

GBUS 868 Occupational Health and Safety**Fall 2023****Updated August 8, 2023**

INSTRUCTOR DETAILS:

Name: Dr. Sean Tucker

Office Location: ED 524.9

Office Hours: By appointment

Email: Sean.Tucker@uregina.ca

CLASS DETAILS:

Course Introductory Session: Tuesday, September 5, Noon to 1PM (Zoom)

Class Dates: October 23-27 (inclusive)

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

Class Location: In person (ED 514)

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, prevention of psychological and physical injuries, 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. In-person attendance and active participation in class activities is encouraged.

COURSE MATERIALS

1. Readings listed in this outline. These readings are posted on UR Courses.
2. Saskatchewan Employment Act and OHS Regulations (two books) (2023). 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
Discussion questions (Discussion topics 1-4)	October 2	15%
Discussion questions (Discussion topics 5-8)	October 20	15%
Group assignment	October 27	15%
Class participation	October 23-27	5%
Informal OHS audit project	December 4	25%
Final exam	November 4-5	25%

Discussion questions (30%): October 2 and October 20

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.

Class Participation (5%): October 23-27

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

Group project (15%) – In-class presentations on October 27

Students will be assigned to groups and tasked with developing a proposal for a workplace intervention that addresses an occupational safety issue.

Final Exam (25%): November 4-5. Due November 5 at 9PM Regina time

The exam will consist of 4-5 questions with a word limit for each response (approximately 100-400 words each). The exam must be completed individually. I expect students will spend no more than 3-4 hours writing the exam. More information about the coverage and format of the final exam will be provided in class.

Informal OHS audit project (25%) – Due December 4

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:

1. What pieces of OHS legislation are relevant to this organization? (50 words)
2. What risks (e.g., physical, psychological, chemical, biological, etc.) exist in this organization? (~200 words)
3. Are these risks being managed effectively and in a way that is consistent with the hierarchy of controls? (~200 words)
4. What are the financial impacts of injuries and health hazards in this organization? (~200 words)
5. How reliable and accurate is the safety incident and injury reporting procedure in this organization? Justify your assessment. (~100 words)
6. Provide a brief assessment of this organization's safety climate, supervision, and training. Justify your assessment. (~300 words)
7. What recommendations do you have to improve OHS in this organization? (Note: This discussion should be 1,000 to 1,200 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 submitted 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 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:

“Academic integrity is the term used to refer to some of the most important values of the university community. We hold high standards and expectations for the quality and honesty of our own work, and for the work of other members of the academic community. We rely on one another to live up to

these standards because the quality and value of our own academic work depends on the trustworthiness of the work done by our colleagues. Academic work is like building blocks as the work of one academic builds upon another, therefore, it is imperative that we acknowledge and properly document the sources of information that we are using. This will also ensure that others can locate the original information if they want to know more.

The reputation of our academic work is founded on whether others can use it with confidence and feel confident that their own contributions will be acknowledged. Similarly, the reputation of our University and respect for the value of the qualifications we gain from it are earned and maintained through the integrity of our work.

The University of Regina's Regulations Governing Discipline for Academic and Non-academic Misconduct affirm and clarify the general obligation for all members of the University to maintain the highest standards of academic honesty.

In practical terms, demonstrating academic integrity means:

- a. doing our academic work well and with honesty, and
- b. giving credit to other people's work by indicating when we are using their ideas by citing (referencing) the original source."

Source: <https://www.uregina.ca/gradstudies/current-students/academic-integrity/Integrity/index.html>

Retrieved April 8, 2023.

STUDENT RESOURCES

Accessibility Services

The Centre for Student Accessibility upholds the University'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. Students who require these services are encouraged to contact the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For further information, please email accessibility@uregina.ca.

