



Memorandum

Date: September 30, 2003

From: Susan B. Board, Program Official *S Board*
Office of Extramural Programs, NIOSH, E-74

Subject: Final Report Submitted for Entry into NTIS for Grant 5 U60 CC314501-05.

To: William D. Bennett
Data Systems Team, Information Resources Branch, EID, NIOSH, P03/C18

The attached final report has been received from the principal investigator on the subject NIOSH grant. If this document is forwarded to the National Technical Information Service, please let us know when a document number is known so that we can inform anyone who inquires about this final report.

Any publications that are included with this report are highlighted on the list below.

Attachment

cc: Sherri Diana, EID, P03/C13

List of Publications

Title: Development of Graduate Training Programs in Occupational Health Psychology
Investigator: Heather R. Fox, Ph.D.
Affiliation: American Psychological Association
City & State: Washington, DC
Telephone: (202) 336-5935
Award Number: 5 U60 CC314501-05
Start & End Date: 9/30/1997–9/29/2003
Total Project Cost: \$100,061
Program Area: Not NORA
Key Words: work organization, training, stress

Final Report Abstract:

The primary objective of the Occupational Health Psychology (OHP) Graduate-Level Training Program was to establish the necessary expertise to advance knowledge of psychosocial/job stress factors in the workplace, their effects on the mental and physical health, performance, and well-being of workers, and ways for preventing such problems. This project expanded earlier efforts by CDC and NIOSH to supply professional manpower to address the growing problems related to occupational health and job stress.

To accomplish the program objective, the sponsoring agent and contractor developed and implemented a plan to establish graduate-level training programs in OHP in multiple universities in the U.S. APA and NIOSH, with input from stakeholders from a variety of disciplines, implemented a plan of action to promote and establish 5-year graduate-level training opportunities in work organization, stress and health, developed a mechanism for soliciting, reviewing, and selecting applicants, and implemented program evaluation procedures. In addition, AP A has worked extensively and continues to work to incorporate this type of training as a recognized specialty area in the behavioral and occupational health sciences.

Eleven universities in the U.S. were funded between 1998-2002. The first cohort included Bowling Green State University, Kansas State University, and the University of Minnesota (1998-1999). The second cohort included Clemson University, Tulane University, and the University of Houston (1999-2000). The third cohort included Portland State University and the University of California (2000-2001). The fourth cohort included Colorado State University, the University of South Florida (2001-2002), and the University of Texas at Austin (2001-2002).

Nine of the 11 universities funded by AP A implemented formalized programs of study (e.g., minors, concentrations, certificates) in OHP for graduate-level students. These programs of study have created a strong foundation for building a qualified cadre of psychological and social science professionals trained in the field of OHP. Fifty-three students have enrolled in OHP ' curricula programs of study and 15 students have completed the programs thus far. In addition, six students have been placed in professional positions that use their OHP training and eight faculty members were hired for OHP programs at funded universities. The development of OHP survey courses is

also significant because many students are now exposed to the OHP content areas, though they may not choose to complete a formal curricula program in OHP. More than 120 students have now completed a survey course in OHP.

Group identity is forming in this area at a national level, with the development of a listserv for OHP stakeholders, called the "Members of the OHP Forum," as well as an "International Forum on Occupational Health Psychology." Project staff and faculty at university training sites collaborated and shared information with experts in Canada, the United Kingdom, and Japan at a workshop on OHP training. Occupational health psychology faculty are currently planning a second workShop for stakeholder input into the continued formalization of the field of OHP.

Challenges to the training programs revolve around the logistics of class size and graduate program requirements, as well as the waning interest of collaborating faculty. Faculty report that it is very difficult for students to add courses over their current Pill degree program requirements. In addition, it was noted that it is hard to recruit enough students to boost course enrollments and sustain the programs. Most graduate schools have minimum enrollment policies in place that must be met to justify scheduling the courses .on a recurring basis.

Primary faculty also report that it is challenging to keep collaborating faculty involved when funding sources are removed. Evidence seems to indicate that it is typically the sole responsibility of the core faculty to keep the momentum going for the maintenance of the program. Nevertheless, OHP faculty are very pleased with the interdepartmental linkages that were created for the development and initial administration of the program.

Overall, there is substantial evidence that the success of the OHP program outweighs its challenges. A critical mission of CDC and NIOSH is to supply professional manpower to address the growing problems related to occupational health and job stress. The current cooperative agreement has increased the longevity of OHP training opportunities by planting seed money to create self-sustaining graduate-level training programs. Funding curriculum development, rather than individuals, has been a more cost-effective means of ensuring a continuing cycle of training opportunities for behavioral scientists in the area of occupational safety and health. In turn, these programs will stimulate more research to strengthen the body of knowledge in the area of OHP and will benefit the field by introducing a new cadre of professionals to teach and practice in the field. Our recommendation is that NIOSH continue to support and encourage the education and training of graduate-level students in the NORA priority research area of work organization and health by directly funding university programs in occupational health psychology.

Publications

No publications to date.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Science Directorate

Sauter

August 22, 2003

Ms. Mildred Garner
Grants Management Officer
Grants Management Branch
Centers for Disease Control and Prevention
Procurement and Grants Office, Section 1
2920 Brandywine Road, MS E-13, Suite 3000
Atlanta, GA 30341

REFERENCE: Cooperative Agreement No. U60/CCU314501

Dear Ms. Garner:

Enclosed is the program evaluation for the cooperative agreement between NIOSH and the American Psychological Association (APA) to develop graduate-level training programs in occupational health psychology. This represents the final report of APA on the status of the cooperative agreement, effectively bringing the cooperative agreement to a close. It has been a wonderful experience working with Dr. Steve Sauter at NIOSH.

Thank you for your assistance with this contract over the past six years. The APA Grants and Contracts Office will submit a final financial status report to your office by the October 30th deadline. Please do not hesitate to contact me at hrfox@apa.org if you have any questions.

Sincerely,

Heather R. Fox

Heather R. Fox, PhD
Principal Investigator

CC: Steven L. Sauter, NIOSH
Lillian White, APA

Enclosure

750 First Street, NE
Washington, DC 20002-4242
(202) 336-6000
(202) 336-6123 TDD

E-mail: science@apa.org
Web: www.apa.org

**Development of Graduate Training Programs
in Occupational Health Psychology
American Psychological Association -- NIOSH Cooperative Agreement
(No. U60/CCU314501)**

**Project final report and evaluation
Submitted by the
American Psychological Association (APA)
August 2003**

TABLE of CONTENTS

Executive Summary.....	1
Introduction and History of OHP Initiatives.....	3
Section 1: Objectives for the Development of OHP..... Graduate-Level Training Programs	3
Section 2: Criteria for Selection of University Sites.....	6
Section 3: Publicizing OHP Programs.....	7
Section 4: Training Program Outcomes.....	8
Section 5: Evaluation and Recommendations.....	13
References.....	18
Appendix A: Power Point Presentation on OHP Data	
Appendix B: Data Collection Questionnaire	
Appendix C: Bowling Green State University (1998-1999)	
Appendix D: Kansas State University (1998-1999)	
Appendix E: University of Minnesota (1998-1999)	
Appendix F: Clemson University (1999-2000)	
Appendix G: Tulane University (1999-2000)	
Appendix H: University of Houston (1999-2000)	
Appendix I: Portland State University (2000-2001)	
Appendix J: University of California (2000-2001)	
Appendix K: Colorado State University (2001-2002)	
Appendix L: University of South Florida (2001-2002)	
Appendix M: University of Texas at Austin (2001-2002)	
Appendix N: OHP Bibliography	

EXECUTIVE SUMMARY

The primary objective of the Occupational Health Psychology (OHP) Graduate-Level Training Program was to establish the necessary expertise to advance knowledge of psychosocial/job stress factors in the workplace, their effects on the mental and physical health, performance, and well-being of workers, and ways for preventing such problems. This project expanded earlier efforts by CDC and NIOSH to supply professional manpower to address the growing problems related to occupational health and job stress.

To accomplish the program objective, the sponsoring agent and contractor developed and implemented a plan to establish graduate-level training programs in OHP in multiple universities in the U.S. APA and NIOSH, with input from stakeholders from a variety of disciplines, implemented a plan of action to promote and establish 5-year graduate-level training opportunities in work organization, stress and health, developed a mechanism for soliciting, reviewing, and selecting applicants, and implemented program evaluation procedures. In addition, APA has worked extensively and continues to work to incorporate this type of training as a recognized specialty area in the behavioral and occupational health sciences.

Eleven universities in the U.S. were funded between 1998-2002. The first cohort included Bowling Green State University, Kansas State University, and the University of Minnesota (1998-1999). The second cohort included Clemson University, Tulane University, and the University of Houston (1999-2000). The third cohort included Portland State University and the University of California (2000-2001). The fourth cohort included Colorado State University, the University of South Florida (2001-2002), and the University of Texas at Austin (2001-2002).

Nine of the 11 universities funded by APA implemented formalized programs of study (e.g., minors, concentrations, certificates) in OHP for graduate-level students. These programs of study have created a strong foundation for building a qualified cadre of psychological and social science professionals trained in the field of OHP. Fifty-three students have enrolled in OHP curricula programs of study and 15 students have completed the programs thus far. In addition, six students have been placed in professional positions that use their OHP training and eight faculty members were hired for OHP programs at funded universities. The development of OHP survey courses is also significant because many students are now exposed to the OHP content areas, though they may not choose to complete a formal curricula program in OHP. More than 120 students have now completed a survey course in OHP.

Group identity is forming in this area at a national level, with the development of a listserv for OHP stakeholders, called the "Members of the OHP Forum," as well as an "International Forum on Occupational Health Psychology." Project staff and faculty at university training sites collaborated and shared information with experts in Canada, the United Kingdom, and Japan at a workshop on OHP training. Occupational health psychology faculty are currently planning a second workshop for stakeholder input into the continued formalization of the field of OHP.

Challenges to the training programs revolve around the logistics of class size and graduate program requirements, as well as the waning interest of collaborating faculty. Faculty report that it is very difficult for students to add courses over their current PhD degree program

requirements. In addition, it was noted that it is hard to recruit enough students to boost course enrollments and sustain the programs. Most graduate schools have minimum enrollment policies in place that must be met to justify scheduling the courses on a recurring basis.

Primary faculty also report that it is challenging to keep collaborating faculty involved when funding sources are removed. Evidence seems to indicate that it is typically the sole responsibility of the core faculty to keep the momentum going for the maintenance of the program. Nevertheless, OHP faculty are very pleased with the interdepartmental linkages that were created for the development and initial administration of the program.

Overall, there is substantial evidence that the success of the OHP program outweighs its challenges. A critical mission of CDC and NIOSH is to supply professional manpower to address the growing problems related to occupational health and job stress. The current cooperative agreement has increased the longevity of OHP training opportunities by planting seed money to create self-sustaining graduate-level training programs. Funding curriculum development, rather than individuals, has been a more cost-effective means of ensuring a continuing cycle of training opportunities for behavioral scientists in the area of occupational safety and health. In turn, these programs will stimulate more research to strengthen the body of knowledge in the area of OHP and will benefit the field by introducing a new cadre of professionals to teach and practice in the field. Our recommendation is that NIOSH continue to support and encourage the education and training of graduate-level students in the NORA priority research area of work organization and health by directly funding university programs in occupational health psychology.

INTRODUCTION AND HISTORY OF APA-NIOSH OCCUPATIONAL HEALTH PSYCHOLOGY INITIATIVES

Organizational and psychosocial factors at work have been increasingly implicated in a variety of health and safety outcomes such as cardiovascular disease and work-related musculoskeletal and psychological disorders. Such effects have attracted special concern in the context of rapid organizational change in today's workplace. In the 1980s, the National Institute on Occupational Safety and Health (NIOSH) identified psychological disorders and occupational stress among the leading occupational injuries and diseases. However, formal training venues to prepare occupational safety and health professionals to address organizational and psychosocial risk factors for illness injury were notably lacking. In 1990, as a response to the debate about psychologists' roles in improving the workplace, NIOSH researchers and an international network of scientists developed a national strategy to address occupational health risks at work and the psychological distress that often results (Sauter, Murphy, & Hurrell, 1990).

Beginning in 1990, the APA and NIOSH developed a partnership to direct more psychological and social science professionals to areas of occupational safety and health. Four major initiatives came out of this initial collaboration, including a series of international multidisciplinary conferences, a collection of published articles and books from the conferences, the development and production of the *Journal of Occupational Health Psychology (JOHP)*, and the development and administration of postdoctoral fellowship programs in occupational health psychology (OHP).

APA completed an evaluation of the five-year postdoctoral fellowship program in 1997 (APA Science Directorate, 1997). Evidence of the impact of the fellowship training program was confirmed by the significant increase in the number and quality of fellow applications, the contributions of behavioral scientists to the field of occupational safety and health, a number of advertisements for occupational health psychologists in professional newsletters, and increasing collaboration among psychologists from several nations to share information on the content of OHP training programs. On the basis of the evaluation's recommendations, APA supported the idea of introducing occupational health psychology into graduate-level training through courses, and eventually, planned concentrations. In the fall of 1997, APA and NIOSH entered into a five-year cooperative agreement to establish graduate-level training programs in OHP.

The information summarized in this evaluation describes the APA-NIOSH cooperative agreement to develop graduate-level curricula in occupational health psychology. Four sections of this evaluation are included that describe (1) the objectives for the OHP graduate-level training program, (2) the development and evaluation of the criteria for selecting the university sites, (3) efforts to publicize the OHP discipline, as well as the specific university programs, and (4) data collected from the university sites specifying the format and content of their OHP programs. Evaluative comments and recommendations are located in Section 5.

1. OBJECTIVES FOR THE DEVELOPMENT OF OHP GRADUATE-LEVEL TRAINING PROGRAMS

As noted in the proposal submitted by APA in 1997, the overall objective of this project was to establish the necessary expertise to advance knowledge of psychosocial/job stress factors in the workplace, their effects on the mental and physical health, performance, and well-being of workers, and ways for preventing such problems. This project

expanded efforts by CDC and NIOSH to supply professional manpower to address the growing problems related to occupational health and job stress. The goal of the agreement between APA and NIOSH was to establish graduate-level training programs in occupational health psychology and, as specifically mandated by CDC program announcement number 754, the sponsoring agent and contractor would undertake the development and implementation of a plan to begin funding graduate OHP programs in multiple universities in the U.S.

To meet the objective set forth by the agreement, a number of tasks were required of the contractor. Many of these specific tasks were completed in the first year of the program. These tasks are briefly listed and addressed in this section; however, some of the tasks are described in more detail in subsequent sections.

Task 1: Implement a plan of action to promote and establish 5-year graduate-level training opportunities in work organization, stress and health, acknowledging the needs for integrating knowledge in the behavioral and social sciences with knowledge in occupational medicine, public health, and other relevant disciplines.

Action: APA, with input from a nationally-recognized OHP advisory group, developed a plan of action to make three awards per year, four times over a five-year period, to the faculty in established departments of psychology, public health, occupational medicine, or related fields for the purpose of developing OHP courses or formal curricula. These awards ranged between \$19,000-\$26,000 and covered such direct expenses as salary offset for faculty and graduate students, guest speakers, core faculty travel to OHP-related conferences, resources (e.g., books, journals, equipment), and administrative expenses.

Task 2: Incorporate this type of training as a recognized specialty area in the behavioral and occupational health sciences.

Action: There are many ways that a field becomes a recognized specialty area in a given discipline. This usually happens gradually, as more and more researchers who are trained in closely related disciplines come together at professional meetings. They begin to realize that they have specific research interests in common and that these interests are distinctly different from their areas of training. They develop training programs targeted at the new research area. They form a new society and/or found a journal specifically to promote research in the new area.

Many of these milestones were initially met during the timeframe of the initial cooperative agreement and increased momentum during the current cooperative agreement. First, researchers and practitioners in various fields related to occupational safety and health have come together five times at the "Work, Stress, and Health" conferences held in the U.S. to share data and promote research in the area of OHP. Second, the publication of scholarly articles in the *Journal of Occupational Health Psychology* was another manner in which researchers have participated in shaping this specialty area. Third, faculty from 36 universities in the U.S. submitted proposals to

develop curricula in OHP, far exceeding initial projections of interest in this fledgling discipline. Many of these faculty members submitted multiple proposals over the four-year review process. Out of the 36 candidates, eleven universities were funded to develop curricula. Faculty of the funded programs have met several times over the past five years to share curricula content, success stories, and obstacles they have encountered while implementing the programs. This group of academics, while not recognized formally as a society, has identified themselves as the “Members of the OHP Forum” and have a regular dialog on a listserv. Additionally, representatives from the OHP discipline have met with international colleagues from the United Kingdom, Canada, and the Netherlands, and have established an International Forum on OHP.

Task 3: Collaborate with established professional groups in the behavioral and social sciences, and professional groups representing occupational medicine, public health, and other relevant disciplines to obtain necessary support and input to curricula/program development.

Action: APA established an advisory group that included professionals from several disciplines of psychology, management, ergonomics, and public health. APA also obtained support from several of its established divisions, including Division 14 (Society for Industrial and Organizational Psychology, Inc.), the Division of Counseling Psychology, the Division of Clinical Psychology, and the Division of Health Psychology.

Task 4: Implement mechanisms for soliciting qualified university-based sites for graduate-level training in work organization, stress, and health.

Action: APA’s experience in soliciting qualified sites to participate in the OHP postdoctoral training programs served us well in soliciting university-based sites for the graduate program. APA solicited proposals to develop curricula from its own members, as well as members of the American Public Health Association, the Human Factors Engineering Society, the Industrial Hygiene Association, the American Psychological Society, and the Academy of Management. Mechanisms for soliciting proposals included distribution of announcements at the APA annual convention and seven regional psychological association conventions, advertisements in the *APA Monitor*, *Psychological Science Agenda*, and division newsletters. It also included announcements in appropriate occupational health publications (including the *Journal of Occupational Health Psychology*), and mailings of announcements to psychology departments and schools of public health, as well as announcement on relevant web sites and a new website devoted to OHP and monitored by NIOSH.

Task 5: In cooperation with CDC, develop criteria and procedures for selection of the training sites.

Action: APA and NIOSH, with input from the members of the OHP advisory group, developed criteria and procedures for selection of the training sites in Year One. The criteria are discussed more fully below in section two.

Task 6: Publicizing the program, including participating sites and training activities.

Action: The APA, as the major association of psychologists holding doctoral degrees from universities in the country, was ideally suited to publicize the program, including information about the availability of funding, the participating sites, and the training activities, to its target audience of psychological and social science professionals. APA staff had access to national, regional, and divisional newsletters, as well as national, regional, and divisional professional conferences to get information out to a broad audience. Specific media forums are described in more detail in section three.

Task 7: Implement program evaluation and quality assurance mechanisms.

Action: A multi-layered program evaluation was proposed to ensure that participants contributed to a quality program. First, APA and NIOSH, with input from an advisory panel, established rigorous criteria for selection of the sites and completed stringent reviews of the proposals to ensure that the programs had adequate resources, support, and interdisciplinary collaborations necessary for the development of model programs. We are confident that strong programs were funded. Second, APA and NIOSH required that university faculty submit mid-year and annual progress reports, including a statement of progress toward their objectives. APA also collected syllabi and, when feasible, course evaluations from the programs. APA project staff made frequent contacts with university faculty, on an individual basis and in several conference calls among faculty.

APA summarized the information collected from the university progress reports in mid-year and annual reports to the CDC. In the last year of the cooperative agreement, APA collected self-report data from the eleven universities to provide a comprehensive review of the format and content of the OHP programs. This information is described in detail in section four.

2. CRITERIA FOR SELECTION OF UNIVERSITY SITES

In October 1997, APA appointed an advisory group composed of experts in a variety of behavioral science areas to assist APA in the development of the OHP project. The group assisted in identifying appropriate criteria for university selection, recommending relevant disciplines for outreach efforts, and fostering the promotion of the new discipline. The advisory group met in Washington, DC in late fall of 1997 to establish and finalize the criteria to evaluate university applicants. The criteria included the quality and feasibility of the proposed curricula, interdepartmental linkages and external collaborations, and faculty qualifications in the area of work organization and health. Each of these criterion dimensions were equally weighted at 10 points each, resulting in a possible score range of 0-30. Applicants were also required to submit a program budget, evidence of institutional commitment to support the curricula, and information about how the program would ultimately be evaluated, but this information was not included as part of the assessed criteria.

3. PUBLICIZING THE OHP PROGRAMS

APA publishes the monthly *Monitor* and semimonthly *Psychological Science Agenda*, with circulations of 154,000 and 25,000 respectively. Articles appeared regularly in both of these publications announcing the availability of funding, the recipients of awards, and general information about the field of OHP. In addition, there were two feature articles about the development of the OHP field that appeared after a reporter and photographer were sent to a meeting of the faculty members in November 2001. Articles also appeared in newsletters of relevant APA divisions, such as the Society for Industrial and Organizational Psychology, the Division of Counseling Psychology, the Division of Health Psychology Division of APA. Articles on OHP were even requested from our international colleagues and appeared in the Health Psychology division of the British Psychological Society and the European Academy of OHP. APA and NIOSH project directors also intend to submit a comprehensive review article to the peer-reviewed scholarly journal, *Professional Psychology: Research and Practice*.

APA staff, NIOSH staff, OHP program faculty, and other stakeholders participated in numerous conference presentations over the course of five years. Mechanisms for sharing information about the OHP university programs and the field of OHP in general took the form of conference symposia, conversation hours, paper and poster presentations, and practitioner workshops. Presentations took place at two of the APA conferences, three of the SIOP conferences, three of the "Work, Stress, and Health" conference series, one at the National Convention of Counseling Psychologists, one at the International Conference of the Scientific Committee of the International Commission on Occupational Health, and at two staff briefings of the executive committees of the divisions of health psychology and industrial/organizational psychology. In addition, OHP project staff were invited to give a presentation at the European Academy of Occupational Health Psychologists in Barcelona, but the unfortunate events of September 11, 2001 disrupted those travel plans.

An OHP web site and an OHP listserv were created during the five-year cooperative agreement. The OHP web site is currently maintained by NIOSH and includes such information as OHP program descriptions, application materials (when available), a list of upcoming conferences relevant to OHP, and a bibliography of OHP-related resources. The OHP listserv is currently owned and monitored by APA, and is open to anyone with an interest in OHP. It has an open-subscription basis, and the content of the member postings ranges from job vacancy announcements to inquiries about data analysis to requests for advice about practicing in the field of OHP. In addition, there is a closed listserv for the use of the university faculty and stakeholders who attended a November 2001 OHP meeting that is owned and monitored by faculty at the University of South Florida.

4. TRAINING PROGRAM OUTCOMES

Eleven universities in the U.S. were funded between 1998-2002. The first cohort included Bowling Green State University, Kansas State University, and the University of Minnesota (1998-1999). The second cohort included Clemson University, Tulane University, and the University of Houston (1999-2000). The third cohort included Portland State University and the University of California (2000-2001). The fourth cohort included Colorado State University, the University of South Florida (2001-2002), and the University of Texas at Austin (2001-2002).

The information in this section summarizes data collected from each of the universities in 2002 about the nature and scope of their programs. Specifically, the following subsections describe the format and requirements of their programs, as well as the content of the curricula, student enrollments, resources used for this training, additional activities supported with OHP funds, and a review of the overall distribution of OHP funds. Evaluative comments and recommendations, directly supported by faculty commentary on the successes and obstacles they encountered, immediately follow this section. This qualitative review of their experiences will provide additional evidence about the strengths and weaknesses of the OHP curricula program. A brief Power Point presentation is included as appendix A to provide visual graphs and tables of the data collected from OHP faculty. Appendix B is the data collection questionnaire used by the contractor to gather the information, and Appendix C-M are the individual responses from the 11 universities.

