

Employee Stress, Well-Being, & Safety

School of Labor & Employment Relations
University of Illinois at Urbana-Champaign

Fall 2021

Monday from 11:00am-1:50pm in RM51 in LER

| Instructor | Office Phone | Office | E-mail | Office Hours |
|---|--------------|---------|-----------------------|----------------|
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Course Description and Objectives

Organizations and businesses cannot be successful without ensuring health and safety of their workforce. As employees' health and safety is interlinked with many factors in their work and nonwork environment, there are various approaches in studying and addressing employee stress, well-being, and safety issues (e.g., human factors, public health, counseling, law, etc.). This course will mainly use the "organizational psychology" approach focusing on important psychosocial factors in the workplace that affect employee stress, well-being, and safety. This focus is also intended to help students see the importance of good people management. The class will include lectures, in-class learning activities (e.g., small-group discussions, video clips, case exercise, instant writing, etc.), and group project.

By fulfilling the course requirements successfully, students obtain fundamental principles and up-to-date knowledge of how organizations can prevent and manage work stress, as well as enhance health and safety of their workforce. Students will also have a greater understanding of possible prevention and intervention strategies managers and HR professionals can use to minimize the impact of stressors and ensure healthy and safe work environments.

Course Requirements

Notes on reading assignments (45 points)

Students will turn in their notes taken on reading assignments prior to weekly class (through Canvas). There are 9 weekly reading assignments starting from Week 2 (9 weeks x 5points = 45 points). These notes are for me to check your completion of the weekly reading assignments.

More importantly, I hope you will make connections between the concepts, principles/theories/models, and your thoughts through this note-taking activity. You may even draw your concept maps or do however you want to make your note-taking more effective for your own studying and learning. Beyond your submission of the notes prior to class, I also expect you to further build on the notes during class by listening to lectures, participating in group discussions and other in-class activity. These notes will save you the time of trying to organize the concepts, principles, and your thoughts as well as help you better remember the materials and content when studying for your exam. Create your "ultimate study guide."

Here is more helpful guide for note-taking strategies (<https://courses.lumenlearning.com/austincc-learningframeworks/chapter/chapter-11-note-taking-strategies/>)

In-class assignments (25 points)

The primary purpose is to reinforce student learning and make classes more interactive through various in-class activities. Throughout the semester, I will be giving you a total of 6 in-class assignments on random days. These assignments can include pop quizzes on readings, learning exercises based on reading and lecture, instant reaction writing, and etc. **The five best scores** will count towards your grade, so *your lowest*

score will be dropped (5 assignments x 5 pts = 25 pts). For example, if you get a zero-score due to your absence, you can drop the score. Thus, NO makeup in-class assignment for points will be given unless students have a valid excuse (e.g., job interview, sickness, hospitalization, family emergency).

Small group discussions on workplace intervention articles (50 points)

The purpose is to have students learn organizational intervention programs and program assessments in depth, as well as to encourage critical thinking concerning the focal interventions. Throughout the semester, students will read a total of 5 or 6 articles on specific organizational interventions and, accordingly, we will have 5 formal discussion sessions. As student discussions are an important component of this course, please read the assigned articles in order to knowledgeably discuss the focal intervention in class. Students should also actively participate in discussion during class (50pts = 5 sessions x 10pts). If you are absent, you will lose the points unless you have a valid excuse for your absence (e.g., jury duty, job interviews, emergency, funeral, sickness/hospitalization, etc.) and complete a make-up assignment (if you are absent, you should email me about a make-up assignment).

Exam (100 points)

The first purpose is to ensure students' full review of the learning content and mastery of important concepts, principles, and theories in this course. The second purpose is to assess students' critical thinking on the topics covered in this course and application of their knowledge to case scenarios. **One examination** will be given on **November 8**. Exam questions will be based on the course readings, in-class activities (discussions, video clips, etc.), lectures, etc. It will be closed book and comprised of essays, short answers, and multiple-choice questions.

Final project (100 points)

The main purpose of this group assignment is to provide you with the opportunity to apply what you learned in this course to a specific occupation or job. Your group representative is required to post your team's choice of an occupation on Canvas no later than **September 27, 2021**.

You will (1) describe the general characteristics of an occupation/job and (2) identify common and/or serious threats to health and well-being in that occupation/job based on both public data sources (e.g., government reports, published empirical research) and online interviews with at least three employees in that occupation. Last, based on your group's interview results, reading the relevant literature, and critical thinking about promoting a healthy and/or safe workplace, you will (3) suggest organizational interventions that would address those stress, health or safety issues. Your group will then make a 15-17 minute presentation on your project work. Additional 3-5 minutes will be assigned to Q&A with your audience.

