Course Description

Psychological and Organizational Perspectives on Work, Stress, and Health

(PSMT52, 7.5 hp, HT 2019)
Psychological and Organizational Perspectives on Work, Stress, and Health (PSMP02)

Course Content
The aim of the course is to illustrate deepened theoretical and practical aspects of work, stress, and health/ill-health from psychological and organizational perspectives. This includes the gradual transition towards more flexible work arrangements in terms of time, space and job content, insecure employment conditions, working hours, working conditions and organizational changes. The course relates job demands and job resources to the organization of work and the overall societal development. Associations between psychosocial working conditions and work-related as well as health-related outcomes are illustrated. The course also focuses on individual resources to handle demands at work (e.g., coping, recovery) as well as organizational efforts to improve working conditions and employee well-being (organizational interventions and health-promotion/preventative activities). Issues regarding gender, ethnicity, and social status will also be discussed in the course. A central characteristic concerns how both individuals and organizations can contribute to a sustainable working life.

Course Structure
The course consists of lectures and seminar. The lectures provide a general introduction to the various topics included in the course and provide the theoretical foundation for the seminars. For the case seminars, the class will be divided into smaller groups (each divided into smaller units of around 2-3 students). The course concludes with an examination seminar, which is based on the presentation and discussion of individually authored papers. Teaching will be in English and/or Swedish according to the course leader’s instructions.

The lectures provide a general introduction the topics covered by the course. This includes an overview of the topic and the provision of theoretical perspectives. For each lecture, there is a reading assignment. Make sure to read the selected articles/chapters in advance, and be prepared to discuss their content during the lecture.

The case seminars represent the basis for developing the final examination paper. During the case seminars you will have the opportunity to work in smaller units (around 3 people) within each seminar group. These seminars will be, along with the course literature and the lectures, what the final individual examination is based upon. Further instructions regarding the case seminars and the examination paper will be given during the course, but the general structure is as follows:

- **Case seminar 1**: Students within seminar groups are to pair up in smaller units (2-3 students) and decide on an organization, sector, or occupation of interest. During the first case seminar, the smaller units start gathering information on potential challenges/problems characteristic of the selected organization, sector, or occupation.

- **Case seminar 2**: The second case seminar involves the presentation and discussion of the identified challenge/work environment problem in the selected organization, sector, or occupation. The preparation for this involves that each student in the smaller unit selects and summarizes a scientific article focusing on the selected topic area.
There is time scheduled for the unit to integrate each student’s work into a general overview before this is to be presented at case seminar 2. The unit’s written material is to be presented orally at the seminar, where students will also be expected to give comments and opinions on other units’ presentations.

• **Case seminar 3**: As a preparation for case seminar 3, each member of a unit is to interview a representative of the selected organization, sector, or occupation (for example, a representative of the sector, a manager/supervisor, HR worker, union representative, occupational health care staff, or employee). By interviewing different representatives, the group will be in the position to highlight similarities and differences between different actors/perspectives. Each student in the smaller unit summarizes their interview, and all respective interviews are to be integrated into a group report, which is to be presented orally at the seminar.

• **Examination seminar**: The examination will be based on an individually authored paper based on the case seminars. The paper should contain an overall analysis of the challenge/work environment problem in the selected organization, sector, or occupation. It should discuss how the challenge/problem relates to theoretical models in the literature, analyze its implications for employee health and organizational well-being, present suggestions for measures to counteract the challenge/problem, and critically examine factors that may be crucial to whether an organizational intervention may be successful. Further instructions regarding the structure of the examination paper will be provided during the course.

**Expected Learning Outcomes**
Upon course completion, students are expected to be able to:

- Describe and analyze how stress and health/ill-health may be affected by various factors related to the work environment and how work is managed in an organization
- Critically analyze and compare theories and models relevant to work, stress, and health/ill-health
- Evaluate the importance of individual differences when it comes to stress and stress-related health problems (e.g., in terms of age, gender, ethnicity, education, personality, and life experience)
- Based on the literature, plan health-promoting organizational interventions as well as investigations of work, stress, and health/ill-health in different contexts by analyzing and evaluating specific cases using appropriate methods
- Both orally and in writing, evaluate, critically examine, and give feedback on academic work regarding work, stress, and health/ill-health as well as discuss the theories and methods that underlie the conclusions made in such work