Interdisciplinary and External Collaborations

Ten of the eleven university sites selected for the program had their OHP programs housed within the psychology department. The exception was the University of California, Los Angeles' program, which was housed in the School of Public Health. Within the psychology departments, faculty were involved from the following specialty areas: industrial and organizational psychology (9 universities), social/health psychology (7 universities), clinical psychology (4 universities), counseling psychology (4 universities), human factors (4 universities), and other psychology specialties as reported by faculty (3 universities).

The field of OHP is multidisciplinary, and therefore benefits from external collaborations with faculty from other departments. The department of public health was most frequently cited by OHP faculty as the primary collaborating department. All 10 OHP programs housed in the psychology departments reported extensive faculty involvement from the public health department. UCLA's OHP program, housed in public health, reported that their primary collaborating department was psychology. Several other departments were also involved in the development and/or administration of the OHP curricula and were cited by OHP faculty: business (5 departments); industrial engineering (2 departments); industrial hygiene (2 departments); sociology (2

departments); kinesiology (2 departments); and other departments as reported by faculty (6 departments).

Format and Requirements of the OHP Curricula Programs

The format of the curricula implemented by the universities varied, ranging from development of new course offerings to establishing formal curricula program. Tulane University and UCLA each developed two courses on topics in occupational health psychology for graduate students and, in UCLA's case, clinical practitioners. Kansas State University developed a certificate program for students in its graduate program, later made available via a distance-learning continuing education program.

The majority of the university programs developed minors and/or concentrations in OHP. The distinction between these two categories of curricula offerings were generally that minors were satisfied upon completion of the minimum number of extra required and/or elective courses in a different specialty area, whereas concentrations (or "tracks") generally consisted of more extensive training in the specialty area, with a greater number of required courses and practica/research participation from the enrolled students. Minors only were offered to PhD-level graduate students in psychology by Bowling Green State University, Portland State University, and the University of Houston. Concentrations only were offered by Clemson University (open to M.S. and Ph.D. students in applied psychology areas) and Colorado State University (open to all Ph.D. graduate students). Three universities offered either a minor option or a full training concentration (or "track"): University of South Florida, University of Texas at Austin, and University of Minnesota. For each of these three universities, the minor was open to all graduate students on campus, whereas the more intensive training concentration was reserved for graduate students of psychology.

Of the nine universities that implemented formal curricula programs, three universities required two core courses, four universities required three core courses, and two universities required four core courses to complete the certificate, minor or concentration in OHP. The number of required elective courses, as reported by these universities, ranged from zero to four. Across all curricula programs, the average number of courses (both core and elective) required for program completion was 4.66 (12-15 credits).

Content of the Curricula Programs

All universities that established formal curricula programs required students to complete an OHP survey course. In addition, four universities required coursework in public health, and one university required coursework in industrial engineering/ergonomics. Universities who did not have required courses in public health made them elective to students, and coursework in industrial engineering/ergonomics was elective for three university programs.

The OHP survey course was the foundation for all programs. Faculty from the University of South Florida and the University of Houston modified existing OHP survey

courses as part of their programmatic efforts, but the nine other universities developed new OHP survey courses for their programs. Major content areas covered in the OHP survey courses included occupational stress, specifically issues on stress and health, models of stress, and coping mechanisms (as reported by 8 universities) *and* methods of evaluation, specifically measurement, surveillance, EPI methods, and program evaluation (as reported by 5 universities). Four universities also reported that their syllabi included topics on safety/ergonomics, as well as organization and stress interventions. Four additional content areas (disciplinary approaches; personality and stress; organizational health; and work and family) were each on the syllabi of two universities. The topics of health promotion, stress and performance, social determinants of stress, labor relations, regulations, and job satisfaction were also identified by various sites. Please review the slides in Appendix A slides for a brief capsule of these reported numbers.

In addition, new courses were created or modified in the following areas: assessment/research methods, psychology of job stress, work and wellbeing, occupational safety and health behaviors, OHP training, prevention of occupational injuries, behavioral medicine, occupational cardiology, and careers in organizations.

Four universities also created practicum experiences with OHP funds. Practicum experiences for the students took place in business settings, national public organizations/agencies such as the National Institute of Health and the US Army, local public organizations such as fire and police departments, and various clinical settings, including general hospitals, rehabilitation hospitals, nursing homes, and a vocational assessment center.

Student Course Enrollments and Completion of Curricula Requirements

Given that the OHP survey course was required of all programs, it is not surprising that the number of enrolled students was the highest of all newly developed courses. A total of 120 graduate-level students had completed an OHP survey course at the time the data was collected (Kansas State University also reported that 10 undergraduate students completed the survey course via distance education). Several additional classes of students have completed their courses in the interim and so the number is now greater. This number does not include the revised course offering in the University of Minnesota's program, which enrolls anywhere between 50-70 graduate and honors-level undergraduate students each semester, because that would artificially inflate the numbers (raising it to over 250). Average class size for all other programs is six students, which is typical for higher-level PhD programs.

As noted in the section above and outlined in a slide in Appendix A, a number of new courses were created in addition to the OHP survey courses. Twelve students have completed the assessment/research methods course(s), eight students have completed the psychology of job stress course(s), seven students have completed the work and wellbeing course(s), twelve students have completed the occupational safety and health behaviors course(s), eight students have completed the OHP training course(s), six students have completed the prevention of occupational injuries course(s), ten students

have completed the behavioral medicine course(s), eight students have completed the occupational cardiology course(s), and five students have completed the careers in organizations course(s). Finally, seventeen students have completed their practica in OHP. Practicum experiences are described in the above subsection.

In terms of overall enrollments and completion of the curricula programs, there were a total of 53 students enrolled in OHP curricula programs of study and 15 students have completed the programs thus far. Of the first cohort of funded universities (1998-1999), Bowling Green State University has had five students enrolled and two students have completed dual degree programs with an OHP minor, Kansas State University has had 18 students enrolled and eight students have completed the OHP certificate program, and the University of Minnesota has had nine students enrolled and one student has completed the OHP concentration ("track"). Of the second cohort of funded universities, (1999-2000), Clemson University has had nine students enrolled and one student has completed the OHP concentration ("track") and University of Houston has had four students enrolled and two student has completed the OHP minor. Tulane University did not create a formal program for students. Of the third cohort of funded universities (2000-2001), Portland State University has had six students enrolled and none have completed the OHP minor. UCLA did not create a formal program for students. Of the fourth and final cohort, Colorado State University has had four students enrolled and one student has completed the OHP concentration ("track"), the University of South Florida has had two students enrolled and none have completed the OHP minor, and the University of Texas at Austin has enrolled one student, who has not yet finished. Obviously, the universities who were recently funded will have lower total enrollments and lower program completion rates until students move into the pipeline.

Resources for OHP Curricula

There were a limited number of resources solely devoted to the topic of OHP at the beginning of the cooperative agreement. In the past five years, a number of publications, including texts, books, and journal articles, emerged to shape the content of this area. Faculty use a wide range of publications for the courses they offer. There is no "core" set of resources used by all OHP faculty. Below are the resources most frequently cited by the university faculty that are currently used in the education and training of the students. A complete bibliography is attached in Appendix N.

Texts

Quick, J.C., Quick, J.D., Nelson, D.L., & Hurrell, J.J. (1997). *Preventive stress management in organizations*. Washington, DC: APA Books.

Quick, J.C., & Tetrick, L. (2002). *Handbook of occupational health psychology*. Washington, DC: APA Books.

Journals

Journal of Applied Psychology

Journal of Occupational Health Psychology

Journal of Vocational Behavior

Work and Stress

Additional Supported OHP Activities

More than half of the direct support to universities covered the salary and benefits for faculty and graduate students in established departments of psychology, public health, occupational medicine, or related fields for the purpose of developing OHP courses or formal curricula. However, many of the proposals also included plans for additional activities to strengthen and extend the universities' OHP programs. For instance, ten of the universities developed individualized OHP web sites, complete with program descriptions, faculty information and relevant publications, with funds from the cooperative agreement. The NIOSH OHP web site provides links to each of the university web sites.

Five of the universities hosted guest speakers at departmental colloquia. Areas of expertise covered by these speakers were in the area of work stress, workplace violence, epidemiology, occupational safety, and methodology. Four sites held sponsored conferences and/or workshops on topics related to OHP. The sponsored conferences were supported, in part, with OHP funds. Institutional support and other resources were also used to fund the conferences. Three universities reported that funds were used to offset costs associated with new library resources on OHP. Two universities conducted surveys of the business community in their geographical regions to identify existing needs by organizations that researchers and practitioners in the OHP field could address.

Overall Distribution of Funds

Of the \$239,625 that was distributed to the eleven universities for their initial proposed curricula programs, below is the breakdown of funds spent by the programs:

Faculty Salary/Benefits:	57%
Graduate Assistant Salary/Benefits:	21%
Guest Speakers:	7%
Resources (books, journals, etc.):	2%
Other Administrative Costs: (copying, mailing, website, etc.)	5%
Indirect costs recovered by university:	8%
Total	<hr/> 100%

Four of the universities (Portland State University, Tulane University, UCLA, and University of Houston) received a small amount of continued funding in year 2001-2002 to expand their programs. The awards ranged from \$6930 to \$8640, and covered faculty salary and resources.

5. EVALUATION AND RECOMMENDATIONS

The evaluation and recommendations for the OHP field are primarily based on (1) an overview of the goals that were developed for this program and an assessment of whether they were met; (2) evaluative data provided by the faculty of the 11 funded university programs; and (3) discussion about the programs and the field of OHP among faculty and program staff during meetings, conference calls, and presentations.

As noted in section one, the overall objective of this project was to establish the necessary expertise to advance knowledge of psychosocial/job stress factors in the workplace, their effects on the mental and physical health, performance, and well-being of workers, and ways for preventing such problems. To meet this objective, APA used NIOSH funds to develop and implement a plan to establish graduate-level training programs in OHP in multiple universities in the U.S. In order to fulfill this goal, the cooperative agreement required the completion of a number of steps to create a model training program. APA And NIOSH successfully completed each of the steps detailed in section one, and summaries of how each of these steps were completed were reported in semi-annual progress reports. As outlined in the cooperative agreement, APA and NIOSH, with the assistance of relevant stakeholders from a variety of disciplines, implemented a plan of action to promote and establish 5-year graduate-level training opportunities in work organization, stress and health, developed a mechanism for soliciting, reviewing, and selecting applicants, and implemented program evaluation procedures. In addition, APA has worked extensively and continues to work to incorporate this type of training as a recognized specialty area in the behavioral and occupational health sciences.

Program Successes

The first APA-NIOSH cooperative agreement successfully laid the groundwork for enabling several behavioral scientists to obtain the necessary expertise to address problems and research issues in the field of occupational safety and health. The current cooperative agreement has extended that effort by bringing this type of training to a much larger audience of potential researchers and practitioners. The impact of this training is evident when one looks at the significant increase in the amount of attention being given to this training program and as a whole (e.g., conference programming, publications, availability of grants, job vacancies, development of interest groups). For instance, in the five years of the program, the following developments have occurred:

- A total of 36 universities applied for funds to develop and implement graduate-level training in OHP (the number of applications in a given year has ranged from 9 to 17)
- APA funded 11 high quality training sites
- Many interdisciplinary relationships among academic programs and organizations were created in the 11 university-based training sites
- More than 120 students have completed a survey course in OHP
- Fifty-three students have enrolled in OHP curricula programs of study and 15 students have completed the programs thus far.

- Six students have been placed in professional positions that use their OHP training
- Eight faculty members were hired for OHP programs at funded universities; additionally, several employment advertisements for research and academic positions have appeared for individuals with expertise in OHP at other universities
- “Occupational health psychology” was added to the list of presentation subjects for the Society of Industrial and Organizational Psychology’s (SIOP) conference program
- Increased programming and workshops on OHP were held at several conferences, including “Work, Stress, and Health”, SIOP, and APA
- Several textbooks have been published or are in press, including the Quick & Tetrick (2002), *Handbook of Occupational Health Psychology*, published by APA Books.
- Project staff and faculty at university training sites collaborated and shared information with experts in Canada, the United Kingdom, and Japan at a workshop on OHP training
- A group of OHP faculty are planning a second workshop for stakeholder input into the continued formalization of the field of OHP
- Group identity is forming in this area at a national level, with the development of a listserv for OHP stakeholders, called the “Members of the OHP Forum”
- An “International Forum on Occupational Health Psychology” was formed

In addition, the Institute of Medicine (2000) stated that “...NIOSH should broaden its graduate training support to include the behavioral health sciences...by developing and maintaining programs in work organization...and work-related stress.” NIOSH is responding to that need, and recently two programs (Portland State University and the University of Connecticut) were awarded NIOSH Training Program Grants for the education and training of graduate students in OHP.

Commentary on successes:

One of the challenges of creating a new discipline is the lack of referents and benchmarks to use when evaluating potential training programs. APA and NIOSH project staff had relatively few expectations about the content or nature of the curricula that might be proposed from universities in the first year or two of the program. In addition, staff did not have any preconceived expectations about the number of proposals that would be submitted or the reputations of the universities who submitting proposals. Project staff were impressed and pleased with the number and quality of proposals that were submitted since the beginning of this program. Although APA was prepared to fund universities submitting proposals to develop one or two courses in the field of OHP (e.g., OHP survey course), we had hoped that several universities might propose a more ambitious program of study. Nine of the 11 universities funded by APA implemented formalized programs of study (e.g., minors, concentrations, certificates) in OHP for graduate-level students. These programs of study have created a strong foundation for building a qualified cadre of psychological and social science professionals trained in the field of OHP. In addition, though there was no mechanism in place for tracking program development of universities who were not selected for funding, we assume that several of them may have developed OPH curricula independently.

Another accomplishment that we believe provides evidence of the success of this program is the number of students enrolled in the formal curriculum programs and the number of students electing to enroll in the survey courses. Given the relatively young

tenure of these programs, the numbers listed above indicate significant interest in the OHP programs. This belief is supported by quotes from various OHP faculty during the data collection (e.g., University of Minnesota, University of South Florida, Tulane University, Portland State University), indicating there was increased interest from prospective and current students in the field. For instance, the University of South Florida reported feedback from some students that the OHP curricula influenced their decision to attend the institution. The OHP curricula was also extremely popular with counseling students at the University of Minnesota despite the full schedule of the students course of study, and therefore was made part of their required PhD curricula. The modification to the program requirements bolstered enrollments, which now range from 50-70 students per semester.

Several positive comments were collected from faculty with regard to research and practicing in the area. All programs reported an increase in the number of OHP topics for theses and dissertations, student and faculty grant proposals and awards, and accepted conference presentations and publications in the area of OHP. One of the clinical programs (BGSU) also indicated that the completion of the degree program made their students more marketable, and were instrumental in helping those students with the OHP specialization obtain coveted internship placements.

Program Challenges

Seven challenges were identified by faculty from the OHP programs:

- Collaborating faculty are too busy to maintain involvements (4 sites reporting)
- It is difficult for students to add courses over current degree requirements (4 sites reporting)
- It is challenging to keep student enrollment in courses >5 to justify regular annual scheduling (3 sites reporting)
- Recruiting enough students to sustain the program is not easy (2 sites reporting)
- Quality of some outside courses are insufficiently challenging (1 site reporting)
- Students lacked some needed background knowledge of content areas (1 site reporting)
- Availability of elective courses outside of departments are sometimes incompatible with student schedules (1 site reporting)

Commentary on challenges:

Commentary will be limited to the first four challenges reported by several programs because the last three challenges identified appear to be unique to one or two institutions. Four sites reported that there was a high degree of interest from collaborating and adjunct faculty during the start-up phase of the program, but that interest has waned because of competing responsibilities and/or the elimination of supporting funds for their involvement. Evidence seems to indicate that it is typically the sole responsibility of the core faculty to keep the momentum going for the maintenance of the program. Fortunately, there is no evidence that support for the programs has decreased among the core faculty members. Lack of involvement from collaborating faculty is not a universal challenge for the funded OHP programs, however, because two universities noted that the OHP grant had increased their connections with external faculty, academic institutions, and businesses.

The other three challenges that will be discussed are all related to student participation in the degree program and OHP courses. The sites have reported that it is very difficult for students to add courses over their current PhD degree program requirements. On further discussion in a group setting, some of the faculty indicated that the APA-requirements for accredited programs are so rigorous that it is nearly impossible for students to add extra courses to their load for a minor or concentration and still complete a typical 5-year doctoral program. There was some debate as to whether this argument was a red herring, and in the end, several programs acknowledged they may have to modify some of their curriculum requirements to sustain the OHP programs.

In addition, it was noted that it is hard to recruit enough students to boost course enrollments and sustain the programs. Most graduate schools have minimum enrollment policies in place that must be met to justify scheduling the courses on a recurring basis (e.g., annually, biannually). If student enrollments drop below five, the department head is hard-pressed to find the means to offer the course on an annual basis. While the current OHP programs have generally skimmed the minimum enrollments (as noted in an earlier section, average enrollments in OHP survey courses are six students), this discipline is in its adolescent stage and faculty must have targeted recruiting efforts in place to guarantee sufficient numbers of students in the pipeline.

We were impressed by a more telling concern related to student participation and involvement in the fact that there seemed to be some (understandable) reticence among students to embrace this area or publish in public health journals or other outlets outside the domain of conventional psychology for fear that it would reduce their marketability. This could serve to hinder growth of the field and is likely to be an issue until the field is better established and OHP-related career opportunities become more numerous.

Summary and Recommendations

Currently, there is strong evidence that the success of the program outweighs its challenges. A critical mission of CDC and NIOSH is to supply professional manpower to address the growing problems related to occupational health and job stress. The first APA-NIOSH cooperative agreement that ended in 1997 was limited in its ability to fulfill that goal because it trained so few individuals for the money that was available. In addition, when the money ran out, so did the opportunities for continued training. The current cooperative agreement has increased the longevity of OHP training opportunities by planting seed money to create self-sustaining graduate-level training programs. Funding curriculum development, rather than individuals, has been a more cost-effective means of ensuring a continuing cycle of training opportunities for behavioral scientists in the area of occupational safety and health. In turn, these programs will stimulate more research to strengthen the body of knowledge in the area of OHP and will benefit the field by introducing a new cadre of professionals to teach and practice in the field.

Obviously, the challenge of student enrollment in OHP courses is not something that can be treated lightly. Programs will not be able to be sustained without meeting minimum enrollments established by the graduate schools. Some programs may find that they will have to reduce the number of required courses for OHP program completion, either by eliminating some content or combining courses. Alternatively, universities may elect to

follow the model of the University of Minnesota's program and embed the course requirements into the required courses for the PhD program (in essence, the courses count toward the fulfillment of the degree and the "track" or concentration). Still another suggestion is for universities to foster and/or maintain interdepartmental linkages and encourage faculty from other departments to require participation of their students in the survey courses (e.g., students from public health, nursing, epidemiology, etc.)

APA has laid the groundwork for meaningful involvement of the behavioral sciences in the field of occupational safety and health. To quote an adage, "If you build it, they will come." Together, APA and NIOSH have built it, and it is our belief that they will come. There is a demonstrated need for individuals with the necessary expertise to advance knowledge of psychosocial/job stress factors in the workplace, their effects on the mental and physical health, performance, and well-being of workers, and ways for preventing such problems. We have made great strides toward making these individuals available to the business and academic community. Our recommendation is that NIOSH continue to support and encourage the education and training of graduate-level students in the NORA priority research area of work organization and health by directly funding university programs.

References

APA Science Directorate (1997). *Evaluation report of the American Psychological Association's (APA) occupational health psychology postdoctoral training program*. Washington, DC: Author.

Institute of Medicine (2000). *Safe work in the 21st century: Education and training needs for the next decade's occupational safety and health personnel*. Washington, DC: National Academy Press.

Sauter, S.L., Murphy, L., & Hurrell, J.J., Jr. (1990). Prevention of work-related psychological disorders: A national strategy proposed by the National Institute for Occupational Safety and Health (NIOSH). *American Psychologist*, 45, 1146-1158.

References

APA Science Directorate (1997). *Evaluation report of the American Psychological Association's (APA) occupational health psychology postdoctoral training program*. Washington, DC: Author.

Institute of Medicine (2000). *Safe work in the 21st century: Education and training needs for the next decade's occupational safety and health personnel*. Washington, DC: National Academy Press.

Sauter, S.L., Murphy, L., & Hurrell, J.J., Jr. (1990). Prevention of work-related psychological disorders: A national strategy proposed by the National Institute for Occupational Safety and Health (NIOSH). *American Psychologist*, *45*, 1146-1158.

Appendix A:

Power Point Presentation on OHP Data

An Overview of U.S. Training Programs in Occupational Health Psychology

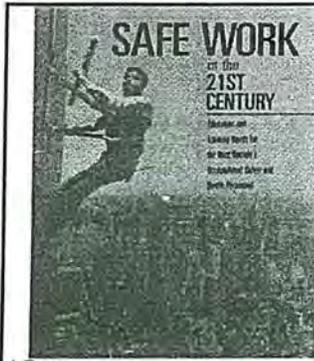
Heather R. Fox	APA & Towson University
Steven L. Sauter	NIOSH
Michael L. Colligan	NIOSH
Joseph J. Hurrell	NIOSH
Jennifer M. Schmit	NIOSH & University of Cincinnati



Public Law 91-596
91st Congress
December 29, 1970

The Secretary of HEW shall conduct...research... relating to occupational safety and health... including...

Sec. 20a1 ...psychological factors involved
20a4 ...behavioral and motivational factors
20a7 ...chronic exposure to stresses



"...NIOSH should broaden its graduate training support to include the behavioral health sciences...by developing and maintaining training programs in work organization...and work-related stress." (IOM, 2000)



April/August 1998

Psychological Science Agenda

APA Funds University Sites to Develop Occupational Health Psychology Curricula

by Heather Roberts Fox

On May 10, 1998, the Science Directorate gave awards amounting to \$31,000 to Cleveland University, the University of Houston, and Tulane University for their proposals to develop and implement core curricula for graduate students in occupational health psychology (OHP). The funds are provided by a 5-year cooperative agreement between APA and the National Institute for Occupational Safety and Health (NIOSH).

OHP is an emerging specialty within psychology. In the broadest terms, OHP refers to the application of psychology to preventing and promoting the safety, health, and well-being of workers, and to improving the quality of worklife. The current cooperative agreement includes on-site efforts by APA and NIOSH to present research, education, and training in the field of OHP. APA and NIOSH recently hosted a conference in Baltimore, Maryland, titled "Work, Stress, and Health '98: Organization of Work in a Global Economy." One of the top speakers, APA Chief Executive Officer Raymond D. Pratt, said that the new "occupational health psychology" program was "one of the most important developments in the field of occupational health psychology."

Linda Terrill will lead the initiative at the University of Houston to establish a specialty area of graduate study in occupational health psychology in the psychology department. Terrill will develop a survey course in OHP for graduate students and will also build a doctorate in psychology with a concentration in OHP. The University of Houston will also create a series of lectures and workshops for faculty and graduate students to provide the basis for the development of an OHP methodology course. Faculty in the industrial engineering department will work with the health law and policy program to develop a "psychology department" program.

"The psychology department will work with the health law and policy program to develop a 'psychology department' program."



