



TOTAL WORKER HEALTH & HR MANAGEMENT

53:533:670 INDEX 05772

Term: Fall 2024

Location: BSB-334 (Rutgers' Camden Campus)

Day of week: Monday

Time: 6:00-8:50 PM EST

Professor: Joseph Regina, PhD

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Office: BSB 256

Office Hours: Monday 5:00-6:00PM

COURSE SPECIFICS

Course Description – Working adults in the United States spend more waking hours at work than anywhere else. Within their jobs, individuals can experience a sense of pride or accomplishment that can improve health and wellbeing. However, working adults also must manage work-related stress, interpersonal relationships, and are exposed to numerous opportunities for work-related injuries that can harm health and wellbeing. These experiences not only relate to one's wellbeing while at work, but also carry over into the family/home domain.

This course informs on the links between the experience of working and employee health from a Total Worker Health lens. Moreover, we will discuss the role that policies, procedures, and organizational decisions that fall within a Human Resource Management context play in maximizing the health and wellbeing of employees through an empirical research-focused lens. Topics will include how work factors relate to safety, psychological wellbeing, and work-family conflict as well as how to properly conduct organizational change management to improve employee health and wellbeing outcomes.

Course Learning Objectives:

Upon successful completion of this course students should be able to:

1. Understand the general theories that inform the best practices within talent management systems related to maximizing employee health and more traditional business metrics (profit, turnover, etc.)
2. Identify the ideas covered within class in real world workplaces.
3. Critique oneself to engage in the process of continuous development.
4. Critique others to practice delivering positive and negative feedback.
5. Critically think about, analyze, and make suggestions within case studies.

Program Learning Goals:

- Communication effectiveness and impact,
- Technology fluency,
- Global awareness,
- Ethical consideration

Course Materials:

SOFTWARE:

Lockdown Browser will be used through Canvas as a remote proctoring on the exams. You do not need to purchase the software, but you will need a computer with webcam capabilities as well as sufficient processing power to use the software.

TEXTBOOK (OPTIONAL):

- Schonfeld, I. S., & Chang, C. (2016). *Occupational Health Psychology: Work, Stress, and Health* 1st ed. New York: Springer. ISBN: 978-0-8261-9967-6

RESEARCH ARTICLES:

- In lieu of a required textbook, I will be assigning one-to-two articles per week as class reading. You will be expected to attend class with a working knowledge of the article(s) as they will be used to facilitate class discussion.
- I will provide copies of the articles via Canvas.

CASE STUDIES:

- You must select one of the below case studies to complete your Case Study Presentation assignment. I encourage you to read the summary of all listed case studies using the below link and to then pick the one that is of the most personal interest to you.
 - The National Football League and Brain Injuries by Richard G. Hamermesh & Matthew Preble
 - Orange Sky: Balancing Commitment to Cause and Well-Being by Chelsea Gill, Amy Kenworthy, & Catharina Jecklin
 - Drilling Safety at BP: The Deepwater Horizon Accident by Stephen P. Kaufman & Laura Winig
 - Goldman Sachs: Are You Burnt-In or Burnt-Out? by Hayden Woodley & Julia Leonard

All case studies can be found at a discounted rate using this course's Harvard Business Review coursepack:

- <https://hbsp.harvard.edu/import/1197220>
 - NOTE: You only need to purchase ONE of these case studies

OTHER:

- Readings, and other posted material is available on the class Canvas site.
- This course will use various periodicals and websites (Wall Street Journal, Financial Times, etc.) as a supplement as needed.

Copyright of Course Materials:

All original course materials posted on Canvas, including presentation slides, handouts, and assignments, are intellectual property belonging to the professor. These materials are provided to students for their own personal use only. Students are not permitted to buy, sell, or distribute any course materials without the express written permission of the professor. Such unauthorized behavior constitutes academic misconduct.

