

MICHIGAN STATE UNIVERSITY
PSY 992 Occupational Health and Safety
Spring 2011
Thursday 1:50pm - 4:40pm

Instructor: Dr. Chu-Hsiang (Daisy) Chang

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REQUIRED READING

Please see the assigned materials list for each week.

COURSE DESCRIPTION

The purpose of this course is to review major theories and empirical research linking the psychosocial work environment with employees' health and well-being. Specific topics covered include occupational stress and burnout, workplace safety and accidents, musculoskeletal injuries, workplace aggression and violence, workplace health promotion programs and the role of employee assistance programs, the interface of work and non-work factors in maintaining occupational health, and research and measurement issues unique to the occupational health and safety area.

COURSE OBJECTIVES

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

- (1) Explain and critically evaluate major concepts and theories in the occupational health psychology;
- (2) Describe how intervention programs concerning occupational health and safety are proposed and developed; and
- (3) Propose research studies with innovative methodology that make significant contribution to the field of occupational health psychology.

GRADING CRITERIA

1. *Participation (20%)*

During class, you should be prepared to discuss the reading materials. We will focus the discussion on (a) theoretical framework, (b) study design, (c) methodology, and (d) empirical findings, and (e) research and practical implications, of the assigned articles.

A portion of your grade reflects your active, high-quality participation and discussion of the articles in class.

2. *Reviews of articles (20%)*

The reviews of articles will be similar to what you might write if you were asked by a major journal to serve as a reviewer. This means you should read the paper carefully, noting anything that is either particularly good or is problematic. You should try to comment on some aspect of the introduction, method, results, and discussion. Emphasis depends upon what, in your judgment, are the most important issues, and of course, your expertise. A good review strives for balance, describing both strengths and weaknesses of an article, but of course, since the purpose is to be critical, negatives typically dominate. Although reviews

vary considerably in length, a thorough job usually is possible in about one to two single spaced pages. You will select and write *two* reviews of articles from a number of options throughout the semester (see reading list with “anonymous authors”). Each review is worth 10% of your final grade.

3. *Research proposal (60%)*

Each student is expected to pick a topic in the area of occupational health and safety and design a study that addresses a particular research question he/she found interesting. The proposal should include a literature review, specific hypotheses, proposed methodology (including participants, procedure, measures, and analytical strategy), and theoretical and practical implications of your research finding assuming that the anticipated results support your hypotheses. Three aspects of the proposal will determine your grade. The first element is a short draft. This draft of research proposal is due on **Thursday, 17th March**. It should be 4-5 pages long (double-spaced), and include the major research question, the outline of the literature review, specific hypotheses, and short description of the methodology. The research proposal draft is worth 10% of your final grade. You will receive feedback on your research proposal draft so that you will have plenty of time to revise draft for the final proposal.

The second element is an oral presentation based on your final proposal. The last class period (**Thursday, 28th April**) will be devoted to presentation. Each student should present their proposed study, including a literature review, specific hypotheses, proposed methodology, expected findings, and the theoretical and practical implications of the study. Each presentation should be 10-15 minutes. The presentation is worth 10% points.

Finally, your final written proposal is due on **Thursday, 5th May**. The proposal should be between 20-25 pages in text (excluding tables, appendices, references, etc.). It is worth 40% of your final grade.

Final Grades will be determined as follows:

Grade	Percentage
A (4.0)	90% and above
B+ (3.5)	85 - 89%
B (3.0)	80 - 84%
C+ (2.5)	75 - 79%
C (2.0)	70 - 74%
D (1.0)	60 - 69%
F (0.0)	59% and below

MAKE-UP POLICY

All assignments and exam must be completed when scheduled. Unless *prior permission* has been obtained, **NO** late or makeup assignments or tests will be accepted or given. Permission may be granted for those who contact the instructor *prior* to the scheduled date, and provided her with valid documentation related to the absence either before or after the absence.

ATTENDANCE

Attendance is not mandatory but strongly encouraged, and it will influence your participation grade. You are expected to be aware of any changes in dates of assignment or tests. Ignorance will not be accepted as an excuse.

