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        974-2492 (Psychology Department)
Electronic Mail: tallen@mail.usf.edu
Office Hours: By appointment

COURSE DESCRIPTION (from graduate catalogue)
Seminars on topics, such as industrial psychology, of performance in industry, and human factors.

COURSE PURPOSE

Most workers today have family responsibilities, regardless of gender, but many workplaces are still designed based on the breadwinner-homemaker model. Problems juggling work and family responsibilities (e.g., work-family conflict) have been associated with a variety of detrimental health and well-being outcomes such as depression, stress, marital discord, and poor job satisfaction. However, engaging in multiple roles also has benefits. This graduate seminar is designed to provide you with an opportunity to learn about the linkages that exist between work and family lives. We will discuss the critical challenges facing individuals, families, and employers in managing work and family from both a theoretical and practical perspective.

You will be encouraged to master a thorough conceptual understanding of the work and family literature including extant and needed research, problems, and current trends. Moreover, we will discuss implications for organizations and interventions designed to address the needs of working families. Work and family is an area of inquiry important in a variety of disciplines such as psychology, economics, business, sociology, human development, public health, and more. Accordingly, the readings are drawn from assorted disciplinary sources.

This course is offered as part of the minor and training concentration in Occupational Health Psychology.

LEARNING OUTCOMES

1. Mastery of work-family research literature and understanding of connections with other literature in IO.
2. Development of integrative conceptual skills
3. Development of research skills
4. Development of written and oral communication skills
COURSE REQUIREMENTS

Class Attendance

Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is difficult to do this without being in class. In the event of an absence you will be required to write a two-page (single-spaced) paper summarizing the content of the week's material. If it is a planned absence, the paper is due to me the day of class. If it is an unplanned absence, the paper is due by the following class period. Habitual tardiness and/or missed sessions may result in a grade reduction.

Reading Assignments and Class Participation and How to Succeed in Course

Reading assignments are given to facilitate a basic foundation for the material and to stimulate further inquiry and investigation. As such, everyone is expected to read all assigned material, and to read additional material relevant to the topics. You should be prepared to discuss the reading materials in class, particularly the underlying issues/themes addressed by the material, and the utility of the content for researchers and practitioners.

Class meetings are designed with the primary purpose of offering an opportunity to discuss issues and make inquiries into the assigned topic. Class participation is an important part of the learning process in this course. For each class, you are expected to be thoroughly familiar with the reading assignments and to be actively involved in class discussions. You are expected to contribute insightful, integrative comments and thoughtful questions, while respecting the rights of other class members as participants. Relevant theoretical and applied issues should be raised. In order to effectively participate, you should bring either a hard or electronic copy of each reading with you to class. Feedback regarding participation is available upon request.

Class Etiquette

- Be on time
- Do not carry on side conversations
- Turn cell phone off or put on vibrate
- Do not use class time to check email or search the internet (unless relevant to class discussion)
- Feel free to bring laptop/tablet to class as long as it is being used to take notes or to otherwise engage in class-related activity.

Learning Assignments

This course is intended to be a rigorous academic experience. You are expected to master substantive scholarship on work and family, as well as to hone your skills of critical thinking and oral and written expression. The following exercises are designed to both develop and assess your understanding of the concepts and issues examined throughout the course and to illustrate that understanding through reference to the assigned readings and class activities.

1. Article presentation. You will be responsible for identifying an additional article published within the last 3 years from outside the reading list and making a brief (10-12 minutes – do not go over) summary oral presentation to the class via Powerpoint presentation. A hard copy single page written summary/outline of the article should be provided to each class member. Each student will select one
class meeting for his/her presentation. The chosen article should complement those provided on the reading list and the student should be prepared to discuss how the research fits with the other readings for the week.

2. To facilitate class discussions, each student will prepare 2-3 discussion questions on the readings for the week. These discussion questions should be emailed to me no later than 5 p.m. Tuesday prior to each class. Discussion questions should ideally draw on themes that cut across the reading for the week and/or provoke thought (e.g., “These studies rely on conservation of resources theory, but do not adequately test the theory. What other theories might be relevant to the study of XX?”), rather than simply call upon details from a reading (“What theory was used in the study of XX?”).

3. Research translation/policy brief. We often bemoan the lack of translational work in our field. Here is your chance to translate work-family research into a policy brief. Here is a guide to writing policy briefs: https://www.idrc.ca/sites/default/files/idrcpolicybrieftoolkit.pdf
Each student will identify a work-family topic and write a policy brief on that topic. Further details to be discussed in class.