OHP Training Sites Selection (1998 – 2001)

Selection Criteria

- Faculty experience in work organization and health
- Quality and feasibility of proposed curricula
- Interdepartmental linkages
 - ...public/occupational health
 - ...management
 - ...labor studies



OHP Training Sites – Psychology Disciplines



OHP Training Sites – Collaborating Depts



OHP Programs

	Number of Sites ¹
▸ Minor	6
▸ Concentration/track	5
▸ Certificate	1
▸ New courses only	2



¹ Total >11 because three sites had more than one option



Concentration/Track Certificate Minor

	No. Courses ²	No. Sites ³
Core Courses	2	3
	3	4
	4	2
Electives	0	1
	1	2
	2	5
	4	1



² No. courses required for program completion $\bar{x} = 4.66$
³ n = 9 sites



Concentration/Track Certificate Minor

	No. Sites ⁴
OHP Survey (required)	9
Public Health (required)	4
Public Health (elective)	1
Indus Eng/Erg (required)	1
Indus Eng/Erg (elective)	3



⁴ n = 9 sites



New/Modified Courses

	No. Sites
▸ OHP Survey/Seminar	10/2
▸ Practicum	4/0
▸ Assessment /Research Methods	2/2
▸ Psychology of job stress	1/0
▸ Work & Wellbeing	1/0
▸ OSH Behaviors	1/0
▸ OHP Training	1/0
▸ Prevention of Occup Injuries	1/0
▸ Behavioral Medicine	1/0
▸ Occupational Cardiology	1/0
▸ Careers in Organizations	0/1



New Course Enrollments

	No. Students ⁵
▶ OHP Survey/Seminar	118+
▶ Practicum	17
▶ Assessment /Research Methods	12
▶ Psychology of job stress	8
▶ Work & Wellbeing	7
▶ OSH Behaviors	12
▶ OHP Training	8
▶ Prevention of Occup Injuries	6
▶ Behavioral Medicine	10
▶ Occupational Cardiology	8
▶ Careers in Organizations	5



⁵ n = 10 sites



OHP Survey Courses – Content

Occupational Stress (8 sites)

- ▶ Stress and health
- ▶ Models – etiology - mechanisms
- ▶ Coping

Methods (5 sites)

- ▶ Measurement
- ▶ Surveillance
- ▶ Epi methods
- ▶ Program evaluation



(Content cont.)

	No. Sites
Safety and ergonomics	4
Org. / stress interventions	4
Disciplinary approaches	2
Personality and stress	2
Organizational health	2
Work and family	2
Health promotion	1
Stress and performance	1
Social determinants	1
Labor relations	1
Regulation	1
Job satisfaction	1



Additional Supported OHP Activities

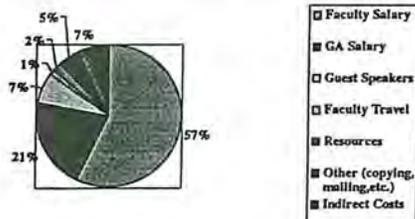
	No. Sites ⁵
Development of OHP Web Site	10
OHP Colloquia/Guest Speakers	5
Sponsored conferences/workshops	4
New library resources	3



⁵ n = 11 sites



Overall Distribution of OHP Funds



Reported Obstacles to Implementation

1. Difficult for students to add courses over current degree requirements (4 sites)
2. Collaborating faculty too busy to maintain involvement (4 sites)
3. Challenging to keep student enrollment in courses > 5 to justify regular scheduling (3 sites)
4. Recruiting enough students to sustain the program is not easy (2 sites)
5. Quality of some outside courses are insufficiently challenging (1 site)
6. Students lacked some needed background knowledge of content areas (1 site)
7. Availability of elective courses outside of departments are sometimes incompatible with student schedules (1 site)



Appendix B:

Data Collection Questionnaire

PROJECT PERIOD, PROJECT INFO	University Name: Funding period: Did you receive continued funding? When did program development begin? When did new or modified OHP courses begin?
	Is program/training continuing? If no, when was program terminated? Has the program evolved to something else?
	What department handles all official OHP-funding responsibilities? <small>(Who handles the money, the books, the coordinating?)</small> Are program activities actually handled by this department? If no, where?

SPENDING	Indicate spending breakdown of proposed budget:
	<ul style="list-style-type: none">1. Salary offset for faculty:<ul style="list-style-type: none">A. New faculty:B. Continuing faculty: 2. Salary offset for graduate students:<ul style="list-style-type: none">A. New students:B. Continuing students: 3. Guest speakers: 4. Core faculty travel: 5. Resources:<ul style="list-style-type: none">A. Books:B. Journals:C. Equipment:D. Other: Other: 6. Indirect costs:

FACULTY INFORMATION	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <p>1. NAME: DEPARTMENT/SCHOOL: AREA OF EXPERTISE: % TIME DEVOTED: ROLE:</p>
------------------------	--

<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:
----------------------------	--

<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <ol style="list-style-type: none"> 1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE: 2. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE: 3. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:
	<p><u>Advisory Board:</u></p> <ol style="list-style-type: none"> 1. NAME: AFFILIATION: AREA OF EXPERTISE: 2. NAME: AFFILIATION: AREA OF EXPERTISE: 3. NAME: AFFILIATION: AREA OF EXPERTISE: 4. NAME: AFFILIATION: AREA OF EXPERTISE:

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable)</p> <p>YR 1(____): ENROLLED:_____ COMPLETION:_____</p> <p>YR 2(____): ENROLLED:_____ COMPLETION:_____</p> <p>YR 3(____): ENROLLED:_____ COMPLETION:_____</p> <p>YR 4(____): ENROLLED:_____ COMPLETION:_____</p> <p>YR 5(____): ENROLLED:_____ COMPLETION:_____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships?</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment?</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link)</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals:</p> <p>New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>
<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses: Please list the top five journals used in OHP-relevant courses: Please list the top five book chapters/book titles used in OHP-relevant courses:</p>

<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? How many? Fields/position/type of placement:</p>
<p>HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? If yes, please complete the following information: 1. NAME: AREA OF EXPERTISE:</p>
<p>FINANCES</p>	<p>Have you received supplemental financial support from the university/college? If yes, please describe.</p>
	<p>Have you received supplemental financial support from other sources? If yes, please describe.</p>
<p>OBSTACLES</p>	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p>
<p>SUCCESSSES</p>	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p>

Appendix C:

Bowling Green State University (1998-1999)

PROJECT PERIOD, PROJECT INFO	<p>University Name: Bowling Green State University</p> <p>Funding period: Summer, 1998-Summer, 1999</p> <p>Did you receive continued funding? No</p> <p>When did program development begin? August 1998</p> <p>When did new or modified OHP courses begin? Spring 2000</p>
	<p>Is program/training continuing? Yes, There is a core of OHP interested students (2 are completing the dual Clinical-I/O Training, 4 I/O students and 4 clinical students are enrolled in the OHP research group. Several students are enrolled in the OHP seminar). However, with the changes in faculty (Carlla Smith's death and the hiring of Steve Jex), we are critically examining the goals and competencies of the OHP curriculum, course offerings and availability, areas that should be altered to enhance the training outcomes. We plan to restructure the program and seek external funding.</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? The program will be restructured in the future.</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology</p> <p>Are program activities actually handled by this department? Yes If no, where?</p>

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: (not sure what new faculty means) B. Continuing faculty: \$15,631 + fringe benefits = \$2,657 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: B. Continuing students: 3. Guest speakers: n/a 4. Core faculty travel: n/a 5. Resources: <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: Copying, travel to local sites, postage, etc. \$225 7. Indirect costs: \$1,481 <p>Approved budget of \$19,995</p>
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<p style="text-align: center;">FACULTY INFORMATION</p>	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: William H. O'Brien, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: Clinical % TIME DEVOTED: 25% ROLE: co-PI 2. NAME: Steven Jex, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % TIME DEVOTED: 25% ROLE: co-PI (assumed the role of co-PI following the death of PI Carlla Smith) 3. NAME: Robert Carels, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: Clinical % TIME DEVOTED: 20% ROLE: collaborator on the research program, advises students
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<p style="text-align: center;">FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Flemming Fallon, MD, PhD, MPH AFFILIATION: Public Health AREA OF EXPERTISE: Public health and epidemiology ROLE: teaches core courses 2. NAME: Gary Silverman, D.Env. AFFILIATION: School of Environmental Health AREA OF EXPERTISE: health and safety at work ROLE: teaches core courses 3. NAME: Chris Keil, PhD AFFILIATION: School of Environmental Health AREA OF EXPERTISE: industrial hygiene ROLE: teaches core courses
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FACULTY INFORMATION	<p><u>Adjunct faculty/participants:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p> <p>2. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p>
	<p><u>Advisory Board:</u></p> <p><u>None</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>
COURSE INFO	<p>IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS: semesters ·</p>

	<p>Did you create any NEW courses with OHP funding? yes If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: Occupational Health Psychology CATALOG NUMBER: PSYC 781 CREDIT HOURS: 3 INSTRUCTOR(S): Steve Jex COURSE DESCRIPTION: Review and critical analysis of key topics and research examining associations between organizational variables, work, and health.</p> <p>1st offering: <u> Fall 2002 </u> Enrollment: <u> 8 </u> 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p> <p>2. NAME OF COURSE: Behavioral Medicine and Liaison CATALOG NUMBER: PSYC 780N CREDIT HOURS: 3 INSTRUCTOR(S): O'Brien COURSE DESCRIPTION: Course and practicum experience at rehabilitation hospital where students reviewed literature related to assessment and interventions targeting health-related variables. Students also provided direct assessment and intervention services to patients and their families under the supervision of licensed psychologist.</p> <p>1st offering: <u> Summer 2001 </u> Enrollment: <u> 10 </u> 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>
COURSE INFO	<p>3. NAME OF COURSE: OHP Research – Practice Team CATALOG NUMBER: PSYC 709 CREDIT HOURS: 3 INSTRUCTOR(S): O'Brien COURSE DESCRIPTION: Developed, implemented, and evaluated a worksite-based stress management intervention for nurses and nursing assistants at an area nursing home. Reviewed and critically evaluated relevant literature in work-stress assessment and modification.</p> <p>1st offering: <u> Spring 2000 </u> Enrollment: <u> 7 </u> 2nd offering: <u> Spring 2003 </u> Enrollment: <u> 5 </u> 3rd offering: _____ Enrollment: _____</p>

	<p>Did you MODIFY any existing courses with OHP funding? No If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>
<p>SURVEY INFO</p>	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please circle appropriate answer:</p> <p><input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE <input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING</p> <p>If yes, please describe the course:</p> <p>1. TITLE: Occupational Health Psychology INSTRUCTOR(S): Steve Jex DETAILED CONTENT: Review and critical analysis of key topics and research examining associations between organizational variables, work, and health.</p> <p>Have syllabus</p>

DEGREE REQUIREMENTS	<p>Do you offer an OHP minor, concentration or certificate? Yes</p> <p>If yes, which? (Please circle all that apply) <input checked="" type="checkbox"/> MINOR <input type="checkbox"/> CONCENTRATION <input type="checkbox"/> CERTIFICATE <input type="checkbox"/> OTHER (What track?) (Describe)</p> <p>IF MORE THAN ONE, NOTE DIFFERENCE:</p>
	<p>If you offer a minor, concentration or certificate, indicate the degree requirements: (degree and concentration) (PLEASE NOTE ANY COURSES THAT ARE NEW/MODIFIED.)</p> <p>FOR THE MINOR TOTAL NUMBER OF CREDIT HOURS: 15 Hours from Required Courses: 12 Hours from Electives: 3</p> <p>AND/OR TOTAL NUMBER OF COURSES: 5 Number of Required Core Courses: 4</p> <p>A. Name <u>Psychobiology</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> B. Name <u>Social Environment of Work</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> C. Name <u>Occupational Health Psych.</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> D. Name <u>Public Health Epidemiology</u> Credit Hrs. <u>3</u> Dep't/School <u>Public Health</u></p> <p>Number of Required Elective Courses: 1</p> <p>A. Name <u>Stress&Health in Workplace</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> B. Name <u>Behavioral Medicine</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> C. Name <u>Health Psychology</u> Credit Hrs. <u>3</u> Dep't/School <u>Psychology</u> D. Name _____ Credit Hrs. <u>3</u> Dep't/School _____</p>
	<p>Do you have any additional requirements in order to complete the minor, concentration or certificate? Yes</p> <p>If yes, please describe: Participate in research team.</p>
	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe. Students are enrolled in either the I/O or Clinical Psychology PhD programs</p>

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable)</p> <p>YR 1(2000): ENROLLED: <u>5</u> COMPLETION: _____ YR 2(2001): ENROLLED: <u>5</u> COMPLETION: _____ YR 3(2002): ENROLLED: <u>3</u> COMPLETION: _____ YR 4(2003): ENROLLED: <u>3</u> COMPLETION: _____ YR 5(____): ENROLLED: _____ COMPLETION: _____</p>
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<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p><u>Public Organizations</u> Occupational Health Psychology Research-Practice Team (PSYC 709) Developed, implemented, and evaluated a worksite-based stress management intervention for nurses and nursing assistants at an area nursing home.</p> <p><u>Consulting</u> Behavioral Medicine Consultation and Liaison (PSYC 780) Practicum experience at rehabilitation hospital where students reviewed literature related to assessment and interventions targeting health-related variables and provided direct assessment and intervention services to patients and their families.</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? Yes</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://www.bgsu.edu/departments/psych/Facultyprograms.html/OHP.html</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>

<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Stellman, J.M. (Ed.) (1998). ILO Encyclopedia of occupational safety and health. 2. 3. 4. 5. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Journal of Occupational Health Psychology 2. International Journal of Stress Management 3. Health Psychology 4. Journal of Applied Psychology 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Sauter, et al. chapters on the history of OHP 2. 3. 4. 5.
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? Yes</p> <p>How many? 2</p> <p>Fields/position/type of placement: Allison Collins: Boston/Harvard Medical Center Clinical Internship Consortium, 2002-2003 Jody Hoffman: Calgary Medical Center Clinical Internship, 2002-2003</p>
<p>HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? Yes</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: Steven Jex, PhD AREA OF EXPERTISE: I/O Psychology – work stress, OHP, organizational citizenship behavior

FINANCES	<p>Have you received supplemental financial support from the university/college?</p> <p>The university administration promises its consideration for program support.</p>
	<p>Have you received supplemental financial support from other sources?</p> <p>Yes</p> <p>If yes, please describe.</p> <p>Clinical Academic Challenge funds are available for some research and workshop costs.</p>
OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>Student completion of OHP requirements outside of the department have been problematic. There appear to be three primary reasons. First, clinical students have a very high course load which is required to meet APA requirements. Second, availability of courses outside the department can be incompatible with the scheduling needs of students. Third, the content of outside courses have been perceived to be insufficiently challenging with limited exposure to research articles and critique.</p> <p>We are exploring modifications of the program that will increase student interest in courses outside of the department. Students have expressed interest in learning more about physiology, ergonomics/human factors, industrial hygiene, and occupational medicine. These courses may be available through the Medical College of Ohio.</p>
SUCCESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Allison Collins:</p> <ul style="list-style-type: none"> - Completed courses for dual degree in clinical and I/O psychology with a minor in Behavioral Medicine and Occupational Health Psychology. -Received an APA Division 38 dissertation research award to fund a project investigating the effectiveness of a worksite-based stress management intervention. -Submitted an R03 grant to NIH for her dissertation project. The project was not funded, but rankings were good. -Received a departmental dissertation fellowship, a letter of commendation for excellence, and several awards for service, leadership, and scholarship.

	<p>-Was selected to serve as one of the two national student representatives to the Council of directors of Clinical Psychology Programs</p> <p>-Accepted to the Boston Clinical Internship Consortium. This is one of the very best training programs in the country for health psychology.</p> <p>Jody Hoffman</p> <p>- Completed courses for dual degree in clinical and I/O psychology with a minor in Behavioral Medicine and Occupational Health Psychology.</p> <p>-Completed an evaluation of work-stress blood pressure relationships using ambulatory monitoring</p> <p>-Published several articles and multiple conference presentations in health psychology and occupational health psychology.</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>Proposed implementation specified the following: An OHP seminar, a behavioral medicine/health psychology course, a practicum/team experience, an epidemiology course, an industrial hygiene course, and participation in relevant research. Students have completed the OHP seminar, the behavioral medicine courses, the practicum/team experiences, epidemiology, and research requirements. They have not consistently completed the industrial hygiene course and are less likely to complete the epidemiology course citing limitations in the level of content.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>Students report the have insufficient time to attend the outside courses and the content of the courses is not at the same level as the psychology courses. This is because the courses offered outside of the department are geared towards master's students and/or advanced undergraduates who have much less familiarity with research methods and statistics.</p>

Appendix D:

Kansas State University (1998-1999)

PROJECT PERIOD, PROJECT INFO	<p>University Name: Kansas State University</p> <p>Funding period: July 1998 – July 1999</p> <p>Did you receive continued funding? no</p> <p>When did program development begin? Fall 1998</p> <p>When did new or modified OHP courses begin? Fall 1999</p>
	<p>Is program/training continuing? Yes</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? no</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology</p> <p>Are program activities actually handled by this department? Yes</p> <p>If no, where?</p>

SPENDING	<p>Indicate spending breakdown for proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: \$11,000 + fringe benefits - \$3,000 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: B. Continuing students: 3. Guest speakers: 4. Core faculty travel: 5. Resources: \$1,500 <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: Consultants - \$3,500 Printing of recruitment materials - \$500 7. Indirect costs: \$1,560 <p>Approved budget of \$21,060</p>
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FACULTY
INFORMATION

Core University Faculty:

CORE = Individuals written into grant, CV attached to grant proposal

1. NAME: Ronald Downey, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: Quantitative
% TIME DEVOTED: 5%
ROLE: Associate Program Director
2. NAME: Clive Fullagar, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: I/O
% TIME DEVOTED: 5%
ROLE: Program Director
3. NAME: Leon Rappoport, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: health, personality
% TIME DEVOTED: 15%
ROLE: Associate Program Director, coordinator, and teacher
4. NAME: Laura Brannon, PhD
DEPARTMENT/SCHOOL: psychology
BRANCH OF PSYCHOLOGY: health
% TIME DEVOTED: 1-2%
ROLE: departmental consultant
5. NAME: Scott Hemenover, PhD
DEPARTMENT/SCHOOL: psychology
BRANCH OF PSYCHOLOGY: personality
% TIME DEVOTED: 1-2%
ROLE: departmental consultant
6. NAME: Kip Smith, PhD
DEPARTMENT/SCHOOL: psychology
BRANCH OF PSYCHOLOGY: human factors
% TIME DEVOTED: 1-2%
ROLE: departmental consultant

FACULTY
INFORMATION

Other collaborating faculty:

1. NAME: Leonard Bloomquist, PhD
AFFILIATION: Department of Sociology, Anthropology and Social Work:
AREA OF EXPERTISE: sociology of work
ROLE: planning of courses, taught a 2-week lecture
2. NAME: Candyce Russell, PhD
AFFILIATION: Department of Family Studies
AREA OF EXPERTISE: marriage and family
ROLE: lectured on work/family balance issues
3. NAME: O. John Selfridge, PhD
AFFILIATION: College of Architecture and Design
AREA OF EXPERTISE: sick building syndrome, health
ROLE: lectured in OHP survey course, advising
4. NAME: Denis Medieros, PhD
AFFILIATION: Department of Nutrition
AREA OF EXPERTISE: human nutrition
ROLE: contributed curriculum materials for planning purposes
5. NAME: David Dzewaltowski, PhD
AFFILIATION: Department of Kinesiology
AREA OF EXPERTISE: administration
ROLE: involved in planning of the program
6. NAME: Judy Miller, PhD
AFFILIATION: Department of Nutrition
AREA OF EXPERTISE: nutritional services
ROLE: lectured in OHP first year

FACULTY
INFORMATION

Adjunct faculty/participants:

1. NAME: Fred Newton, PhD
AFFILIATION: University Counseling Services
AREA OF EXPERTISE: counseling psychology
ROLE: advisory, consulting
2. NAME: Arthur Rathbun, PhD
AFFILIATION: University Counseling Services
AREA OF EXPERTISE: stress management, career counseling
ROLE: planning of courses, taught a 2-week lecture
3. NAME: Gerdi Weidner, PhD
AFFILIATION: SUNY – Stonybrook psychology department
AREA OF EXPERTISE: health psychology
ROLE: outside consultant, evaluation
4. NAME: Karl Kuhnert, PhD
AFFILIATION: University of Georgia-Athens
AREA OF EXPERTISE: I/O
ROLE: outside consultant, evaluation

Advisory Board:

1. NAME:
AFFILIATION:
AREA OF EXPERTISE:
2. NAME:
AFFILIATION:
AREA OF EXPERTISE:
3. NAME:
AFFILIATION:
AREA OF EXPERTISE:
4. NAME:
AFFILIATION:
AREA OF EXPERTISE:

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:
semesters

Did you create any NEW courses with OHP funding? Yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

1. NAME OF COURSE: Proseminar in Occupational Health
CATALOG NUMBER: PSY 840
CREDIT HOURS: 3
INSTRUCTOR(S): Rappoport and collaborating faculty
COURSE DESCRIPTION: Entry-level first year graduate course, offering a survey of the prototypical physical, psychosocial and emotional problems associated with work in professional, industrial and governmental settings. Interdisciplinary approaches to such problems are reviewed in class sessions taught by collaborating faculty from relevant departments

1st offering: ___ Fall 1999 ___ Enrollment: ___ 8 ___
2nd offering: ___ Fall 2001 ___ Enrollment: ___ 8 ___
3rd offering: _____ Enrollment: _____

2. NAME OF COURSE: Research Methods in OHP
CATALOG NUMBER: PSY 808
CREDIT HOURS: 3
INSTRUCTOR(S): Rappoport and collaborating faculty
COURSE DESCRIPTION: Second year graduate class that explores organizational issues and intervention strategies for dealing with occupational health problems. Specific content focuses on the general principles of effective intervention, including health assessment techniques, management-worker communications and the implementation of health maintenance and the improvement programs. Representative case studies are reviewed in class sessions conducted by collaborating faculty.

1st offering: ___ Spring 2000 ___ Enrollment: ___ 7 ___
2nd offering: ___ Spring 2002 ___ Enrollment: ___ 5 ___
3rd offering: _____ Enrollment: _____

COURSE INFO

Did you CREATE any existing courses with OHP funding? (cont'd)

If yes, please answer the following questions: Yes

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

3. NAME OF COURSE: Seminar in Occupational Behaviors
CATALOG NUMBER: PSY 841
CREDIT HOURS: 3
INSTRUCTOR(S): Rappoport and collaborating faculty
COURSE DESCRIPTION: Second or third year graduate seminar emphasizing the review and analysis of theoretical issues and prevention and coping strategies relevant to work-related health problems. Encouragement of health awareness via the identification of particular physical and social-emotional strengths and vulnerabilities is a central topic.

1st offering: ___ Fall 2000 ___ Enrollment: ___ 7 ___
2nd offering: ___ Fall 2002 ___ Enrollment: ___ 5 ___
3rd offering: _____ Enrollment: _____

4. NAME OF COURSE: Practicum in OHP
CATALOG NUMBER: PSY 842
CREDIT HOURS: 3
INSTRUCTOR(S): Rappoport and others
COURSE DESCRIPTION: Second or third year graduate course designed to provide practical experience with occupational health problems. Students are assigned to observe and evaluate health issues at local occupational sites, which may include university facilities, manufacturing firms, and a nearby army base. A committee composed of collaborating faculty supervises this work, serving as consultants for the students.