RELIGIOUS HOLIDAY

The official university policy is as follows:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.

The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

MISCONDUCT

Cheating, plagiarism, or other forms of academic dishonesty will result in failure of the course.

The official university policy is as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

- 1. claim or submit the academic work of another as one's own.*
- 2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.*
- 3. complete or attempt to complete any assignment or examination for another individual without proper authorization.*
- 4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.*
- 5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.*
- 6. fabricate or falsify data or results.*

INCOMPLETE POLICY

The official university policy is as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.

TENTATIVE COURSE SCHEDULE AND READING LIST (Subject to Change)

Week	Topic
1: 13 th January	Introduction and Overview
2. 20 th January	Occupational Safety and Health – An Overview
	<p>Hoffmann, D. A., & Tetrick, L. E. (2003). The etiology of the concept of health: Implications for organizing individual and organizational health. In D. A. Hofmann & L. E. Tetrick (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 1-26). San Francisco, CA: Jossey-Bass.</p> <p>Tetrick, L. E., & Quick, J. C. (2011). Overview of occupational health psychology: Public health in occupational settings. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 3-20). Washington, DC: American Psychological Association.</p> <p>Barling, J., & Griffiths, A. (2011). A history of occupational health psychology. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 21-34). Washington, DC: American Psychological Association.</p> <p>Smith, M. J., & Carayon, P. (2011). Controlling occupational safety and health hazards. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 75-93). Washington, DC: American Psychological Association.</p> <p>Burke, M. J. & Sarpy, S. A. (2003). Improving worker safety and health through intervention. In D. A. Hofmann & L. E. Tetrick (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 56-90). San Francisco, CA: Jossey-Bass.</p>
3: 27 th January	Methodological Considerations
	<p>Brief, A. P., Burke, M. J., George, J. M., Robinson, B. S., & Webster, J. (1988). Should negative affectivity remain an unmeasured variable in the study of job stress? <i>Journal of Applied Psychology</i>, 73, 193-198.</p> <p>Chen, P. Y. & Spector, P. E. (1991). Negative affectivity as the underlying cause of correlations between stressors and strains. <i>Journal of Applied Psychology</i>, 76, 398-407.</p> <p>Spector, P. E., Zapf, D., Chen, P. Y., & Frese, M. (2000). Why negative affectivity should not be controlled in job stress research: Don't throw out the baby with the bath water. <i>Journal of Organizational Behavior</i>, 21, 79-95.</p> <p>Zapf, D., Dormann, C., & Frese, M. (1996). Longitudinal studies in organizational stress research: A review of the literature with reference to methodological issues. <i>Journal of Occupational Health Psychology</i>, 1, 145-169.</p> <p>Sanchez, J. I., & Viswesvaran, C. (2002). The effects of temporal separation on the relations between self-reported work stressors and strains. <i>Organizational Research Methods</i>, 5, 173-183.</p> <p>Kasl, S. V., & Jones, B. A. (2011). An epidemiological perspective on research design, measurement, and surveillance strategies. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 375-394). Washington, DC: American Psychological Association.</p> <p>Bliese, P. D., & Jex, S. M. (2002). Incorporating a multilevel perspective into occupational stress research: Theoretical, methodological, and practical implications. <i>Journal of Occupational Health Psychology</i>, 7, 265-276.</p>

