GBUS 868 Occupational Health and Safety

Fall 2018

**This is a draft course outline and subject to change. A final version of the course outline will be posted on UR Courses in early-September 2018**

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**INSTRUCTOR DETAILS:**
Name: Dr. Sean Tucker
Office Location: ED 524.9
Phone: 306-337-3244
Email: Sean.Tucker@uregina.ca

**CLASS DETAILS:**
Class Dates: October 26, 27, 28 and November 3 & 4.
Class Times: 8:30AM to 4:30PM
Class Location: TBA

**COURSE DESCRIPTION**
This course focuses on the effective management of occupational health and safety (OH&S) in Canada. Beginning with a brief survey of the history of OH&S, current physical and psychological injury statistics, and the current legal environment for OH&S, the course turns to an exploration of a wide range of contemporary issues (i.e., developing and maintaining a safety culture, preventing psychological injuries, return-to-work programs, evidence-based interventions, and cost/benefit analysis).

**COURSE EXPECTATIONS**
This course will entail a combination of lectures, seminar discussions, case discussion, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class discussions.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

**COURSE MATERIALS**
1. Readings listed in this outline.
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Due date</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>October 8</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion questions (1-4)</td>
<td>October 12</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion questions (5-9)</td>
<td>October 24</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>October 26, 27, 28 &amp; Nov. 3, 4</td>
<td>10%</td>
</tr>
<tr>
<td>Group project</td>
<td>November 4</td>
<td>15%</td>
</tr>
<tr>
<td>Take home final exam</td>
<td>November 16-18</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>December 7</td>
<td>20%</td>
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</tbody>
</table>

Assignment 1 (15%) – Due Monday, October 8, 2018
After completing the assigned readings and viewing the assigned film under Topic 1 in the reading list, please respond to these questions in no more than 1,500 words:
1) What is meant by the term “voluntary assumption of risk” (Tucker, 1990) and how might it apply to each of the assigned readings (excluding Zohar, 2010) and documentary film listed under Topic 1? (~750 words)
2) Describe the concept of “safety climate” (Zohar, 2010) in your own words and provide a brief analysis of the physical and/or psychological safety climate in each of the assigned readings (excluding Tucker, 1990) and the documentary film listed under Topic 1. (~750 words)

Assignment 2 (20%) – Due Friday, December 7, 2018
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. You should draw on your own observations and experiences as well as interviews with at least two employees and one manager. Papers must be no more than 2,500 words in length. I will arrange research ethics approval for the interviews through the University of Regina Research Ethics Board.
In your paper, please respond to the following questions using information obtained from your interviewees and your own observations. Direct quotes from interviewees may be particularly useful:

- What OHS legislation is relevant to this organization?
- What risks (e.g., physical, psychosocial, mental health, chemical) exist in this organization?
- What are the financial, psychological, and social impacts of injuries and health hazards in this organization?
- Are these risks being managed effectively and in a way that is consistent with the internal responsibility system (IRS) philosophy?
- How reliable and accurate is the safety incident and injury reporting procedure in this organization? Justify your assessment.
- What recommendations do you have to improve OHS in this organization? (Note: This discussion should be at least 1,000 words in length)

Assignment format, grading, and late submission policy

All written submissions should be double-spaced, apply Times New Roman 12 point font and apply one inch margins. The title page and reference list will not count towards the assignment word limit. I will not read beyond the assignment word limit.

Seventy percent of each assignment grade is related to the quality of the analysis and 30% to the quality of writing (i.e., structure, grammar, referencing, logical flow).

Assignments must be emailed to me via UR Courses on or before the assignment due date and be identified by your student number (in other words, your name should not appear anywhere on your assignment). Late assignments are subject to a 5% per day grade deduction and assignments must be submitted prior to class. Students who do not submit an assignment prior to class will not be allowed to attend class.

Group project (15%) – Presentations on Sunday, November 4, 2018
Students will be assigned to groups and tasked with developing a proposal for a workplace intervention that addresses an occupational safety issue. Proposals will be presented in class (there is no written submission) and should include, at a minimum, a concise and focused review of the relevant research literature on the issue, a detailed description of the intervention and how it will be evaluated, limitations of the proposed intervention, and practical implications for the practice of occupational safety management. Presentations will follow in class on Sunday, November 4 and should be no longer than 20 minutes each. Each student is expected to contribute equally to their group. Concerns about group member performance should be brought to the attention of the instructor as soon as they become apparent.
Class Participation (10%)

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 classroom group activities and group discussions.
- Listening open-mindedly and responding to what others say.

Contribution marks will be allocated in the following manner:

*Exceeds Expectations*
8-10 Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations*
7-8 Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

*Does not Meet Expectations*
6-7 Students attend class regularly but only occasionally contribute to the classroom experience.
< 6 Students fail to contribute in any of these ways

Your presence will make a big difference to the dynamics of the class, the in-class activities and the degree of learning that occurs. Therefore, students are expected to come to class on time, stay for the whole class, and make a positive contribution while present. Students are expected to log into UR Courses regularly to check for e-mails or any course-related announcements from me. You are also responsible for bringing to the appropriate class any materials posted on the website or any materials.