1st offering: ___ Spring 2003 ___ Enrollment: ___ 3 ___
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

Did you MODIFY any existing courses with OHP funding? No

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

SURVEY INFO	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p>
	<p>Please circle appropriate answer:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE <input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING </p> <p>If yes, please describe the course:</p> <ol style="list-style-type: none"> 1. TITLE: Proseminar in Occupational Health Psychology INSTRUCTOR(S): led by Rapport, but team taught DETAILED CONTENT: Entry-level first year graduate course, offering a survey of the prototypical physical, psychosocial and emotional problems associated with work in professional, industrial and governmental settings. Interdisciplinary approaches to such problems are reviewed in class sessions taught by collaborating faculty from relevant departments <p style="margin-left: 40px;">Have syllabus for the proseminar</p> 2. TITLE: INSTRUCTOR(S): DETAILED CONTENT:

<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting) KSU University Personnel Office – evaluation of the entire unit, including occupational health issues; interviews with current employees and managers about health issues KSU Recreation Center – evaluation of the entire unit, including occupational health issues; interviews with current employees and managers about health issues KSU University Police – evaluation of the entire unit, including occupational health issues; interviews with current employees and managers about health issues KSU Counseling Center – evaluation of unit, sick building issues Community Hospital – evaluation of the entire unit, including occupational health issues; interviews with current employees and managers about health issues Local Fire Department – evaluation of the entire unit, including occupational health issues; interviews with current employees and managers about health issues</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? Yes, it is a second, third or fourth year graduate course designed to provide practical experience with occupational health problems.</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program? Website: (please provide link) http://www.ksu.edu/psych/graduate_health.htm</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>
<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses: 1. Quick, J.C., & Quick, J.D. (Eds.) Occupational health. 2. Quick, J.C., Quick, J.D., Nelson, D.L., & Hurrell, J.J. (1997) <u>Preventive stress management in organizations</u>. Washington, DC: APA Press. (OHP Proseminar) 3. Dooley, D., (2001) . Social research methods (4th edu.) Upper Saddle River, NJ: Prentice-Hall. (research methods course)</p>

	<p>4. Murray, M., & Chamberlain, K. (Eds.) (1997). <u>Qualitative health psychology: Theories and methods</u>. Thousand Oaks, CA: Sage Publications. (research methods course)</p> <p>5. Daykin, N., & Doyal, L., (Eds.) (1999). <u>Health and work: Critical perspectives</u>. New York: St. Martin's Press. (seminar on occupational health behaviors)</p> <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. <u>Journal of Occupational Health Psychology</u> 2. <u>Health Psychology</u> 3. 4. 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Sauter, S.L., Murphy, L.R, Hurrell, J.J., & Levi, L. (1998). Psychosocial and organizational factors. In J. Stellman (Ed.), <u>Encyclopedia of occupational health and safety (pp.34-1 – 34-77)</u>. New York: International Labor Organization. (proseminar in OHP) 2. 3. 4. 5.
<p style="text-align: center;">STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? No</p> <p>How many?</p> <p>Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? No If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: AREA OF EXPERTISE: 2. NAME: AREA OF EXPERTISE: 3. NAME: AREA OF EXPERTISE:
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FINANCES	<p>Have you received supplemental financial support from the university/college? No, it would not have been possible to make a substantial move in direction of OHP without grant funding because department resources were fully committed elsewhere. If yes, please describe.</p>
	<p>Have you received supplemental financial support from other sources? No If yes, please describe.</p>

OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far. Future concerns: If student enrollment in the required courses should drop below 4 or 5, it will be difficult to continue teaching them on a regular basis because other demands on the relevant faculty will be given priority. Maintaining the continued participation of collaborating faculty from various departments may also be a problem, as their contributions have largely been done as an academic overload. That is, they have been willing to teach segments of the OHP courses in addition to their regular departmental teaching without released time or additional pay.</p>
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SUCSESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>The work in this area allowed Drs. Rappoport and Downey to obtain a \$145,000 grant from ONR to study coping and stress.</p>
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DIFFERENCES	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>Very little active interdisciplinary faculty currently involved; they are just not that interested in participating in the classes, teaching lectures – must rely on curriculum materials from the other disciplines</p> <p>Distance learning might be a viable option for increasing participation in the program.</p> <p>One initial site visit from the two external consultants as part of a departmental site visit, but no formal evaluation of the OHP program was conducted and subsequent contact has been minimal.</p>
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JUSTIFICATIONS	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>None provided.</p>
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Appendix E:

University of Minnesota (1998-1999)

PROJECT PERIOD, PROJECT INFO	University Name: University of Minnesota Funding period: Summer, 1998-Summer, 1999 Did you receive continued funding? No When did program development begin? August 1998 When did new or modified OHP courses begin? Spring 2000
	Is program/training continuing? Yes If no, when was program terminated? Has the program evolved to something else? Yes, the new stand-alone courses that were developed with funding were not viable because students could not add them to their schedules; rather, existing courses were modified to include OHP content
	What department handles all official OHP-funding responsibilities? <small>(Who handles the money, the books, the coordinating?)</small> Psychology Are program activities actually handled by this department? Yes If no, where?

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: \$8,441 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: \$9,722 for .25 GA salary and fringe B. Continuing students: 3. Guest speakers: n/a 4. Core faculty travel: n/a 5. Resources: <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: \$1,000 Printing and duplicating course materials 7. Indirect costs: \$1,533 <p>Approved budget of \$20,696</p>
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FACULTY INFORMATION	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Jo-Ida Hansen, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: Counseling % TIME DEVOTED: 25% during development, 10% currently ROLE: PI 2. NAME: DEPARTMENT/SCHOOL: BRANCH OF PSYCHOLOGY: % TIME DEVOTED: ROLE: 3. NAME: DEPARTMENT/SCHOOL: BRANCH OF PSYCHOLOGY: % TIME DEVOTED: ROLE:
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FACULTY INFORMATION	<p><u>Other collaborating faculty:</u></p> <ul style="list-style-type: none"> • With the exception of Mr. Sullivan, none of the collaborating faculty are currently involved, but were involved in the first year of the OHP program <ol style="list-style-type: none"> 1. NAME: John Campbell, PhD AFFILIATION: Psychology AREA OF EXPERTISE: I/O ROLE: advisory, taught sections in first survey course 2. NAME: Patricia Frazier, PhD AFFILIATION: Psychology AREA OF EXPERTISE: ROLE: advisory, taught sections in first survey course 3. NAME: Deniz Ones, PhD AFFILIATION: Psychology AREA OF EXPERTISE: I/O ROLE: advisory, taught sections in first survey course
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	<p>4. NAME: Richard Arvey, PhD AFFILIATION: Psychology AREA OF EXPERTISE: I/O ROLE: advisory</p> <p>5. NAME: Thomas Smith, PhD AFFILIATION: kinesiology AREA OF EXPERTISE: robotics ROLE: contributed guest lecture</p> <p>6. NAME: Diane Wiese-Bjornstal, PhD AFFILIATION: kinesiology AREA OF EXPERTISE: sports psychology ROLE: guest lectures, provided materials</p> <p>7. NAME: Brandon Sullivan, MA AFFILIATION: psychology advanced graduate student AREA OF EXPERTISE: counseling/OHP ROLE: instructor for the course</p>
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<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <p>1. NAME: Susan Gerberich, PhD AFFILIATION: School of Public Health AREA OF EXPERTISE: occupational injury and safety ROLE: contact person for opportunities for psychology students to take the public health courses; administers a course called occupational injury in collaboration with Dr. Hansen</p>
	<p><u>Advisory Board:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>

**IS COLLEGE/UNIVERSITY ON SEMESTERS OR
QUARTERS:** semesters

Did you create any NEW courses with OHP funding? yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

NAME OF COURSE: OHP Topics Seminar

CATALOG NUMBER: Psy 5960

CREDIT HOURS: 3

INSTRUCTOR(S): Jo-Ida Hansen

COURSE DESCRIPTION: Introduces students to topics in occupational health psychology, including stress and coping, workplace violence, work and family issues and healthy behavior.

1st offering: Spring 2000 Enrollment: 2

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

COURSE INFO

NAME OF COURSE: OHP Assessment

CATALOG NUMBER: Psy 8993

CREDIT HOURS: 3

INSTRUCTOR(S): Jo-Ida Hansen

COURSE DESCRIPTION: Topics included role conflict, role ambiguity, burnout, work-family conflict, absenteeism, and stress.

1st offering: Fall 2000 Enrollment: 1

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

- these courses could not survive with these enrollments, and so the program evolved by modifying existing courses to include OHP content (see below)

COURSE INFO

Did you MODIFY any existing courses with OHP funding? Yes
If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

1. NAME OF COURSE: Vocational and Occupational Health Psychology (formerly Vocational Psychology)
CATALOG NUMBER: Psy 5501
CREDIT HOURS: 3
INSTRUCTOR(S): Hansen, Sullivan
COURSE DESCRIPTION: Survey of history, concepts, theories, methods, and findings of vocational/occupational health psychology. Burnout, personality, violence, stressors/stress-relations, counter productive behaviors, coping in workplace. Vocational development/assessment, career decision-making/counseling, person-environment fit.
1st offering: __ Spring 2002 _____ Enrollment: __ 70 ____
2nd offering: __ Spring 2003 _____ Enrollment: __ 47 ____
3rd offering: _____ Enrollment: _____

2. NAME OF COURSE: Vocational and Occupational Health Psychology Research Seminar (formerly Vocational Research Seminar)
CATALOG NUMBER: Psy 8544
CREDIT HOURS: 3
INSTRUCTOR(S): Hansen
COURSE DESCRIPTION: Introduction to methods/content domains. Research design, methodological issues, analogue research, process/outcome research
1st offering: __ Spring, 2002 _____ Enrollment: __ 8 ____
2nd offering: __ Fall, 2003 _____ Enrollment: __ Proj.8 ____
3rd offering: _____ Enrollment: _____

3. NAME OF COURSE: Vocational and Occupational Health Psychology Assessment (formerly Vocational Assessment)
CATALOG NUMBER: Psy 8554
CREDIT HOURS: 3
INSTRUCTOR(S): Hansen, Sullivan
COURSE DESCRIPTION: History of vocational interest inventories/measures related to career development, and of assessments used in occupational health psychology. Scale construction methodology. Research applications. Interpretation/use of instruments.
1st offering: __ Fall, 2002 _____ Enrollment: __ 9 ____
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

If you offer a minor, concentration or certificate, indicate the degree requirements: (degree and concentration)

(PLEASE NOTE ANY COURSES THAT ARE NEW/MODIFIED.)

NOTE: There are slightly different requirements for the psychology graduate student, psychology counseling graduate student, and non-psychology graduate student.

TOTAL NUMBER OF CREDIT HOURS: 15-18

Hours from Required Courses: 9

Hours from Electives: 6 or 9

AND/OR

TOTAL NUMBER OF COURSES: 5 or 6

Number of Required Core Courses: 3

Number of Required Elective Courses: 2 or 3

Ph.D. Supporting program in OHP for all graduate students in psychology:

(note: In addition to the Minor, all Ph.D. students in counseling psychology now complete an OHP track as part of their program.

Psy 5501: Vocational and Occupational Health Psychology

Psy 8544: Vocational and Occupational Health Psychology Research

Psy 8554: Vocational and Occupational Health Psychology Assessment and an Advanced Practicum with the Program's Vocational Assessment Clinic (Psy 8565, 8566, 5867). ** only students in counseling will complete the Advance Practicum in the Program's VAC

Students will complete additional coursework drawn from five areas important to a basic understanding of OHP. The total number of credits, including the OHP seminars in psychology, typically will range from 15 to 18 credits.

	<ul style="list-style-type: none"> I. General Environmental and Occupational Health <ul style="list-style-type: none"> - Theory and Practice of Occupational Health and Safety (PUBH 5170, 3 credits) - Interdisciplinary Evaluation of Occupational Health and Safety Field Problems (PUBH 5150, 3 credits) - Occupational Epidemiology (PUBH 5140, 2 credits) - Injury Prevention in the Workplace (PUBH 5120, 2 credits) II. Diversity in the Workplace <ul style="list-style-type: none"> - Culture and Health Behavior (PUBH 5017, 2 credits) - Intercultural Communications (SPCH 5451, 3 credits) - Methods of Intercultural/Diversity Facilitation (PSCH 8452, 3 credits) - Diversity Issues and Practices in Work, Community and Family Settings (HRD 5821, 3 credits) - Diversity and Organizational Transformations in Education, Work and Community (HRD 5288, 2 credits) III. Employee Well-Being <ul style="list-style-type: none"> - Fundamentals of Alcohol and Drug Abuse (PUBH 5003, 1.5 credits) - Stress, Coping and Well-Being (EDPSY 5400, 3 credits) - Counseling Adults in Transition (EDPSY 5434, 3 credits) - Work-Family Linkages (SOC 4441, 3 credits) - Family and Work Relationships (FE 5201, 3 credits) - Employee Development: Creating a Competitive Advantage (IR 6034, 2 credits) IV. Human Factors <ul style="list-style-type: none"> - Foundations of Human Factors/Ergonomics (HUMF 2001, 3 credits) - Human Factors and Work Analysis (IEOR 5511, 4 credits) V. Workplace Climate: Conflict, Violence and Organizational Development <ul style="list-style-type: none"> - Communication in Human Organizations (SPCH 5441, 3 credits) - Interpersonal Communications (SPCH 8402, 3 credits) - Psychology of Conflict Resolution (EDPSY 5152, 3 credits) - Organizational Development and Change (EDPSY 5154, 3 credits) - Systems of Conflict Resolution and Dispute Resolution (IR5201,4 credits) - Motivation and Work Behavior in Contemporary Organizations (IR 6044, 2 credits) - Evaluation in Human Resource Development (HRD 5106, 3 credits)
	<p>The curriculum for the <i>OHP Supporting program for non-psychology graduate students</i> includes coursework from a core curriculum in psychology, which includes 5501 and a choice of additional coursework in the department. The total number of credits typically will range from 15 to 18 credits. Required courses will include the Vocational and OHP Research Seminar, Vocational and Occupational Health Psychology and Individual Behavior in Organizations. Depending on interest areas, electives also may be drawn from other departments such Educational psychology, Industrial Relations, Speech Communications, Kinesiology or Occupational and Environmental Health.</p>

	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe. The OHP Supporting Program is available to students who have been admitted into a Ph.D. program.</p>
	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable) YR 1(2000): ENROLLED: <u>1</u> COMPLETION: _____ YR 2(2001): ENROLLED: <u>2</u> COMPLETION: _____ YR 3(2002): ENROLLED: <u>4</u> COMPLETION: <u>1</u> _____ YR 4(____): ENROLLED: _____ COMPLETION: _____ YR 5(____): ENROLLED: _____ COMPLETION: _____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes, to be arranged as necessary in response to student interest, but not a requirement</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p><u>Public Organizations</u> Several potential practicum sites identified, more formal arrangements in response to student interest to be pursued. Vocational Assessment clinic (VAC) as primary practicum resource.</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? No</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://www.psych.umn.edu/psygrad/OHP/</p> <p>Sponsored conferences: (topic/title/date) Counseling Psychology Conference, 2001</p> <p>New library resources: Acquired new journals:</p> <p>New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p>

	Pending OHP-relevant proposals: Other:
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RESOURCES	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Green, G.M & Baker, F. (Eds.). (1991). <i>Work, Health, and Productivity</i>. New York: Oxford University Press. 2. Cooper, C.L. & Williams, S. (Eds.). (1994). <i>Creating Healthy Work Organizations</i>. Chichester, England: John Wiley & Sons. 3. Weiss, S.M., Fielding, J.E., & Baum, A. (Eds.). (1991). <i>Health at Work: Perspectives in Behavioral Medicine</i>. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. <u>J of Occupational Health Psychology</u> 2. <u>J of Counseling Psychology</u> 3. <u>J of Applied Psychology</u> 4. <u>J of Vocational Behavior</u> <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Quick, et al. Preventive Stress Management in work organizations. 2. Quick & Tetrick (2002). <u>Handbook of OHP</u>. Washington, DC: APA Books. 3. Cooper, C.L. (1998). <u>Theories of organizational stress</u>. Oxford Press 4. Cleveland, J., Stockdale, Murphy, K. (2003) Women and men in organizations. LEA. 5. Ross, & Altmaier. (1994). <u>Intervention in occupational stress</u>. Sage
STUDENT PLACEMENTS (post-completion)	<p>Have students been placed in the OHP-area? no</p> <p>How many?</p> <p>Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? Yes (for the OHP program, but not with direct funds from APA/NIOSH)</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: Steven Motowidlo, PhD AREA OF EXPERTISE: I/O, contextual factors in employment settings 2. NAME: Richard Lee, PhD AREA OF EXPERTISE: counseling psychology, acculturation with diverse populations
FINANCES	<p>Have you received supplemental financial support from the university/college?</p> <p>At time of development teaching assistant and secretarial support and a budget for purchasing materials; none currently</p>
	<p>Have you received supplemental financial support from other sources?</p> <p>No</p> <p>If yes, please describe.</p>
OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>It may take time “to grow” the program in OHP and U of M may struggle to be viable for a few years. Given the breadth of interests of students in the department, they may need to be satisfied with a steady trickle of students engaging in the OHP supporting program.</p> <p>Initial faculty interest has waned; Dr. Hansen is only person invested in the program.</p>
SUCCESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Psy 5501 (the modified overview course) is a big success in that it is drawing a large number of students and is getting very good reviews by the students; succeeding in generating interest in the field; wonderful way to introduce the student to the field</p>

<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>The OHP Minor still is available but OHP track now is part of the training of all Ph.D. students admitted to the counseling psychology program. The two stand-alone courses originally proposed did not attract the minimum number of students to continue. Therefore, several existing courses were modified to include OHP content and have been made requirements for all counseling Ph.D. students.</p> <p>Also, the 5000 level course (grads and advanced undergraduates) offered in Spring 2002 was very popular. This should serve to introduce OHP to undergraduates who are headed to graduate school.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>The OHP Minor did not attract much interest. No I/O, social or clinical students were interested. Counseling Psychology Students were those most interested, but they did not have time within their program to add 5-6 courses. Therefore, to keep the program viable, Hansen integrated it into the counseling program requirements. The OHP minor also will be available to interested students from other areas.</p>

Appendix F:

Clemson University (1999-2000)

PROJECT PERIOD, PROJECT INFO	University Name: Clemson University Funding period: Clemson University was initially funded from the period 9/99-9/00. Did you receive continued funding? No When did program development begin? Fall 1999 When did new or modified OHP courses begin? Spring 2001
	Is program/training continuing? Yes If no, when was program terminated? Has the program evolved to something else? No
	What department handles all official OHP-funding responsibilities? <small>(Who handles the money, the books, the coordinating?)</small> Psychology Are program activities actually handled by this department? Yes If no, where?

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: <ul style="list-style-type: none"> McCubbin – 5% academic year, 5% summer Galluscio – 2.5% academic year, 2.5% summer Williams – 2.5% academic year, 2.5% summer Tyrell – 2.5% academic year, 2.5% summer Pagano – 2.5% academic year, 2.5% summer Park – 2.5% academic year, 2.5% summer Switzer – 2.5% academic year, 2.5% summer Taylor – 2.5% academic year, 2.5% summer <p style="margin-left: 40px;">Total salary = \$14,963</p> 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: B. Continuing students: 3. Guest speakers: 4. Core faculty travel: 5. Resources: <ol style="list-style-type: none"> A. Books: course-related materials \$800 B. Journals: C. Equipment: Videotapes and handouts \$1200 D. Other: 6. Other: \$2000 (advertising the program \$1600; copying \$400) 7. Indirect costs: \$1,517 <p>Approved budget of \$20,480</p>
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FACULTY
INFORMATION

Core University Faculty:

CORE = Individuals written into grant, CV attached to grant proposal

1. NAME: James McCubbin, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: Clinical (dept.head)
ROLE: PI, coordination of all activities, development of new survey course in OHP
2. NAME: Eugene Galluscio, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: curriculum development for the project
ROLE: help to facilitate curriculum development
3. NAME: Janice Williams Murdoch, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: health psychology and substance abuse
ROLE: provide input to course development
4. NAME: Mary Anne Taylor, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: I/O psychology
ROLE: provide input to course development
5. NAME: Fred Switzer, III, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: I/O psychology
ROLE: provide input to course development
6. NAME: Laretta Park, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: health psychology
ROLE: provide input to course development
7. NAME: Rick Tyrell, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: human factors psychology
ROLE: provide input to course development
8. NAME: Chris Pagano, Ph.D.
AFFILIATION: Psychology
AREA OF EXPERTISE: human factors and ergonomics
ROLE: provide input to course development

	<p>9. NAME: Thomas Britt, Ph.D. AFFILIATION: Psychology AREA OF EXPERTISE: social psychology ROLE: training faculty</p> <p>10. NAME: Eric Muth, PhD AFFILIATION: Psychology AREA OF EXPERTISE: human factors/psychophysicologist ROLE: training faculty</p> <p>11. NAME: June Pilcher, Ph.D. AFFILIATION: Psychology AREA OF EXPERTISE: biological psychology ROLE: training faculty</p> <p>12. NAME: Michael Horvath, Ph.D. AFFILIATION: Psychology AREA OF EXPERTISE: I/O psychology ROLE: training faculty</p>
<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p>
<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <p>1. NAME: Thomas Price, M.D. AFFILIATION: Greeneville Hospital Systems AREA OF EXPERTISE: occupational medicine ROLE: consultant, curriculum recommendations</p> <p>2. NAME: Barbara Holder, PhD AFFILIATION: Nursing AREA OF EXPERTISE: family nursing ROLE: consultant, curriculum recommendations</p> <p>3. NAME: Phillip Roth AFFILIATION: Management AREA OF EXPERTISE: organizational behavior ROLE: consultant, curriculum recommendations</p> <p>4. NAME: Hugh Spitler, PhD, MPH AFFILIATION: Public Health Services AREA OF EXPERTISE: Social and Behavioral Epidemiology ROLE: consultant, curriculum recommendations</p>

	<p><u>Advisory Board:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>
COURSE INFO	<p>IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS: Semesters</p>
	<p>Did you create any NEW courses with OHP funding? Yes If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: Survey of Occup. Health Psychology CATALOG NUMBER: PSYCH882 CREDIT HOURS: 3 INSTRUCTOR(S): Jim McCubbin COURSE DESCRIPTION: Survey of occupational health psychology uses a problem based learning approach within a bio-psycho-social context.</p> <p>1st offering: <u>Spring 2001</u> Enrollment: <u>12</u> 2nd offering: <u>Spring 2002</u> Enrollment: <u>2</u> 3rd offering: <u>Spring 2003</u> Enrollment: <u>11</u></p> <p>2. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p> <p>3. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>

<p>COURSE INFO</p>	<p>Did you MODIFY any existing courses with OHP funding? No If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>
<p>SURVEY INFO</p>	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please place an X next in front of the appropriate answer:</p> <p><input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE</p> <p style="text-align: center;"><input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING</p> <p>If yes, please describe the course:</p> <p>1. TITLE: Survey in Occupational Health Psychology INSTRUCTOR(S): Jim McCubbin DETAILED CONTENT: The objective of this course is to provide a broad interdisciplinary exposure to issues in the newly developing field of occupational health psychology. This will be accomplished by integration of knowledge bases from human factors, industrial-organizational, health psychology and related disciplines. Students will use Problem-Based Learning in a bio-psycho-social perspective where students develop problem-solving skills and interdisciplinary knowledge using realistic case studies.</p> <p>Syllabus attached</p>

	<p>Do you have any additional requirements in order to complete the minor, concentration or certificate? Yes</p> <p>If yes, please describe: OHP-related field internship, OHP-related thesis or dissertation</p>
	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe.</p> <p>A specialization in Occupational Health Psychology is offered as part of either the M.S. in Applied Psychology or the Ph.D. in I-O Psychology or Human Factors.</p>

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable)</p> <p>YR 1(2001): ENROLLED: <u>2</u> MS <u> </u> COMPLETION: <u> </u> YR 1(2001): ENROLLED: <u>1</u> PHD <u> </u> COMPLETION: <u> </u> YR 2(2002): ENROLLED: <u>2</u> MS <u> </u> COMPLETION: <u> </u> YR 2(2002): ENROLLED: <u>2</u> PHD <u> </u> COMPLETION: <u> </u> YR 3(2003): ENROLLED: <u>2</u> MS <u> </u> COMPLETION: <u> </u> YR 3(2003): ENROLLED: <u>2</u> PHD <u> </u> COMPLETION: <u> </u></p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p><u>Industry/Labor</u> One in industry at Dunlop-Maxfly in Seneca, S.C.,</p> <p><u>Public Organizations</u> One in research at NIH</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? Yes</p>

<p style="text-align: center;">ADDITIONAL INFORMATION</p>	<p>Have any of the following other activities/events occurred in the OHP program?</p> <p>Website: (please provide link) http://www.clemson.edu/psych/grad.html#health</p> <p>Sponsored conferences: No (topic/title/date)</p> <p>New library resources: Yes</p> <p style="text-align: center;">Acquired new journals:</p> <p>Journal of Occupational Health Psychology International Journal of Occupational Safety and Ergonomics Work and Stress Psychophysiology Psychosomatic Medicine Annals of Behavioral Medicine Human Factors</p> <p style="text-align: center;">New textbooks:</p> <p>Twenty-five textbooks have been purchased and are part of our Departmental Occupational Health Psychology Collection. Topics include occupational health psychology, work stress, stress management, human performance, and occupational epidemiology. Listing available upon request</p> <p>OHP Colloquia or seminar series (not a part of class): Yes</p> <p>Pending OHP-relevant proposals: No</p> <p>Other: Two field trip experiences have been organized and implemented for students taking OHP course: Oconee Nuclear Plant Freightliner, Inc. Since 9/11/01 the nuclear power plant trip is no longer available, but Freightliner continues to serve as a viable occupational health psychology field experience.</p>
<p style="text-align: center;">RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Quick, J.C., and Tetrick, L. (2002). <u>Handbook of occupational health psychology</u>. Washington, DC: APA Books. 2. Quick, J.C., Quick, J.D., Nelson, D.L., & Hurrell, J.J. (1997). <u>Preventive stress management in organizations</u>. Washington, DC: APA Books. 3. Sauter, S.L., & Murphy, L.R. (Eds.). (1995). <u>Organizational risk factors for job success</u>. Washington, DC: APA Books. 4. Kompier and Cooper (1999). Preventing Stress, Improving Productivity: European Case Studies.

