



PSYC 489I (Psychology of Stress and Health in the Work Environment)

Professor: Dr. Cassandra Phetmisy (she/her)

Email: phetmisy@umd.edu

Office: 3123K Biology-Psychology

Office Hours: Tues 11am-12pm & by appt.

Teaching Assistant: Emily Lopez

Email: elopez06@terpmail.umd.edu

Office: Zoom ([link](#))

Office Hours: Mon 1:30-2:30pm

Term: Fall 2025

Course Times: Tu Th: 9:30am – 10:45am

Classroom: Biology-Psychology Building Room 1238

Course Description

This course is an introduction to Occupational Health Psychology (OHP), which will provide a general understanding and critical examination of stress, health, and wellbeing in the workplace. It is designed to be a survey class that covers a wide range of traditional and contemporary topics in the field. Generally, occupational health psychology is concerned with (1) workplace and non-workplace stressors and risks that affect employee wellbeing, (2) workers' psychological, social, and health outcomes, and (3) interventions to promote employee wellbeing and reduce injury and stress. A prerequisite for the class is PSYC 100 (Introduction to Psychology).

Learning Outcomes

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

- Explain and evaluate major concepts and theories in the OHP field

- Understand the rich history of and complexities that lie within OHP

- Discuss the roles occupational health psychologists play in industry and academia

- Apply principles of OHP to understand employee experiences and workplace practices via a scientist-practitioner approach

Required Texts and Materials

Course Website: elms.umd.edu

Recommend (but not required) Textbook: Tetrick, L. E., Fisher, G. G., Ford, M. T., & Quick, J. C. (Eds.). (2023). *Handbook of occupational health psychology* (Third edition). American Psychological Association.

Note: The UMD Library has an Unlimited Access electronic copy of this textbook, so this means that you all can access it online, for free!

Required Reading and Class Materials: I may include journal articles, brief popular press articles from sources such as the Harvard Business Review, videos, podcasts, or other media. All additional readings and media will be available online via ELMS in PDF format. If you have any issues accessing the PDFs, do NOT purchase them online- reach out to either the instructor or TA immediately instead.

Course Structure

This course consists of lectures twice a week. Course information will be presented in the course lectures and assigned readings (in the textbook and articles posted on ELMS). You are expected to read the assigned readings before coming to class. Students are encouraged to ask questions before, during, and after lectures.

Lectures will be supplemented with assignments, activities, and quizzes designed to enrich student understanding. Students will be expected to complete tasks outside of the class lectures (e.g., reading, complete assignments). It is imperative that students get involved in these exercises and activities, as they will see relevant content on the exams.

Tip for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together.
4. **Use ELMS-Canvas notification settings.** ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
5. **Ask for help if needed.** If you are struggling with a course concept, reach out to me, the TA, and your classmates for support.

Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Class Grade Components

Graded Item	Percentage
Exams (3 exams, 12% each)	36%
Quizzes (top 5 quiz scores out of 6 quizzes, 5% each)	25%
Team Project (check-ins, presentation, paper)	29%
Reflection Activities (top 5 scores out of 6 activities, 2% each)	10%

Reflection Activities (5 activities @ 2% each = 10% of total grade)

Classes will have lecture and activity components. There will be plenty of opportunities for students to discuss and apply the course material to real-world situations. Throughout the semester, there will be reflection assignments to facilitate your learning and application of the course materials. Students will do the reflection activity and submit their reflections on Canvas *before* class. I will refer to these materials and reflections to facilitate in-class activities. There will be a total of six reflections due throughout the semester, but only five will count towards this grade component—with each worth 2% of your total grade. *If you complete all 6 reflections, I will add 1 point to your final course grade.* You can find each reflection assignment with specific instructions on Canvas.

Exams (3 exams @ 12% each = 36% of total grade)

There will be 3 closed-book, closed-note exams, each covering approximately one-third of the course material. Exams will consist of multiple choice, true/false, and matching questions that will cover course material from the readings, lectures, and class discussions. Exams will be administered in-person during class times. I will provide a review sheet prior to each exam to help you study, but this review sheet will not be allowed for use during the exam. I will provide students with scantrons. Student should come to class with a black ink pen.

