Course Description

Psychological and Organizational Perspectives on Work, Stress, and Health

(PSMT52, 7.5 hp, HT 2022)
Psychological and Organizational Perspectives on Work, Stress, and Health (PSMT52)

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 such as gender, ethnicity, and social status will also be discussed in the course. A central characteristic concern how both individuals and organizations can contribute to a sustainable working life.

Course Structure
The course consists of lectures and seminars (and supervision). The lectures introduce 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 two seminar groups which each will be divided into smaller units of around 3-4 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 reading assigned. Make sure to read the selected articles/chapters in advance, and be prepared to discuss their content during the lecture.

The case seminars and supervision represent the basis for developing the final examination paper. During the case seminars you will have the opportunity to work in smaller units. These seminars, along with the course literature and the lectures, will be 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 paired up in smaller units (around 3-4 students) and are to decide on an organization, sector, or occupation of interest. During the first case seminar, the smaller units start gathering information (official statistics, empirical articles etc.) on potentially relevant topics such as psychosocial challenges, problems, and characteristics of the selected organization, sector, or occupation.

- **Case seminar 2**: Each student will in advance be assigned an article focusing on theories about psychosocial work environment to read, summarize, present and discuss with other students. Each student will also find 1-2 additional articles about the selected topic area and summarize and present the article(s) for the smaller unit.
• *Case seminar 3:* The third case seminar involves the presentation and discussion of the topic area in the selected organization, sector, or occupation for the seminar group. Make sure that the smaller unit plan time to integrate each student’s work into a power point presentation that should including written material in notes. Please find the deadline for submitting the smaller units’ power point presentation (including written material in notes) in the schedule. The unit’s power point presentation is to be presented orally at the seminar, where students also are expected to give comments and opinions on other units’ presentations.

• *Case seminar 4:* This seminar focuses on interventions. Each student will in advance be assigned an article about intervention to read, summarize, present and discuss with other students. Each student will also find 1-2 additional articles about interventions of relevance for the selected topic in the smaller units. Each student summarizes and presents these articles for the smaller unit. Possible interventions in the selected topic area and their pros and cons are discussed in the smaller units.

• *Supervision:* Students discuss their examination paper with other students and with one of the course leaders.

• *Examination seminar:* The examination will be based on an individually authored paper, partly based on the case seminars. The paper should contain an overall analysis of a topic relevant for the selected organization, sector, or occupation. It should be explained why the topic is relevant, how the topic relates to theoretical models in the literature, analyze implications for employee health and well-being, suggest interventions, and critically examine factors that may be crucial to whether an 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**

*Grade for the written group assignment*
The power point presentation, including written material in notes, will be graded with passed or non-passed.
**Grade for the written individual assignment**

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 5–6 pages (Times New Roman 12, single-spaced, 2.5 cm margins) plus references and a cover page. The paper is assessed according to the following criteria:

- Identification of a relevant topic based on the work environment characteristic of the selected organization, sector, or occupation
- The quality of the analysis of the organizational and structural basis of the relevant topic
- 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/challenge

**Requirements and attendance**

To summarize, the following requirements must be met to receive a final grade in the course:

(a) Submission of the small unit’s assignment (power point, including written material) before case seminar

(b) Presentation of the small unit’s assignment at case seminar

(c) An individually authored paper

(d) Oral presentation of the examination paper at the concluding examination seminar

(e) Opposition on another student’s examination paper

Attendance at all seminars is mandatory. Students who do not pass on the (a)-(b) criterion above can submit complementary assignments to the course leader. Students who do not pass the (c)–(e) 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>
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| A     | *The expected study outcomes have been reached to an exceptionally high degree.*  
The student is able to combine concepts, theories, and models to explain actual examples and is 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. |
| B     | *The expected study outcomes have been reached to a very high degree.*  
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. |
| C     | *The expected study outcomes have been reached to a high degree.*  
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. |
| 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](http://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. In connection with the submission of the examination paper digital text comparison will be made.

**Course Leader**
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**Other Lecturers:**
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**Course Literature**
The course schedule provides information on what literature should be read for each lecture and for case seminars. Please note that you need yourself to retrieve all literature (except Nilsson) through the SU library ([www.su.se/biblioteket](http://www.su.se/biblioteket)).

**Books**
(Available as e-books at [www.su.se/biblioteket](http://www.su.se/biblioteket))


**Articles**
These articles are supplemented with self-selected literature (additional articles may also be assigned).

**Articles for lectures**


**Articles for case seminars**

**Case seminar 1**


Case seminar 2

These articles are supplemented with self-selected literature (additional articles may be assigned).


Case seminar 4

These articles are supplemented with self-selected literature (additional articles may be assigned).