	<p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. JOHP 2. Work and Stress 3. Intl Journal of Occupational Safety and Ergonomics 4. 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? No</p> <p>How many?</p> <p>Fields/position/type of placement:</p>
<p>HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>Not with direct funding from the grant, but there have been new hires for the OHP program (see Britt, Muth, Pilcher, & Horvath above in core faculty section).</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: AREA OF EXPERTISE: 2. NAME: AREA OF EXPERTISE: 3. NAME: AREA OF EXPERTISE: 4. NAME: AREA OF EXPERTISE:

FINANCES	<p>Have you received supplemental financial support from the university/college? Yes</p> <p>If yes, please describe. Funds from the Psychology Department for teaching assistant and research assistant</p>
	<p>Have you received supplemental financial support from other sources? Yes</p> <p>If yes, please describe. Research assistant from NIH and DOD grants</p>
OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>There have not been any obstacles in the program, just the typical hurdles related to working through the curriculum process at the university level, as well as the South Carolina Commission on Higher Education.</p>
SUCCESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Five grants were funded since the program began Four new faculty hires with research related to OHP Applying for a new Ph.D. in human factors, with a concentration in OHP available to students OHP collection in the departmental reading room has increased</p>
DIFFERENCES	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p>

	<p>The OHP training program at Clemson University is ahead of proposed timetable. Concentration in OHP is now available to students in MS program as well as proposed PhD level. Concentration is available in the Human Factors PhD program, as well as the proposed I/O PhD program. OHP course now fulfills some requirements in traditional I-O PhD track. Additional new faculty hires, i.e. Britt, Muth, Pilcher and Horvath have research programs highly relevant to OHP</p> <p>Proposal included plans to develop a new course titled "Research in OHP," but this was not developed. Phase III of the proposal, to develop a stand-alone PhD in OHP, has not been implemented.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>Faculty had to change proposed Research in OHP course to a more general research methods course that would have enough students to remain viable. Faculty designed this course to wrap the goals of the OHP Research course in its content.</p> <p>Eventually, the faculty want to officially incorporate the concentration into a minor program recognized by the university. At this time, there are no plans to pursue Phase III of the proposal to develop a stand-alone PhD in OHP because of uncertainty regarding future job prospects.</p>

Appendix G:

Tulane University (1999-2000)

PROJECT
PERIOD,
PROJECT
INFO

University Name: Tulane University

Funding period:

July 1, 1999 – July 1, 2000

Did you receive continued funding?

Yes

When did program development begin?

Fall 1999

Principles of OHP:

Course Objectives, Summer-Fall, 2000

Course material, curriculum approval, Winter 2000

OHP: Health and Safety Training

Course Objectives, Summer-Fall 1999

Course Material, Curriculum Approval, Fall 1999-Winter 2000

When did new or modified OHP courses begin?

Principles of OHP, Spring 2001

Health and Safety Training, Spring 2000

Is program/training continuing?

Yes, Ron Landis will assume role as OHP coordinator for the Department of Psychology because Mike Burke has moved to the School of Business.

If no, when was program terminated?

Has the program evolved to something else?

No, however, one student obtained permission to get an interdisciplinary PhD in the area of OHP. Students can petition the Dean of the Graduate School on an individual basis to begin a program of study toward an interdisciplinary degree in OHP.

What department handles all official OHP-funding responsibilities?

(Who handles the money, the books, the coordinating?)

Psychology handles the funding responsibilities and putting the courses in the university schedule

Are program activities actually handled by this department?

Yes, though Mike handled some follow-up activities from his post in the business department.

If no, where?

SPENDING

Indicate spending breakdown of proposed budget:

- 1. Salary offset for faculty: \$20,063**
 - A. New faculty:
 - B. Continuing faculty: Summer funding for PI and 15% annual salary support for co-PI

- 2. Salary offset for graduate students:**
 - A. New students:
 - B. Continuing students:

- 3. Guest speakers:**

- 4. Core faculty travel:**

- 5. Resources:**
 - A. Books:
 - B. Journals:
 - C. Equipment:
 - D. Other:

- 6. Other:** \$850 for mailing, printing, ILL fees
\$250 for teleconferencing fees

- 7. Indirect costs:** \$1,693

Approved budget of \$22,856

* Received a second year of continuation funding in the amount of \$7840 (\$7,090 for faculty salary and \$750 for course materials)

<p>FACULTY INFORMATION</p>	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Michael J. Burke, PhD DEPARTMENT/SCHOOL: Freeman School of Business and Department of Psychology AREA OF EXPERTISE: I/O psychology % TIME DEVOTED: summer support + non-paid time ROLE: PI 2. NAME: Sue Ann Sarpy, PhD DEPARTMENT/SCHOOL: School of Public Health and Tropical Medicine and Center for Applied Environmental Public Health AREA OF EXPERTISE: health and safety training % TIME DEVOTED: 15% ROLE: co-PI 3. NAME: Carl Thoresen, PhD DEPARTMENT/SCHOOL: Department of Psychology AREA OF EXPERTISE: I/O psychology % TIME DEVOTED: summer support ROLE: collaborator and instructor
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FACULTY
INFORMATION

Other collaborating faculty:

1. NAME: Ronald Landis, PhD
AFFILIATION: Psychology
AREA OF EXPERTISE: Research methodology, safety training
ROLE: OHP coordinator and director of I/O program
2. NAME: Marty Martin, PhD (since moved to NIOSH)
AFFILIATION: Public Health
AREA OF EXPERTISE: healthy work organizations
ROLE: taught one class in OHP proseminar
3. NAME: Arthur Brief, PhD
AFFILIATION: Business
AREA OF EXPERTISE: job stress and job strain
ROLE: taught one class in OHP proseminar
4. NAME: Rob Folger, PhD
AFFILIATION: Business
AREA OF EXPERTISE: workplace violence/aggression
ROLE: taught one class in OHP proseminar
5. NAME: Felicia Rabito, PhD
AFFILIATION: Public Health
AREA OF EXPERTISE: health surveillance
ROLE: taught one class in OHP proseminar
6. NAME: William Hartley, PhD
AFFILIATION: Public Health
AREA OF EXPERTISE: health risk assessment
ROLE: taught one class in OHP proseminar
7. NAME: Roy Rando, PhD
AFFILIATION: Public Health
AREA OF EXPERTISE: industrial hygiene
ROLE: taught one class in OHP proseminar

FACULTY
INFORMATION

Adjunct faculty/participants:

1. NAME:
AFFILIATION:
AREA OF EXPERTISE:
ROLE:
2. NAME:
AFFILIATION:
AREA OF EXPERTISE:
ROLE:
3. NAME:
AFFILIATION:
AREA OF EXPERTISE:
ROLE:

Advisory Board:

1. NAME:
AFFILIATION:
AREA OF EXPERTISE:
2. NAME:
AFFILIATION:
AREA OF EXPERTISE:
3. NAME:
AFFILIATION:
AREA OF EXPERTISE:
4. NAME:
AFFILIATION:
AREA OF EXPERTISE:

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:

semesters

Did you create any NEW courses with OHP funding? Yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

NAME OF COURSE: OHP: Health and Safety Training

CATALOG NUMBER: PSYC770

CREDIT HOURS: 3

INSTRUCTOR(S): Burke, Sarpy

COURSE DESCRIPTION: The primary goals of the course will be to (a) enhance students' declarative knowledge of health and safety training, (b) assist students in acquiring procedural knowledge and skills related to the development of training evaluation measures including trainee reaction measures, knowledge tests, and measures for assessing transfer of training to the job, and (c) provide students with experience conducting a safety training evaluation study with archival data. Some of the major content areas to be covered in the course will include legal regulations affecting health and safety training, health and safety training in the context of enhanced work planning, training needs assessment, health and safety training program design and instructional approaches, training program evaluation, and the cost/benefit of training.

1st offering: _ Spring 2000 _____ Enrollment: _ 8 _____

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

NAME OF COURSE: Principles of Occupational Health Psychology

CATALOG NUMBER: PSYC777 and EHS788

CREDIT HOURS: 3

INSTRUCTOR(S): Burke, Sarpy

COURSE DESCRIPTION: This interdisciplinary course will provide students with an introduction to the principles and techniques of occupational health psychology. The primary goal of this course will be to enhance students' declarative knowledge in the fundamental aspects of occupational health psychology. Some of the major content areas to be covered in the course will include: (1) the relationship between human resource management program initiatives and safety-related outcomes at the individual and group levels of analysis, (2) sources and consequences of job stress, (3) characteristics of healthy organizations, (4) health and safety issues related to special populations of workers (e.g., racial/ethnic groups), (5) workplace aggression/violence, (6) principles of risk communication, (7) health risk assessment, (8) risk perception, (9) epidemiology and health surveillance, and (10) industrial hygiene and control technology. This course is interdisciplinary in that it will bring together perspectives on occupational health psychology from psychology, business, and public health.

1st offering: _____ Spring 2001 _____ Enrollment: _____ 5 _____

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

COURSE INFO

Did you create any NEW courses with OHP funding? (cont'd)

Yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

NAME OF COURSE: The Psychology of Job Stress
INSTRUCTOR(S): Thoreson
COURSE DESCRIPTION: Course scheduled to be delivered in Spring 2004

1st offering: ___ Spring 2004 ___ Enrollment: ___ Est.8 ___
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

1st offering: _____ Enrollment: _____
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

Did you MODIFY any existing courses with OHP funding? No

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

- 1. NAME OF COURSE:
- CATALOG NUMBER:
- CREDIT HOURS:
- INSTRUCTOR(S):
- COURSE DESCRIPTION:

1st offering: _____ Enrollment: _____
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

SURVEY INFO

Do you offer a survey course in OHP, OHS, or other related areas?
Yes

Please circle appropriate answer:

NEW COURSE MODIFIED COURSE
 COURSE EXISTED PRIOR TO OHP-FUNDING

If yes, please describe the course:

1. **TITLE:** Principles of Occupational Health Psychology
INSTRUCTOR(S): Burke, Sarpy (Guest lecturers: Martin, Brief, Thoreson, Folger, Rabito, Hartley, Rando)
DETAILED CONTENT: This interdisciplinary course will provide students with an introduction to the principles and techniques of occupational health psychology. The primary goal of this course will be to enhance students' declarative knowledge in the fundamental aspects of occupational health psychology. Some of the major content areas to be covered in the course will include: (1) the relationship between human resource management program initiatives and safety-related outcomes at the individual and group levels of analysis, (2) sources and consequences of job stress, (3) characteristics of healthy organizations, (4) health and safety issues related to special populations of workers (e.g., racial/ethnic groups), (5) workplace aggression/violence, (6) principles of risk communication, (7) health risk assessment, (8) risk perception, (9) epidemiology and health surveillance, and (10) industrial hygiene and control technology. This course is interdisciplinary in that it will bring together perspectives on occupational health psychology from psychology, business, and public health.

Have syllabus for the class

2. **TITLE:**
INSTRUCTOR(S):
DETAILED CONTENT:

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: N/A <small>(Please complete all years that are applicable)</small> YR 1(____): ENROLLED:_____ COMPLETION:_____ YR 2(____): ENROLLED:_____ COMPLETION:_____ YR 3(____): ENROLLED:_____ COMPLETION:_____ YR 4(____): ENROLLED:_____ COMPLETION:_____ YR 5(____): ENROLLED:_____ COMPLETION:_____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? N/A ** some students took a practica in OHP (working on OHP public health-related grants) as part of their I/O training program</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment?</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://www.tulane.edu/~ohp/</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>

<p style="text-align: center;">RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Goldstein, I.L. (1993). <u>Training in organizations</u>. Pacific Grove, CA: Brooks/Cole Publishing. 2. Ford, Kozlowski, Kraiger, Salas, & Teachout (Eds). (1997). <u>Improving training effectiveness in work organizations</u>. Mahwah, NJ: Lawrence Erlbaum Associates. 3. Craig, R.L. (1996). <u>The ASTD training and development handbook (Fourth Edition)</u>. New York: McGraw-Hill. 4. 5. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Journal of Applied Psychology 2. Journal of Occupational Health Psychology 3. Personnel Psychology 4. Journal of Occupational Medicine 5. Safety Science 6. Work and Stress <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Quick, J.C., & Tetrick, L.R. (2002). <u>Handbook on OHP</u>. Washington, DC: APA Books. 2. SIOP Frontiers series book (forthcoming) 3. Chapter 4: Training from the Department of Energy's <u>Handbook of Occupational Health and Safety</u> (DOE OSHA chapter on training) 4. 5.
<p style="text-align: center;">STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? No</p> <p>How many?</p> <p>Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? Yes</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: Professor Carl Thoresen, Department of Psychology AREA OF EXPERTISE: Professor Thoresen has research expertise dealing with the methods by which employees cope with job-related stress, the substantive impact that personality dispositions have on the job stress process, the measurement of subjective stress, and the nature of relations between stress and job attitudes (satisfaction, commitment, burnout, intent to turnover) and behaviors (e.g, performance).
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FINANCES	<p>Have you received supplemental financial support from the university/college? No If yes, please describe.</p>
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FINANCES	<p>Have you received supplemental financial support from other sources? No If yes, please describe.</p>
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OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>The implementation of our proposal has closely followed the proposed work, with the exception that the delivery of courses has been delayed in several cases to fit within student programs of study and to ensure a critical mass in the class.</p>
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SUCCESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p>
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Hires: Professor Carl Thoresen to continue work within psychology on the development of OHP curricula and courses at the intersection of I/O psychology and OHP.

Research:

Based directly on OHP course work, students have presented empirical research papers at a number of national conventions including the Annual Meetings of the Academy of Management and the Annual Conference of the Society for Industrial and Organizational Psychology. Several examples (with student names in bold font) include:

Smith-Crowe, K., Burke, M.J., & Landis, R.S. (2001).

Organizational climate as a moderator of safety knowledge-safety performance relationships. Paper presented at the 61st Annual Meeting of the Academy of Management, Washington, D.C.

McClendon, C., Butz, R.M., & Zusman, R. (2001, April). The effects of safety training spacing on safety-related performance. Paper presented at the annual meeting of the Society for Industrial and Organizational Behavior, San Diego, CA.

The OHP grant and resulting courses have also stimulated considerable interest among Tulane's psychology, business, and public health students and faculty for conducting research in areas of OHP. This research is being generated with respect to masters theses, doctoral dissertations, and collaborative student/faculty research projects. A sample of resulting articles, book chapters, technical reports, and in-progress research with student names in bold font is as follows:

Burke, M.J., Bradley, J., & Bowers, H., (in-press). Health and safety training. In J.E. Edwards, J. Scott, & N.S. Raju (Eds.), The Human Resources Program-Evaluation Handbook. Thousand Oaks, CA: Sage Publications.

Burke, M.J., & Sarpy, S.A. (in-press). Improving safety and well-being through interventions. In L. Tetrick & D. Hoffman (Eds.), Individual and Organizational Health. San Francisco: Jossey-Bass Publishers.

Burke, M.J., Sarpy, S., Tesluk, P., & Smith-Crowe, K. (2002). General safety performance: A test of a grounded theoretical model. Personnel Psychology, *55*, 429-457.

Sarpy, S.A. & Kaufman, J.E. (2000). Evaluation of the Brownsfield Minority Worker Training (BMWT) and Minority Worker Training (MWT) Programs for the Center to Protect Workers' Rights. Technical report prepared for the National Institute for Environmental Health Sciences.

Sarpy, S.A., Smith-Crowe, K.S., & Kaufman, J.E. (2002). Tulane University Evaluation of the Center to Protect Workers' Rights: Brownsfield Minority Worker Training (BMWT) and Minority Worker Training (MWT) Health and Safety Programs. Technical report prepared for the National Institute for Environmental Health Sciences.

Thoresen, C.J., Barsky, A.P., Warren, C.R., & Kaplan, S.A. Modeling negative affectivity in the job stress process: A criterion-based approach. Revise and resubmit at Journal of Applied Psychology.

Thoresen, C.J., Bradley, J.C., & Kaplan, S.A. (in press). Toward a dispositional model of coping with stress in organizations. Invited chapter to appear in Research in Personnel and Human Resource Management, 22.

At present, three separate research teams with 10 graduate students under the direction of Drs. Burke, Sarpy, and Thoresen are engaged in OHP related research. These projects include a meta-analysis of the relative effectiveness of occupational health and safety training, development and implementation of a programmatic evaluation process to assess the effectiveness of a labor organization's minority worker health and safety training, and an interdisciplinary project that investigates the current level of worker exposure to isocyanates for painters in automotive body shops in the New Orleans metropolitan area and the level of worker compliance with exposure control recommendations proposed by the EPA, OSHA, and NIOSH. Several examples of research from these teams (with student names in bold font) to be presented at the 5th Interdisciplinary Conference on Occupational Stress and Health are:

Burke, M.J., Sarpy, S.A., Chan, S., Islam, G., & Smith-Crowe. (2003). Workplace health and safety interventions: A meta-analysis.

Sarpy, S.A., Kaufman, J.E., & Smith-Crowe, K.S. (2002). An integrated multiple-stakeholder evaluation of eight minority worker training programs.

Sarpy, S.A., Rando, R.J., Hites, L.S., Smith-Crowe, K.S., & Fridge, Z. (2002). Evaluation of the exposure control matrix in the autobody industry.

Grants Awarded:

1. Evaluation of Exposure Control in the Autobody Industry, (July 2000-July 2003). American School of Public Health/Center for Disease Control and Prevention/Agency for Toxic Substances and Disease Registry with National Institute for Occupational Safety and Health Cooperative Agreement No. S1204-19/20.

Principle Investigator: Sue Ann Sarpy.

Graduate Student Researchers: Lisle Hites, Senior Research Associate (I/O Psychology); Kristin Smith-Crowe, Research Assistant (I/O Psychology); Dinkar Mokadam, Research Assistant (Industrial Hygiene); Zachariah Fridge, Research Assistant (Industrial Hygiene).

2. A Programmatic Evaluation of the Brownsfield Minority Worker Training (BMWT) and Minority Worker Training (MWT) Programs for the Center to Protect Workers' Rights (October 2001-June 2002). Consultant Agreement between the Center to Protect Workers' Rights and Tulane University Medical Center under National Institute for Environmental Health Sciences Grant No. 5 U45 ESO6185-11.

Principle Investigator: Sue Ann Sarpy

Graduate Student Researchers: Kristin Smith-Crowe, Senior Research Associate (I/O Psychology); Jennifer Kaufman, Research Associate (I/O Psychology)

3. Evaluation of the Brownsfield Minority Worker Training (BMWT) and Minority Worker Training (MWT) Programs for the Center to Protect Workers' Rights (July-Sept 2000). Consultant Agreement No. 2110/2111-02 between the Center to Protect Workers' Rights and Tulane University Medical Center under National Institute for Environmental Health Sciences Grant No. 5 U45 ESO6185-09.

Principle Investigator: Sue Ann Sarpy.

Graduate Student Researcher: Jennifer Kaufman, Senior Research Associate (I/O Psychology)

Practica (2000 – 2002):

Lisle Hites (Ph.D., Industrial/Organizational Psychology) – Center for Applied Environmental Public Health, assisted in the subject recruitment and data collection of level of isocyanate exposure and related worker exposure control practices for autobody workers and shop owners in the New Orleans metropolitan area.