Examples of jobs: Customer service employees, Salespeople, Engineers, Insurance loss assessors, Retail workers, Oil rig workers, Sports referees, Researchers in R&D function, HR managers, factory workers, health care workers, etc.

To complete this assignment, the following steps are required:

(1) Describe the occupation

Your goal is to provide a general overview of the nature of the work performed in the job and the number of people who work in this job. This should be a relatively brief portion of your project/presentation. Two useful sources for this information are the Bureau of Labor Statistics (www.bls.gov) and O*NET (<http://online.onetcenter.org>). If you can find them, it is always nice to supplement the statistical portrait with other media, such as pictures of people performing the job.

(2) Identify common and/or serious threats or stressors to health and well-being

Your goal is to identify health and/or safety risks in the job and threats to well-being. You should use the following sources for this information:

- (a) Government documents that provide health and safety risks for occupations. Perhaps the best source for these data is reports from the National Institute for Occupational Safety and Health (NIOSH, <http://www.cdc.gov/niosh>).
- (b) Published empirical research. For common jobs, you are likely to find many studies focusing on occupational health issues. These sources may include business, psychology, or public health journals devoted to health-related research or where they are available, journals devoted to a specific occupation. I do not expect you to conduct a complete review of the published literature on your occupation, but would encourage you to review this literature in some detail, as you are likely to find it quite helpful.
- (c) Interviews with members of your occupation. I would like your group members to locate and interview at least three people who either currently work in your chosen occupation or who have done so in the past. Your goal will be to conduct a brief interview with each person (that you will design). The interview should focus on their perceptions of health and safety threats, positive aspects of their job, and their thoughts about interventions that would increase their occupational health. Along the way, I would encourage you to keep track of particularly meaningful quotes that illustrate significant concerns or rewarding aspects of the work.

(3) Suggest interventions

Based on your work in step 2, you will recommend a few interventions that address serious and/or common occupational health concerns in your occupation of choice. You can draw on the same sources you used in step 2, as well as the list of intervention-related readings in this course. I am less interested in whether you make the “right or correct” recommendations but more interested in whether your recommended intervention approaches are drawn from the data you gathered for the project and your group’s thoughtful and critical discussion and literature review.

Deliverables and Grading:

You will make a group presentation on your occupation of interest. I will leave the exact structure of that presentation for you to decide, but it should be delivered in Power Point and should basically summarize the stages of your work above. The presentation should be 15-17 minutes in length and should mostly focus on the identified stress and health risks, reports from the interviews you conducted, and suggested interventions. Another 3-5 minutes will be used for Q&A with your audience.

Team points are 50 and these will be based on the overall quality of the presentation as delivered in class. Each group member will receive the same grade regarding the team points. I will also have you rate each of your team member’s contribution to the group project, and this individual point is 50 based on the rating scores you receive from your team members. Toward the end of your presentation weeks, I will send you an online link for rating team members. The rating format will be introduced later in class and uploaded on Canvas. Thus, you can earn up to 100 points through this group project (50 for team performance, 50 for individual contribution).

Overall class participation (25 points)

Your successful learning depends on your active participation in discussion. Contributions to in-class discussions are critical and come from both quantity and quality. Your class participation counts 25 points. Here is the grading rubric for class participation.

A (23-25 points): Attends class regularly and *always contributes* to the discussion by raising thoughtful questions, answering the instructor’s questions, sharing examples, analyzing relevant issues, building on

others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.

B (19-22 points): Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways.

C (18-15 points): Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways.

D: Attends class regularly but *never contributes* to the discussion in the aforementioned ways

Course Grades and Grading Scale

Grades will be determined by 4 areas of your performance:

1. Notes on reading assignments: 45 points
2. In-class assignments: 25 points
3. Intervention articles discussions: 50 points
3. Overall class participation: 25 points
4. Exam: 100 Points
5. Team Project: 100 Points

A total of 345 points

A (96-100%), A- (92-95.9%), B+ (88-91.9%), B (84-87.9%), B- (80-83.9%) C+ (77-79.9%), C (73-76.9%), C- (70-72.9%), D+(67-69.9%), D(63-66.9%), D- (60-62.9%), F (Below 60%)

Classroom Formats & Student Conduct

1. Class is held once per week. Please be courteous to others by being to class on time. Students are expected to prepare for class ahead of time (i.e., read the assigned materials prior to class) and be an active learner in all components of classes. Reading materials will be uploaded on Canvas weekly.
2. Disruptive behaviors will not be tolerated.