Quizzes (5 highest quiz scores @ 5% each = 25% of total grade)

Throughout the semester you will be expected to complete six quizzes. These may include reactions to course experiences, knowledge-checks on content, etc. You are expected to have read all assigned course material prior to a quiz's due date, as any of that material may appear on the quiz to assess current learning. The main purpose of these quizzes is to ensure that you are keeping up with readings and to clarify any misunderstandings of the course content.

Each quiz will consist of 10 questions (mixture of multiple choice, short answer, true/false, matching). You will be given 1 hour to complete the quiz. You are allowed to use your notes and textbook; however, you are not permitted to collaborate with other people.

While there are six total quizzes, only the highest five grades will count toward your final grade- so, if you take all six, your highest five grades will be retained. If you do not take one of the quizzes, your other five quiz grades will count toward your final grade. I trust you to manage this based on your goals and competing demands. *If you complete all 6 quizzes, I will take 1% of your lowest quiz score and add it to your final grade. For example, if you complete all 6 quizzes and your lowest quiz grade is a 100, I will add 1 point to your final course grade.*

Team Project (29% of total grade)

The goal of this assignment is to apply course material about occupational health psychology to the needs of a specific occupation. Specifically, you will (1) **describe the general characteristics of an**

occupation, (2) identify common and serious threats to health and well-being in that occupation based on both public data sources (e.g., government reports, published empirical research) and interviews with at least one worker in that occupation, and (3) **suggest interventions that would address those health threats** based on recommended reading in creating a healthy workplace. You will then make a group presentation on your project work and write a group paper based on your project. You will choose your group and occupation. Groups should consist of 2-4 people.

Examples of jobs: Military personnel, Long haul truckers, Nurses, Retail, Taxi drivers, Wait staff, Physicians, Teachers, First responders (EMTs, firefighters, etc.), Customer service

Steps in the project:

(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. These graphics should be labeled as Figures according to APA 7. This section should be about 1 page in the final paper.

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

Your goal is to identify 3-4 health and safety risks in the job and threats to well-being. In this section, you should clearly identify each threat/risk, along with an accompanying health- or wellbeing-related outcome. For example, if your project is on truck drivers, you could identify *long bouts of sedentary job tasks and limited movement* as a risk and then describe that the health-related outcome associated with this risk is *musculoskeletal disorders or pain*. This section should be at least 2 pages in the final paper. 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>), as well as O*NET Online (<https://www.onetonline.org/>).

(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 (such as those indexed in PsycINFO) 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. Your presentation should cite at least five relevant peer-reviewed journal articles.

There are university librarians specifically assigned to Psychology. They can help you learn how to use the library's tools. I highly recommend that you schedule an appointment with a Psychology librarian to learn how to navigate the library while you complete your literature search: <https://lib.guides.umd.edu/Psychology>.

(c) *Interview with a member of your occupation.* I would like your team members to locate and interview at least one person who either currently works in your chosen occupation or who has

done so in the past. Your goal will be to conduct a brief interview (~30 min to 1 hour) with each person. The interview, which you will design, should focus on their perceptions of health and safety threats, positive and negative aspects of their job, and their thoughts about interventions/policy changes 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. If you would like to record the interview to help with notetaking, you will need to get written permission (e.g., email) from the interviewee that they consent to the recording. Note: If you only interview one person, you will need to critically discuss (in your paper) how their perspective might be biased or limited (e.g., tenure, position, location), especially considering the information you gained from government documents and published research.

(3) Suggest interventions

Based on your work in step 2, you will recommend 2-4 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 any course material (e.g., textbook, readings). I am less interested in whether you make the “right” recommendations and more interested in making sure that whatever you recommend is drawn from the data you gather for the project. This section should be at least 2 pages in the final paper.

Deliverables and Grading:

Note: The check-in assignments are completion grades. Either your group checks in or not.

Check-in: Team Composition (1% of total course grade)

As soon as you have formed a group of 2-4 people, one person from each group should submit a document that lists all members’ names. Students can post on the Canvas discussion board to find teammates. For example, you can seek group members who are interested in specific types of occupations, as well as share whether you have potential connections with workers in a few industries.

