

GBUS 868 Occupational Health and Safety**Fall 2025****Draft – Subject to revision**

INSTRUCTOR DETAILS:

Name: [REDACTED]
Office Hours: By appointment
Email: UR Courses email

Office Location: [REDACTED]

CLASS DETAILS:

Course Introductory Session: September 8, Noon to 1PM (Zoom)
Class Dates: October 23-24, 27-29
Class Times: 8:30AM to 4:30PM
Class Location: [REDACTED]

COURSE DESCRIPTION

This course focuses on the effective management of occupational health and safety (OH&S). Beginning with a survey of the history of OH&S, current injury and fatality statistics, and the legal environment, the course turns to a range of issues including leadership, safety climate, prevention of psychological and physical injuries, workers' compensation system, evidence-based interventions, and cost/benefit analysis.

COURSE DELIVERY

This is a "hyflex" course meaning students can attend in person or remotely. In-person attendance and active participation in class activities is strongly encouraged. If you are located in the Regina or surrounding area, I would ask that you attend in-person. The course will entail a combination of small group discussions, lectures, case discussions, videos and guest speakers.

COURSE MATERIALS

1. Readings listed in this outline.
2. Saskatchewan Employment Act and OHS Regulations (two books) (2025). Available for purchase for \$60 plus shipping. Please place your order as soon as possible at:
<https://publications.saskatchewan.ca/#/products/4355>

COURSE ASSESSMENT SUMMARY

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

DESCRIPTION OF ASSESSMENT

Component	Due Date	Percentage of Final Grade
In-class test	October 25	20%
Class participation	Oct. 24-29	15%
OH&S audit project	December 5	30%
In-class final exam	October 29	35%

Class Participation (15%)

Contribution marks are based on the degree to which your comments and insights enrich the learning experience of the class. For example, by:

- Making observations that integrate concepts and discussions.
- Citing relevant personal examples.
- Asking key questions that lead to revealing discussions.
- Engaging in devil's advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Working with others to come to a common understanding of the topics – in and out of the classroom.
- Participating enthusiastically in class activities and group discussions.
- Listening open-mindedly and responding to what others say.

Engagement in the assigned material is very important to be successful in this course. Many topics covered are complex and are subject to interpretation. All class reading materials, handouts, guest lectures, and class slides are relevant to the course content. This vital information will be missed if you do not complete the course readings on time, actively listen to lectures (without distractions), and engage in class discussions.

Test (20%)

There will be a test at the end of the second day of class consisting of about 5 questions with a word limit for each response (approximately 100-400 words each). More information about the test will be provided in class.

Final Exam (35%)

The final exam is scheduled between 1PM and 4PM on Wednesday, October 29. It will consist of approximately 10 questions with a word limit for each response (100-400 words each). More information about the coverage and format of the final exam will be provided in class.

Informal OHS audit project (30%)

For this assignment you are asked to conduct an informal audit of the health and safety conditions and the OH&S management system at your current or previous workplace. Alternatively, you may use your family or friendship networks to identify a suitable organization.

You may draw on your own observations and experiences, as well as interviews with at least two frontline employees and one manager. Papers must be no more than 1,750 words in length. I will arrange research ethics approval for the interviews through the University of Regina Research Ethics Board. Further details about the project will be provided during a special session in mid-October. Students should not begin the project prior to this time.

In your paper, please respond to the following questions using information obtained from your interviewees and (if applicable) your own observations. Direct quotes from interviewees may be particularly useful:

1. Briefly describe the organization (or unit/location within an organization) without revealing its name (e.g., size, industry, approx. number of employees). (75 words)
2. What pieces of OHS legislation apply to this organization? (25 words)
3. What are the risks (physical, psychological, chemical, biological) that workers can be exposed to? Are these risks being managed effectively and consistently with the hierarchy of controls? (~350 words)
4. What are the financial impacts of work-related injuries and illnesses in this organization? (~100 words)
5. How reliable and accurate is the safety incident and injury reporting procedure in this organization? Justify your assessment. (~100 words)
6. Given the aforementioned (points 3-5 above) and your other observations, provide a brief assessment of this organization's safety climate using Zohar's (2010) four factors. Justify your assessment. (~350 words)
7. What specific recommendations do you have to improve OHS in this organization? (~750 words)