4: 3 rd February	Occupational Stress: Theoretical Models
<p>Ganster, D. C., & Perrewé, P. L. (2011). Theories of occupational stress. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational Health Psychology</i> (2nd Ed., pp. 37-53). Washington: American Psychological Association.</p> <p>Nelson, D. L., & Simmons, B. L. (2011). Savoring eustress while coping with distress: The holistic model of stress. <i>Handbook of occupational Health Psychology</i> (2nd Ed., pp. 55-74). Washington: American Psychological Association.</p> <p>Ader, R., & Cohen, N. (1993). Psychoneuroimmunology: Conditioning and stress. <i>Annual Review of Psychology</i>, 44, 53-85.</p> <p>Perrewé, P. L., & Zellars, K. L. (1999). An examination of attributions and emotions in the transactional approach to the organizational stress process. <i>Journal of Organizational Behavior</i>, 20, 739-752. [Point/counterpoint]</p> <p>Frese, M., & Zapf, D. (1999). On the importance of the objective environment in stress and attribution theory. Counterpoint to Perrewé and Zellars. <i>Journal of Organizational Behavior</i>, 20, 761-765. [Point/counterpoint]</p> <p>Schaubroeck, J. (1999). Should the subjective be the objective? On studying mental processes, coping behavior, and actual exposures in organizational stress research. <i>Journal of Organizational Behavior</i>, 20, 753-760. [Point/counterpoint]</p> <p>Shirom, A. (2011). Job-related burnout: A review of major research foci and challenges. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 223-241). Washington, DC: American Psychological Association.</p>	
5: 10 th February	Occupational Stress: Empirical Evidence
<p>de Jonge, J., van Breukelen, G. J. P., Landeweerd, J. A., & Nijhuis, F. J. N. (1999). Comparing group and individual level assessments of job characteristics in testing the job demand-control model: A multilevel approach. <i>Human Relations</i>, 52, 95-122.</p> <p>Laschinger, H. K. S., & Finegan, J. (2008). Situational and dispositional predictors of nurse manager burnout: A time-lagged analysis. <i>Journal of Nursing Management</i>, 16, 601-607.</p> <p>Liu, S., Wang, M., Zhan, Y., & Shi, J. (2009). Daily work stress and alcohol use: Testing the cross-level moderation effects of neuroticism and job involvement. <i>Personnel Psychology</i>, 62, 575-597.</p> <p>Ganster, D. C., Fox, M. L., & Dwyer, D. J. (2001). Explaining employees' health care costs: A prospective examination of stressful job demands, personal control, and physiological reactivity. <i>Journal of Applied Psychology</i>, 86, 954-964.</p> <p>Crawford, E. R., LePine, J. A., & Rich, B. L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. <i>Journal of Applied Psychology</i>, 95, 834-848.</p> <p>Landsbergis, P. A., Schnall, P. L., Belkic, K. L., Baker, D., Schwartz, J. E., & Pickering, T. G. (2011). Workplace and cardiovascular disease: Relevance and potential role for occupational health psychology. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 243-264). Washington, DC: American Psychological Association.</p> <p>Rosen, C. C., Chang, C.-H., Djurdjevic, E., & Eatough, E. M. (2010). Occupational stressors and performance: An updated review and recommendations. In P. L. Perrewé & D. C. Ganster (Eds.), <i>Research in occupational stress and well being: New developments in theoretical and conceptual approaches to job stress</i> (Vol. 8, pp. 1-60). Bingley, UK: Emerald Group Publishing.</p>	

