with People	Baker Chpt. 12 & 13
Wednesday 12/5	Consulting Group Presentations	
Friday 12/7	Consulting Group Presentations	
EXAM WEEK:	Consulting Group Presentations (cont’d)	