Check-in: Occupation Choice (1% of total course grade)

As soon as your group chooses an occupation, one person from the group should submit a document with all group members’ names and the occupation of choice. The occupations will be first-come first-serve. If another group has already chosen your occupation, I will reach out to your group to let you know that you need to choose a different job. I will create a google spreadsheet so you can see which occupations have already been chosen.

Check-in: Interviewee Names and Questions (1% of total course grade)

One person from each group should submit a document that lists who you plan to interview, their job role and organization, and the questions you will ask them. I recommend using a structured interview, such that all interviewees are asked the same questions (if you interview more than one person). However, you might have a few follow-up questions that arise during the interview as you learn about the person’s unique experiences (that’s okay!). I will provide feedback about the questions. Groups will need to submit this information to ELMS by a specific date, but if you are conducting your interviews sooner than that deadline, you can submit your document earlier and I will review it. This document should be submitted *before* you conduct the interviews. Be sure to list all team members’ names.

Check-in: Threats to Health and Wellbeing (1% of total course grade)

One person from each group should submit a document that lists some of the major threats to health and well-being that you plan to highlight in your project. Be sure to include any references that you plan to use. List all team members' names.

Check-in: Interventions (1% of total grade)

One person from each group should submit a document that lists some of the interventions that you plan to recommend in your project. Be sure to include any references that you plan to use. List all team members' names.

Group Presentation (10% of total course grade)

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 PowerPoint and should basically summarize the stages of your work above. The presentation should be 15-20 minutes in length and should mostly focus on the health risks identified, reports from the interviews you conducted, and suggested interventions. You will present your findings to the class during the last week of the semester. Students should prepare for a Q&A section following their presentation.

Group Paper (14% of total course grade)

Your group will submit a paper that summarizes your project. There should be a section for each step of the project. Be sure to include your interview questions in the Appendix following the References. Paper should: follow APA 7 format, be 5-7 pages (excluding the title page, references, and appendices), be double-spaced, have a title page (do NOT include names, class, assignment information on the same page that your actual writing begins—put this information on the title page), not contain spaces between paragraphs, have 1-inch margins, include a separate references page, and use 12-point font in Times New Roman.

Extra Credit Assignment

I am offering an optional extra credit assignment, which will be worth three points of your total grade. For example, if you end the semester with a final grade of an 80 (B-), full credit on this assignment will increase your final grade to an 83 (B). The assignment will be due by the last day of classes, December 12th by 11:59pm EST (no exceptions).

The project will involve choosing an empirical, peer-reviewed article from the *Journal of Occupational Health Psychology* or *Occupational Health Science*, reviewing each component of the article, and discussing how this article relates to a topic we covered in class this semester. Your assignment will be presented in the form of a video (between 6 and 15 minutes long). You should think of this assignment as if you were describing this article to one of your classmates. These videos will remain private unless you decide to share it amongst your peers.

To complete this assignment, you should:

1. Choose an empirical journal article published in the *Journal of Occupational Health Psychology* or *Occupational Health Science*. The paper should be recent, such that it was published within the last 10 years. You should have access to these journals through the UMD library.
2. Read each section of the article, and begin creating an original summary of each component (e.g., background and theory, method, results, discussion). If the paper does NOT contain these sections, it probably is not an empirical paper (i.e., Reviews and Conceptual papers are NOT allowed for this assignment).
3. Decide how this paper relates to a topic we discussed in class.

4. Decide on the visual representation you will use for your video. PowerPoint is an example. In your visual representation, you should have the following components:
 1. **Title, authors, journal, year**
 2. **Background and theory:** what are the core topics that this article relates to? what theories did they use to guide their reasoning?
 3. **Hypotheses:** what did the researchers expect to find?
 4. **Methodology:** what method did they use? who were their participants? what did participants do?
 5. **Results:** what analyses did they use? what did they find? were their hypotheses supported?
 6. **Discussion:** what were the limitations? what about implications of the research--why does it matter to the real world?
 7. **Relevance to a class topic:** Which topic does this article relate to? Did the article provide information counter to what we learned? Or did the article find something very similar to what we discussed in class? Did the article use the same type of methodology that we covered in class? Or something different? Basically: how does this article fit into the framework of knowledge we gained in class and from the readings?
5. Record yourself giving the presentation. The most straightforward way to do this is via Zoom. Log into your Zoom account, share your screen to show the visual representation, and then record yourself going through the presentation. With Zoom, you can access the recording as a link in the cloud or you can download the file directly to your computer.
6. Upload the file to Canvas. It would be easiest to upload a link to the video (i.e., to the Zoom recording), but you can also upload the file itself. I recommend that you double-check that the file has been uploaded correctly (i.e., download the file once you submitted it to ensure that the video plays). If nothing is working, email it to me **before** the deadline. No late work will be accepted.

