

SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Psihologia sănătății ocupaționale/ Occupational health psychology (în limba engleză)						
2.2 The holder of the course activities	Dr. Mara Bria						
2.3 The holder of the seminar activities	Dr. Mara Bria						
2.4 Year of study	I	2.5 Semester	1	2.6. Type of evaluation	E	2.7 Course regime	DS

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Distribution of estimated time:					ore
Studying textbook, course support, bibliography, and notes					70
Additional documentation in the library, on specialized electronic platforms and in the field					24
Preparation of seminars / laboratories, papers, portfolios, and essays					14
Tutorship					2
Evaluations					2
Other activities: research					2
3.7 Total hours of individual study	108				
3.8 Total hours per semester	150				
3.9 Number of ECTS credits	6				

4. Preconditions (where applicable)

4.1 curriculum	-
4.2 competencies	-

5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> • Classroom with a minimum of 100 seats • PC • Video projector
5.2 Conducting the seminar	<ul style="list-style-type: none"> • Classroom with a minimum of 100 seats • PC • Video projector

6. Competențele specifice acumulate

Competențe profesionale	<ul style="list-style-type: none"> • The student is able to develop evidence-based methods and instruments drawing upon the scientific literature (theories, frameworks, empirical data) in order to identify, measure, and evaluate a set of individual, group, organizational, and situational characteristics (1.3.) • The student knows the structure and distribution of multiple organizational levels (individual, group, organizational, and multi-level) and the interacting dynamics between multiple organizational levels that inform the proposal and implementation of specific interventions in order to increase organizational performance and innovation (3.1.). • The student is able to differentiate between frameworks and theories of occupational and organizational health in order to support the optimal functioning of an organization (5.1.). • The student is able to apply frameworks and theories of occupational and organizational health (5.2.). • The student is able to design specific instruments in order to measure relevant concepts for the occupational and organizational health of an organization (5.3.) • The student is able to use frameworks and theories of occupational and organizational health in order to design customized interventions (5.4.).
Competențe transversale	<ul style="list-style-type: none"> • The student is able to use feedback techniques to repair or mention the communication or performance quality at multiple levels (1.2.). • The student is able to analyze critically the scientific literature in order to comprehend the concepts, theories, models and empirical data specific to the human resources and organizational health domains, and is able to elaborate recommendations and intervention plans within organizations. (2.1.). • The student is able to identify, analyze and integrate the relevant literature needed for the development of a rigorous research proposal (5.1.). • The student is able to propose and elaborate research designs to investigate concepts and phenomena related to the field of human resources psychology and organizational health (5.2.). • The student is able to apply research designs in order to identify correlation and causation relationships related to the functioning of organizations (5.5.). • The student is able to auto-evaluate his performance in order to actualize his own professional needs in the field of human resources psychology and organizational health (6.1.). • The student is able to independently find the resources needed in order to actualize his own professional needs in the field of human resources psychology and organizational health (6.2.).

7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	<ul style="list-style-type: none"> • Acquiring declarative and procedural knowledge, as well as practical skills for diagnosing occupational health problems in organizations .
7.2 Specific objectives	<ul style="list-style-type: none"> • Acquiring declarative knowledge regarding: the role of the specialist in occupational health psychology in organizations; theoretical models that explain the development and maintenance of positive well-being; the associated factors and the consequences of reduced well-being for the individual and the organization. • Acquiring procedural knowledge to analyze individual, group and organizational factors that facilitate the emergence of occupational health aspects in organizations . • Acquisition of practical skills for diagnosing occupational health aspects and the factors that predispose to their occurrence.

8. Contents

8.1 Course	Teaching methods	Remarks
1. Introductory course. Occupational Health Psychology	Lecture	Students will consult the list of bibliographic references provided by the teaching staff
2. Occupational demands. Patterns of occupational stress	Lecture Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
3. Occupational resources. Protective factors	Lecture Case Study Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
4. Mental and emotional health in the professional context	Lecture Case Study Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
5. Burnout syndrome	Lecture Case Study Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
6. Work engagement	Lecture Debate	Students will consult the list of bibliographic references provided by the teaching staff
7. Work addiction	Lecture Debate Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
8. Work-personal life interference	Lecture Question session for a guest from practice	Students will consult the list of bibliographic references provided by the teaching staff
9. Job crafting	Lecture Case Study Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
10. Ergonomics of the workplace	Lecture Individual exercises Group exercises	Students will consult the list of bibliographic references provided by the teaching staff
11. Occupations and disease risk	Lecture Debate	Students will consult the list of bibliographic references provided by the teaching staff
12. Work recovery	Lecture Debate	Students will consult the list of bibliographic references provided by the teaching staff
13. Safety at work. Risk and accidents at work	Lecture Question session for a guest from practice	Students will consult the list of bibliographic references provided by the teaching staff

14. Integration	Lecture Case Study Debate	Students will consult the list of bibliographic references provided by the teaching staff
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Selective references:

Bakker, A. & Demerouti, E. (2016). Job Demands–Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*; 22(3), 273–285

Bennett, A. A, Bakker, A. B., Field, J. G. (2017). Recovery from work-related effort: A meta-analysis. *Journal of Organizational Behaviour*,1–14

Cangiano F, Parker SK, Ouyang K. Too proactive to switch off: When taking charge drains resources and impairs detachment. *J Occup Health Psychol*. 2021 Apr;26(2):142-154. doi: 10.1037/ocp0000265. Epub 2020 Oct 26. PMID: 33104372.