	<p>Kristin Smith (Ph.D., Industrial/Organizational Psychology) – Center for Applied Environmental Public Health, presently assisting in the development and analysis of a relational database for the exposure control work practices and air monitoring samples of automotive body shop employees and owners in the greater New Orleans metropolitan area. Additionally, Kristin assisted in the development and implementation of a programmatic evaluation of the effectiveness of a union affiliated worker health and safety training.</p> <p>Jennifer Kaufman (Ph.D., Industrial/Organizational Psychology) – Center for Applied Environmental Public Health, assisted in the development and implementation of a programmatic evaluation of the effectiveness of a community-based minority worker health and safety training.</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>N/A</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>N/A</p>

Appendix H:

University of Houston (1999-2000)

<p>PROJECT PERIOD, PROJECT INFO</p>	<p>University Name: University of Houston</p> <p>Funding period: July 1999-July 2000</p> <p>Did you receive continued funding? Yes, continued funding in 2001-2002</p> <p>When did program development begin? July 1999</p> <p>When did new or modified OHP courses begin? Spring 2001</p>
	<p>Is program/training continuing? Yes</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? No</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology</p> <p>Are program activities actually handled by this department? Yes</p> <p>If no, where?</p>

SPENDING

Indicate spending breakdown for proposed budget:

1. Salary offset for faculty: \$12,000

- A. New faculty:
- B. Continuing faculty: \$3,000 each for co-PIs and an additional \$6,000 for collaborating faculty to modify courses to reflect OHP content

2. Salary offset for graduate students:

- A. New students:
- B. Continuing students:

3. Guest speakers: \$7,000

4. Core faculty travel:

5. Resources:

- A. Books:
- B. Journals:
- C. Equipment:
- D. Other:

6. Other:

\$1,000 for mailing, printing, web site development to recruit students

7. Indirect costs: \$1,600

Approved budget of \$21,600

- Received a second year of continuation funding in the amount of \$6930 (\$3254 for graduate research assistant, \$1200 for purchasing databases to create a sample for a mailed survey)

FACULTY
INFORMATION

Core University Faculty:

CORE = Individuals written into grant, CV attached to grant proposal

1. NAME: Lois Tetrick, PhD
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE: I/O psychology
~~% TIME DEVOTED:~~
ROLE: PI
2. NAME: Barbara Ellis, PhD
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE: I/O psychology
~~% TIME DEVOTED:~~
ROLE: co-PI
3. NAME: Ernest Jouriles, PhD
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE: clinical psychology
~~% TIME DEVOTED: 0~~
~~ROLE:~~ instructor of new training course
4. NAME: Kirsten Poehlmann, PhD
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE: social psychology
~~% TIME DEVOTED: 0~~
~~ROLE:~~ instructor of new training course
5. NAME: Mary Naus, PhD ~~not written into grant~~
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE:
~~% TIME DEVOTED: 0~~
~~ROLE:~~ instructor of new training course
6. NAME: Richard Evans, PhD ~~not written into grant~~
DEPARTMENT/SCHOOL: Department of Psychology
AREA OF EXPERTISE: clinical psychology
~~% TIME DEVOTED: 0~~
~~ROLE:~~ affiliated faculty
7. NAME: Kathleen Sheridan, PhD
DEPARTMENT/SCHOOL: Department of Psychology and
Health Law and Policy Institute
AREA OF EXPERTISE: clinical psychology
~~% TIME DEVOTED: 0~~
~~ROLE:~~ affiliated faculty

	<p>8. NAME: Benjamin Amick, PhD [redacted] not written into grant DEPARTMENT/SCHOOL: UT-Houston Health Sciences Center AREA OF EXPERTISE: safety and injury prevention % TIME DEVOTED: 0 ROLE: affiliated faculty</p>
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<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Lawrence Shulze, PhD AFFILIATION: Industrial Engineering and UT-Houston Health Sciences Center AREA OF EXPERTISE: occupational safety and ergonomics ROLE: affiliated faculty 2. NAME: John Ivancevich, PhD AFFILIATION: Department of Management AREA OF EXPERTISE: occupational stress ROLE: affiliated faculty 3. NAME: Richard DeFrank, PhD AFFILIATION: Department of Management AREA OF EXPERTISE: occupational stress ROLE: affiliated faculty 4. NAME: Linda Acitelli, PhD AFFILIATION: [redacted] AREA OF EXPERTISE: [redacted] ROLE: affiliated faculty 5. NAME: Chip Knee, PhD AFFILIATION: [redacted] AREA OF EXPERTISE: [redacted] ROLE: affiliated faculty 6. NAME: Roy Lachman, PhD AFFILIATION: [redacted] AREA OF EXPERTISE: [redacted] ROLE: affiliated faculty 7. NAME: Melanie Duckworth, PhD AFFILIATION: [redacted] AREA OF EXPERTISE: [redacted]
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	<p>ROLE: affiliated faculty</p> <p>8. NAME: Julia Babcock, PhD AFFILIATION: AREA OF EXPERTISE: ROLE: affiliated faculty</p> <p>9. NAME: Michael Matteson, PhD AFFILIATION: AREA OF EXPERTISE: ROLE: affiliated faculty</p>
<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <p>** UT – School of Public Health (epidemiology)</p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p>
	<p><u>Advisory Board:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>

COURSE INFO

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:
semesters

Did you create any NEW courses with OHP funding? Yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, note anticipated offering.)
(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

NAME OF COURSE: Special Topics in Violence
CATALOG NUMBER: PSYC 8393
CREDIT HOURS: 3
INSTRUCTOR(S): Jouriles

COURSE DESCRIPTION: Covers theory and research on violent and aggressive behavior, including violence in the workplace.

1 st offering:	Summer 2000	Enrollment:	not avail
2 nd offering:	_____	Enrollment:	_____
3 rd offering:	_____	Enrollment:	_____

NAME OF COURSE: Stress: A Social Psychological/Physiological Approach
CATALOG NUMBER: PSYC8393
CREDIT HOURS: 3
INSTRUCTOR(S): Poehlmann

COURSE DESCRIPTION: Examines the impact of stress on health from a social psychophysiological perspective, with a particular focus on cardiovascular functioning.

1 st offering:	_____	Enrollment:	_____
2 nd offering:	_____	Enrollment:	_____
3 rd offering:	_____	Enrollment:	_____

NAME OF COURSE: Developmental Health Psychology
CATALOG NUMBER: PSYC 8393
CREDIT HOURS: 3
INSTRUCTOR(S): Naus

COURSE DESCRIPTION: Addresses issues of parental illness at home and in the workplace, with a developmental psychology perspective.

1 st offering:	_____	Enrollment:	_____
2 nd offering:	_____	Enrollment:	_____
3 rd offering:	_____	Enrollment:	_____

<p>COURSE INFO</p>	<p>Did you MODIFY any existing courses with OHP funding? Yes If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>NAME OF COURSE: Survey in Occupational Health Psychology CATALOG NUMBER: PSYC 6379 CREDIT HOURS: 3 INSTRUCTOR(S): Tetrick</p> <p>COURSE DESCRIPTION: Review of the major theories and empirical research showing the effects of the work environment on employees' health and well being. Primary emphasis on development and maintenance of healthy people within healthy organizations focusing on prevention of illness, disease, health problems and injuries in the work environment. Topics include occupational safety and health hazards, organization of work factors and their relation to employee safety and health, safety climate and training, the etiology of job stress and burnouts, work-place, health promotion programs and the role of employee assistance programs, the interface of work and non-work factors in maintaining occupational health, and epidemiological and other research and measurement issues.</p> <p>1st offering: ___ Spring 2001 ___ Enrollment: ___ 7 ___ 2nd offering: ___ Spring 2003 ___ Enrollment: ___ 7 ___ 3rd offering: _____ Enrollment: _____</p>
<p>SURVEY INFO</p>	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please circle appropriate answer:</p> <p><input checked="" type="checkbox"/> NEW COURSE <input checked="" type="checkbox"/> MODIFIED COURSE</p> <p style="text-align: center;"><input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING</p> <p>If yes, please describe the course:</p> <p>1. TITLE: Survey in Occupational Health Psychology INSTRUCTOR(S): Tetrick DETAILED CONTENT: Review of the major theories and empirical research showing the effects of the work environment on employees' health and well being. Primary emphasis on development and maintenance of healthy people within healthy organizations focusing on prevention of illness, disease, health problems and injuries in the work environment. Topics include occupational safety and health hazards, organization of work factors and their relation to employee safety and health, safety climate and training, the etiology of job stress and burnouts,</p>

	<p>Do you have any additional requirements in order to complete the minor, concentration or certificate? No If yes, please describe:</p>
	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe. Graduate students of psychology; other majors may apply with instructor's consent</p>
	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable) YR 1(2000): ENROLLED: <u> 4 </u> COMPLETION: <u> </u> YR 2(2001): ENROLLED: <u> 4 </u> COMPLETION: <u> </u> YR 3(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 4(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 5(____): ENROLLED: <u> </u> COMPLETION: <u> </u></p>
PRACTICA	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes, it is strongly recommended, but not required. Hours vary.</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting) Two students were placed in hospitals through a research practicum with the University of Texas School of Public Health</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? It can serve as an elective to complete the minor</p>
ADDITIONAL INFORMATION	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://www.psychology.uh.edu/ohp/</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals:</p> <p>New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class): Yes, speaker series was conducted as a research and methodology exchange during the fall and spring semesters 1999-2000. Nine speakers participated.</p>

	<p>Pending OHP-relevant proposals:</p> <p>Other: Two workshops – one workshop on latent transition analysis by Dr. Linda Collins and one workshop on epidemiology conducted by professors from the University of Texas – Houston Health Science Center, School of Public Health</p>
<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Handbook of Occupational Health Psychology (Quick & Tetrick, eds.) 2. Health and Safety in Organizations: A Multilevel Perspective (Hofmann & Tetrick, eds. - in press) 3. 4. 5. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Journal of Occupational Health Psychology 2. Journal of Applied Psychology 3. 4. 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? N/A</p> <p>How many?</p> <p>Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <p>1. NAME: AREA OF EXPERTISE:</p> <p>2. NAME: AREA OF EXPERTISE:</p>
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FINANCES	<p>Have you received supplemental financial support from the university/college? No If yes, please describe.</p>
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	<p>Have you received supplemental financial support from other sources? No If yes, please describe.</p>
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OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>None noted</p>
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SUCCESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>None noted</p>
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DIFFERENCES	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p>
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	None to date
JUSTIFICATIONS	What are the reasons for discrepancies between the actual program and the proposal? N/A

Appendix I:

Portland State University (2000-2001)

PROJECT PERIOD, PROJECT INFO	<p>University Name: Portland State University</p> <p>Funding period: Portland State University was initially funded from the period 9/00-9/01.</p> <p>Did you receive continued funding? Yes, 9/15/01-9/14/02</p> <p>When did program development begin? 9/15/00</p> <p>When did new or modified OHP courses begin? Fall 2001</p>
	<p>Is program/training continuing? Yes</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? Yes, Portland State University has received a new TPG grant from NIOSH for training psychologists in OHP.</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology</p> <p>Are program activities actually handled by this department? Yes If no, where?</p>

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: \$9,000 (\$3,000 each for D. Frost, L. Hammer, R. Sinclair) 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: \$11,046 for .30 GA + tuition remission (not expended yet according to FSR) B. Continuing students: 3. Guest speakers: N/A 4. Core faculty travel: 5. Resources: <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: \$1,000 - Recruitment of graduate students (web site, printing of brochure, and mailing) 7. Indirect costs: \$1,683.68 <p>Approved budget of \$22,729</p> <p>Received a second year of continuation funding in the amount of \$7,020 (\$6,000 for half-summer support for R. Sinclair, D. Frost, D. Truxillo, and L.Hammer, \$500 for materials, plus indirect)</p>
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<p>FACULTY INFORMATION</p>	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Leslie Hammer, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % OF TIME DEVOTED: 10-20% ROLE: Program Director, coordinated OHP Community Partners Network 2. NAME: Robert Sinclair, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % OF TIME DEVOTED: 10-20% ROLE: Associate Program Director; plan, develop and maintain web site, online resources 3. NAME: Dean Frost, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: Occupational Health % OF TIME DEVOTED: 5-10% ROLE: develop new survey course in OHP, now a faculty member who teaches one class, former PI 4. NAME: Donald Truxillo, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % OF TIME DEVOTED: 5-10% ROLE: Leads efforts to formalize the certificate program, also a faculty member who teaches one elective class
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<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Talya Bauer, PhD AFFILIATION: Management AREA OF EXPERTISE: OB, HRM ROLE: Teaches an elective course 2. NAME: Sherwin Davidson, PhD AFFILIATION: Psychology AREA OF EXPERTISE: Women and work, vocational couns. ROLE: Teaches an elective course
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FACULTY
INFORMATION

Adjunct faculty/participants:

1. NAME: Ellen Skinner, PhD
AFFILIATION: Psychology
AREA OF EXPERTISE: Developmental psychology
ROLE: teaches stress and coping course
2. NAME: Kerth O'Brien, PhD
AFFILIATION: Psychology
AREA OF EXPERTISE: social psychology
ROLE: teaches health psychology
3. NAME: W. Kent Anger, PhD
AFFILIATION: Oregon Health Sciences Univ.
AREA OF EXPERTISE: neuropsychology
ROLE: advisory
4. NAME: Linda McCauley, PhD
AFFILIATION: Oregon Health Sciences Univ.
AREA OF EXPERTISE: epidemiology
ROLE: advisory

Advisory Board:

1. NAME: Joseph Matarazzo, PhD
AFFILIATION: Oregon Health Sciences University
AREA OF EXPERTISE: Health psychology
2. NAME: W. Kent Anger
AFFILIATION: Oregon Health Sciences University
AREA OF EXPERTISE: OSH
3. NAME: Linda McCauley
AFFILIATION: Oregon Health Sciences University, CROET
AREA OF EXPERTISE: OSH
4. NAME: Jack Crossen, PhD
AFFILIATION: Psychology Department (PSU), private practice
AREA OF EXPERTISE: clinical psychology
5. NAME: Frank Upham
AFFILIATION: Deacon
AREA OF EXPERTISE: safety manager

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:

Quarters

Did you create any NEW courses with OHP funding? Yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

1. NAME OF COURSE: Occupational Health Psychology
CATALOG NUMBER: PSY 510/610.005 (note this is a SPECIAL TOPICS class and shares a catalog number with several other courses)

CREDIT HOURS: 4

INSTRUCTOR(S): Dean Frost ('01), Leslie Hammer ('02)

COURSE DESCRIPTION: Survey of occupational health psychology including topics in psychology, public health, medicine, engineering, epidemiology, and law.

1st offering: __Fall 2001____ Enrollment: __3__

2nd offering: __Fall 2002____ Enrollment: __5__

3rd offering: _____ Enrollment: _____

2. NAME OF COURSE: Work and Wellbeing
CATALOG NUMBER: PSY 410/510.005 (note this is a SPECIAL TOPICS class and shares a catalog number with several other courses)

CREDIT HOURS: 4

INSTRUCTOR(S): Robert Sinclair

COURSE DESCRIPTION: Effects of the organization of work on worker stress, health, and well-being. Sample topics include occupational stress, workplace aggression, alternate work arrangements, job attitudes, personality and worker health, labor unions, stress monitoring, and health interventions.

1st offering: __Winter 2003____ Enrollment: __7__

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

3. NAME OF COURSE:
CATALOG NUMBER:
CREDIT HOURS:
INSTRUCTOR(S):
COURSE DESCRIPTION:

1st offering: _____ Enrollment: _____

2nd offering: _____ Enrollment: _____

<p>COURSE INFO</p>	<p>Did you MODIFY any existing courses with OHP funding? No If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____</p>
<p>SURVEY INFO</p>	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please place an X in front of the appropriate answer:</p> <p><input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE <input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING</p> <p>If yes, please describe the course:</p> <p>1. TITLE: Occupational Health Psychology INSTRUCTOR(S): Dean Frost, Leslie Hammer (instructors will alternate) DETAILED CONTENT: Survey of occupational health psychology including topics in psychology, public health, medicine, engineering, epidemiology, and law.</p> <p>Syllabus topics: Systems approach to OHP, Ergonomics, Health and Stress in Organizations, Dysfunctional Behaviors in Organizations, The Role of Job Attitudes, Organization Development, Labor Relations, Training, Program Evaluation, Ethical and Professional Issues</p> <p>Have copy of syllabus</p>

	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe.</p> <p>Training takes place at the Ph.D. level and students can be admitted either pre- or post- Masters. If admitted pre-Masters, they are first required to complete the MS degree in Applied Psychology (Social, Developmental or I-O), including an empirical Masters thesis. If admitted at the post-Masters level, students typically enter with an empirical Master's degree in an area of Applied Psychology. In addition, students typically will need to score above 1100 on the GRE (i.e. V+Q or V+A) and have a GPA of 3.25 or greater. Thus, all proposed OHP trainees are doctoral students who are required to complete an empirical thesis, or its equivalent, an internship, comprehensive exams and a dissertation.</p>
	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: <small>(Please complete all years that are applicable)</small></p> <p>YR 1(2001): ENROLLED: <u>3</u> COMPLETION: _____ YR 2(2002): ENROLLED: <u>3</u> COMPLETION: _____ YR 3(2003): ENROLLED: <u>6</u> COMPLETION: _____ YR 4(____): ENROLLED: _____ COMPLETION: _____ YR 5(____): ENROLLED: _____ COMPLETION: _____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p><u>Industry/Labor</u> Carrie Colton: Northwest Natural – Assessment of OHP-related issues 2002 – on going Ginger Hanson: Johnstone Supply - Work and Family Survey Development, Summer 2002</p> <p><u>Public Organizations</u> Celina Oliver: CROET -- Training program administration & evaluation (respiratory PPEs, pesticides, food handling), summer 2002 Ty Brubaker: CROET -- Compensation claims research, fall 2002 Jennifer Sommers: US Army – WRAIR Europe Occupational Stress Field Research Program</p> <p><u>Consulting</u> Maggie Shafiro & Khatera Sahibzada: MBL Group -- Climate Survey Development, winter 2003 (in planning stages)</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? Yes</p>

<p style="text-align: center;">ADDITIONAL INFORMATION</p>	<p>Have any of the following other activities/events occurred in the OHP program?</p> <p>Website: Yes (please provide link) www.ohp.pdx.edu</p> <p>Sponsored conferences: Yes (topic/title/date) PSU/CROET (Center for Research on Environmental Toxicity) Conference in 2001 and 2002</p> <p>New library resources: Yes Acquired new journals:</p> <p>New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class): Yes One in 2000-2001 (Dr. Tahira Probst) Two in 2001-2002 (Dr. Linda McCauley, Dr. Kent Anger)</p> <p>OHP-relevant proposals: Yes U.S. Army proposal on job stress was funded</p> <p>Other: Community Partners Network Book prospectus accepted by on <u>Work and family</u>, to be authored by Hammer and Neal and published by Lawrence Erlbaum Press.</p>
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<p style="text-align: center;">RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Klarreich, S.H. (Ed.) (1998). <u>Handbook of organizational health psychology: Programs to make the workplace healthier</u>. Psychosocial Press. 2. Goetsch, D.L. (Ed.) (1998). <u>Occupational safety and health for technologists, engineers, and managers</u> (3rd ed.). Prentice-Hall. 3. Quick, J.C., & Tetrick, L.R. (2002). <u>Handbook on OHP</u>. Washington, DC: APA Books. 4. Thomas, J.C., & Herson, M. (2002). <u>Handbook of mental health in the workplace</u>. Beverly Hills, CA: Sage. 5. Anderson, N., Ones, D.S., & Sinangil, H.K., & Viswesvaran, C. (Eds). <u>Handbook of industrial, work, & organizational psychology</u>. Beverly Hills, CA: Sage.
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	<p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. JOHP 2. J of Vocational Behavior 3. 4. 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Chapters out of above-named texts 2. Hart, P. M. & Cooper, C. L. (2001). Occupational stress: Toward a more integrated framework. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds). <u>Handbook of industrial, work, & organizational psychology</u> (pp. 93-114). Beverly Hills, CA: Sage. 3. 4. 5.
<p style="text-align: center;">STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? Yes</p> <p>How many? Two students (these students are graduating before program is fully executed, so do not have all minor requirements)</p> <p>Fields/position/type of placement:</p> <p>Krista Brockwood – Foundation for Accountability Health Program Assessment Research</p> <p>Emily Huang – Liberty Mutual Occupational Safety and Health Research at Liberty Research Center</p>
<p style="text-align: center;">HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: AREA OF EXPERTISE: 2. NAME: AREA OF EXPERTISE: 3. NAME: AREA OF EXPERTISE:

<p>FINANCES</p>	<p>Have you received supplemental financial support from the university/college? Yes</p> <p>If yes, please describe. Funds from the Psychology Department</p> <hr/> <p>Have you received supplemental financial support from other sources? Yes</p> <p>If yes, please describe. CROET co-sponsored the conference series with the department</p>
<p>OBSTACLES</p>	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>The primary obstacle has been the intense time demands placed on faculty from multiple roles. Developing and sustaining a new programmatic area that is responsive to community needs introduces a wide variety of new role demands that we often find challenging to keep pace with.</p> <p>Our NIOSH Training Program Grant has provided critical and absolutely essential support that has enabled us to sustain and further develop our program. The value placed on this form of support cannot be overstated.</p>
<p>SUCCESES</p>	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Our major accomplishment for the year was that we were awarded a NIOSH Training Program Grant. This is the first grant awarded to a program specializing in OHP training. First year funding = \$55,900. The award is for three years total with funding up to approximately \$89,000 in the second and third year. Moreover, the rewards are renewable. Present funding provides FTE time for faculty to support the program, covers some program administration costs, and provides funding for two OHP traineeships (three if we are funded at a higher level for subsequent years).</p>

	<p>We currently are preparing our second PSU/CROET Occupational Health Psychology Conference. The conference is titled Occupational Safety and Health Issues Faced By Office Workers and includes internationally recognized speakers such as Joe Hurrell and Julian Barling, and local faculty and researchers such as Bob Sinclair and Jeff Woldstad. A complete conference program description is available at the CROET web site [http://www.ohsu.edu/croet/outreach/index.html], as are summaries of last years' conference.</p> <p>The OHP Program Brochure now is distributed to all prospective graduate students expressing an interest in any Portland State University psychology programs.</p> <p>We continue to expand and refine our connections with other academic institutions. This year recent visits with Jeff Woldstad of Oregon State University Ergonomics Program (another TPG site), Labor Education and Research Center of University of Oregon (LERC). We are exploring ways to develop these relationships, such as collaborative conferences for graduate students to present research.</p> <p>We also continue to expand and refine our connections with community partners/regional businesses. This year we have specifically connected with PacifiCorp to develop two OHP internships for our students.</p> <p>Two of our recent Ph.D. students are working in areas clearly related to OHP. Moreover, many applicants that have contacted our program have expressed an interest in the OHP specialization and noted that our OHP web site stimulated their interest. This year we began formally tracking student interest in this area and will have formal data to report by the end of this years' application cycle.</p>
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<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>Based on the feedback we received as part of the review process for the NIOSH Training Program Grant, we decided to revise to our course sequence to place greater emphasis on safety issues. Hammer's occupational safety and health course focus on issues in the safety and health domain and will involve several speakers from</p>
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	<p>Portland area universities and companies. This course will be taught in the Fall, 2003. We also decided to devote a course primarily to psychological issues related to the organization of work. Sinclair's work and well-being course addresses these issues and will be taught next term. Both of these courses now are required components of the curriculum. In each case, we are choosing substantive topics based on reviews of NIOSH materials, syllabi shared at the Tampa meeting, and topical reviews of substantive research literature. We are confident that this sequence will form a desirable model for other OHP training programs</p>
JUSTIFICATIONS	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>In general, our program remains similar in size and scope to our proposal. The course content will change to some degree. These changes were stimulated by the process of applying for the NIOSH Training Program Grant and include our responses to suggestions of the program reviews and members of our advisory board.</p>

Appendix J:

University of California (2000-2001)

<p>PROJECT PERIOD, PROJECT INFO</p>	<p>University Name: University of California, Los Angeles (UCLA)</p> <p>Funding period: August 2000-July 2001</p> <p>Did you receive continued funding? Yes, an additional \$8,640 to provide similar training for use by clinical practitioners</p> <p>When did program development begin? Fall 2000</p> <p>When did new or modified OHP courses begin? Our UCLA School of Public Health course, CHS 278, has been offered twice in the Spring of 2000 and 2001 and is scheduled for Fall of 2003. Our UCLA and UCI Center for Occupational and Environmental Health (COEH) course, Occupational Cardiology, was offered in Winter 2002 and will probably be offered again in 2004.</p>
	<p>Is program/training continuing? Yes</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? Program receives support from the University of California's Centers for Occupational and Environmental Health (COEH)</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) School of Public Health</p> <p>Are program activities actually handled by this department? Yes</p> <p>If no, where?</p>

SPENDING	<p>Indicate spending breakdown:</p> <ol style="list-style-type: none">1. Salary offset for faculty:<ol style="list-style-type: none">A. New faculty:B. Continuing faculty: \$22,009 (3 core faculty: Schnall, Siegel, Repetti) 2. Salary offset for graduate students:<ol style="list-style-type: none">A. New students:B. Continuing students: 3. Guest speakers: 4. Core faculty travel: . 5. Resources:<ol style="list-style-type: none">A. Books:B. Journals:C. Equipment:D. Other: 6. Other: 7. Indirect costs: \$1,760.72 <p>Approved Budget of \$23,769.72</p>
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<p>FACULTY INFORMATION</p>	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Peter Schnall, M.D. DEPARTMENT/SCHOOL: joint appointments in UCLA SPH and UCI Dept of Medicine as Associate Adjunct Professor of Medicine BRANCH OF PSYCHOLOGY: n/a % TIME DEVOTED: 10% ROLE: program director 2. NAME: DEPARTMENT/SCHOOL: BRANCH OF PSYCHOLOGY: % TIME DEVOTED: ROLE: 3. NAME: DEPARTMENT/SCHOOL: BRANCH OF PSYCHOLOGY: % TIME DEVOTED: ROLE:
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<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Judith Siegel, MPH AFFILIATION: School of Public Health AREA OF EXPERTISE: social epidemiology ROLE: initial PI on grant, OHP lecturer 2. NAME: Rena Repetti, PhD AFFILIATION: UCLA Department of Psychology AREA OF EXPERTISE: ROLE: guest lecturer 3. NAME: Karen Belkic, PhD AFFILIATION: USC AREA OF EXPERTISE: medicine and cardiology ROLE: guest lecturer 4. NAME: Paul Landsbergis, PhD AFFILIATION: Mt. Sinai School of Medicine AREA OF EXPERTISE: epidemiology ROLE: guest lecturer
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	<p>5. NAME: Dean Baker, MD, MPH AFFILIATION: Director of the UCI COEH and deputy-director of the Southern California ERC AREA OF EXPERTISE: occupational health and safety ROLE: facilitated development of this program and contributed materials to the course</p> <p>6. NAME: John Froines, PhD AFFILIATION: Director of the UCLA COEH AREA OF EXPERTISE: environmental toxicologist ROLE: advisor, facilitated development of this program</p> <p>7. NAME: Marianne Brown, MPH AFFILIATION: UCLA School of Public Health & COEH AREA OF EXPERTISE: ROLE: facilitator of this program</p>
<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <p>UCLA and UCI COEH's (Center for Occupational and Environmental Health)</p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p> <p>2. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p> <hr/> <p><u>Advisory Board:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:
quarters

Did you create any NEW courses with OHP funding? Yes
If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

1. NAME OF COURSE: Occupational Health Psychology
CATALOG NUMBER: CHS 278
CREDIT HOURS: 3
INSTRUCTOR(S): Siegel, Schnall (with guest lecturers Repetti, Belkic, Landsbergis)
COURSE DESCRIPTION: The impact of work on physical and psychological health is explored in the context of a newly emerging discipline. The focus is on psychosocial stressors, measurement (including hands-on experience), contextual factors (gender, ethnicity, social class), and how work stressors can be ameliorated.

