

SYLLABUS

Subject	Current approaches in organizational and occupational health psychology		
Year of study 2	Semester*: 2	Type of final evaluation (E / V / C)	C
Type of discipline {C-compulsory, Op-optional F- facultative} C	C	Number of credits	8
Total of hours from the study plan: 42 Total of hours for individual study 80 hours		Total of hours per semester	122
Subject coordinator	Invited professor		

* If the subject is included in more than one semester, a syllabus for every semester will be filled in

Faculty	Faculty of Sociology and Psychology	Total number of hours (per semester) from the study plan				
Department	Psychology	<i>(Ex: 28 for C if the subject has 14 hours of courses, 2 hours/week)</i>				
Profile	Psychology	Total	C**	S	L	P
Specialty	Organizational and occupational health psychology	42	28	14		

** C-course, S-seminar, L-laboratory activities, P-project or practical activity

1. Course/seminar/laboratory/practical activity's objectives

1	To obtain knowledge about OHP main research trends
2	To gain broad understanding of the field of occupational health psychology (OHP)
3	To understand the scientific approach of OHP and applied interventions

2. Specific competencies (general competencies are presented in the specialty outline)

Specific competencies for the subject	<p>1. Knowledge and understanding To enhance skills in critical thinking To acquire knowledge of the empirical literature on the covered topics</p> <p>2. Explanation and interpretation Developing a richer vision on the OHP field that will enable students to contribute more effectively at their workplace Developing a deeper understanding of how the study of OHP can enhance performance and organizational health</p> <p>3. Instrumental and applied Developing of skills for the analysis of individual, interpersonal relations and organizational functioning that enhances occupational health Developing skills for applied research</p> <p>4. Attitudinal Encouraging studying various approaches and theories Stimulating a proactive learning approach</p>
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3. Themes

A. Thematic content of the course	No. of hours
<ol style="list-style-type: none"> 1. Current theoretical and research perspectives in OHP 2. Health and work. Critical perspectives 3. International and cross-cultural comparisons within the field of OHP 4. Human factors and system principles for occupational safety and health 5. Technology and workplace health 6. Prevention and interventions perspectives in OHP 7. Occupational health promoting leadership 8. Training in OHP 9. Programs and policies for regulation of workplace stressors 10. Positive organizational behavior 11. Theories and methods of behavior change 12. Occupational health issues and workplace outcomes 13. Occupational health issues and individual outcomes 14. Workplace health promotion 	2 hours/ theme
Total of hours:	

B. Thematic content of the seminar	No. of hours
<ol style="list-style-type: none"> 1. Education and training opportunities in OHP 2. Applied research methods in OHP (1) 3. Applied research methods in OHP (2) 4. Practitioner approach in OHP (1) 5. Practitioner approach in OHP (2) 6. Promoting psychosocial health at work (1) 7. Promoting psychosocial health at work (1) (presentation of individual projects) 	2 hours/ theme
Total of hours:	

4. Evaluation

For the final mark it will be taken into consideration the following:	Distribution of tasks in assessment in % {Total=100% }
- responses in final evaluation	70 %
- continuous evaluation during the semester through evaluation papers	%
- evaluation activities like essays/projects etc	30 %
<p>Describe the practical final evaluation (for example: written exam (descriptive and/or grid and/or problems etc.); oral exam, individual or group colloquia, project etc.</p> <p>Final evaluation for course: individual written exam (descriptive and problem analysis) Final evaluation for seminar: individual project</p>	

Minimum requirements for the mark 5	Requirements for mark 10
<ul style="list-style-type: none"> • Following main guidelines for the individual project • Defining main operational concepts and basic knowledge of main theories for written exam 	<ul style="list-style-type: none"> • Updated documentation for the specialty literature, accuracy of methods used, added value from the perspective of contemporary perspective for the individual project <ul style="list-style-type: none"> • Knowledge of optional references, accuracy of responses, combining practical and theoretical information

5. Distribution of total time (hour per semester) for individual studies activities required from the students

Estimated time / activities (fill in with zero the activities that are not required)			
1. Study of course notes	10 hours	8. Preparation of oral presentations	hours
2. Study after a handbook, course materials	20 hours	9. Preparation for final exam	20 hours
3. Study of the minimal required bibliography	10 hours	10. Consultations	0 hours
4. Additional documentation in the library	5 hours	11. Field documentation	0 hours
5. Specific activity for seminar preparation and/or laboratory	0 hours	12. Internet documentation	5 hours
6. preparation of homework, essays, etc.	10 hours	13. Other activities....	0 hours
7. Preparation papers required for continuous evaluation	0 hours	14. Other activities...	0 hours
TOTAL hours for individual study (per semester = 80 hours)			

6. References

a.) compulsory (minimal):

- Houdmont, J. & Leka, S. (Eds.) (2010). *Contemporary occupational health psychology: Global perspectives on research, education, and practice (Vol. 1)*. Chichester, England: Wiley-Blackwell.
- Houdmont, J., Leka, S. & Cox, T. (2007). Education in occupational health psychology in Europe: Where have we been, where are we now and where are we going? In J. Houdmont & S. McIntyre (Eds.), *Occupational Health Psychology: European Perspectives on Research, Education and Practice (Vol. 2)*, Maia, Portugal: ISMAI Publishers.
- Schaufeli, W.B. (2004). The future of OHP. *Applied Psychology: An international Review*, 53 (4), 502-517.

b.) optional (extended):

- Bakker, A.B. & Schaufeli, W.B. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*, 29, 147-154.
- Bakker, Schaufeli, W.B., Leiter, M.P. & Taris, T.W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & Stress*, 22, 187-200.
- Houdmont, J. & Leka, S. (Eds.) (2008). *Occupational health psychology: European perspectives on research, practice and education (Vol. 3)*, Nottingham, UK: Nottingham University Press.
- Houdmont, J., Leka, S. & Cox, T. (2006). Education and training in occupational health psychology: The case for e-learning, In S. McIntyre & J. Houdmont (Eds.), *Occupational Health Psychology: European Perspectives on Research, Education and Practice (Vol. 1)*, Maia, Portugal: ISMAI Publishers.
- Le Blanc, P., de Jonge, J. & Schaufeli, W.B. (2008). Job stress and occupational health. In N. Chmiel (ed.). *An introduction to Work and Organizational Psychology: A European perspective* (pp. 119-148). London: Blackwell (2nd ed).
- Schaufeli, W.B. & Salanova, M. (2007). Work engagement: An emerging psychological concept and its implications for organizations. In S.W. Gilliland, D.D. Steiner. & D.P. Skarlicki (Eds.), *Research in Social Issues in Management (Volume 5): Managing Social and Ethical Issues in Organizations*. (pp. 135-177). Greenwich, CT: Information Age Publishers.
- Schaufeli, W.B., Leiter, M.P. & Maslach, C. (2009). Burnout: 35 years of reseach and practice. *Career Development International*, 14, 204-220.
- Schaufeli, W.B., Taris, T.W. & Van Rhenen, W. (2008). Workaholism, burnout and engagement: Three of a kind or three different kinds of employee well-being. *Applied Psychology: An International Review*, 57, 173-203.
- Schneider, D.L., Camara, W.J., Tetrick, L.E., & Sternberg, C.R. (1999). Training in occupational health psychology: Initial efforts and alternative models. *Professional Psychology: Research and Practice*, 30, 138-142.

Signature:

Date: 16.02.2010