6: 17 th February	Occupational Stress: Individual Differences
<p>Spector, P. E. (2003). Individual differences in health and well-being in organizations. In D. A. Hofmann & L. E. Tetrick (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 29-55). San Francisco, CA: Jossey-Bass.</p> <p>Schaubroeck, J., Jones, J. R., Xie, J. L. (2001). Individual differences in utilizing control to cope with job demands: Effects on susceptibility to infectious disease. <i>Journal of Applied Psychology</i>, 86, 265-278.</p> <p>Purvanova, R. K., & Muros, J. P. (2010). Gender differences in burnout: A meta-analysis. <i>Journal of Vocational Behavior</i>, 77, 168-185.</p> <p>Peterson, M. F., Smith, P. B., Akande, A., Ayestaran, S., Bochner, S., Callan, V., Cho, N. G., Jesuino, J. C., D'Amorim, M., Francois, P. H., Hofmann, K., Koopman, P. L., Leung, K., Lim, T. K., Mortazavi, S., Munene, J., Radford, M., Ropo, A., Savage, G., Setiadi, B., Sinha, T. N., Sorenson, R., & Viedge, C. (1995). Role conflict, ambiguity, and overload: A 21-nation study. <i>Academy of Management Journal</i>, 38, 429-452.</p> <p>Jex, S. M., Bliese, P. D., Buzzell, S., & Primeau, J. (2001). The impact of self-efficacy on stressor-strain relations: Coping style as an explanatory mechanism. <i>Journal of Applied Psychology</i>, 86, 401-409.</p> <p>Anonymous Authors. Buffering the negative relationship of psychological strain with contextual performance: The benefits of regulatory focus as a person-based resource.</p> <p>Anonymous Authors. The differential effects of interpersonal conflicts from customers and coworkers: Trait anger as a moderator</p>	
7: 24 th February	Occupational Stress: Individual and Organizational Intervention
<p>Fritz, C., Sonnentag, S., Spector, P. E., & McInroe, J. A. (2010). The weekend matters: Relationships between stress recovery and affective experiences. <i>Journal of Organizational Behavior</i>, 31, 1137-1162.</p> <p>Bruning, N. S., & Frew, D. R. (1987). Effects of exercise, relaxation, and management skills training on physiological stress indicators: A field experiment. <i>Journal of Applied Psychology</i>, 72, 515-521.</p> <p>Bhagat, R. S., Krishnan, B., Nelson, T. A., Leonard, K. M., Ford, D. L. Jr., & Billing, T. K. (2010). Organizational stress, psychological strain, and work outcomes in six national contexts: A closer look at the moderating influences of coping styles and decision latitude. <i>Cross Cultural Management</i>, 17, 10-29.</p> <p>Cartwright, S., & Cooper, C. L. (2004). Individually targeted interventions. In J. Barling, E. K. Kelloway, & M. R. Frone (Eds.), <i>Handbook of work stress</i> (pp. 607-622). Thousand Oaks, CA: Sage.</p> <p>Parker, S. K., Turner, N., & Griffin, M. A. (2003). Designing healthy work. In D. A. Hofmann & L. E. Tetrick (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 91-130). San Francisco, CA: Jossey-Bass.</p> <p>Cooper, C. L., Dewe, P. D., & O'Driscoll, M. P. (2011). Employee assistance programs: Strengths, challenges, and future roles. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 337-356). Washington, DC: American Psychological Association.</p>	

8: 3 rd March	Workplace Safety – Predictors
<p>Zohar, D. (2011). Safety climate: Conceptual and measurement issues. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 141-164). Washington, DC: American Psychological Association.</p> <p>Neal, A., & Griffin, M. A. (2006). A study of the lagged relationships among safety climate, safety motivation, safety behavior, and accidents at the individual and group levels. <i>Journal of Applied Psychology, 91</i>, 946-953.</p> <p>Siu, O.-I., Phillips, D. R., & Leung, T.-w. (2004). Safety climate and safety performance among construction workers in Hong Kong: The role of psychological strains as mediators. <i>Accident Analysis and Prevention, 36</i>, 359-366.</p> <p>Chowdhury, S. K., & Endres, M. L. (2010). The impact of client variability on nurses' occupational strain and injury: Cross-level moderation by safety climate. <i>Academy of Management Journal, 53</i>, 182-198.</p> <p>Mullen, J. E., & Kelloway, E. K. (2009). Safety leadership: A longitudinal study of the effects of transformational leadership on safety outcomes. <i>Journal of Occupational and Organizational Psychology, 82</i>, 253-272.</p> <p>de Castro, A.B., Fujishiro, K., Rue, T., Tagalog, E. A., Samaco-Paquiz, L. P. G., & Gee, G. C. (2010). Associations between work schedule characteristics and occupational injury and illness. <i>International Nursing Review, 57</i>, 188-194.</p> <p>Burke, M. J., Sarpy, S. A., Smith-Crowe, K., Chan-Serafin, S., & Salvador, R. O., & Islam, G. (2006). Relative effectiveness of worker safety and health training methods. <i>American Journal of Public Health, 96</i>, 315-324.</p>	
10: 10 th March	<i>Spring Break – No Class</i>
11: 17 th March	Workplace Safety – Symptoms and Outcomes
<p>Armstrong, T. J., Buckle, P., Fine, L. J., Hagberg, M., Jonsson, B., Kilbom, A., et al. (1993). A conceptual model for work-related neck and upper-limb musculoskeletal disorders. <i>Scandinavian Journal of Work, Environment, and Health, 19</i>, 73-84.</p> <p>Warren, N., Dillon, C., Morse, T., Hall, C., & Warren, A. (2000). Biomechanical, psychosocial, and organizational risk factors for WRMSD: Population-based estimates from the Connecticut Upper-Extremity Surveillance Project (CUSP). <i>Journal of Occupational Health Psychology, 5</i>, 164-181.</p> <p>Swanson, N. G., & Sauter, S. L. (2006). A multivariate evaluation of an office ergonomic intervention using longitudinal data. <i>Theoretical Issues in Ergonomics Science, 7</i>, 3-17.</p> <p>Martocchio, J. J., Harrison, D. A., & Berkson, H. (2000). Connections between lower back pain, interventions, and absence from work: A time-based meta-analysis. <i>Personnel Psychology, 53</i>, 595-624.</p> <p>Amick, B. C., III., Habeck, R. V., Hunt, A., Fossel, A. H., Chapin, A., Keller, R. B., & Katz, J. N. (2000). Measuring the impact of organizational behaviors on work disability prevention and management. <i>Journal of Occupational Rehabilitation, 8</i>, 21-39.</p> <p>Roberts, K. (2003). Using workers' compensation to promote a healthy workplace. In D. A. Hofmann & L. E. Tetrick (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 341-374). San Francisco, CA: Jossey-Bass.</p> <p><i>Anonymous Authors:</i> Understanding the link between psychosocial factors and work-related musculoskeletal complaints.</p>	