1st offering: __Spring 2000__ Enrollment: __4__
2nd offering: __Spring 2001__ Enrollment: __4__
3rd offering: __Fall 2003__ Enrollment: __Est.4-6__

** may be renamed Work and Health by the Fall of 2003

2. NAME OF COURSE: Occupational Cardiology
CATALOG NUMBER: n/a
CREDIT HOURS: no credit but participation is required by director of COEH
INSTRUCTOR(S): Schnall
COURSE DESCRIPTION: Introduces medical practitioners to the field of work stress and health. Assays the various psychosocial concepts and their relationship with cognitive and physiological bodily responses, as well as how psychosocial factors affect the heart (including heart irregularities and abnormalities). Students learn to take a work history and make a clinical assessment through the use of case examples.

1st offering: __Winter 2002__ Enrollment: __8__
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

** this is a required activity for residents in occupational medicine, full-time faculty/staff at COEH

<p>COURSE INFO</p>	<p>Did you MODIFY any existing courses with OHP funding? No If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p> <p>2. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>
<p>SURVEY INFO</p>	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please circle appropriate answer:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE <input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING </p> <p>If yes, please describe the course:</p> <p>1. TITLE: Occupational Health Psychology INSTRUCTOR(S): Dr. Peter Schnall, MD, MPH DETAILED CONTENT: The impact of work on physical and psychological health is explored in the context of a newly emerging discipline. The focus is on psychosocial stressors, measurement (including hands-on experience), contextual factors (gender, ethnicity, social class), and how work stressors can be ameliorated.</p> <p>OHP syllabus has been provided</p>

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: n/a (Please complete all years that are applicable)</p> <p>YR 1(_ _ _): ENROLLED: _____ COMPLETION: _____ YR 2(_ _ _): ENROLLED: _____ COMPLETION: _____ YR 3(_ _ _): ENROLLED: _____ COMPLETION: _____ YR 4(_ _ _): ENROLLED: _____ COMPLETION: _____ YR 5(_ _ _): ENROLLED: _____ COMPLETION: _____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? N/A</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p>Developed for students to help them learn to conduct an assessment of employee exposures to workplace stressors with the intent that students learn how to write a short summary work history using standard psychosocial instruments.</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? n/a</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) No website</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>

<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Karasek, R.A., Theorell, T. (1990). <u>Healthy work</u>: stress, productivity, and the reconstruction of working life. New York: Basic Books, Inc. 2. Schnall, P.L., Belkic, K., Landsbergis, P.A., & Baker, D. (Eds.) (2000). <u>The workplace and cardiovascular disease</u>. Occupational Medicine: State of the Art Reviews. 3. 4. 5. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. JOHP 2. Scandinavian Journal of Work and Health 3. American Journal of Occupational Medicine 4. American Journal of Public Health 5. <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? No</p> <p>How many?</p> <p>Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: AREA OF EXPERTISE: 2. NAME: AREA OF EXPERTISE: 3. NAME: AREA OF EXPERTISE:
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FINANCES	<p>Have you received supplemental financial support from the university/college? Future support in negotiation</p> <p>If yes, please describe.</p>
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FINANCES	<p>Have you received supplemental financial support from other sources? No</p> <p>If yes, please describe.</p>
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OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>Limited success in recruitment may have been due, in part to the newness of the course and the late announcement (winter quarter), at which point many students had already planned spring course loads. Public health students are able to count only a few elective courses toward their degree requirements so early distribution of the elective offerings is important. Students have few electives in the Spring Quarter. We are planning on revising the course – with a new title Work and Health and offering it in the Fall of 2003</p> <p>It was also determined that students lacked some needed background knowledge of cardiovascular disease physiology and evaluation methodology (statistics and epidemiologic principles). A future course should incorporate review material covering these topics.</p>
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<p>SUCCESSSES</p>	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>The training program is being developed as part of the SC COEH STEP Project.</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>The OHP curricula is in the planning stages to be adopted as part of the formal curriculum of the ERC – in other words, it is changing from an elective area to a formal area</p> <p>Dr. Schnall is lobbying to have the course’s name changed to “Work and Health” to enhance the recruitment of students. This may or may not take place in the next year.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>The course has had fairly low enrollment numbers in the first two offerings, so faculty may change the name to increase enrollment.</p>

Appendix K:

Colorado State University (2001-2002)

<p>PROJECT PERIOD, PROJECT INFO</p>	<p>University Name: Colorado State University</p> <p>Funding period: August 2001-August 2002</p> <p>Did you receive continued funding? No</p> <p>When did program development begin? Program development began in August 2001.</p> <p>When did new or modified OHP courses begin? The course, Prevention of Occupational Illness and Injuries, is offered in the fall of 2002, and Occupational Health Psychology is offered in the spring of 2003.</p>
	<p>Is program/training continuing? Yes</p> <p>If no, when was program terminated?</p> <p>Has the program evolved to something else? No</p>
	<p>What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology</p> <p>Are program activities actually handled by this department? Yes</p> <p>If no, where?</p>

SPENDING	<p>Indicate spending breakdown for proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: \$10,000 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: \$12,492 B. Continuing students: 3. Guest speakers: n/a 4. Core faculty travel: n/a 5. Resources: \$500 <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: 7. Indirect Costs: \$1,839 <p>Approved budget of \$24,831</p>
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FACULTY
INFORMATION

Core University Faculty:

CORE = Individuals written into grant, CV attached to grant proposal

1. NAME: Paul Bell, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: Applied Health Psychology
% TIME DEVOTED: 0
ROLE: assists with recruiting students from the health program
2. NAME: Evelinn Borrayo, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: Counseling
% TIME DEVOTED: 0
ROLE: teaches Health Psychology course
3. NAME: Jerry Deffenbacher, PhD
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: Counseling
% TIME DEVOTED: 0
ROLE: active in research/grant writing in the area of OHP
4. NAME: Richard Suinn, PhD (retired)
DEPARTMENT/SCHOOL: Psychology
BRANCH OF PSYCHOLOGY: Counseling
% TIME DEVOTED: 0
ROLE: advisory capacity, cross-cultural information on health
5. NAME: Lorann Stallones, PhD, MPH
DEPARTMENT/SCHOOL: Epidemiology
BRANCH OF PSYCHOLOGY: NA
% TIME DEVOTED: 20%
ROLE: Develop new course (Prevention of Occup. Injuries)
6. NAME: Robert Herron, PhD (retired)
DEPARTMENT/SCHOOL: Ergonomics
BRANCH OF PSYCHOLOGY: NA
% TIME DEVOTED: 0
ROLE: connected psychology with environmental health
7. NAME: Kenneth Blehm, PhD
DEPARTMENT/SCHOOL: Industrial Hygiene
BRANCH OF PSYCHOLOGY: NA
% TIME DEVOTED: 1-2%
ROLE: facilitates collaborations between environmental health and psychology students

	<p>8. NAME: Peter Chen, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % TIME DEVOTED: 20% ROLE: PI, assumed overall responsibility for the OHP concentration</p> <p>9. NAME: Russell Cropanzano, PhD (recently left CSU) DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % TIME DEVOTED: 0 ROLE: Developed survey course</p> <p>10. NAME: Jacob Hautaluoma, PhD (retired) DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % TIME DEVOTED: 0 ROLE: advisory about curricula and program requirements</p> <p>11. NAME: Keith James, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: I/O % TIME DEVOTED: 0 ROLE: advisory about curricula and program requirements, active in research/grant writing in OHP</p> <p>12. NAME: Pat Sample, PhD DEPARTMENT/SCHOOL: Occupational Therapy BRANCH OF PSYCHOLOGY: NA % TIME DEVOTED: 0 ROLE: runs the Center for Colorado Injuries, which provides grants to the OHP students</p>
<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p> <p>2. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p>

FACULTY
INFORMATION

Adjunct faculty/participants:

1. NAME:
AFFILIATION:
AREA OF EXPERTISE:
ROLE:

2. NAME:
AFFILIATION:
AREA OF EXPERTISE:
ROLE:

Advisory Board:

1. NAME: John Bender, D.O.
AFFILIATION: Rehabilitation Associates of CO
AREA OF EXPERTISE: medical evaluation and treatment of injured workers

2. NAME: Kirby Duvall, M.D., M.S. FAAFP
AFFILIATION: Medical Director, Woodward Governor Co.
AREA OF EXPERTISE: medical evaluation and treatment of injured workers

3. NAME: Glenn Pransky, M.D., M. OCC.H
AFFILIATION: Director of Center for Disability Research, Liberty Mutual
AREA OF EXPERTISE: disability prevention and return-to-work assessment

4. NAME: David Robinson, Ph.D.
AFFILIATION: President/Chairman Worker Rehabilitation Associates, Inc.
AREA OF EXPERTISE: psychosocial evaluation and treatment, job redesign, vocation rehabilitation, job matching

5. NAME: Paul Woods, Ph.D
AFFILIATION: Human Resources Administrator, CO Department of Transportation
AREA OF EXPERTISE: human resources and crisis management

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:
semesters

Did you create any NEW courses with OHP funding?

If yes, please answer the following questions: Yes

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

1. NAME OF COURSE: Occupational Health Psychology
CATALOG NUMBER: PY792
CREDIT HOURS: 3
INSTRUCTOR(S): Peter Chen
COURSE DESCRIPTION: OHP will be delivered as a seminar format with many hands-in projects and case studies designed by the steering committee members. Tentative contents include job stress and management, workplace violence and emotion control, crisis management, burnout and coping, return-to-work, and worker wellbeing.

1st offering: Spring 2003 Enrollment: 4

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

2. NAME OF COURSE: Prevention of Occupational Injuries
CATALOG NUMBER: PY680
CREDIT HOURS: 3
INSTRUCTOR(S): Lorann Stallones
COURSE DESCRIPTION: The course will focus on antecedents of occupational injuries using epidemiological classification. In addition, it will concentrate on basic approaches used to develop injury prevention programs in an occupational setting.

1st offering: Fall 2002 Enrollment: 6

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

3. NAME OF COURSE:
CATALOG NUMBER:
CREDIT HOURS:
INSTRUCTOR(S):
COURSE DESCRIPTION:

1st offering: _____ Enrollment: _____

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: <small>(Please complete all years that are applicable)</small> YR 1(2001): ENROLLED: <u>1</u> COMPLETION: _____ YR 2(2002): ENROLLED: <u>3</u> COMPLETION: _____ YR 3(2003): ENROLLED: <u>3</u> COMPLETION: <u>1</u> (spr'03) YR 4(____): ENROLLED: _____ COMPLETION: _____ YR 5(____): ENROLLED: _____ COMPLETION: _____</p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes, but not required</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? No</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://lamar.colostate.edu/~chenp/ohp.htm</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class): 3 have been held with Psychology departmental funding, not APA/NIOSH Julian Barling Steven Sauter Thomas Waters</p> <p>Pending OHP-relevant proposals: Three OHP research projects: Spouse stress in farm work Return to work issues for retirees Adaptation process and stereotypes about adaptation (plus some safety research studies in various phases of development)</p>

	<p>Two grant proposals were funded: “adolescent far work, fatigue and injuries in Colorado” “workplace violence and security”</p> <p>Other:</p>
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<p>RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Quick, J.C., & Tetrick, L.R. (2002). <u>Handbook of OHP</u>. Washington, DC: APA Books. 2. Einarsen, Hole, Zapf, Cooper. (2003). <u>Bullying and emotional abuse in the workplace: International perspectives</u>. London, UK: Taylor & Francis. 3. 4. 5. <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Journal of Applied Psychology 2. Personnel Psychology 3. Journal of Organizational Behavior 4. Journal of Occupational Health Psychology 5. Academy of Management Journal 6. Journal of Vocational Behavior 7. Journal of Management 8. International Journal of Manpower 9. Journal of Occupational Rehabilitation <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Chen chapter on sleep, recently published in International Review of I/O Psychology 2. 3. 4. 5.
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? Students haven't completed the concentration yet but two in OHP concentration will be placed in OHP positions</p> <p>How many? 2</p> <p>Fields/position/type of placement: planning to go into academic positions</p>

<p style="text-align: center;">HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <p>1. NAME: AREA OF EXPERTISE:</p> <p>2. NAME: AREA OF EXPERTISE:</p>
<p style="text-align: center;">FINANCES</p>	<p>Have you received supplemental financial support from the university/college? Yes</p> <p>If yes, please describe. The Chair of the Department of Psychology has committed to providing matching funds to support the long-term development of OHP beyond this training concentration.</p> <hr/> <p>Have you received supplemental financial support from other sources? No</p> <p>If yes, please describe.</p>
<p style="text-align: center;">OBSTACLES</p>	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>The main obstacles are:</p> <ol style="list-style-type: none"> 1. Students lack of interest because of additional course load. 2. Faculty lack of interest because it requires their additional time and efforts 3. In addition, progress on the joint undergraduate minor or certificate program has been slow, but is still being pursued through cooperative efforts from Drs. Peter Chen and Kenneth Blehm. 4. Faculty are also investigating means by which research on occupational health psychology issues can be investigated through a research center on campus, but will not threaten the funding status of the current Center for Injury Prevention, directed by Dr. Lorann Stallones. One alternative currently under consideration by Drs. Peter Chen and Keith James is to pursue a joint Psychology/Management Center on technology.

<p>SUCSESSES</p>	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Grants: Three grant proposals have been submitted and awarded over the past year. Drs. Stallone and Chen submitted the proposal entitled "Adolescent Farm work, fatigue and injuries in Colorado" to NIOSH, and will be awarded with \$196,008.00. Ms. Autumn Krauss submitted the proposal entitled "Predictors of workplace injuries in union," and has been awarded with \$10,000 by the small grant program offered by Center of Colorado Injury Prevention. Dr. Chen was also awarded by NIOSH to review workplace violence intervention (\$15,071). Finally, Drs. Chen and Deffenbacher just submitted an R01 NIH grant proposal (\$2,041,345) entitled "Work violence risk factors and interventions in schools", which was not funded.</p> <p>Research: The first project is reviewing sleep in the workplace with the foci on Causes, consequences, and countermeasures. This review paper is scheduled to be published in 2003 by <i>International Review of Industrial and Organizational Psychology</i>. The second project is related to consequences of safety and injury policies on injuries in transportation industries. The manuscript is currently revised for resubmission to the <i>Journal of Occupational Health Psychology</i>. Workshop and symposium proposals and three research findings will also be presented at the APA/NIOSH job stress conference in Tornado, Canada, 2003. The workshop is designed for scientists and practitioners regarding the development and evaluation of workplace violence prevention programs from individual and organizational levels. The symposium will be conducted to discuss current status of OHP trainings in the United States. Three presentations will provide recently completed research findings pertaining to organizational support, leadership, job satisfaction, and work injuries.</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?) Not yet so far. The training just started.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal? N/A</p>

Appendix L:

University of South Florida (2001-2002)

PROJECT PERIOD, PROJECT INFO	University Name: University of South Florida Funding period: August 2001-2002 Did you receive continued funding? No When did program development begin? August 2001 When did new or modified OHP courses begin? Fall 2001
	Is program/training continuing? Yes. If no, when was program terminated? Has the program evolved to something else? We hope to expand it and have submitted an OHP training grant to NIOSH as a supplement to our university's NIOSH-funded ERC. Program will continue in current form without additional funding, but will be expanded with funding
	What department handles all official OHP-funding responsibilities? (Who handles the money, the books, the coordinating?) Psychology Are program activities actually handled by this department? Yes If no, where?

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: \$6,230 B. Continuing students: 3. Guest speakers: \$9,000 4. Core faculty travel: 5. Resources: \$1,000 <ol style="list-style-type: none"> A. Books: \$500 B. Journals: C. Equipment: D. Other: videotapes - \$500 6. Other: \$500 (printing, copying, mailing) \$1500 (web Development) 7. Indirect Costs: \$1,458 <p>Approved budget of \$19,688</p>
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<p>FACULTY INFORMATION</p>	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Paul Spector, Ph.D DEPARTMENT/SCHOOL: Psychology AREA OF EXPERTISE: I/O % TIME DEVOTED: 25% ROLE: PI, program coordinator, teaches one of core courses 2. NAME: Tammy Allen, PhD DEPARTMENT/SCHOOL: Psychology AREA OF EXPERTISE: I/O % TIME DEVOTED: 25% ROLE: teaches one of core courses, program development 3. NAME: Yehia Hammad, ScD DEPARTMENT/SCHOOL: environmental and occup.health AREA OF EXPERTISE: environmental and occupational health % TIME DEVOTED: 5% ROLE: teaches one of core courses, program development
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<p>FACULTY INFORMATION</p>	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Thomas Bernard, Ph.D., CPE AFFILIATION: Environmental and Occupational Health AREA OF EXPERTISE: Environmental and Occupational Health ROLE: consultative 2. NAME: Stuart Brooks, MD AFFILIATION: Environmental and Occupational Health AREA OF EXPERTISE: Environmental and Occupational Health ROLE: consultative 3. NAME: Michael Coover, PhD AFFILIATION: Psychology AREA OF EXPERTISE: I/O, human factors ROLE: consultative 4. NAME: Kristen Salomon, PhD AFFILIATION: Psychology AREA OF EXPERTISE: Stress & health ROLE: consultative (New I/O faculty member)
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FACULTY INFORMATION	<p><u>Adjunct faculty/participants:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p>
	<p><u>Advisory Board:</u></p> <p>None</p>
COURSE INFO	<p>IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS: Semesters</p>
	<p>Did you create any NEW courses with OHP funding? No If yes, please answer the following questions: (For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.) (For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)</p> <p>1. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p> <p>2. NAME OF COURSE: CATALOG NUMBER: CREDIT HOURS: INSTRUCTOR(S): COURSE DESCRIPTION:</p> <p>1st offering: _____ Enrollment: _____ 2nd offering: _____ Enrollment: _____ 3rd offering: _____ Enrollment: _____</p>

COURSE INFO

Did you MODIFY any existing courses with OHP funding? Yes
If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

1. NAME OF COURSE: Occupational Health Psychology
CATALOG NUMBER: INP7097
CREDIT HOURS: 3
INSTRUCTOR(S): Paul Spector
COURSE DESCRIPTION: Survey course covering OHP topics, including accidents/safety and occupational stress
Currently offered every other year

1st offering: ___ Fall, 2001 ___ Enrollment: 5
2nd offering: ___ Fall, 2003 ___ Enrollment: _____
3rd offering: _____ Enrollment: _____

2. NAME OF COURSE: Careers in Organizations
CATALOG NUMBER: INP7097
CREDIT HOURS: 3
INSTRUCTOR(S): Tammy Allen
COURSE DESCRIPTION: Course in careers and career development, including work/family issues, mentoring.
Currently offered every other year

1st offering: ___ Fall 2001 ___ Enrollment: 5
2nd offering: ___ Spring 2004 ___ Enrollment: _____
3rd offering: _____ Enrollment: _____

3. NAME OF COURSE:
CATALOG NUMBER:
CREDIT HOURS:
INSTRUCTOR(S):
COURSE DESCRIPTION:

1st offering: _____ Enrollment: _____
2nd offering: _____ Enrollment: _____
3rd offering: _____ Enrollment: _____

SURVEY INFO	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p> <p>Please circle appropriate answer:</p> <p>NEW COURSE <input checked="" type="checkbox"/> MODIFIED COURSE</p> <p style="text-align: center;"><input checked="" type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING</p>
	<p>If yes, please describe the course:</p> <p>1. TITLE: Occupational Health Psychology INSTRUCTOR(S): Paul Spector DETAILED CONTENT: Covers core concepts, findings and theories in this area, including job stress process, major stressors and strains, the role of control and individual differences. Some coverage is give to accidents, physical illness, exercise effects and interventions, though from an occupational stress perspective.</p> <p>Have copy of syllabus</p> <p>2. TITLE: INSTRUCTOR(S): DETAILED CONTENT:</p>

<p>DEGREE REQUIREMENTS</p>	<p>Do you offer an OHP minor, concentration or certificate? Yes</p> <p>If yes, which? (Please circle all that apply) <input checked="" type="checkbox"/> MINOR <input checked="" type="checkbox"/> CONCENTRATION CERTIFICATE OTHER (What track?) Psychology (Describe)</p> <p>This is an interdisciplinary curriculum consisting of two seminars from psychology (Careers and Occupational Health Psychology, both INP7097), and two courses from Public Health, Risk Communication in Public Health (PHC7317) and an elective. Additional activities will also be available in addition to coursework, such as a colloquium series to be offered in 2001-2002. The concentration is available to grad students throughout campus.</p> <p>For industrial/organizational psychology students, the psychology department seminars would count toward the required 7 advanced course requirement, and the two public health courses would count toward the required minor. Students in other programs in psychology or other departments should check with their advisors.</p> <p>The concentration will be designed so that it can be completed within a two-year time period. USF anticipates offering at least one of the courses previously listed each semester. These courses are already being offered on a regular rotation.</p> <p>IF MORE THAN ONE, NOTE DIFFERENCE: two courses in public health count toward a minor for the psychology students</p>
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If you offer a minor, concentration or certificate, indicate the degree requirements:

(PLEASE NOTE ANY COURSES THAT ARE NEW/MODIFIED.)

