

WORK AND FAMILY
INP 7937.005 – Fall 2019
3 credit hours
Tuesday 1:30 – 4:15
PCD 2125

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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 it 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:

Assignment 1, 2, & Class Preparation/Participation	25%
Assignment 3	30%
Assignment 4	45%

SCHEDULE OF EVENTS

Session/Date	Topic
1 – Aug 28	Introduction
2 – Sept 4	Work and Family Overview
3 – Sept 11	Work-Family Constructs
4 – Sept 18	Work-Family Strategies and Boundary Management
5 – Sept 25	Technology and the Work-Family Interface
6 – Oct 2	Individual Differences/Decision-Making
7 – Oct 9	Dual-Career Couples
8 – Oct 16	Health Behavior, Affect, and Well-being
9 – Oct 23	Parenthood, Child Health
10 – Oct 30	Organizational Work and Family Interventions
Nov 6	NO CLASS WSH travel day
11 – Nov 13	Family Supportive Work Environments
12 – Nov 20	Global and Diversity Perspectives
13 – Nov 22 FRIDAY	Paper Feedback Session (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

Allen, T. D., & Martin, A. (2017). The work-family interface: A retrospective look at 20 years of research in JOHP. *Journal of Occupational Health Psychology, 22*, 259-272.

Allen, T. D., French, K. A., Braun, M. T., & Fletcher, K. (2019). The passage of time in work-family research: Toward a more dynamic perspective. *Journal of Vocational Behavior, 110*, 245-257.

French, K. A., & Johnson, R. C. (2016). *A retrospective timeline of the evolution of work-family research*. In T. D. Allen & L. T. Eby (Eds) *Oxford Handbook of Work and Family*.

Shockley, K.M. (2018). Managing the work-family interface. In N. Anderson, C. Viswesvaran, H.K. Sinangil & D. Ones (Eds.) *Handbook of Industrial, Work, and Organizational Psychology*, Sage.

Weiss, H. (2014). *Working as human nature*. In J. K. Ford, J. R. Hollenbeck, & A M. Ryan (Eds) *The nature of work: Advances in psychological theory, methods, and practice*. Washington, DC: APA.

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

Barnett, R. C., & Hyde, J. S. (2001). Women, men, work and family: An expansionist theory. *American Psychologist, 56*, 781-796.

Casper, W. J., Vaziri, H., Wayne, J., DeHauw, S., Greenhaus, J. (2018). The jingle-jangle of work-nonwork balance: A comprehensive review of its meaning and measurement. *Journal of Applied Psychology, 103*, 182-214.

Dahm, P. C., Glomb, T. M., Manchester, C. F., & Leroy, S. (2015). Work-family conflict and self-discrepant time allocation at work. *Journal of Applied Psychology, 100*(3), 767-792.

Greenhaus, J., & Beutell, N.J. (1985). Sources of conflict between work and family roles. *Academy of Management Review, 10*, 76-88.

Wayne, J. H., Butts, M., Casper, W. J., & Allen, T. D. (2017). In search of balance: A conceptual and empirical integration of multiple meanings of work-family balance. *Personnel Psychology, 70*, 167-210.

WEEK 4: Work-Family Strategies and Boundary Management

Allen, T. D., Cho, E., & Meier, L. L. (2014). Work-family boundary dynamics. *Annual Review of Organizational Psychology and Organizational Behavior, 1*, 99-121.

Dumas, T. L., & Sanchez-Burns, J. (2015). The professional, the personal, and the worker: Pressures and objectives shaping the boundary between life domains. *Academy of Management Annals, 9*, 803-843.

Hirschi, A., Shockley, K. M., & Zacher, H. (2019). Achieving work-family balance: An action regulation model. *Academy of Management Review*, *44*, 150-171.

Hunter, E. M., Clark, M. A., & Carlson, D. S. (2019). Violating work-family boundaries: Reactions to interruptions at work and home. *Journal of Management*, *45*, 1284-1308.