Expectations & Resources

UR Courses	UR Courses will be used exclusively for accessing class announcements, lecture slides, supplementary materials, electronic submission of assignments and posting of grades. Please become familiar with the platform and ensure you are checking UR Courses multiple times per week.
Course Textbook	Saskatchewan Employment Act and OHS Regulations (two books) (2025 Available for purchase for \$60 plus shipping. Please place your order as soon as possible: https://publications.saskatchewan.ca/#/products/4355 O purchase in person at “Publications Saskatchewan” at 3085 Albert St in Regina.
Other Resources	Reports, articles, lecture power point slides, and cases posted on UR Courses (see reading list below).
Recording Lectures Prohibited	Video and audio recordings of lectures, student class discussions and presentations by guest speakers is prohibited. Students suspected of making recordings will be reported to the Investigating Dean. Students with an approved accommodation may record lectures with my permission.
Use of Artificial Intelligence Prohibited	Authenticity and integrity are core values of this course. Students found employing generative AI platforms to draft, edit, or produce any course-related materials will be in violation of course ethics and will be reported to the Investigating Dean. This includes the use of ChatGPT, Grammarly, Co-Pilot, QuillBot, and/or any other generative AI platform.
Illness	If you are ill, please do not come to class and risk infecting others. Please send me an email message letting me know how you are doing and any accommodation that you may need. However, if you miss a class for any reason (illness or other) it is your responsibility to first ask a peer in the class for notes to catch up on the material that you missed.
Technical Support	If you require technical assistance, please contact IT Support at IT.Support@uregina.ca or 306-585-4685. Online assistance can also be accessed at https://www.uregina.ca/remote-learning/technical.html .

Academic Integrity

Academic integrity requires students to be honest and responsible in all learning environments. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from a student's own understanding and effort. **Therefore, the use of generative AI is not permitted in this course.**

The principles of academic integrity include, but are not limited to:

- Completing your own work;
- Documenting your research and citing the works of others;
- Acting ethically and with integrity as you pursue your academic studies;
- Upholding the ethical or professional code of the profession for which you are preparing;
- Being accountable and taking responsibility for your actions; and
- Learning from your mistakes.

Acts of academic misconduct include acts which contravene the general principles of academic integrity. All forms of academic misconduct are considered serious offences within the University community. The possible penalties for an act of academic misconduct include any one or more of the following, or any other appropriate penalty at the discretion of the Investigating Dean:

- Reduction of a grade on an assignment, essay, report, or examination;
- Notation on the student's file;
- Zero credit on an assignment, essay, report, or examination;
- Reduction of a grade in a course;
- Zero credit in a course;
- A grade of XF (academic misconduct);
- Loss and/or repayment of scholarships and other awards;
- Requirement to take a course in ethics and/or academic integrity;
- Suspension or expulsion from a program;
- Suspension or expulsion from the University; or
- Withholding or rescission of a credential.

Students enrolled in Business courses at the University of Regina are expected to adhere rigorously to principles of intellectual integrity. For more information on this matter, please consult the Student Code of Conduct and Right to Appeal section of the Graduate Calendar and/or access the resources made available on the University of Regina Academic Integrity Hub: <https://academic-integrity.uregina.ca/>.

Important Notice

Any level of suspected academic misconduct will be referred to the Associate Dean of Graduate Programs for investigation. An offence, whether intentional or not, could carry a penalty of a notation on your student file or transcript and/or a grade of zero on the assignment/exam, a grade of zero or XF in the course, or expulsion from the University of Regina.

Student Support Services

All students are assigned a faculty academic program advisor. Your advisor is a great resource if you have any academic issues or questions. Other services provided through the University include:

- The **Student Success** Centre provides personalized guidance and support to students in achieving their university, professional development, and life goals. The Centre also offers online resources and tutoring on writing skills. Additional information can be found at <https://www.uregina.ca/ssc>.
- **UR International** provides free academic and non-academic assistance (e.g., English language services, transition, and adjustment to a new learning environment) to international students.
- If you are experiencing personal problems that may be affecting your studies, please consider counselling with **UofR Counselling Services**. More information can be found at <https://www.uregina.ca/student/counselling/services/index.html>.
- The **Mental Wellness Hub** provides a wide range of mental wellness resources for students, faculty and staff --both on campus and within our community. Your mental wellness matters! <https://www.uregina.ca/mental-wellness/>
- If you are a student and unable to complete course work and/or exams due to illness, you should submit the **Self-Declaration of Illness** form found here https://www.uregina.ca/student/registrar/assets/docs/pdf/forms/UofR-Self_Declaration_of_Illness_Form.pdf. This form should be submitted to your faculty, federated college, or academic unit office.

Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Click here to begin your registration with Student Accessibility: https://uregina-accommodate.symplicity.com/public_accommodation/.