How to succeed in this course

- Read all assigned readings prior to each class.
- Attend class.
- Follow instructions for all assignments, including submitting assignments by the required due dates to earn credit on the assignments.
- Start assignments early and get feedback from the instructor.
- Consult/meet with the professor immediately when you need help.
- If an online tool is used (e.g., Canvas) ensure you can access and use it appropriately.

Diversity Statement:

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms

of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

COMMUNICATION

Rutgers email (professor email: joseph.regina@rutgers.edu)

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary.

Not checking your Rutgers email is not an excuse for missing any communications.

Canvas

Posted will be the syllabus, resources (articles, examples, access to PowerPoint slides), announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu> log in, and click on the course in the dashboard.

Class Materials

All class materials are accessible via Canvas. Note that the PowerPoint class materials for a particular week will be posted by noon on Monday so that you can access them before class. You are strongly encouraged to access this course via Canvas several times a week.

Class Communication

A viable and reliable form of communication is vitally important. Note that all communication outside of the classroom or office hours will be via your Rutgers e-mail and discussion forums and other tools in Canvas. You are expected to check your Rutgers e-mail at least two or three times every week. All class announcements can also be accessed via the 'Announcement' page in Canvas.

Professor Communication

Note that during the week, from Monday until Friday, I will try reply to all e-mails within 48 hours. Please do not expect immediate response. In order to best ensure that I recognize that your email pertains to class, please start the subject line with the course name followed by a dash ("-") and then a brief summary of the content of your question. If you do not hear from me within 72 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

Although, I check my e-mails a few times daily, I may not be able to completely answer all e-mails immediately upon receiving them. Note that I may also be travelling out of town on some weekends and may not be able respond to weekend e-mails until Monday.

GENERAL /ADMINISTRATIVE

Pronouns

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Chosen Name (Preferred Name)

If you have a chosen name or preferred name other than what is listed on the roster, kindly let me

know. If you would like to have your name changed within the rosters officially, go to: <https://deanofstudents.camden.rutgers.edu/chosen-name-application>

Key Course 2024 Dates :

First day of courses for semester	September 3
Last day to drop classes w/o "W"	September 12
Last day to add classes	September 12
Last day to withdraw from an individual class with a "W"	November 11
Thanksgiving recess	November 28 – December 1
Regular classes end	December 11
Reading days	December 12 – December 13
Final exam period	December 16 – December 21

POLICY STATEMENTS

Disability Services/Accommodations

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

Academic Integrity

The Academic Integrity policy can be found at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct> <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

Artificial Intelligence Use

I discourage the use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) within this course. If you do use these tools then you are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). *Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty.* AI may not be used on exams or quizzes.

Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct.

To review the code, go to the Office of Community Standards:

<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

Expectations of Classroom Civility (online or in-person)

(source: the Assoc of College and University Educators)

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.***)

- You are expected to do your own work. Cheating, plagiarism, and any other form of academic dishonesty (including uncited use of AI generative tools) will not be tolerated and will result in punished by a zero grade, a failing grade for the course, and/or referral to your dean.
- Meaningful and constructive dialogue is encouraged in this class and requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All course members will be expected to show respect for individual differences and viewpoints at all times.

CLASSROOM POLICIES

Assessment Make-up Policy/Late Policy

If, for a university approved reason, you cannot complete an assessment by the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed assessment. Make-up assessment for non-university approved reasons are not guaranteed. *The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).*

Assessments

Participation and Late Work: Lack of participation will be reflected in the final grade.

The course is structured such that assignments are due at specific points in the course for specific reasons. Accordingly, assignments must be handed in on time given the time-sensitive nature of all assignments; in line with this, the due dates will be held firm and late work will not be accepted. The exception to this rule will be for course exams given their heavy weight within the final groups. For exams, I will allow late submissions but will deduct 40 points from your score per day late. Days will be treated using a calendar format such that submitting an assignment due on a Sunday at any time on Monday (including 12:01 AM EST) will receive 40 points off and submitting any time on Tuesday (including 12:01 AM EST) will receive an additional 40 points off. 40 points is the equivalent of 25% of the exam's total points and 4% of your final course grade, so I strongly encourage submitting this assignment on time.