Grade Policies

Final Semester Grades

Grade	Points	Percentage		Grade	Points	Percentage
A+	4	98-100%		C	2	73-77.99%
A	4	93-97.99%		C-	1.67	70-72.99%
A-	3.67	90-92.99%		D+	1.33	68-69.99%
B+	3.33	88-89.99%		D	1	63-67.99%
B	3	83-87.99%		D-	.67	60-62.99%
B-	2.67	80-82.99%		F	0	<60%
C+	2.33	78-79.99%				

- Assignments must be turned in via ELMS. Grades will be posted on ELMS throughout the semester.
- If you have questions about an upcoming assignment, or about your grade on an assignment, please attend my office hours or make an appointment to meet with me to discuss it. We do not discuss grades over email.
- There will be no rounding up on final grades. Please do not ask me to make exceptions at the end of the semester. It is not fair to the other students who follow the grading policy. If you are concerned about your grades or if you are struggling with the material, come to my office hours!

Late Work and Make-Up Policy

Exams are considered “major scheduled grading events” as defined by the University of Maryland’s policy on Attendance and Assessment/Examinations. Therefore, you may only make up an exam for which you were not present if your absence resulted from a university approved reason (see below) and you provide the appropriate documentation.

Quizzes are not considered “major scheduled grading events” as defined by the University of Maryland’s policy on Attendance and Assessment/Examinations and thus are not held to the same standards for make-ups. No make-up quizzes will be administered due to absence or failure to take a quiz before the deadline except under unusual circumstances and after consulting with the course instructor. If you experience a technical or computer difficulty while taking your quiz, immediately contact the Division of Information Technology Learning Technologies staff through email (elms@umd.edu) or phone (301-405-1500). Canvas support staff is also available 24/7 by calling 877-399-4090 or by clicking on the Help link after you log into www.elms.umd.edu.

The final presentation for the team project is considered “major scheduled grading events” as defined by the University of Maryland’s policy on Attendance and Assessment/Examinations. Because your grade on the team project is also dependent on your contribution to your team’s efforts, you may only request an alternative grading arrangement if prolonged and documented absences during the semester for university approved reasons impeded your ability to participate in the work needed to complete the team project.

The university policy has a list of events that justify an excused absence. In addition, please take note of the following concerning absences in the course:

1. *Absence due to injury/illness*—For multiple absences and those occurring on a major scheduled grading event, you must provide written documentation of the illness or injury from the UMD Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, **but makeup assessments will not be offered for unexcused or undocumented absences.**
2. *Religious observance*—If you know that the nature of a religious holiday/observance will prevent you from being present during a class period of a major scheduled grading event, **you must notify me of your intended absence at least two weeks in advance of your absence.** Failure to notify me in advance may result in your inability to take a make-up or receive an extension on exams/assignments.
3. *Participation in university activities*—You must provide written documentation from an authorized university authority that indicates the time period during which you are unable to meet academic responsibilities **before or immediately after missing class.**
4. *Compelling circumstances beyond your control*—Accommodations for unusual circumstances will be made on a person-by-person basis.

Attendance Policy

Attendance is strongly encouraged but it is not required. We will have in-class activities and group discussions that will help you get the most from the course material. **If you are feeling sick, please do not come to class in-person** out of respect for me and your fellow classmates.