If you need to book an appointment or speak with an Accessibility Officer, please email accessibility@uregina.ca, and we will do our best to respond in a timely manner. Please include your full name, Student ID, and phone number in all email communication.

Prevention of Harassment Policy

The University of Regina is committed to an environment for work and study that is free from harassment and discrimination. The policy applies while on the university's property or while performing duties on behalf of the university. Please refer to the *Respectful University Services* website located at <https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html> for more information. The website provides links to the Respectful University policy (GOV-100-015), information on resources available and other information.

If you have concerns about any conduct occurring in this class, please discuss this with your instructor. You may also review the Respectful University Policy Procedures at www.uregina.ca or contact Coordinator, Respectful University Services at (306) 585-5400 or respect@uregina.ca.

CLASS READINGS

* Denotes readings and videos that contain descriptions and/or images of injuries, harassment or intimidation, and/or death. These details may be triggering to students. Please contact me ahead of class if accommodation is needed.

Topic 1 – Historical Context

* American Experience. (2011). Triangle fire. Public Broadcasting Corporation.
<https://www.dailymotion.com/video/x1itk1p>

Frum, B. & Maitland, M. (March 3, 1975). Asbestos, Quebec: The most dangerous town in Canada. CBC As it Happens. <https://www.cbc.ca/player/play/1721248500>

* Interview with Bonnie Robichaud. (2021). Fighting Back, How Bonnie Robichaud Made History. Workers' History Museum. <https://www.youtube.com/watch?v=DaJdOQZmSwQ>

Topic 2 - Current Conditions and Issues

* Tucker, S. & Keefe, A. (2025). Work injuries and fatalities in Canada. [Focus on Saskatchewan injury and fatality rates]

* Western University and Canadian Labour Congress. (2022). Harassment and Violence in Canadian Workplaces: It's [Not] Part of the Job. [Focus on pages X-X]
<https://documents.clcctc.ca/human-rights/respect-at-work-report-2022-03-28-en.pdf>

CAREX (2023). Emerging issues. [Skim] <https://www.carexcanada.ca/special-topics/emerging-issues>

Cherry, N., Fedun, M., Galameau, J. M., Senkevics, D., & Zadumayski, T. (2025). Health effects of repeated exposures during wildland firefighting: a data-linkage cohort study from Alberta, Canada. *Annals of Work Exposures and Health*, 69(2), 132-146.
<https://academic.oup.com/annweh/article/69/2/132/7912493?login=false>

Haddrell, A. (2025). The US's asbestos U-turn: why the Environmental Protection Agency is reconsidering its ban. *The Conversation*. <https://theconversation.com/the-uss-asbestos-u-turn-why-the-environmental-protection-agency-is-reconsidering-its-ban-259597>

Topic 3 – Injury Prevention Basics

WorksafeBC. (2020). The hierarchy of controls. <https://www.worksafebc.com/en/health-safety/create-manage/managing-risk/controlling-risks>

Dyreborg, J. (2022). Safety interventions for the prevention of accidents at work: A systematic review. Read summary here: <https://onlinelibrary.wiley.com/doi/full/10.1002/cl2.1234>

* Marchitelli, R. & Blair, J. (2024). This teen was poisoned by carbon monoxide on the job. His parents say the employer got off easy. CBC Go Public.
<https://www.cbc.ca/news/canada/saskatchewan/carbon-monoxide-poisoning-co-op-grocery-teen-worker-1.7178855>

Reference material:

Precautionary Principle. March 13, 2020 letter from Saskatchewan Union of Nurses (SUN) to CEO of Saskatchewan Health Authority.

Topic 4 - The Legal Framework for OH&S

Saskatchewan Federation of Labour (2022). Celebrating 50 Years of Occupational Health and Safety in Saskatchewan. <https://www.youtube.com/watch?v=9V7zA1wbrMw>

Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2025). Annual Report. [Skim. Focus on the occupational health and safety aspects of this report]

Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2025). Current Occupational Health and Safety Prosecution Outcomes. [Skim. Focus on 2023-25 prosecutions] <http://www.saskatchewan.ca/business/safety-in-the-workplace/enforcements-prosecutions-and-investigations/prosecution-outcomes-and-statistics>

Antle, R. & Kelland, A. (2024). Auditors probed how serious workplace incidents are investigated in N.L. They found big problems. CBC News NL.
<https://www.cbc.ca/news/canada/newfoundland-labrador/nl-ohs-serious-incident-investigations-internal-audit-1.7220799>