12: 24 th March	Workplace Mistreatment – Antecedents
<p>Escartin, J., Rodriguez-Carballerira, Zapf, D., Porrúa, C., & Martin-Peña, J. (2009). Perceived severity of various bullying behaviours at work and the relevance of exposure to bullying. <i>Work & Stress</i>, 23, 191-205.</p> <p>LeBlanc, M. M., & Kelloway, E. K. (2002). Predictors and outcomes of workplace violence and aggression. <i>Journal of Applied Psychology</i>, 87, 444-453.</p> <p>Hershcovis, M. S., Turner, N., Barling, J., Arnold, K. A., Dupré, K. E., Inness, M. et al. (2007). Predicting workplace aggression: A meta-analysis. <i>Journal of Applied Psychology</i>, 92, 228-238.</p> <p>Felson, R. B. (2006). Violence as instrumental behavior. In E. K. Kelloway, J. Barling, & J. J. Hurrell, Jr. (Eds.), <i>Handbook of workplace violence</i> (pp. 7-28). Thousand Oaks, CA: Sage.</p> <p>Spector, P. E., Coulter, M. L., Stockwell, H. G., & Matz, M. W. (2007). Relationships of workplace physical violence and verbal aggression with perceived safety, perceived violence climate, and strains in a healthcare setting. <i>Work & Stress</i>, 21, 117-130.</p> <p>Barling, J. Dupré, K. E., & Kelloway, E. K. (2009). Predicting workplace aggression and violence. <i>Annual Review of Psychology</i>, 60, 671-692.</p> <p>Anonymous Authors: Violence prevention climate, exposure to violence and aggression, and prevention behavior: A mediation model.</p>	
13: 31 st March	Workplace Mistreatment – Outcomes and Interventions
<p>Willness, C. R., Steel, P., Lee, K. (2007). A meta-analysis of the antecedents and consequences of workplace sexual harassment. <i>Personnel Psychology</i>, 60, 127-162.</p> <p>Schat, A. C. H., & Kelloway, E. K. (2003). Reducing the adverse consequences of workplace aggression and violence: The buffering effects of organizational support. <i>Journal of Occupational Health Psychology</i>, 8, 110-122.</p> <p>Aquino, K., & Thau, S. (2009). Workplace victimization: Aggression from the target's perspective. <i>Annual Review of Psychology</i>, 60, 717-741.</p> <p>Glomb, T. M., & Cortina, L. M. (2006). The experience of victims: Using theories of traumatic and chronic stress to understand individual outcomes of workplace abuse. In E. K. Kelloway, J. Barling, & J. J. Hurrell, Jr. (Eds.), <i>Handbook of workplace violence</i> (pp. 517-534). Thousand Oaks, CA: Sage.</p> <p>Reeves, C., & O'Leary-Kelly, A. M. (2007). The effects and costs of intimate partner violence for work organizations. <i>Journal of Interpersonal Violence</i>, 22, 327-344.</p> <p>Lindquist, C. H., McKay, T., Clinton-Sherrod, A. M., Pollack, K. M., Lasater, B. M., & Walters, J. L. H. (2010). The role of employee assistance programs in workplace-based intimate partner violence intervention and prevention activities. <i>Journal of Workplace Behavioral Health</i>, 25, 46-64,</p> <p>Anonymous Authors: A longitudinal examination of workplace violence against nurses: Physical consequences and psychosocial precursors.</p>	