**Knowledge Assessment and Examination**
Grades in the course are given according to the seven-point ECTS scale (A, B, C, D, E, Fx, F). The final examination of the course is in the form of an individually authored paper based on main concepts presented in the course. The paper should be 6–8 pages (Times New Roman 12, single-spaced, 2.5 cm margins) not including references and cover page. It is to be based on the problem description, analysis of the organizational setting, and suggested measures presented and discussed in the case seminars. The paper is assessed according to the following criteria:
- Identification of a relevant topic based on the work environment problem characteristic of the selected organization, sector, or occupation
- The quality of the analysis of the organizational and structural basis of the work environment problem
- Connection to the course literature and other theoretical and empirical literature relevant to the assignment
- Clarity and structure of the description
- Inclusion of reflection and original reasoning about the problem

**Course Requirements**
The following requirements must also be met to receive a final grade in the course:

(a) Submission of written group assignments before the case seminars
(b) An individually authored paper
(c) Oral presentation of the examination paper at the concluding examination seminar
(d) Opposition on another student’s examination paper

Attendance at all seminars is mandatory. Students who do not pass on the (a) criterion above can submit complementary assignments to the course leader. Students who do not pass the (b)–(d) criteria above will have an opportunity to have their examination paper examined on another occasion in the near future. The examination will be in English and/or Swedish according to the course leader’s instructions.

**Grading Criteria**

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<th>Grade</th>
<th>Criterion</th>
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<td>A</td>
<td><em>The expected study outcomes have been reached to an exceptionally high degree.</em>&lt;br&gt;The student is able to combine concepts, theories, and models to explain actual examples and is also able to point out the explicatory limitations of the concepts/theories/models through reference to the nature of the actual examples or to alternative theoretical views. The student engages in argumentation and discussion independent of the literature and in a manner that creates new syntheses and lines of reasoning that go beyond the course literature.</td>
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<td>B</td>
<td><em>The expected study outcomes have been reached to a very high degree.</em>&lt;br&gt;The student is able to combine and compare concepts, theories, and models to explain actual examples. The student engages in independent argumentation and discussion in a manner that goes beyond the course literature and that, to some degree, creates new syntheses.</td>
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<tr>
<td>C</td>
<td><em>The expected study outcomes have been reached to a high degree.</em>&lt;br&gt;The student is able to apply the concepts, theories, and models from the literature to explain actual examples. The student is able, to some degree, to draw independent connections between the various theories and lines of reasoning presented in the literature.</td>
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D  The expected study outcomes have been satisfactorily reached.
The student is able to describe the concepts, theories, and models in his/her own words. The student is able to refer to the concepts, theories, and models when discussing actual examples.

E  The expected study outcomes have been reached despite some deficiencies.
The student is able to define the concepts and describe what the theories and models are meant to explain. The student is able to utilize such lines of reasoning to some extent to describe the processes occurring in actual examples.

Fx  Insufficient.
The learning outcomes have not been reached. In one or more areas the level of performance is judged to reflect “certain deficiencies that must be resolved,” but “unsatisfactory” was not judged to apply to any single area. Compensatory work is required.

F  Completely insufficient.
The learning outcomes have not been reached and reaching them is not judged to be possible. The level of performance in one or more areas is judged to be “unsatisfactory.”

Plagiarism, cheating and unauthorized cooperation
It is included in your responsibility as a student to be aware of the examination rules at Stockholm University. Detailed information is available both at the web pages of the Department of Psychology and Stockholm University (www.su.se/regelboken). Teachers are obliged to report suspicion about cheating and plagiarism to the principal and the disciplinary board. Plagiarism and cheating are always disciplinary matters and can lead to shutting off from studies. One example of plagiarism is to verbatim (word-by-word), or almost verbatim, copy a text (this also concerns occasional sentences) without quoting the source of the text. This also concerns texts that you have yourself authored previously (self-plagiarism). To be involved in study groups (i.e., the smaller units within seminar groups) is developing and time efficient, but when it comes to examination tasks you will need to make sure that you are working on your own (if nothing else is instructed) in order not to risk that any collaboration will be considered unauthorized.

Course Leader
Magnus Sverke, Professor (magnus.sverke@psychology.su.se, 08 – 16 14 19)

Other Lecturers:
Helena Falkenberg, PhD (hfg@psychology.su.se)
Annika Härenstam, Professor (annika.harenstam@psychology.su.se)
Petra Lindfors, Professor (pls@psychology.su.se)
Jacobus Pienaar, Associate professor (jacobus.pienaar@psychology.su.se)
Course Literature

The course schedule provides information on what literature should be read for each lecture and for Case seminar 1.

Books
(Available as e-books at www.su.se/biblioteket)


Articles
(Additional articles may also be assigned)

SV: https://www.av.se/arbetsmiljoarbete-och-insPEktioner/publikationer/foreskrifter/organisatorisk-och-social-arbetsmiljo-afs-20154/