No makeup assignments will be scheduled without prior notification and a physician's excuse. If an assignment cannot be completed after the due date (e.g., participating in a class that was missed) then an alternative assignment will be created by the instructor.

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. **If you need this class for graduation, you should be sure that your performance is up to standard throughout the course.** It is too late to wait until the last week of classes to ask for help. I am available to meet throughout the entire semester if you need help and am more than happy to meet with you several times. "Incompletes" will only be given through prior consultation, under extreme circumstances.

The course is graded out of 1000 points. Please see the Grading section for how grades are calculated.

To contextualize the assignments, two overarching categories of assignments were designed within this course.

The first group are developmental assignments. These assignments are intended to facilitate your learning of the course material and are participation-based assignments such that simply completing the assignment will earn full-credit on the assignment. Overall, 49% of your final course grade will be attributed to your completion of these assignments.

The second are evaluative assignments. These are intended to measure your understanding of the course material with scores on the assignment determined by your performance on these assignments. The three course exams fall into this assignment category, and they will account for 48% of your final course grade with each exam accounting for 16% of your final course grade.

Outside of exams, the only other assignment that is evaluative is the Syllabus Quiz which is worth 3% of your final course grade; however, you have unlimited attempts on this assignment, so achieving a 100% score is very attainable.

Of note, while a great deal of your final grade is decided by the exams, your ability to score well in the course at large even without scoring exceptionally on the exams is made possible by the developmental assignments. Specifically, if you receive full credit on all developmental assignments as well as the unlimited tries Syllabus quiz, then an average score on the exams of the following scores will yield the following Final Course letter grades:

- 50% average across exams -> C (760 total points)
- 60% average across exams -> B (808 total points)
- 75% average across exams -> B+ (880 total points)
- 80% average across exams -> A (904 total points)

- All averages across exams over 80% would also receive an A

Unless otherwise noted, each of the described assignments fall into the developmental assignment category.

Attendance – It is important that you attend class as most of the course content will be shared via course lectures. To incentivize you to attend class, attendance at each class will earn 10 points. There are 12 scheduled classes. This means attendance is worth 12% of your final grade.

Each week of attendance is worth 10 points for a total of 120 points.

Syllabus quiz – To do well in the course, you will need to be familiar with the nature of how the course is structured; this begins with reading the syllabus. To incentivize you to engage with this material, I am assigning a quiz that will cover the material in the syllabus. The quiz will be 20 questions and each question will be worth 1 point, which will account for 20 of the 30 points assigned to this quiz. The final 10 points will be awarded if you answer all questions correctly and you will have unlimited tries on this exam.

As detailed above, this is an evaluative assignment, such that the score you receive will be based on your performance on the exams.

This assignment is worth 30 points.

Discussion questions – In lieu of a required textbook, articles will be assigned for each lecture. You are expected to read these articles **prior to class** as part of the class time will be allocated to article discussion. To incentivize you to read the articles prior to class, discussion questions will be required for classes 2 through 11. Each week for which you submit 2 or more discussion questions will earn 10 points and there are 10 weeks in which discussion questions are assigned; if fewer than 2 questions are posed then this assignment will be marked as not completed and you will not earn credit for the given week's discussion questions assignment. Altogether, completion of the discussion board questions are worth 100 total points, or 10% of your final grade.

Each submission of discussion questions is worth 10 points for a total of 100 points.

Individual article presentation (IAP) – Weekly presentations from students will be leveraged to emphasize the real-world importance of the course material. Specifically, each student will give one individual presentation on an assigned date that details a real-world news article related to the **previous week's** course content. Presentations should be between 3 and 5 minutes. Each minute under 3 minutes and each minute over 5 minutes will incur a 10-point penalty.

This assignment is worth 30 points.

IAP peer feedback – Part of the intent of a graduate business degree is that those who hold the degree should be ready for leadership roles. One part of being a business leader is to deliver feedback to subordinates. To cultivate that skill, you will submit a formal written evaluation to each presenter who delivers an individual article presentation. There are 5 weeks' worth of student speakers. The professor will also deliver an individual article presentation preceding student presentations for which you will provide feedback. Each week wherein a formal written evaluation for all article presentation speakers is submitted will earn 10 points, for a total of 60 points.