There will be material covered in class that is not covered in the textbook that students will be expected to know for quizzes and exams. I will strive to make class attendance worthwhile by spending a significant portion of class time extending, applying, and/or discussing the reading, not just repeating textbook content. **In cases in which you need to miss class, it will be your responsibility to acquire notes from a peer on what was covered in class.**

Academic Integrity Policy

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources unless the instructor explicitly gives permission. Material taken or copied

from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Communication Policies

Communication with the Instructor and Teaching Assistant

As your instructor, I want to support your learning and development, as well as your mastery of course content. I am open and available by email (phetmisy@umd.edu). Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. I also encourage you all to come to office hours to ask questions about class content or discuss supplementary readings.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

While I will do my best to respond to emails within two business days, you will more likely receive email responses from me on Mondays-Fridays from 9am-5pm EST. If you have a class-related emergency that needs to be addressed, please write "URGENT – YOUR NAME – PSYC 489" in the subject line. Regardless, please include 'PSYC 489I' with the message's main topic in the subject line. If you feel that your question will result in a lengthy response, please just come to office hours or schedule or make an appointment with us one-on-one. We do not discuss grades over email.

Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

Everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to

UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as **CARE to Stop Violence** (located on the Ground Floor of the Health Center) at 301-741-3442 or the **Counseling Center** (located at the Shoemaker Building) at 301-314-7651. You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the **Office of Civil Rights and Sexual Misconduct's** website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit **UMD's Division of Student Affairs website** for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of **Veteran Student life** and the **Counseling Center**. Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance, if possible, to the instructor.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the **Student Feedback on Course Experiences** to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with reasonable advance notice. The course was designed for on-campus delivery but is subject to change in format with university policy changes. All changes in the syllabus will be communicated via an ELMS announcement along with an updated syllabus being posted on the ELMS site.

Course Schedule

Week	Date	Topic	Quizzes and Assignments (Assignments due by 11:59pm)
1	Sept 2	Course Introduction & History of OHP	None - welcome to class!
	Sept 4	Overview of Stress	
2	Sept 9	Occupational Stress Theories	Reflection 1 due Mon 9/8
	Sept 11	Occupational Stress Research Methods	
3	Sept 16	Mental Health Outcomes of Stress	Quiz 1 due Mon 9/15
	Sept 18	Physical Health Outcomes of Stress	
4	Sept 23	Physical Work Environment & Ergonomics	Team composition due Mon 9/22 Reflection 2 due Mon 9/22
	Sept 25	Project Workday in Class Brainstorm occupation + interview info	
5	Sept 30	EXAM 1	Quiz 2 due Mon 9/29 Exam 1 Review Session on 9/29 (TA office hours)
	Oct 2	Nonstandard Work Schedules	
6	Oct 7	Organizational Climate, Justice, and Mistreatment	Occupation choice due Mon 10/6 Reflection 3 due Mon 10/6
	Oct 9	Social Identity & Diversity and Inclusion	
7	Oct 14	Fall Break – No Class	
	Oct 16	Project Workday in Class Tutorial: Literature Searches	Quiz 3 due Wed 10/15
8	Oct 21	Work-Life Balance & Recovery and Respite	Interviewee names + questions due Mon 10/20 Reflection 4 due Mon 10/20
	Oct 23	Work-Nonwork: Policies and Practices	
9	Oct 28	EXAM 2	Quiz 4 due Mon 10/27 Exam 2 Review Session on 10/27 (TA office hours)
	Oct 30	Employee Engagement & Emotional Labor	
10	Nov 4	Interventions & Improving Work Conditions	Threats to health and wellbeing due Mon 11/3 Reflection 5 due Mon 11/3
	Nov 6	Interventions (Cont.)	
11	Nov 11	Project Workday in Class Determine order of presentations	Quiz 5 due Mon 11/10
	Nov 13	Toxic Workplaces & Leadership	
12	Nov 18	Economic Stressors and the Workforce	Project Interventions due Mon 11/17 Reflection 6 due Mon 11/17
	Nov 20	Individual Differences and Resilience	
13	Nov 25	Promoting Worker Health and Wellbeing	Quiz 6 due Mon 11/24
	Nov 27	Thanksgiving Holiday – No Class	
14	Dec 2	Project Workday in Class & Student Feedback on Course Exp. Survey	
	Dec 4	EXAM 3	Exam 3 Review Session on 12/1 (TA office hours)
15	Dec 9	Group Presentations	Presentation slides due on Mon 12/8
	Dec 11	Group Presentations	Papers due on Fri 12/12
<i>This course does not have a final exam</i>			