This includes mobile phones, so please silence them and do not use them during class time. If you need to have your cell phone on for emergency reasons, please put them on the vibrant mode and you may sit near the door to exit. Students' laptop use in class is strictly limited to note taking and class purposes. *Personal emails, instant messaging, social media, Internet surfing, or any other use unrelated to class are not allowed. If such a case is caught, you will be asked to leave the classroom and eventually lose your privilege for in-class laptop use.*

3. *We are each responsible for creating a friendly learning environment in LER. You will become future HR professionals who must be polite, empathic, thoughtful, fair, and inclusive to your future employees. So treat your peers the way you want to be treated regardless of their backgrounds (language, culture, race/ethnicity, etc.) and different opinions, especially regarding your team project work.*
4. Communication:
 - a. If you have to miss more than 2 classes in a row due to long-term constraints or you will have to miss an exam, please do let me know. You can find the missed in-class activity materials on Canvas.

- b. Throughout the semester, you're more than welcome to set up an appointment with me to talk about how to improve your performance in this course. Please note that the grading scale is clearly provided in this syllabus. *Grades will not be adjusted on the last minute. Therefore, if you have concerns or questions, please email and talk to me early on.*
- c. The syllabus contains important information that you will be responsible for knowing throughout the semester (e.g., policies & rules, course evaluation elements, course schedule, etc.). Therefore, if you have a question about the course, please consult the syllabus before you contact me. I will gladly respond to emails if you need clarification about what is covered in the syllabus; however, I will not respond to emails about questions that can be easily answered by reading the syllabus.

Extra Credit

During the semester, there may be opportunities for you to earn extra credits through participating in research experiments or helping recruit research participants. This will be a voluntary opportunity. If you do not want to participate but still wish to earn extra credit, alternative assignments will be given for equal opportunities. Available points and further instructions will be given if there are any opportunities at my discretion.

Other Important Policies

Students with Disabilities: UIUC provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, please refer to the following website and contact the University's disability services office.

<http://www.disability.illinois.edu/>

Academic Integrity Policy: As with any other University course, plagiarism, cheating or any other form of academic dishonesty will not be tolerated in any way. *Cases of academic integrity infractions will be pursued to the fullest extent allowed by University regulations* (see http://studentcode.illinois.edu/article1_part4_1-402.html for details). *Ignorance of a rule is never a defense. Therefore, it is students' responsibility to educate themselves about the risk of academic integrity infractions and to avoid it. Just don't do it!!*

Sexual Misconduct Policy and Reporting: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<http://wecare.illinois.edu/resources/students/#confidential>

Other information about resources and reporting is available here: <http://wecare.illinois.edu/>

Course Schedule

Week 1: 8/23

- Course Introduction
- NIOSH (National Institute for Occupational Safety and Health) & OSHA (Occupational Safety and Health Administration)
- Reading: Syllabus & introductory chapter of Pfeffer's book on Dying for a Paycheck. Alternatively, you can read, Pfeffer, J. (2010). Building sustainable organizations: The human factor. *Academy of Management Perspectives*, 24 (1), 34-45 DOI: 10.5465/AMP.2010.50304415

Week 2: 8/30

- Work stress models and theoretical frameworks

Week 3: Labor day (no class)

Week 4: 9/13

- Common work stressors and strains
- Individual differences in experiencing work stress

Week 5: 9/20

- Emotional labor in human service jobs
- Workplace violence and interpersonal mistreatment
- Intervention Discussion I: Reducing incivility and its related stress at work

Week 6: 9/27

- Organizational injustice as a stressor
- Intervention Discussion II: Displaying fairness while delivering bad news in organizations

Week 7: 10/4

- Situational factors and job characteristics for employee well-being
- Group project meetings (individual group work)

Week 8: 10/11

- Work-nonwork life conflict and employee well-being
- Intervention Discussion III: Reduced work hours program (White paper on The Four-Day Week)

Week 9: 10/18

- Recovery from work stress
- Corporate wellness programs
- Intervention Discussion IV: Microbreaks and lunch breaks at work

Week 10: 10/25

- Alcohol & substance use on the job

Week 11: 11/1

- Organizational safety climate & employee safety behaviors
- Intervention Discussion V: Behavioral approach to occupational safety

Week 12: 11/8

- Exam

Week 13: 11/15

- Group project day

11/20-11/28 Fall break

Week 14: 11/29

- Final presentations

Week 15: 12/6

- Final presentations

** This schedule and topic is subject to change due to unexpected constraints or events. Each week's reading materials can be found on Compass.*