Overview
Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. For instance, traditional topics in IO, such as job design (job characteristic model), person-environment fit, shift work, job stress, coping and adjustment, type A/B, safety climate, workplace violence, and so on, are covered in the OHP. This course provides an in depth treatment of this literature with the foci on occupational stress, violence, and safety.

Objectives
1. To acquire knowledge of the empirical literature on the covered topics.
2. To enhance skills in critical thinking.
3. To gain expanded appreciation of how an intervention program is proposed and developed.
4. To acquire needed competencies prescribed for OHP psychologists.

Readings
  Weekly Readings. Weekly readings, that form the bulk of the material for the class, are described in the schedule.

Grading
Students obtain 90 points or above (80 points and 20 points for items A and B) will receive an A; 80-89, a B; and so on.
(A) Readings will be assigned for discussion each week. Every student is to generate five discussion questions for the materials (except for the Handbook) each week. These questions will provide the stimulus for discussion in class of the material. Participation is required of all students. Each student is expected to distribute the questions to all participants via an email one day prior to the class. Questions can be anything including your reactions, thoughts, research ideas, concerns, or criticisms pertaining to each reading. Questions are not graded, and don’t worry about what good questions should look like. People may have different opinions about what good questions are, and can hardly provide a simple yes or no answer. Nevertheless, please avoid recall, personal opinions, or general critiques. For instance, we might avoid asking people if they like this injury prevention program. Instead, we might ask what attributes this prevention program are appealing to them? What evidence supports the benefits of
these attributes? If no such evidence, what prior direct or indirect evidence lead them to take this stand. We also avoid making general comments such as “it is just a correlational study”, “everything is self-report,” or “method variance of the study.” Be constructive and focus on what we have learned from this study, what ideas can be developed, or what the study can be improved if we will conduct it.

(B) Prepare a 5-10 page intervention proposal based on the following scenario (20%). In a chemical plant, 20 workers are required to wear respirator when they enter into the machine room. The respirator can prevent workers from inhaling odorless toxic gases. However, the current compliance rate is 0. You are going to propose an intervention program to improve the compliance behaviors based on either motivational approaches or attitudinal change approaches. The evaluative criteria are (a) convincing empirical evidence to make your case, (b) reasonable goals of the intervention program, (c) contents of the intervention, (d) practicality and efficiency, (e) evaluation approach, and (f) relapse prevention. Due on May 7.

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**Readings By Weekly Topic**

**What is OHP?**
Handbook 1, 2, 5.

**Methodological issues I**


**Methodological issues II**
Handbook 18.


**Methodological issues III**


**Job Stress I: Theoretical models**


Job Stress II: Stressors and Strains
Handbook 12


Job Stress III: Stressors and Strains
Handbook 11


Job Stress IV: Individual Characteristics
Handbook 10


Intervention I
Handbook 15-16.


### Intervention II

Handbook 17


### Workplace bullying and violence


### Safety and Injury I

Handbook 6


Safety and Injury II
Handbook 3


Return to work


Work-family conflict and schedules