TOTAL NUMBER OF CREDIT HOURS: 12

Hours from Required Courses: 9

Hours from Electives: 3

AND/OR

TOTAL NUMBER OF COURSES: 4

Number of Required Core Courses: 3

- A. Name OHP Credit Hrs. 3 Dep't/School Psychology
- B. Name Careers in Organizations Credit Hrs. 3 Dep't/School Psychology
- C. Name Risk Communication in PH Credit Hrs. 3 Dep't/School Public Health
- D. Name _____ Credit Hrs. _____ Dep't/School _____
- E. Name _____ Credit Hrs. _____ Dep't/School _____
- F. Name _____ Credit Hrs. _____ Dep't/School _____
- G. Name _____ Credit Hrs. _____ Dep't/School _____
- H. Name _____ Credit Hrs. _____ Dep't/School _____

Number of Required Elective Courses: 1

- A. Name Elective in Public Health Credit Hrs. 3 Dep't/School Public Health
- B. Name _____ Credit Hrs. _____ Dep't/School _____
- C. Name _____ Credit Hrs. _____ Dep't/School _____
- D. Name _____ Credit Hrs. _____ Dep't/School _____
- E. Name _____ Credit Hrs. _____ Dep't/School _____
- F. Name _____ Credit Hrs. _____ Dep't/School _____
- G. Name _____ Credit Hrs. _____ Dep't/School _____
- H. Name _____ Credit Hrs. _____ Dep't/School _____
- I. Name _____ Credit Hrs. _____ Dep't/School _____
- J. Name _____ Credit Hrs. _____ Dep't/School _____
- K. Name _____ Credit Hrs. _____ Dep't/School _____
- L. Name _____ Credit Hrs. _____ Dep't/School _____
- M. Name _____ Credit Hrs. _____ Dep't/School _____

Do you have any additional requirements in order to complete the minor, concentration or certificate? Yes

If yes, please describe:

Attendance at colloquia series

Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe.

The concentration is open to all graduate students

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable)</p> <p>YR 1(2002): ENROLLED: <u> 2 </u> COMPLETION: <u> </u> YR 2(2003): ENROLLED: <u> 2 </u> COMPLETION: <u> </u> YR 3(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 4(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 5(____): ENROLLED: <u> </u> COMPLETION: <u> </u></p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting) All I/O students must complete a minor in an external organization, including private or public sector</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? No</p>
<p>ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://www.cas.usf.edu/OHP/</p> <p>Sponsored conferences: (topic/title/date) We hosted the OHP conference/ workshop for the 11 APA/NIOSH supported programs in November 2001</p> <p>New library resources: Grant helped us create an OHP library</p> <p>Acquired new journals: New textbooks: 20</p> <p>OHP Colloquia or seminar series (not a part of class): Speaker series had 8 speakers and plan to continue series, drew average of 25 students/faculty</p> <p>Pending OHP-relevant proposals: 1 training and 1 research, both to NIOSH</p> <p>Other:</p>

<p style="text-align: center;">RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Handbook of OHP (Quick/Tetrick) 2. Stress and Job Performance (Jex) 3. Theories of Occupational Stress (Cooper) 4. Research in Occupational Stress and Well-Being (Ganster-Perrewé)—annual series 5. International Review of I/O Psychology (Cooper-Robertson)—annual series <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Journal of Occupational Health Psychology 2. Work & Stress 3. Journal of Organizational Behavior 4. Journal of Occupational and Organizational Psychology 5. Journal of Vocational Behavior <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Spector, P. E. (1998). A control theory of the job stress process. In C. L. Cooper (Ed.). <i>Theories of organizational stress</i> (pp. 153-169). Oxford, UK: Oxford University Press. 2. Fay, D., Sonnentag, S., & Frese, M. (1998). Stressors, innovation, and personal initiative: Are stressors always detrimental? In C. L. Cooper (Ed.). <i>Theories of organizational stress</i> (pp. 170-189). Oxford, UK: Oxford University Press. 3. Murphy, L.R., (1995). Occupational stress management: Current status and future directions (pp.1-14). In C. L. Cooper & D. M. Rousseau (Eds.). <i>Trends in Organizational Behavior</i>, Volume 2, Chichester, UK: Wiley. 4. Frone, M. R. (2003). Work-family balance. In J. C. Quick & L. E. Tetrick (Eds.). <i>Handbook of occupational health psychology</i> (pp. 143-162). Washington, DC: American Psychological Association. 5. Terry, D. J., & Jimmieson, N. L. (1999). Work control and employee well-being: A decade review. In C. L. Cooper, & I. T. Robertson (Eds.) <i>International Review of Industrial and Organizational Psychology 1999</i>. Chichester, UK: John Wiley, pp. 95-148.
<p style="text-align: center;">STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? N/A – program is too new for students to have completed minor</p> <p>How many? Fields/position/type of placement:</p>

HIRES	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <ol style="list-style-type: none"> 1. NAME: AREA OF EXPERTISE: 2. NAME: AREA OF EXPERTISE: 3. NAME: AREA OF EXPERTISE:
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FINANCES	<p>Have you received supplemental financial support from the university/college? Yes</p> <p>If yes, please describe.</p> <p>Fully supported by the Department of Psychology, the College of Arts and Sciences and the College of Public Health.</p>
	<p>Have you received supplemental financial support from other sources? Yes</p> <p>If yes, please describe.</p> <p>Alumni provide support to help fund student trips to conferences to present their research, including OHP research</p>
OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far. None reported</p>

<p>SUCSESSES</p>	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>Grant activities created relationships of our faculty with faculty in Colleges of Public Health and Nursing, as well as the VA Patient Safety Center, a federally funded research institute affiliated with USF. This summer we collaborated on two grant proposals to NIOSH, a research grant on workplace violence with the Patient Safety Center and Public Health, and an OHP training grant with Public Health. Several psychology students are interested in completing the concentration, which has expanded as a byproduct of writing the more extensive NIOSH grant proposal. Our program is just over a year old, so there hasn't been a lot of time to accomplish more, but I anticipate the program will continue.</p> <p>This year the OHP concentration had an impact on doctoral student recruitment for the I/O psychology program. Several applicants mentioned in their application materials that the program was something attracting them to USF. About a quarter of the 22 accepted students spoke to one of us (Spector/Allen) about the concentration, which was something that contributed to their decision about attending USF.</p>
<p>DIFFERENCES</p>	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>There really weren't any differences. We accomplished what we proposed.</p>
<p>JUSTIFICATIONS</p>	<p>What are the reasons for discrepancies between the actual program and the proposal? N/A</p>

Appendix M:

University of Texas at Austin (2001-2002)

PROJECT PERIOD, PROJECT INFO	University Name: University of Texas at Austin Funding period: 6/15/2001-6/15/2002 Did you receive continued funding? No When did program development begin? Program development began in July 2001. When did new or modified OHP courses begin? Fall 2002
	Is program/training continuing? Yes If no, when was program terminated? Has the program evolved to something else? No
	What department handles all official OHP-funding responsibilities? <small>(Who handles the money, the books, the coordinating?)</small> Psychology Are program activities actually handled by this department? Yes If no, where?

SPENDING	<p>Indicate spending breakdown of proposed budget:</p> <ol style="list-style-type: none"> 1. Salary offset for faculty: <ol style="list-style-type: none"> A. New faculty: B. Continuing faculty: \$10,026 2. Salary offset for graduate students: <ol style="list-style-type: none"> A. New students: \$9,769 B. Continuing students: 3. Guest speakers: n/a 4. Core faculty travel: n/a 5. Resources: <ol style="list-style-type: none"> A. Books: B. Journals: C. Equipment: D. Other: 6. Other: Copying, printing, postage, etc. \$500 7. Indirect Costs: \$1,624 <p>Approved budget of \$21,919</p>

FACULTY INFORMATION	<p><u>Core University Faculty:</u> CORE = Individuals written into grant, CV attached to grant proposal</p> <ol style="list-style-type: none"> 1. NAME: Charles Holahan, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: clinical/health % TIME DEVOTED: 25% ROLE: PI 2. NAME: James Pennebaker, PhD DEPARTMENT/SCHOOL: Psychology BRANCH OF PSYCHOLOGY: clinical/health % TIME DEVOTED: 5% ROLE: co-PI
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FACULTY INFORMATION	<p><u>Other collaborating faculty:</u></p> <ol style="list-style-type: none"> 1. NAME: Nell Gottlieb AFFILIATION: Kinesiology and Health Education AREA OF EXPERTISE: Kinesiology and Health Education ROLE: teach courses for the interdisciplinary minor in OHP 2. NAME: Robert Helmreich AFFILIATION: Psychology AREA OF EXPERTISE: Psychology and human factors ROLE: teach courses for the interdisciplinary minor in OHP 3. NAME: Carole Holahan AFFILIATION: Kinesiology and Health Education AREA OF EXPERTISE: Kinesiology and Health Education ROLE: teach courses for the interdisciplinary minor in OHP 4. NAME: Reuben McDaniel AFFILIATION: Management and Information Sciences AREA OF EXPERTISE: Management and Information Sciences ROLE: teach courses for the interdisciplinary minor in OHP 5. NAME: Rajiv Rimal AFFILIATION: Communication studies AREA OF EXPERTISE: Communication studies ROLE: teach courses for the interdisciplinary minor in OHP
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	<p>6. NAME: Mary Steinhardt AFFILIATION: Kinesiology and Health Education AREA OF EXPERTISE: Kinesiology and Health Education ROLE: teach courses for the interdisciplinary minor in OHP</p> <p>7. NAME: David Warner AFFILIATION: School of Public Affairs AREA OF EXPERTISE: health policy and health finance ROLE: teach courses for the interdisciplinary minor in OHP</p>
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<p>FACULTY INFORMATION</p>	<p><u>Adjunct faculty/participants:</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p> <p>2. NAME: AFFILIATION: AREA OF EXPERTISE: ROLE:</p>
	<p><u>Advisory Board:</u></p> <p><u>None</u></p> <p>1. NAME: AFFILIATION: AREA OF EXPERTISE:</p>

IS COLLEGE/UNIVERSITY ON SEMESTERS OR QUARTERS:

semesters

Did you create any NEW courses with OHP funding? yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please noted anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

COURSE INFO

1. NAME OF COURSE: Seminar in OHP
CATALOG NUMBER: PSY394Q
CREDIT HOURS: 3
INSTRUCTOR(S): Charles Holahan
COURSE DESCRIPTION: This seminar provides a comprehensive overview of the field of occupational health psychology from a stress and coping perspective. The seminar conveys the interdisciplinary nature of OHP and emphasizes positive models of disease prevention and health promotion. Discussion covers: a) conceptualizing occupational stress and the mechanisms through which occupational stress affects employee health, b) methods in occupational stress research, and c) applications involving both individual-level and organizational-level interventions in OHP.

1st offering: Fall 2002 Enrollment: 8
2nd offering: Fall 2003 Enrollment: Est.8
3rd offering: Enrollment:

2. NAME OF COURSE: Research Practicum in OHP
CATALOG NUMBER: PSY 394Q
CREDIT HOURS: 3
INSTRUCTOR(S): Robert Helmreich
COURSE DESCRIPTION: Creates a close linkage between themes covered in the Seminar in OHP and research OHP experiences in a research practicum. The site for this practicum is the University of Texas Human Factors Research Project, which is directed by Dr. Robert Helmreich. The Human Factors Research Project involves an internationally recognized program of research in aerospace, medicine, and other safety-critical work environments. This practicum covers issues of conceptualizing theory-driven research, research design, research measures, and ethical requirements.

1st offering: Spring 2004 Enrollment: Est.1
2nd offering: Enrollment:
3rd offering: Enrollment:

COURSE INFO

Did you create any NEW courses with OHP funding? (cont'd) yes

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

3. NAME OF COURSE: Intervention Practicum in OHP
CATALOG NUMBER: PSY 394Q
CREDIT HOURS: 3
INSTRUCTOR(S): Rebecca Ryan Swift
COURSE DESCRIPTION: Creates a close linkage between themes covered in the Seminar in OHP and applied OHP experiences in an intervention practicum. The site for this practicum is the 3M Wellness Project, which is directed by Rebecca Ryan Swift. The 3M Wellness Project involves a wide array of interventions to foster workers' safety, health, and well-being. This practicum covers issues of conceptualizing theory-driven interventions, evaluating program effectiveness, ethical requirements, and negotiating "bottom-line" corporate requirements.

1st offering: _____ Spring 2004 _____ Enrollment: 1 _____

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

Did you MODIFY any existing courses with OHP funding? No

If yes, please answer the following questions:

(For offering, please provide quarter/semester and year. If presently unknown, please note anticipated offering.)

(For enrollment, please provide number of students officially enrolled. If presently unknown, please note anticipated enrollment.)

1. NAME OF COURSE:
CATALOG NUMBER:
CREDIT HOURS:
INSTRUCTOR(S):
COURSE DESCRIPTION:

1st offering: _____ Enrollment: _____

2nd offering: _____ Enrollment: _____

3rd offering: _____ Enrollment: _____

SURVEY INFO	<p>Do you offer a survey course in OHP, OHS, or other related areas? Yes</p>
	<p>Please circle appropriate answer:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> NEW COURSE <input type="checkbox"/> MODIFIED COURSE <input type="checkbox"/> COURSE EXISTED PRIOR TO OHP-FUNDING </p> <p>If yes, please describe the course:</p> <p>1. TITLE: Seminar in Occupational Health Psychology INSTRUCTOR(S): Charles Holahan DETAILED CONTENT: This seminar provides a comprehensive overview of the field of occupational health psychology from a stress and coping perspective. The seminar conveys the interdisciplinary nature of OHP and emphasizes positive models of disease prevention and health promotion. Discussion covers: a) conceptualizing occupational stress and the mechanisms through which occupational stress affects employee health, b) methods in occupational stress research, and c) applications involving both individual-level and organizational-level interventions in OHP.</p> <p>Have copy of syllabus</p> <p>2. TITLE: INSTRUCTOR(S): DETAILED CONTENT:</p>

DEGREE
REQUIREMENTS

Do you offer an OHP minor, concentration or certificate? Yes

If yes, which? (Please circle all that apply)

X MINOR CONCENTRATION CERTIFICATE X OTHER
(What track?) (Describe)

IF MORE THAN ONE, NOTE DIFFERENCE:

Minimal requirements for the Department of Psychology's required minor is two elective courses in addition to the OHP seminar and a practicum. To complete the full training track, students would need to have three elective courses in addition to the OHP seminar and enroll in both practicum experiences.

If you offer a minor, concentration or certificate, indicate the degree requirements: (degree and concentration)

(PLEASE NOTE ANY COURSES THAT ARE NEW/MODIFIED.)

FOR THE MINOR

TOTAL NUMBER OF CREDIT HOURS: 12

Hours from Required Courses: 6

Hours from Electives: 6

AND/OR

TOTAL NUMBER OF COURSES: 4

Number of Required Core Courses: 2

A. Name _Seminar in OHP_____ Credit Hrs. _3_ Dep't/School _Psychology__

B. Name _Research Practicum in OHP_ Credit Hrs. _3_ Dep't/School _Psychology__
OR

C. Name _Intervention Practicum in OHP_ Credit Hrs. _3_ Dep't/School _Psychology__

Number of Required Elective Courses: 2

A. Name _Psychosomatic Processes___Credit Hrs. _3_ Dep't/School _ Psychology

B. Name _Health Promotion in Corporate Settings_ Credit Hrs. _3_ Dep't/School
Kinesiology and Health Education_

C. Name _Theories of Health Behavior_ Credit Hrs. _3_ Dep't/School Kines/HealthEd_

D. Name _Adult Dev., Aging & Health_ Credit Hrs. _3_ Dep't/School Kines/HealthEd_

E. Name _Health Services Seminar_____ Credit Hrs. _3_ Dep't/School_Mgmt Science

F. Name _Health Communications_____ Credit Hrs. _3_ Dep't/School _Communication

G. Name _Health Finance and Economics_ Credit Hrs. _3_ Dep't/School_Public Affairs__

H. Name _____ Credit Hrs. ____ Dep't/School _____

I. Name _____ Credit Hrs. ____ Dep't/School _____

	<p>Do you have any additional requirements in order to complete the minor, concentration or certificate? *** yes, if you want the advanced training track</p> <p>If yes, please describe: Students interested in careers in OHP are encouraged to complete a more concentrated program, involving the Seminar in OHP, three additional courses in the minor sequence (including two interdisciplinary, out-of-department courses), and both of the practicum courses.</p>
	<p>Are there any entry or exclusionary requirements for students wishing to enroll in the concentration/minor/certificate? Describe. Students completing the new track will be graduate students in the Department of Psychology, typically in the Clinical or Social Psychology Programs.</p>

	<p>Official Enrollment/Official Completion of OHP certificate/minor/concentration: (Please complete all years that are applicable)</p> <p>YR 1(2002): ENROLLED: <u> 1 </u> COMPLETION: <u> </u> YR 2(2003): ENROLLED: <u> 1 </u> COMPLETION: <u> </u> YR 3(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 4(____): ENROLLED: <u> </u> COMPLETION: <u> </u> YR 5(____): ENROLLED: <u> </u> COMPLETION: <u> </u></p>
<p>PRACTICA</p>	<p>Do individuals in the OHP minor/certificate/concentration participate in practica/internships? Yes</p> <p>If yes, please list place where practica/internship is conducted and describe. (Industry/Labor, Public Organizations, Consulting)</p> <p>Research practicum is located at the University of Texas Human Factors Research Project (academic center)</p> <p>Intervention practicum is the 3M Wellness Project (industry)</p> <p>If yes, is the practica/internship part of the minor/certificate/concentration fulfillment? Yes</p>

<p style="text-align: center;">ADDITIONAL INFORMATION</p>	<p>What other activities/events have occurred in the OHP program?</p> <p>Website: (please provide link) http://homepage.psy.utexas.edu/homepage//DeptArea/Clinical/OccupationalHealth/ alternatively, you can access it through the Department of Psychology's home page at http://www.psy.utexas.edu/ by clicking on either: 1) Areas of Study to Health Psychology (then click on Health Psychology) or 2) Dept Labs to Holahan.</p> <p>Sponsored conferences: (topic/title/date)</p> <p>New library resources: Acquired new journals: New textbooks:</p> <p>OHP Colloquia or seminar series (not a part of class):</p> <p>Pending OHP-relevant proposals:</p> <p>Other:</p>
<p style="text-align: center;">RESOURCES</p>	<p>Please list the top five textbooks used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. <u>Preventive Stress Management in Organizations</u> by James Quick, Jon Quick, Debra Nelson, & Joseph Hurrell 2. <u>Stress and Mental Health</u> edited by Wiliam Avison & Ian Gotlib 3. <u>Measuring Stress</u> edited by Sheldon Cohen, Ronald Kessler, & Lynn Underwood <p>Please list the top five journals used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. <u>Journal of Occupational Health Psychology</u> 2. <u>Journal of Personality and Social Psychology</u> 3. <u>Psychological Bulletin</u> <p>Please list the top five book chapters/book titles used in OHP-relevant courses:</p> <ol style="list-style-type: none"> 1. Kahn, R. L., & Byosiere, P. (1992). Stress in organizations. In M. D. Dunnette & L. M. Hough (Eds.), <i>Handbook of Industrial and Organizational Psychology: Vol. 3.</i> (2nd ed., pp. 571-650). Palo Alto, California: Consulting Psychologists Press, Inc. 2. Pelletier, K. R., & Lutz, R. (1991). Healthy people—healthy business: A critical review of stress management in the workplace. In A. Monat & R. S. Lazarus (Eds.), <i>Stress and Coping: An Anthology</i> (3rd ed., pp. 483-498). New York: Columbia University Press.

	<p>3. Schwarzer, R., & Schwarzer, C. (1996). A critical survey of coping instruments. In M. Zeidner & N. S. Endler (Eds.), <i>Handbook of Coping</i> (pp.107-132). New York: John Wiley & Sons, Inc.</p>
<p>STUDENT PLACEMENTS (post-completion)</p>	<p>Have students been placed in the OHP-area? No</p> <p>How many?</p> <p>Fields/position/type of placement:</p>
<p>HIRES</p>	<p>Have you made any FACULTY hires with OHP funding? No</p> <p>If yes, please complete the following information:</p> <p>1. NAME: AREA OF EXPERTISE:</p> <p>2. NAME: AREA OF EXPERTISE:</p> <p>3. NAME: AREA OF EXPERTISE:</p>
<p>FINANCES</p>	<p>Have you received supplemental financial support from the university/college? Yes</p> <p>If yes, please describe. University fellowships available for trainees (\$1,000). University "Research Internship" provided to recruit Mr. Kenney (tuition and fees plus \$15,000 fellowship during first year of graduate studies). Chair of Psychology matched PI's 25% funded time on project during the summer with 25% reduction in PI's teaching responsibilities during year, Department of Psychology provided grant management and technical staff assistance. Clinical program will allocate program funds for advertising the new track and office space. Social program will allocate TA and/or RA student support for students in OHP.</p> <p>Have you received supplemental financial support from other sources? Pending</p> <p>If yes, please describe. We are currently exploring opportunities for NIH pre-doctoral training support, possibly by including an OHP track in a broader health psychology training grant.</p>

OBSTACLES	<p>Please describe any reasons for lack of success in the OHP minor/certificate/concentration thus far.</p> <p>No obstacles in establishing OHP training track. The biggest obstacle in the future will be recruiting enough graduate students for the new training track. Continuing support will be needed for pre-doctoral training. As described above, we are exploring opportunities for NIH training support.</p>
SUCSESSES	<p>Please note any achievements in the OHP minor/certificate/concentration that have resulted from OHP funding thus far. (e.g. special products, unanticipated benefits, recognition, etc.)</p> <p>We are very pleased to have secured a “Research Internship” award from the Office of Graduate Studies at the University of Texas to recruit a new graduate student with interests in occupational health psychology (Mr. Kenney). The award covers full tuition and fees and provides a \$15,000 fellowship for Mr. Kenney during his first year of graduate studies.</p>
DIFFERENCES	<p>How is the initial proposal submitted for OHP-funding different than the current state of OHP-education at your college/university? (What are discrepancies between actual program and proposal?)</p> <p>Not yet so far. The training just started.</p>
JUSTIFICATIONS	<p>What are the reasons for discrepancies between the actual program and the proposal?</p> <p>N/a</p>

Appendix N:
OHP Bibliography

OHP Bibliography

Textbooks and Authored Books:

Anderson, N., Ones, D.S., & Sinangil, H.K., & Viswesvaran, C. (Eds) (2003). *Handbook of industrial, work, & organizational psychology*. Beverly Hills, CA: Sage.

Avison, W.R., & Gotlib, I.H. (Eds.) (1994). *Stress and Mental Health*. New York: Plenum Publishers.

Cleveland, J., Stockdale, M., & Murphy, K.R. (2003). *Women and men in organizations*. New York: LEA.

Cohen, S., Kessler, R.C., & Gordon, L.U. (Eds.) (1998). *Measuring stress*. New York: Oxford University Press.

Cooper, C.L. (1998). Theories of organizational stress. New York: Oxford University Press.

Cooper, C.L., Einarsen, S., Hoel, H., & Zapf, D. (Eds.) (2002). *Bullying and emotional abuse in the workplace: International perspectives*. London: Routledge.

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