Kreiner, G. E., Hollensbe, E. C., Sheep, M. L. (2009). Balancing borders and bridges: Negotiating the work-home interface via boundary work tactics. *Academy of Management Journal*, *52*, 704-730.

WEEK 5: Technology and the Work-Family Interface

Butts, M. M., Becker, W. J., & Boswell, W. R. (2015). Hot buttons and time sinks: The effects of electronic communication during nonwork time on emotions and work-nonwork conflict. *Academy of Management Journal*, *58*, 763-188.

Carlson, D. S., Thompson, M. J., Crawford, W. S., Boswell, W. R., & Whitten, D. (2018). Your job is messing with mine! The impact of mobile device use for work during family time on the spouse's work life. *Journal of Occupational Health Psychology*, *23*, 471-482.

McMillan, J. T., & Shockley, K. M. (2019). *The role of technology in the work-family interface*. In R. Landers (Ed) *The Cambridge Handbook of Technology and Employee Behavior*.

Muller, J. et al. (2019). Using sensors in organizational research – clarifying rationales and validation challenges for mixed methods. *Frontiers in Psychology*, *10*, 1-14.

Ollier-Malaterre, Jacobs, J. A., & Rothbard, N. P. (2019). Technology, work, and family: Digital cultural capital and boundary management. *Annual Review of Sociology*, *45*, 425-447.

WEEK 6: Individual Differences/Decision-Making

Greenhaus, J. H. & Powell, G. (2016). Work-family decision-making. Chapter 2 from book.

Huang, J. L., Shaffer, J. A., Li, A., & King, R. A. (2019). General mental ability, conscientiousness, and the work-family interface: A test of mediating pathways. *Personnel Psychology*, *72*, 291-321.

Radcliffe, L. S., & Cassell, C. (2014). Resolving couples' work-family conflicts: The complexity of decision-making and the introduction of a new framework. *Human Relations*, *67*, 793-819.

Shockley, K. M., & Allen, T. D. (2015). Deciding between work and family: An episodic approach. *Personnel Psychology*, *68*, 283-318.

Shockley, K. M., Shen, W., DeNunzio, M. M., Arvan, M. L., & Knudsen, E. A. (2017). Disentangling the relationship between gender and work-family conflict: An integration of theoretical perspectives using meta-analytic methods. *Journal of Applied Psychology*, *12*, 1601-1635.

WEEK 7: Dual-Career Couples

Lawson, K. Sun, X., & McHale, S. M. (2019). Family-friendly for her, longer hours for him: Actor-partner model linking work-family environment to work-family interference. *Journal of Family Psychology, 33*, 444-452.

Quadlin, N., & Doan, L. (2018). Sex-typed chores and the city: Gender, urbanicity, and housework. *Gender & Society, 32*, 789-813.

Radcliffe, L. S., & Cassell, C. (2015). Flexible working, work-family conflict, and maternal gatekeeping: The daily experiences of dual-earner couples. *Journal of Occupational and Organizational Psychology, 88*, 835-855.

Thebaud, S., Kornrich, S., Ruppner, L. (2019, online). Good housekeeping, great expectations: Gender and housework norms. *Sociological Methods & Research*.

Wilson, K. S., Baumann, H. M., Matta, F. K., & Ilies, R., & Kossek, E. E. (2018). Misery loves company: An investigation of couples' interrole conflict congruence. *Academy of Management Journal, 61*, 715-737.

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

Alam, M., Ezzedeen, & Latham, S. (2018, online). Managing work-generated emotions at home: An exploration of the bright side of emotion regulation. *Human Resource Management Review*.

Buxton, O. Lee, S. et al. (2016). Work-family conflict and employee sleep: Evidence from IT workers in the work, family, and health study. *Sleep, 39*, 1871-1882.

Grandey, A. A., & Krannitz, M. A. (2016). *Emotion regulation at work and at home*. In T. D. Allen & L. T. Eby (Eds) Oxford Handbook of Work and Family.

Kramer, A., & Chung, W. (2015). Work demands, family demands, and BMI in dual-earners families: A 16-year longitudinal study. *Journal of Applied Psychology, 100*(5), 1632-1640.