Written evaluations will be due the Sunday before the next class. Evaluations will be submitted via a Qualtrics survey provided by the Professor and each student's feedback will be provided to them via email before the next class. Please note your name will be included with your feedback as this will best mimic a real-world in-person feedback providing scenario and classmates will know what you said.

This assignment is worth 10 points per week for 60 total points.

IAP self-evaluation – Organizational leaders must be able and willing to grow over time if they are to

continue to advance up the proverbial corporate ladder. To do so, we must first identify the areas in which we need to develop further, which can often be accomplished via listening to the feedback that we receive. To cultivate this skill, you will identify the common themes in the feedback you receive from your peers on the article presentations and create a performance improvement plan to help you improve in these areas for the case study presentation later in the semester.

This assignment is worth 20 points.

Leadership self-evaluation – In order to grow as leaders, we must understand who we are as leaders. For this assignment, you will think about your past leadership experiences and summarize how your leadership style. Then you will identify areas of improvement related to maximizing the wellbeing of your subordinates based on class material, including identifying specific behaviors that you would like to change over time.

This assignment is worth 30 points.

Practice exam – The course will provide a remote proctoring option for Exams 1, 2, and 3. To help you become comfortable with remote proctoring (Lockdown Browser) and to help you ascertain if you want to use this testing option on the three exams, a 20-question practice exam will be given that will allow you to use the software before the first exam.

Exams can be reviewed by students but must be done in-person during office hours.

Note, while this assignment has the word “exam” in its title, the practice exam is a developmental assignment, and you will **not** be graded based on performance.

This assignment with is 40 points.

Exams – I expect the bulk of the differentiation in course grades to come from exam performance. There will be 3 40-question exams (including the final) that you will have 80 minutes to complete. The exams must be completed in one of two ways (outside of any individual university-approved accommodations):

1. In-class on the designated assignment day so that the professor can proctor the exam.
2. Using an assigned remote proctoring service (Lockdown Browser) to monitor academic integrity.

The first two exams will cover the content covered since the previous exam. The final exam will consist of topics covered throughout the course.

This is an evaluative assignment, such that the score you receive will be based on your performance on the exams.

Exams can be reviewed by students but must be done during in-person during office hours or during another agreed-upon in-person meeting time between the professor and the student.

Each exam will be worth 160 points, with exams totaling 480 points.

Case study presentation (CSP) – To provide an opportunity to apply the course content to real-world business scenarios, one case study presentation will be assigned. To allow you to interact with material that is personally interesting to you, several case studies will be provided as options for your presentation, and you will select one of them to present on. Presentations should be between 10 and 15 minutes; each minute under 10 minutes or over 15 minutes will earn a 10 points deduction. An additional 5-10 minutes will be allocated for a question-and-answer period.

This assignment will be worth 30 points.

CSP peer evaluations – To further cultivate your comfort in providing feedback, you will evaluate the performance of your peers on the Case Study Presentations. Unlike the IAP peer evaluations which are

done outside of class, the CSP peer evaluations will be completed in class using a handout provided by the professor; you must be present on the CSP peer evaluation day(s) to complete this assignment. If the Case study presentation overflow class date is needed, then 5 points will be earned for completing the peer evaluations for the first CSP day and 15 will be earned for completing the peer evaluations for the overflow CSP day.

This assignment will be worth 20 points.

CSP self-evaluation – As previously stated, a goal of an MBA program is to help prepare students for management level positions. Part of that will require you to learn how to identify your own areas of personal growth and improvement over time. To help facilitate critical thinking around your performance, you will provide a writeup where you evaluate your performance on the case study presentation. This will include:

- Restating the areas of improvement identified in your article presentation self-evaluation assignment.
- Identifying common themes of improvement with your written evaluations for the case study presentation.
- Evaluating whether you improved on the themes noted in the article presentation feedback within your case study presentation.
- Identifying additional areas of improvement related to presentations that you think you can improve on.
- Creating a performance improvement plan to address the additional areas of improvement that you have identified.

