

GBUS 868 Occupational Health and Safety**Fall 2022****This outline is subject to minor revisions. A final version will be posted on August 30****INSTRUCTOR DETAILS:**

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Office Location: ED 524.9

Office Hours: By appointment

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CLASS DETAILS:

Course Introductory Session: Wednesday, August 31, noon to 1PM (Zoom)

Class Dates: September 26-29 (inclusive) and October 1

Class Times: 8:30AM to 4:30PM

Class Location: In person (ED 514) or on-line

COURSE DESCRIPTION

This course focuses on the effective management of occupational health and safety (OH&S). Beginning with a brief survey of the history of OH&S, current physical and psychological injury statistics, and the legal environment for OH&S, the course turns to a range of issues including safety climate, preventing psychological and physical injuries, infection control during the COVID-19 pandemic, return-to-work programs, evidence-based interventions, and cost/benefit analysis.

COURSE EXPECTATIONS

This is a “hyflex” course meaning students can attend in person or remotely. The course will entail a combination of small group discussions, lectures, case discussions, videos, and guest speakers. Attendance and active participation in class activities is required.

As the course instructor it is my responsibility to create a safe learning environment. This includes our physical safety. Given that we will be spending 40 hours together over the course of five days in a classroom, and the ongoing transmission of COVID variants in the community, I would ask that everyone wear a mask in the classroom in order to reduce the risk of infection. I will have KN95 masks available each day of class.

COURSE MATERIALS

1. Readings listed in this outline. These readings are posted on UR Courses.
2. Saskatchewan Employment Act and OHS Regulations (two books) (2022). Available for purchase for \$50 plus shipping. Please place your order as soon as possible:
<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
Discussion questions (Discussion topics 1-5)	September 16	15%
Discussion questions (Discussion topics 6-10)	September 26	15%
In-class group assignment	October 1	10%
Class participation	Sept. 26-29 & Oct. 1	5%
Informal OHS audit project	November 14	30%
Final exam	November 19	25%

Discussion questions (30%): September 16, 2022 and September 26, 2022

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 using the template posted on UR Courses and submitted via the drop box on UR Courses.

Informal OHS audit project (25%) – Due Monday, November 14, 2022

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 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 (if applicable) your own observations. Direct quotes from interviewees may be particularly useful:

- What piece(s) of OHS legislation is relevant to this organization? (50 words)
- What risks (e.g., physical, psychosocial, mental health, chemical) exist in this organization? (~300 words)
- What are the financial, psychological, and social impacts of injuries and health hazards in this organization? (~200 words)
- How reliable and accurate is the safety incident and injury reporting procedure in this organization? Justify your assessment. (~100 words)
- Are these risks being managed effectively and in a way that is consistent with the internal responsibility system (IRS) philosophy and hierarchy of controls? (~200 words)
- Overall, based on the aforementioned assessment, how strong is this organization's safety climate? (~250 words)
- What recommendations do you have to improve OHS in this organization? (Note: This discussion should be 1,000 to 1,200 words in length)

Group project (10%) – Presentations on Saturday, October 1, 2022

Students will be assigned to groups and tasked with developing a proposal for a workplace intervention that addresses an occupational safety issue. Presentations will follow in class on Saturday, October 1.

Final Exam (25%): November 19 to November 20, 2022

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.

Class Participation (5%)

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 unless you are complete the course readings on time, watch the lectures (without distractions), and engage in class discussions.

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 a discussion questions prior to class may not be allowed to attend class.

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.

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 approval 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."

Source: <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html#conduct>. Retrieved March 27, 2013.

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 U of R 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

Please prepare ONE discussion question for each reading/film assignment denoted by *

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 a few cases, you are asked to focus on just one or two pages.

Topic 1 – OH&S in Historical Context

* American Experience. (2011). Triangle fire. Public Broadcasting Corporation.
https://www.youtube.com/watch?v=e1FU8s5LG_E

Topic 2 - Current Conditions and Issues

* Tucker, S. & Keefe, A. (2022). Work fatalities in Canada.
https://www.uregina.ca/business/faculty-staff/faculty/file_download/2022-Report-on-Workplace-Fatalities-and-Injuries-April-28-FINAL.pdf [Focus on Saskatchewan injury and fatality rates]

* Association of Workers Compensation Boards of Canada. (2022). Lost Time Claims, by Industry – 2000 to 2020 (interactive graph). <https://awcbc.org/en/statistics/>

* Statistics Canada. (2022). Mental health-related disability rises among employed Canadians during pandemic, 2021. <https://www150.statcan.gc.ca/n1/en/daily-quotidien/220304/dq220304b-eng.pdf?st=yaeYFztT>

* WorkSafeBC. (2022). COVID-19 claims data by industry.
<https://www.worksafebc.com/en/covid-19/claims/covid-19-claims-by-industry-sector>

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

* Demers, P. (2019). Occupational disease in Saskatchewan.
<https://www.youtube.com/watch?v=Xq4IMTnIiFI>

Topic 3 - The Legal Framework for OH&S

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2022). Annual Plan for 2022-2023. [Skim. Focus on occupational health and safety aspects of this report] <https://publications.saskatchewan.ca/api/v1/products/117223/formats/134524/download>

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2022). Current Occupational Health and Safety Prosecution Outcomes. [Skim. Focus on 2019-22 prosecutions] <http://www.saskatchewan.ca/business/safety-in-the-workplace/enforcements-prosecutions-and-investigations/prosecution-outcomes-and-statistics>