14: 7 th April	Work-Family Intersection – Antecedents and Outcomes
<p>Frone, M. R. (2000). Work-family conflict and employee psychiatric disorders: The national comorbidity survey. <i>Journal of Applied Psychology, 85</i>, 888-895.</p> <p>Haines, V. Y., III., Marchand, A., Rousseau, V., & Demers, A. (2008). The mediating role of work-to-family conflict in the relationship between shiftwork and depression. <i>Work & Stress, 22</i>, 341-356.</p> <p>Eby, L. T., Allen, T. D., & Douthitt, S. S. (1999). The role of non-performance factors on relocation opportunities: A field study and laboratory experiment. <i>Organizational Behavior and Human Decision Processes, 79</i>, 29-55.</p> <p>Eby, L. T., Maher, C. P., & Butts, M. M. (2010). The intersection of work and family life: The role of affect. <i>Annual Review of Psychology, 61</i>, 599-622.</p> <p>Cullen, J. C., & Hammer, L. B. (2007). Developing and testing a theoretical model linking work-family conflict to employee safety. <i>Journal of Occupational Health Psychology, 12</i>, 266-278.</p> <p>Allen, T. D., & Armstrong, J. (2006). Further examination of the link between work-family conflict and physical health: The role of health-related behaviors. <i>American Behavioral Scientist, 49</i>, 1204-1221.</p> <p>Grzywacz, J. G., Arcury, T. A., Marín, A., Carrillo, L., Burke, B., Coates, M. L., et al. (2007). Work-family conflict: Experiences and health implications among immigrant Latinos. <i>Journal of Applied Psychology, 92</i>, 1119-1130.</p>	
15: 14 th March	<i>Annual Meeting of Society for Industrial/Organizational Psychology – No Class</i>
16: 21 st April	Work-Family Intersection – Interventions
<p>Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. <i>Journal of Vocational Behavior, 58</i>, 414-435.</p> <p>Gajendran, R. S., & Harrison, D. A. (2007). The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. <i>Journal of Applied Psychology, 92</i>, 1524-1541.</p> <p>Grandey, A. A. (2001). Family friendly policies: Organizational justice perceptions of need-based allocations. In R. Cropanzano (Ed.), <i>Justice in the workplace: From theory to practice</i> (Vol. 2, pp. 145-173). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Hammer, L. B., Neal, M. B., Newsom, J. T., Brockwood, K. J., Colton, C. L. (2005). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. <i>Journal of Applied Psychology, 90</i>, 799-810.</p> <p>Shockley, K. M., & Allen, T. D. (2010). Investigating the missing link in flexible work arrangement utilization: An individual difference perspective. <i>Journal of Vocational Behavior, 76</i>, 131-142.</p> <p>Greenhaus, J. H., & Allen, T. D. (2011). Work-family balance: A review and extension. In J. C. Quick & L. E. Tetrick (Eds.), <i>Handbook of occupational health psychology</i> (2nd Ed., pp. 165-184). Washington, DC: American Psychological Association.</p>	
17: 28 th April	Research Proposal Presentation

* The instructor reserves the right to change the content of this syllabus.