Shukri, M., Jones, F., & Connor, M. (2018). Relationship between work-family conflict and unhealthy eating: Does eating style matter. *Appetite, 123*, 225-232.

WEEK 9: Transition to Parenthood and Child Health

Ohu, E. A. et al. (2018, online). When work-family conflict hits home: Parental work-family conflict and child health. *Journal of Occupational Health Psychology*.

Cho, E., & Ciancetta, L. (2016). *Child outcomes associated with parent work-family experiences*. In T. D. Allen & L. T. Eby (Eds) Oxford Handbook of Work and Family.

Davis et al (2015). Parents' daily time with their children: A workplace intervention. *Pediatrics, 135*, 875-882.

Grzywacz, J. G. & Smith, A. M. (2016). Work-family conflict and health among working parents: Potential linkages for family science and social neuroscience. *Family Relations, 65*, 176-190.

Weisshaar, K. (2018). From opt out to blocked out: The challenges for labor market re-entry after family-related employment lapses. *American Sociological Review*, 83, 34-60.

WEEK 10: Work-Family Interventions and Practices

Allen, T.D., Golden, T.D., & Shockley, K.M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest*, 16, 40–68.

Allen, T. D., Johnson, R. C., Kiburz, K., & Shockley, K. M. (2013). Work-family conflict and flexible work arrangements: Deconstructing flexibility. *Personnel Psychology*, 66, 345-376.

Hammer, L. B. et al. (2019). Supervisor support training effects on veteran health and work outcomes in the civilian workplace. *Journal of Applied Psychology*, 104, 52-69.

Kiburz, K. M., Allen, T. D., & French, K. A. (2017). Being in the present moment: Can a brief mindfulness-based training reduce work-family conflict? *Journal of Organizational Behavior*.

Kossek, E. E., & Lautsch, B. A. (2018). Work-life flexibility for whom? Occupational status and work-life inequality in upper, middle, and lower level jobs. *Academy of Management Annals*, 12, 5-36.

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*.

Hammer, L. B., Kossek, E. E., Anger, W. K., Bodner, T., & Zimmerman, K. L. (2011). Clarifying work-family intervention processes: The roles of work-family conflict and family-supportive supervisor behaviors. *Journal of Applied Psychology*. 96(1), 134-150.

French, K. A., Dumani, S., Allen, T. D., & Shockley, K. M. (2018). A meta-analysis of work-family conflict and social support: Examining support source, support type, and national context. *Psychological Bulletin*, 144, 284-314.

Little, L. M., Hinojosa, A. S., Paustian-Underdahl, S., & Zipay, K. P. (2018). Managing the harmful effects of unsupportive organizations during pregnancy. *Journal of Applied Psychology*, 103, 631-643.

Wayne, J. H., Casper, W. J., Matthews, R., & Allen, T. D. (2013). Family-supportive organization perceptions and organizational commitment: The mediating role of employee conflict and enrichment and partner attitudes. *Journal of Applied Psychology*, 98, 606-622.

WEEK 12: Global and Diversity Perspectives

Allen, T.D., French, K. A., Dumani, S., & Shockley, K.M. (in press). Meta-analysis of work-family conflict mean differences. Does national context matter? *Journal of Applied Psychology*.

Ammons, S. K., Dahlin, E. C., Edgell, P., Santo, J. B. (2017). Work-family conflict among Black, White, and Hispanic men and women. *Community, Work & Family*, 20, 379-404.

Sawyer, K. B., Thoroughgood, C., & Ladge, J. (2017). Invisible families, invisible conflicts: Examining the added layer of work-family conflict for employees with LGB families. *Journal of Vocational Behavior*, 103, 23-39.

Schieman, S. & Koltai, J. (2017). Discovering pockets of complexity: Socioeconomic status, stress exposure, and the nuances of the health gradient. *Social Science Research*, 63, 1-18.

Shockley et al. (2017). Cross-cultural work and family research: A review of the literature. *Journal of Vocational Behavior*, 101.

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