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2021). Amendments to The Saskatchewan Employment Act Come Into Force January 1, 2022. <https://www.saskatchewan.ca/government/news-and-media/2021/december/20/amendments-to-the-saskatchewan-employment-act-come-into-force-january-1-2022#:~:text=Students%2C%20contract%20workers%20and%20volunteers,action%20of%20a%20sexual%20nature>

* Blanding, M. (2012). OSHA inspections: Protecting employees or killing jobs? Harvard Business School: Research and Ideas, pp. 1-2. <https://hbswk.hbs.edu/item/osha-inspections-protecting-employees-or-killing-jobs>

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

Topic 4 – The Internal Responsibility System

* Baum, Tait, and Grant, T. (May 2, 2020). How Cargill became the site of Canada’s largest single outbreak of COVID-19. Globe and Mail. <https://www.theglobeandmail.com/business/article-how-cargill-became-the-site-of-canadas-largest-single-outbreak-of/>

In-class film: Westray. (2001). <https://www.nfb.ca/film/westray/>

Topic 5 – Controlling Work-Related Hazards

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

* Mojtehdzadeh, S. (December 17, 2016). Lethal Legacy. *The Toronto Star*. <http://projects.thestar.com/lethal-legacy/>

* Smith, P. (2021). Workplace COVID-19 protections and transmission. <https://www.youtube.com/watch?v=j5y7LHK1KEY> [1:00 to 32:00]

* 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>

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

Li, Y., Liang, M., Gao, L., Ahmed, M. A., Uy, J. P., Cheng, C., ... & Sun, C. (2021). Face masks to prevent transmission of COVID-19: A systematic review and meta-analysis. *American Journal of Infection Control*, 49(7), 900-906. [Reference only]

Topic 6 – The Workers Compensation System and Return to Work

* Saskatchewan Workers' Compensation Board. (2022). 2021 Annual Report.
<https://www.wcbsask.com/documents/2021-annual-report> [pages 3, 8-9, 46, 49].

* CBC documentary. (2019). Town of Widows. <https://www.cbc.ca/cbcdocs/pov/episodes/town-of-widows>

* Jetha A, Le Pouésard M, Mustard C, Backman C, Gignac MA. (2021). Getting the message right: Evidence-based insights to improve organizational return-to-work communication practices. *Journal of Occupational Rehabilitation*. 31(3):652-663.
<https://www.iwh.on.ca/summaries/research-highlights/getting-message-right-strategies-to-improve-return-to-work-communication>

Topic 7 - Mental Health in the Workplace

* 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 the entire documentary]

* Jones, D., Molitor, D., Reif, J. (March 19, 2019). A reason to be skeptical of the workplace wellness industry. *Scientific American*.
<https://www.scientificamerican.com/article/a-reason-to-be-skeptical-of-the-workplace-wellness-industry/?amp>

* 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]

Topic 8 - Physical and Psychological Safety Climate

* Zohar, D. (2010). Thirty years of safety climate research: Reflections and future directions. *Accident Analysis & Prevention*, 42, 1517-1522. [focus on pp. 1517-1520]

* Bridges, A. (2018). Toxic Towns. CBC News Saskatchewan.
<https://newsinteractives.cbc.ca/longform/toxic-towns-saskatchewan>

* Shahidi, F. V., Smith, P. M., Oudyk, J., & Gignac, M. A. (2022). Longitudinal reciprocal relationships between the psychosocial work environment and burnout. *Journal of Occupational and Environmental Medicine*, 64(3), 226-235. <https://www.iwh.on.ca/newsletters/at-work/107/iwh-study-finds-psychosocial-work-stressors-lead-to-burnout-but-not-vice-versa>

The following films will be shown in class:

Evans, W. (November 27, 2019). An inside look at injury rates in Amazon warehouses. PBS News Hour & Reveal from The Center for Investigative Reporting.
<https://www.pbs.org/video/prime-risk-1574896564/>

Evans, W. (November 29, 2019). Fatality at Amazon warehouse raises questions about safety. PBS News Hour & Reveal from The Center for Investigative Reporting.
<https://www.pbs.org/video/prime-risk-1575065306/>

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 9 – Leadership in OH&S

* Lyubykh, Z., Turner, N., Hershcovis, M. S., & Deng, C. (2022). A meta-analysis of leadership and workplace safety: Examining relative importance, contextual contingencies, and methodological moderators. *Journal of Applied Psychology*.
<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fap10000557>

* National Safety Council (2022). CEOs who get it. [Review two CEO profiles]
<https://www.safetyandhealthmagazine.com/articles/22097-ceos-who-get-it-2022>

Topic 10 - Improving Safety Climate and Other 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]

Saskatchewan Association for Safe Workplaces in Health (2018). I Will Report Violence and Aggression. https://www.youtube.com/watch?v=Ji_bEXUZ3SA

* 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>

* Mustard, C., Tompa, E., Yanar, B., Saunders, R. (2022). Estimating the financial return on employers' investments in the prevention of work injuries in Ontario. Institute for Work and Health. <https://www.iwh.on.ca/summaries/issue-briefing/estimating-financial-return-on-employers-investments-in-prevention-of-work-injuries-in-ontario>

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

The Class Timetable will be Posted in early September