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=RDh8iLNZJok>

* 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>

Topic 2 - Current Conditions and Issues

* Tucker, S. & Keefe, A. (2022). Work injuries and 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. (2023). Lost Time Claims, by Industry – 2000 to 2021 (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. (2023). 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.clctc.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=Xq4IMTnliFI>

Topic 3 - 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. (2023). Annual Report. [Skim. Focus on occupational health and safety aspects of this report] <https://publications.saskatchewan.ca/api/v1/products/121656/formats/140933/download>

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2023). Annual Plan for 2023-2024. [Skim. Focus on occupational health and safety aspects of this report] <https://publications.saskatchewan.ca/api/v1/products/120477/formats/139309/download>

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2023). Current Occupational Health and Safety Prosecution Outcomes. [Skim. Focus on 2020-23 prosecutions] <http://www.saskatchewan.ca/business/safety-in-the-workplace/enforcements-prosecutions-and-investigations/prosecution-outcomes-and-statistics>

* 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>

* R v King Stud Contracting Ltd., 2022 SKPC 47 (CanLII) [Read the first 8 paragraphs of the decision that lay out the facts of this case] <https://www.canlii.org/en/sk/skpc/doc/2022/2022skpc47/2022skpc47.html?searchUrlHash=AAA-AAQARc3R1ZCBjb25zdHJ1Y3Rpb24AAAAAAQ&resultIndex=1>

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

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

Topic 4 – Controlling Work-Related Hazards and the Internal Responsibility System

* WorksafeBC. (2023). The Hierarchy of Controls. <https://www.worksafebc.com/en/health-safety/create-manage/managing-risk/controlling-risks>

* 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>

* Ministry of Labour Relations and Workplace Safety. (2023). Duties and Rights. [Focus on Employers, Supervisors, and Workers. <https://www.saskatchewan.ca/business/safety-in-the-workplace/rights-and-responsibilities-in-the-workplace>

* 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/>

* IWH. (2023). Only cannabis use at or before work linked with higher work injury risks. <https://www.iwh.on.ca/media-room/news-releases/2023-jul-31>

* Canadian Centre for Occupational Health and Safety. (2023). Occupational Hygiene - Occupational Exposure Limits [Skim. Focus on role of hygiene and factsheets for physical agents] https://www.ccohs.ca/oshanswers/hsprograms/occ_hygiene/occ_exposure_limits.html

Optional: CAREX. (2023). <https://www.carexcanada.ca/carcinogen-profiles/> [Reference only]

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

Topic 5 – The Workers Compensation System and Return to Work

* Saskatchewan Workers' Compensation Board. (2023). 2022 Annual Report. [pages 4, 9, 41, 51-57]. https://www.wcbask.com/sites/default/files/2023-04/WCB%20Annual%20Report%202022_0.pdf

* Committee of Review. (2022). [pages 12-13, Skim Chapter 4 focusing on the recommendations in green boxes] <https://publications.saskatchewan.ca/#/products/119752>

* Jetha A, Navaratnerajah L, Shahidi FV, Carnide N, Biswas A, Yanar B, Siddiqi A. Racial and ethnic inequities in the return-to-work of workers experiencing injury or illness: a systematic review. Journal of Occupational Rehabilitation. 2023 epub ahead of print. doi:10.1007/s10926-023-10119-1. Read summary found at this link: <https://www.iwh.on.ca/summaries/sharing-best-evidence/racial-and-ethnic-inequities-in-return-to-work-process>

In-class film: CBC documentary. (2019). Town of Widows. [Available on-line through the Archer Library on-line catalog]

Topic 6 - 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. [Executive Summary, Pages 2-4]
<https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/about-deloitte/ca-en-about-blueprint-for-workplace-mental-health-final-aoda.pdf>

* Van Eerd D, Cullen KL, Irvin E, Le Pouésard M, Gignac MA. Support for depression in the workplace: perspectives of employees, managers, and OHS personnel. *Occupational Health Science*. 2021;5(3):307-43. doi:10.1007/s41542-021-00090-9. Read summary here:
<https://www.iwh.on.ca/summaries/research-highlights/workers-and-managers-perspectives-on-workplace-supports-for-depression>

Topic 7 - 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]

* 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>

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 8 – Leadership and Improving Organizational Safety Climate

* 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>

* 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>

* 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>

Institute for Work and Health. (2016). Break through change case study series. <https://www.iwh.on.ca/btc-case-study-series>.

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

The class timetable will be posted in October 2023