Talati, S. 2024. Sask. court fines SaskPower \$840K for deaths of 2 workers. CBC News.
<https://www.cbc.ca/news/canada/saskatchewan/saskpower-record-fine-1.7356970>

Government of Ontario (December 6, 2023). Belleville Roofer Forced Out of Construction Due to Repeated Safety Violations. <https://news.ontario.ca/en/court/1003940/belleville-roofer-forced-out-of-construction-due-to-repeated-safety-violations>

██████████ (January 17, 2023). Worker safety needs to be higher priority in Saskatchewan. *The Star Phoenix*. <https://thestarphoenix.com/opinion/columnists/██████████-worker-safety-needs-to-be-higher-priority-in-saskatchewan>

Reference material:

Westray Bill C-45. (2021). <https://www.ccohs.ca/oshanswers/legisl/billc45.html>

Topic 5 – Workplace Harassment and Violence

Ministry of Labour Relations and Workplace Safety (2024). Defining and preventing harassment. [Watch the three short videos] <https://www.saskatchewan.ca/business/safety-in-the-workplace/hazards-and-prevention/bullying-and-harassment-in-the-workplace>

* Allen, B. & Latimer, K. (2020). Saskatchewan women share #metoo stories detailing 'toxic' culture of restaurant industry. CBC Saskatchewan. <https://www.cbc.ca/news/canada/saskatchewan/women-speak-up-sex-harassment-workplace-restaurant-1.5659523>

Mallory, D., Brucket, C., Ismail, H. & Santor, D. (2024). Beyond the Breaking Point: Violence Against Saskatchewan's Education Sector Workers. University of Ottawa. https://drive.google.com/file/d/1l11qAZJpRvaa_OX8-Vgn_Rlzke3l3c9T/view

Kirkey, S. (2025). 'What the hell are we doing here?' Inside Canada's shockingly violent hospitals. *National Post*. <https://nationalpost.com/feature/canadas-violent-hospitals>

Johnson, S.K. & Madera, J.M. (2018). Sexual harassment is pervasive in the restaurant industry. Here's what needs to change. Harvard Business Review. <https://hbr.org/2018/01/sexual-harassment-is-pervasive-in-the-restaurant-industry-heres-what-needs-to-change>

Reference material:

Enough already. (2025). <https://enoughalreadysk.ca/>

Statistics Canada (2025). Supplemental analysis of workplace sexual harassment prevalence data.

What are the characteristics of an appropriate and effective investigation of allegations a workplace harassment complaint? See Saskatchewan Labour Relations Board (2022). File 142-21.

Topic 6 – Occupational Health Committees and the Internal Responsibility System

Ministry of Labour Relations and Workplace Safety. (2023). Occupational Health Committees. <https://www.saskatchewan.ca/business/safety-in-the-workplace/ohc-and-ohs-representative/ohc>

Topic 7 – Occupational Disease, Workers Compensation, and Return to Work

Saskatchewan Workers' Compensation Board. (2025). 2024 Annual Report. [pages TBA].
<https://www.wcbsask.com/sites/default/files/2025-04/WCB%202024%20annual%20report.pdf>

Government of Saskatchewan. (2025). Protecting Wildland Firefighters and Supporting Saskatchewan's out of Province Workers. <https://www.saskatchewan.ca/government/news-and-media/2025/may/21/protecting-wildland-firefighters-and-supporting-saskatchewans-out-of-province-workers>

Saunders R., O'Grady J., & Cardoso S. (2021). Estimates of the nature and extent of claim suppression in British Columbia's workers' compensation system. Toronto: Institute for Work & Health. Read summary here: <https://www.iwh.on.ca/summaries/issue-briefing/claim-suppression-in-bc-workers-compensation-system>

Robson, L. S., Landsman, V., Latour-Villamil, D., Lee, H., & Mustard, C. (2022). Unionisation and injury risk in construction: a replication study. *Occupational and Environmental Medicine*, 79(3), 169-175. <https://oem.bmj.com/content/oemed/79/3/169.full.pdf>

Institute for Work & Health (2024). Formerly injured workers have higher risk of opioid-related harms than the general population in Ontario. <https://www.iwh.on.ca/plain-language-summaries/formerly-injured-workers-have-higher-risk-of-opioid-related-harms-than-general-population-in-ontario>

Vescera, Z. 2023. Pro Athletes Want Workers' Compensation for Their Injuries. *The Tyee*.
<https://thetyee.ca/News/2023/01/09/Pro-Athletes-Want-Compensation-For-Injuries/>

Reference Materials:

IWH. (2014). Seven 'Principles' for Successful Return to Work.
https://www.iwh.on.ca/sites/iwh/files/iwh/tools/seven_principles_rtw_2014.pdf

Occupational Cancer Research Centre. (2022) <https://www.occdiseasestats.ca/#/>

CAREX. (2022). <https://www.carexcanada.ca/carcinogen-profiles/>

Luckhardt, N. & Viscardis, R. (2019). Town of Widows. Available through the Archer Library.