4. Individual research project. You have options for the individual research project. You may choose to develop a research proposal from scratch or you may choose to take a project you have in development and move it to the next stage. Of course, the project must be a work-family topic. Any source material/ideas other than that which is part of another required program element (e.g., an existing thesis/dissertation; paper you are already doing for another class) are acceptable. We will negotiate contracts regarding the deliverables. These projects will not be completed in isolation. The intent for this project is that we will all collaborate and provide feedback to each other throughout the semester. Each individual must take the lead on a project, but working together is acceptable.

At a TBD date before this meeting you will be required to submit your research paper to your classmates as well as read each of their papers. During the feedback session, we will review each paper in turn and provide feedback. This session is meant to help bolster your paper and the feedback should be incorporated before you turn in the final version.

Each research project will be presented during the last session. This presentation should fall somewhere between a colloquium and a class presentation. The goal is for us all to engage the presenters in a discussion of the topic. The exchange should be helpful in terms of fine-tuning the final version of the project.

WRITTEN WORK WILL BE GRADED BASED ON THE FOLLOWING CRITERIA:
• Conceptual insights, clarity, and understanding
• Specificity, precision, and sufficient depth
• Use of relevant references and rationale to substantiate points
• Integrative ability
• Defining terms, concepts
• Method and design where applicable

Grades

Course grades are earned and not given. Your grade in the course will be based on the following:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Assignment 1, 2, &amp; Class Preparation/Participation</td>
<td>25%</td>
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<tr>
<td>Assignment 3</td>
<td>30%</td>
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<td>Assignment 4</td>
<td>45%</td>
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<tr>
<td>Session/Date</td>
<td>Topic</td>
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<tr>
<td>1 – Aug 28</td>
<td>Introduction</td>
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<tr>
<td>2 – Sept 4</td>
<td>Work and Family Overview</td>
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<td>3 – Sept 11</td>
<td>Work-Family Constructs</td>
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<td>4 – Sept 18</td>
<td>Work-Family Strategies and Boundary Management</td>
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<tr>
<td>5 – Sept 25</td>
<td>Technology and the Work-Family Interface</td>
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<tr>
<td>6 – Oct 2</td>
<td>Individual Differences/Decision-Making</td>
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<td>7 – Oct 9</td>
<td>Dual-Career Couples</td>
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<td>8 – Oct 16</td>
<td>Health Behavior, Affect, and Well-being</td>
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<td>9 – Oct 23</td>
<td>Parenthood, Child Health</td>
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<td>10 – Oct 30</td>
<td>Organizational Work and Family Interventions</td>
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| Nov 6       | NO CLASS  
WSH travel day |
| 11 – Nov 13 | Family Supportive Work Environments |
| 12 – Nov 20 | Global and Diversity Perspectives |
| 13 – Nov 22 | Paper Feedback Session  
FRIDAY  
(CLASS MEETS FROM 12 to 2:45) |
| 14 – Nov 27 | No Class – Study Day |
| 15 – Dec 4  | Paper Presentations |

This schedule is intended as a guide and is subject to change with advance notice.
READING ASSIGNMENTS

WEEK 2: Work and Family Overview


I have additional review articles. If you would like to do a deeper dive into reviews of the work-family literature, please ask and I am happy to provide.

WEEK 3: Key Work-Family Constructs


WEEK 4: Work-Family Strategies and Boundary Management


**WEEK 5: Technology and the Work-Family Interface**


**WEEK 6: Individual Differences/Decision-Making**


**WEEK 7: Dual-Career Couples**


**WEEK 8: Health Behavior, Affect, and Well-being**


**WEEK 9: Transition to Parenthood and Child Health**


**WEEK 10: Work-Family Interventions and Practices**


**WEEK 11: Family Supportive Work Environments**

Crain et al. (2018, online). Sustaining sleep: Results from the randomized controlled work, family, and health study. *Journal of Occupational Health Psychology*.


**WEEK 12: Global and Diversity Perspectives**


UNIVERSITY CORE SYLLABUS POLICY STATEMENTS

Academic Integrity
Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in USF System Regulation 3.027.

Academic Grievance Procedure
The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access
Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Disruption to Academic Progress
Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Food and Housing Insecurity
We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).

Religious Observances
All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF System Policy 10-045). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System’s constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or
her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

**Sexual Misconduct / Sexual Harassment**
USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the **Office of Student Rights and Responsibilities** (OSSR) or the **Office of Diversity, Inclusion, and Equal Opportunity** (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the **USF Center for Victim Advocacy**: (813) 974-5757.

**Statement of Academic Continuity**
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit [www.usf.edu/em](http://www.usf.edu/em).