This assignment will be worth 40 points.

GRADING

The assignment of final grades will be weighted as follows:

Attendance	12%	120 points	10 points per class
Syllabus quiz	3%	30 points	
Discussion questions	10%	100 points	10 points per class
Individual article presentation (IAP)	3%	30 points	
IAP peer feedback	6%	60 points	10 points per week
IAP self-evaluation	2%	20 points	
Leadership self-evaluation	3%	30 points	
Practice exam	4%	40 points	
Exam 1	16%	160 points	
Exam 2	16%	160 points	
Exam 3 (Final)	16%	160 points	
Case study presentation (CSP)	3%	30 points	
CSP peer feedback	2%	20 points	
CSP self-evaluation	4%	40 points	

Grade Ranges

Letter Grade Description

A: 89.5% and above (895 points or more)
 B+: 87.5% to 89.4% (875 to 894 points)
 B: 79.5% to 87.4% (795 to 874 points)

C+: 77.5% to 79.4% (775 to 794 points)
 C: 69.5% to 77.4% (695 to 774 points)
 F: Below 69.5% (less than 695 points)

COURSE OUTLINE AND ASSIGNMENTS

Syllabus Basics

As a reminder, you are expected to read the relevant text **before** class.

Class 1 Monday, September 9

Topics: Syllabus + course overview
Text: Schill, A. L. (2017). Advancing well-being through total worker health®. Workplace health & safety, 65(4), 158-163.
Textbook: Chapter 1 & 2 (optional)
Assignments (due Sep 15): Syllabus quiz (unlimited attempts; online)
Practice exam (online)
Discussion questions based on next class' assigned text

Class 2 Monday, September 16

Topic: Theoretical models of stress
Text: Schaufeli, W. B. (2017). Applying the Job Demands-Resources model: A 'how to' guide to measuring and tackling work engagement and burnout. Organizational dynamics, 46(2), 120-132.
Textbook: Chapter 3 (optional)
Assignments (due Sep 22): Discussion questions based on next class' assigned text

Class 3 Monday, September 23

Topic: Stressors, resources, strains, and wellbeing
Text: Sonnentag, S., Tay, L., & Nesher Shoshan, H. (2023). A review on health and well-being at work: More than stressors and strains. Personnel Psychology, 76(2), 473-510.
Textbook: Chapter 4 (optional)
Assignments (due Sep 29): Presentation feedback from professor's practice individual article presentation
Discussion questions based on next class' assigned text

Class 4 Monday, September 30

Topic: Workplace violence and mistreatment
Text: Dhanani, L. Y., LaPalme, M. L., & Joseph, D. L. (2021). How prevalent is workplace mistreatment? A meta-analytic investigation. Journal of Organizational Behavior, 42(8), 1082-1098.
Textbook: Chapter 5 (optional)
Assignments (due Oct 6): Exam #1 (see bold below for more information)
Discussion questions based on next class' assigned text

Exam #1

Content weeks: Classes 1 - 3

Window to take exam: Monday, September 30 - Sunday, October 6

Class 5 Monday, October 7*

Topic: Organizational climate, leadership, and diversity
Text: Glick, P., Berdahl, J. L., & Alonso, N. M. (2018). Development and validation of the masculinity contest culture scale. Journal of Social Issues, 74(3), 449-476.
Textbook: Chapter 6 (optional)
Assignments (due Oct 13): Individual article presentation peer(s) feedback
Discussion questions based on class' assigned text
Leadership self-evaluation

Class 6 Monday, October 14*

Topic: Work-family interface
Text: Allen, T. D., & French, K. A. (2023). Work-family research: A review and next steps. Personnel Psychology, 76(2), 437-471.
Textbook: Chapter 9 (optional)
Assignments (due Oct 20): Individual article presentation peer(s) feedback
Discussion questions based on next class' assigned text