Topic 8 - Mental Health in the Workplace

Saskatchewan WCB. (2025). Psychological injuries. <https://www.wcbsask.com/psychological-injuries>

Deloitte. (2019). Realizing the positive ROI of supporting employees' mental health.

<https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/about-deloitte/ca-en-about-blueprint-for-workplace-mental-health-final-aoda.pdf> [Executive Summary, Pages 2-4]

* Sciarpelletti, L. (2022). Sask. paramedic on psychological injury leave warns of mental health impact of strained system. CBC News Sask.

<https://www.cbc.ca/news/canada/saskatchewan/sask-paramedic-on-psychological-injury-leave-warns-of-mental-health-impact-of-strained-system-1.6640320>

Van Eerd, D. et al. (2025). Evidence-informed workplace practices for the prevention of PTST work disability: A summary of study findings. Institute for Work and Health.

https://www.iwh.on.ca/sites/iwh/files/iwh/reports/iwh_summary_evidence_informed_workplace_practices_for_the_prevention_of_PTST_work_disability_2025.pdf

Reference material:

Working minds. Mental Health Commission of Canada.

<https://mentalhealthcommission.ca/what-we-do/workplace/>

The National Standard. <https://mentalhealthcommission.ca/national-standard/>

Topic 9 - Physical and Psychological Safety Climate

Zohar, D. (2010). Thirty years of safety climate research: Reflections and future directions. *Accident Analysis & Prevention*, 42(5), Read sections 1.0 to 5.2 inclusive.

██████████ (2024). ““You’re Not Boiling Milk”: Health and Safety at the Co-op Refinery,” in Eaton, E., Stevens, A., and ██████████ *Unjust Transition: The Future for Fossil Fuel Workers*. Fernwood Publishing.

Clarke, W. & Cribb, R. (2025). 'They make you doubt your sanity.' Staff describe toxic workplace at top mental health hospital. *National Post*. <https://nationalpost.com/news/camh-staff-mental-health>

Reference Material:

Evans, W. (October 13, 2020) Leaked documents show how Amazon misled the public about warehouse safety issues. PBS News Hour & Reveal from The Center for Investigative Reporting.

<https://www.pbs.org/newshour/show/leaked-documents-show-how-amazon-misled-the-public-about-warehouse-safety-issues>

Topic 10 – Leadership and Organizational Change

Robert, J. (2022). Indigenous Perspectives on Health and Safety. Canadian Centre for Occupational Health and Safety Podcast. <https://www.ccohs.ca/products/podcasts>

Madigan, C., Way, K. A., Johnstone, K., & Capra, M. (2022). Differences between managers' and safety professionals' perceptions of upwards influence attempts within safety practice. *Journal of Safety Research*, 81, 203-215.3. [pages to be assigned]

McLeod, C. & Jones, A. 2023. What occupational health and safety management system components predict firm work injury rates in the BC construction industry? Partnership for Work and Health. <https://pwhr.sites.olt.ubc.ca/files/2023/09/PWHS-Research-Brief-COR-Construction-Sept-2023.pdf>

King v. SaskPower. 2024. Sentencing decision. Paragraph 37.
<https://www.canlii.org/en/sk/skpc/doc/2024/2024skpc33/2024skpc33.html?resultId=42837b4d80d044d0b0e423678c8a113d&searchId=2025-07-30T13:38:44:606/b7528bcf100e4ea38f901212e05debd6&searchUrlHash=AAAAAQAc2Fza3Bvd2VyIGRIYXRocwAAAAAB>

Reference Materials:

WorkSafeBC. (2017). Collaboration Helps Pellet Plant Own Safety.
<https://www.youtube.com/watch?v=Gtl3Vt3uOnQ>

Institute for Work and Health. (2016). Break through change case study series.
<https://www.iwh.on.ca/btc-case-study-series> [Cases to be assigned prior to class]

IWH. (2023). IWH evaluation of the effectiveness of the Ontario working-at-heights training standard. <https://www.iwh.on.ca/impact-case-studies/iwh-evaluation-of-effectiveness-of-ontario-working-at-heights-training-standard>

The class timetable will be posted in October 2025