Clark, M. A., Michel, J. S., Zhdanova, L., Pui, S. Y., & Baltes, B. B. (2016). All Work and No Play? A Meta-Analytic Examination of the Correlates and Outcomes of Workaholism. *Journal of Management*, 42(7), 1836-1873. <https://doi.org/10.1177/0149206314522301>

Crawford, E., LePine, J. A., & Rich, B. L. (2010). Linking Job Demands and Resources to Employee Engagement and Burnout: A Theoretical Extension and Meta-Analytic Test. *Journal of Applied Psychology*, 95(5), 834-848. DOI: 10.1037/a0019364

Ryan, R. M. & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology* 52:1, 141-166

Lois E. Tetrick, Gwenith G. Fisher, Michael T. Ford, & James Campbell Quick (Eds.). *Handbook of Occupational Health Psychology, Third Edition* (2023).

Hassard, J., Teoh, K. R. H., Visockaite, G., Dewe, P., & Cox, T. (2017). The Cost of Work- Related Stress to Society: A Systematic Review. *Journal of Occupational Health Psychology*. <http://dx.doi.org/10.1037/ocp0000069>

Igic, I., Elfering, A., Keller, A. C., Tschan, F., Kälin, W., & Semmer, N. K. (2017). Ten-Year Trajectories of Stressors and Resources at Work: Cumulative and Chronic Effects on Health and Well-Being. *Journal of Applied Psychology*, 102(9); 1317–1343

Leka, S., & Houdmont, J. (2010). *Occupational health psychology*. Chichester, UK: Wiley-Blackwell.

Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology*, 93, 498-512.

Maslach, C., Leiter, M. P., & Jackson, S. E. (2012). Making a significant difference with burnout interventions: Researcher and practitioner collaboration. *Journal of Organizational Behavior*, 33, 296-300.

Schaufeli, W.B. (2004), The future of occupational health psychology, *Applied Psychology: An International Review*, 53, 502–17.

Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: Thirty-five years of research and practice. *Career Development International*, 14 (3), 204-220.

Pluut, H., Ilies, R., Curşeu, P. L., & Liu, Y. (2018). Social support at work and at home: Dual-buffering effects in the work- family conflict process. *Organizational Behavior and Human Decision Processes* 146;1–13

Steed, L. B., Swider, B. W., Keem, S., & Liu, J. T. (2021). Leaving Work at Work: A Meta-Analysis on Employee Recovery From Work. *Journal of Management*, 47(4), 867-897. <https://doi.org/10.1177/0149206319864153>

Zhang, F. & Parker, S. (2019). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. *J Organ Behav.*; 40: 126–146. <https://doi.org/10.1002/job.2332>

Wiegelmann M, Völker J, Sonnentag S. Sleep has many faces: The interplay of sleep and work in predicting employees' energetic state over the course of the day. *J Occup Health Psychol*. 2023 Feb;28(1):52-63. doi: 10.1037/ocp0000345. PMID: 36716131.

Seminar:	Teaching methods	Remarks
1. Aspects of professional ethics in occupational health	Group exercises Case studies	Students will consult the list of bibliographic references provided by the

		teaching staff
2. Models of occupational stress: The job demands-resources model	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
3. Models of occupational stress; The Challenge - Hindrance model	Case studies	Students will consult the list of bibliographic references provided by the teaching staff
4. Burnout syndrome and work engagement; theoretical models: The mediation model	Discussion session with invited practitioners	Students will consult the list of bibliographic references provided by the teaching staff
5. Burnout syndrome and work engagement; theoretical models: ways to measure these concepts	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
6. Work addiction; conceptual definition and delimitation;	Applied group exercises	Students will consult the list of bibliographic references provided by the teaching staff
7. Work addiction; measuring instruments	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
8. Crafting the professional role; discussing the dimensions of the concept at individual and team level	Individual and group practical applications	Students will consult the list of bibliographic references provided by the teaching staff
9. Work-personal life interference; theoretical approaches to negative interference	Case studies Question session with invited practitioners	Students will consult the list of bibliographic references provided by the teaching staff
10. Work-personal life interference; theoretical approaches to positive interference	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
11. Work recovery; development mechanisms;	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff

12. Work recovery; discussing the role of post-work recovery in preventing poor occupational well-being	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff
13. Workplace safety: discussing the role of ergonomics and occupational hazards	Group exercises Question session with invited practitioners	Students will consult the list of bibliographic references provided by the teaching staff
14. Sedentaryism and occupational health	Group exercises Individual exercises	Students will consult the list of bibliographic references provided by the teaching staff

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- Bakker, A. & Demerouti, E. (2016). Job Demands–Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*; 22(3), 273–285
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- Igic, I., Elfering, A., Keller, A. C., Tschan, F., Kälin, W., & Semmer, N. K. (2017). Ten-Year Trajectories of Stressors and Resources at Work: Cumulative and Chronic Effects on Health and Well-Being. *Journal of Applied Psychology*, 102(9); 1317–1343
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9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

- The course develops necessary skills for specialists in human resource management and consultants in the field of organizational development, with a focus on employee health and safety. Also, the course forms skills necessary for psychologists specializing in health psychology, addressing the impact of organizational factors on the physical and psychological health of individuals.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course	The level of declarative knowledge	Written exam	50%
	The level of procedural knowledge and skills	Individual project	20%
10.5 Seminar/laboratory	The level of declarative and procedural knowledge	Group project	30%
10.6 Minimum performance standard			
- Obtaining a score of at least 5 out of 10 points in the written exam and at least 5 out of 10 points in the final grade			

Date of completion

14.09.2023

Signature of the course holder

Dr. Mara Bria



Signature of the seminar holder

Dr. Mara Bria



Date of approval in the department

14.09.2023

Signature of the department chair/director

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