Class 7 Monday, October 21*

Topic: Occupational safety & specific occupations
Text: Estryn-Behar, M., Van Der Heijden, B., Camerino, D., Fry, C., Le Nezet, O., Conway, P. M., & Has-selhorn, H. M. (2008). Violence risks in nursing—results from the European 'NEXT' Study. Occupational medicine, 58(2), 107-114.
Katsavouni, F., Bebetos, E., Malliou, P., & Beneka, A. (2016). The relationship between burnout, PTSD symptoms and injuries in firefighters. Occupational medicine, 66(1), 32-37.
Textbook: Chapter 7 & 8 (optional)
Assignments (due Oct 27): Individual article presentation peer(s) feedback
Discussion questions based on next class' assigned text

Class 8 Monday, October 28

Topic: Recovery
Text: Sonnentag, S., Venz, L., & Casper, A. (2017). Advances in recovery research: What have we learned? What should be done next?. Journal of occupational health psychology, 22(3), 365.
Textbook: N/A
Assignments (due Nov 3): Exam #2 (see below for more information)
Discussion questions based on next class' assigned text

Exam #2

Content weeks: Classes 4 - 7

Window to take exam: Monday, September 28 - Sunday, November 3

Class 9 Monday, November 4*

Topic: Empirical interventions
Text: Grant, A. M. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. Journal of applied psychology, 93(1), 108.
Textbook: Chapter 10 (optional)
Assignments (due Nov 10): Individual article presentation peer(s) feedback
Discussion questions based on next class' assigned text

Class 10 Monday, November 11*

Topic: Designing interventions (Plan, Do, Check, Act)
Text: Demirel, A. (2019). Improvement of hand hygiene compliance in a private hospital using the Plan-Do-Check-Act (PDCA) method. Pakistan journal of medical sciences, 35(3), 721.
Dimoff, J. K., Kelloway, E. K., & Burnstein, M. D. (2016). Mental health awareness training (MHAT): The development and evaluation of an intervention for workplace leaders. International Journal of Stress Management, 23(2), 167.
Textbook: N/A
Assignments (due Nov 17): Individual article presentation peer(s) feedback
Discussion questions based on next class' assigned text

Class 11 Monday, November 18

Topic: The future of worker wellbeing
Text: Tamers, S. L., Streit, J., Pana-Cryan, R., Ray, T., Syron, L., Flynn, M. A., ... & Howard, J. (2020). Envisioning the future of work to safeguard the safety, health, and well-being of the workforce: A perspective from the CDC's National Institute for Occupational Safety and Health. American journal of industrial medicine, 63(12), 1065-1084.
Textbook: Chapter 11 (optional)
Assignments (due Dec 1): Individual article presentation self-evaluation

NO CLASS WEEK OF November 26. HAVE A NICE SPRING RECESS! (All due dates from the preceding class moved to following day before the next class)

Class 12 Monday, December 2

Topic: Case study presentations
Text: N/A
Textbook: N/A
Assignments: Case study presentations (due in class)
Case study presentation peer evaluations (due in class)

Class 13 (if needed) Monday, December 9

Topic: Case study presentation overflow (if needed)

Text: N/A

Textbook: N/A

Assignments:

Case study presentations (due in class if needed)

Case study presentation peer evaluations (due in class if needed)

Case study presentation self-evaluation (due Monday, December 16)

Exam #3 (Final)

Content weeks: Classes 1-11

Window to take exam online: Monday, December 9 - Monday, December 16

In-class exam window: Monday, December 16, 6:00-7:20 PM EST

As a reminder, due dates are firm and late work will not be accepted unless otherwise noted or discussed.

NOTES:

1. * designations on a given class date means student presentations will be assigned for that week's class. Each student will only be asked to present one time and your date will be assigned to you.
2. Exams that students opt to take using the remote proctoring service will be made available on Monday night after class concludes.
3. Assignments are due by 11:59 PM EST on the stated due date. Assignments submitted after this point in time will be considered late.