**Discussion questions (20%): Friday, October 12, 2018 and Wednesday, October 24, 2016**

Please submit, in writing, one question based on each of the assigned readings and video/audio recordings identified with an asterix (*). These questions will be used to generate class discussion and must demonstrate an understanding of the reading and 1) relate to interesting aspect of a reading, 2) integrate ideas with other readings, 3) emphasize real life application of concepts, and/or 4) raise “burning questions” about OH&S. Discussion questions must be submitted to me via UR Courses email.
Final Exam (20%): Friday, November 16 to Sunday, November 18, 2018
A take home final exam will be posted on UR Courses on Friday, November 16. The deadline for finishing the exam is Sunday, November 18 at 9PM. The exam will consist of 4-5 questions with strict word limits for responses (approximately 100-400 words each). I expect students will spend no more than 3-4 hours writing the exam. The exam must be completed individually. More information about the coverage and format of the final exam will be provided in class.

ACADEMIC REGULATIONS

All late in-semester assignments will be deducted 5% per day after the submission date. For the pre-class submissions, no submissions will be accepted once the class in question starts. For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.

Extensions or requests for changes by students to final exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student’s responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student’s responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: https://www.uregina.ca/gradstudies/forms.html
Academic Integrity:

“Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student’s work, it must therefore be clear which ideas and words are the student’s own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people’s ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.”

“Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student’s own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students’ use of others’ expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

a. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);

b. presenting the whole or substantial portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.”

STUDENT RESOURCES

Accessibility Services
If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course https://www.uregina.ca/student/accessibility/. The Centre will advise how you proceed and the required communication with your instructor.

Counseling Services
If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here https://www.uregina.ca/student/counselling/services/index.html

Writing Assistance
The Student Success Centre (www.uregina.ca/ssc) offers both on-line resources and in- person tutoring on writing skills.

CLASS READINGS AND SCHEDULE

Before starting each of the readings, identify the pages/sections assigned for each reading (this information is listed at the end of each citation in parenthesis). In most cases, you are not required to read an entire article and, in several cases you are asked to focus on one or two pages.

* Please prepare ONE discussion questions for each reading assignment.

Topic 1 - OH&S: Then and now


Topic 2 - Current conditions and issues


Topic 3 - Hazards and Agents


Topic 4 - The legal framework for OH&S


**Topic 5 - The internal responsibility system, incident reporting, and the workers’ compensation system**


**Topic 6 - Mental health and return to work**


* Bridges, A. (May 18, 2018). Her husband took his own life after he was bullied on the job. CBC The Doc Project. http://www.cbc.ca/radio/docproject/her-husband-took-his-own-life-after-he-was-bullied-on-the-job-1.4647320 [Listen to audio documentary]
Topic 7 - Physical and Psychological Safety Climate


Topic 8 – Leadership in OH&S


Topic 9 - Improving safety climate and training interventions

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]


* Grant, A. & Hofmann, D. (2011). It’s not all about me: Motivating hand hygiene among health care professionals by focusing on patients. Psychological Science, 22, 1494-1499. [Focus on understanding the two experiments and results]
<table>
<thead>
<tr>
<th>Time</th>
<th>Friday, October 26</th>
<th>Saturday, October 27</th>
<th>Sunday, October 28</th>
<th>Saturday, November 3</th>
<th>Sunday, November 4</th>
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</thead>
<tbody>
<tr>
<td>8:30 – 10:00</td>
<td>Introduction to the course</td>
<td>Topic 4</td>
<td>Topic 7</td>
<td>Topics 8 &amp; 9</td>
<td>Group project presentations</td>
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<tr>
<td>10:00 – 10:15</td>
<td>Break</td>
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<td>Break</td>
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<tr>
<td>10:15 – 11:45</td>
<td>Guest Speaker: TBA</td>
<td>Guest Speaker: TBA</td>
<td>Guest Speaker: TBA</td>
<td>Topics 8 &amp; 9</td>
<td>Group project presentations</td>
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<tr>
<td>11:45 – 12:45</td>
<td>Lunch</td>
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<tr>
<td>12:45 – 2:15</td>
<td>Guest Speaker: TBA</td>
<td>Topic 5 &amp; 6</td>
<td>Topic 7</td>
<td>Film: “A Dangerous Business: Revisited”</td>
<td>Final exam</td>
</tr>
<tr>
<td>2:15 – 2:30</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
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<tr>
<td>2:30 – 4:30</td>
<td>Topics 2 &amp; 3</td>
<td>Group project</td>
<td>Group project</td>
<td>Group project</td>
<td>Final exam</td>
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</tbody>
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Tentative Class Timetable and Reading Schedule
Updated June 26, 2018