

GBUS 868 Occupational Health and Safety

Fall 2024

Updated August 1, 2024

INSTRUCTOR DETAILS:

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

Office Location: [REDACTED]

CLASS DETAILS:

Course Introductory Session: [REDACTED] (Zoom)
Class Dates: [REDACTED]
Class Times: [REDACTED]
Class Location: In person [REDACTED]

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 leadership, 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. In-person attendance and active participation in class activities is strongly encouraged. 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) (2024). 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 1-2)	Sept. 27	15%
Discussion questions (Discussion topics 3-5)	Oct. 14	15%
Discussion questions (Discussion topics 6-9)	Nov. 8	15%
Class participation	Nov. 12-16	5%
Informal OHS audit project	Dec. 8	25%
Final exam		25%

Discussion questions (45%)

Please submit, in writing, ONE question based on each of the assigned readings and video/audio recordings identified with an asterix (*). These questions 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. 75 word maximum limit per question.

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 if you do not complete the course readings on time, actively listen to lectures (without distractions), and engage in class discussions.

Final Exam (25%)

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%)

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)

Assignment format, grading, and late submission policy

All written submissions should be double-spaced, apply 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 all 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.

Readings containing details about injury, sexual harassment or intimidation, and death are denoted by ☐. They may be triggering to some students.

Topic 1 – 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>

* ☐ 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. (2024). Work injuries and fatalities in Canada. [Focus on Saskatchewan injury and fatality rates]

* Griffiths, J. (October, 30, 2023). Five years after Canada banned asbestos, industry clings on in India despite health concerns. *The Globe and Mail*.
<https://www.theglobeandmail.com/world/article-canada-india-asbestos-health-concerns/>

* ☐ 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.clctc.ca/human-rights/respect-at-work-report-2022-03-28-en.pdf>

* Talati, S. (2024). Sask. among worst provinces for workplace harassment in recent StatsCan study. CBC News. <https://www.cbc.ca/news/canada/saskatchewan/among-worst-provinces-for-workplace-harassment-1.7114231>

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

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. (2024). Annual Report. [Skim. Focus on the occupational health and safety aspects of this report] <https://publications.saskatchewan.ca/api/v1/products/124182/formats/144611/download>

* Government of Saskatchewan, Ministry of Labour Relations and Workplace Safety. (2024). Current Occupational Health and Safety Prosecution Outcomes. [Skim. Focus on 2022-24 prosecutions] <http://www.saskatchewan.ca/business/safety-in-the-workplace/enforcements-prosecutions-and-investigations/prosecution-outcomes-and-statistics>

* 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>

* 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>

* 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>

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

Topic 4 – Harassment

* 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>

* 🗣️ Russell, C. (September 15, 2023). “Sexual Harassment Inside Calgary Police: Now There’s a Criminal Probe.” *The Tyee*. <https://thetyee.ca/News/2023/09/15/Sexual-Harassment-Inside-Calgary-Police-Criminal-Probe/>

* 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:

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 5 – Controlling Hazards and Occupational Health Committees

* WorksafeBC. (2020). 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>

* 🗿 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>

* Frew, N. (April 3, 2023). The C-word: firefighters push for better cancer protection. CBC Saskatchewan. <https://www.cbc.ca/news/canada/saskatchewan/firefighters-cancer-risk-1.6794114>

Reference materials:

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

- 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>

Topic 6 – Occupational Disease, Workers Compensation, and Return to Work

* Saskatchewan Workers' Compensation Board. (2024). 2023 Annual Report. [pages 4-5, 9, 64]. <https://www.wcbsask.com/documents/wcb-annual-report-2023>

* 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>

* Frew, N. (October 30, 2023) Sask. would lead Canada in firefighter cancer coverage if bill passes. CBC Saskatchewan. <https://www.cbc.ca/news/canada/saskatchewan/saskatchewan-government-bill-firefighter-cancer-1.7011293>

* 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>

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.

Topic 7 - Mental Health in the Workplace

* 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>

* Wilson, J. (2022). Racialized, Indigenous workers feel more psychologically unsafe at work. Canadian Occupational Safety. <https://www.thesafetymag.com/ca/topics/safety-and-ppe/racialized-indigenous-workers-feel-more-psychologically-unsafe-at-work/404326>

Reference material:

-Working minds. Mental Health Commission of Canada.

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

Topic 8 - 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.

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

Reference:

- 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 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>

* 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]

* Madigan, C., Johnstone, K., Way, K. A., & Capra, M. (2024). When Is Legitimizing Legitimate? An Exploration of Health and Safety Professionals’ Use of the ‘Legitimizing’ Tactic When Attempting to Influence Work Health and Safety. *Journal of Work Health and Safety Regulation*, 2(2), 110-128. [pages to be assigned]

Reference only:

- 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]

- WorkSafeBC. (2017). Collaboration Helps Pellet Plant Own Safety.

<https://www.youtube.com/watch?v=Gtl3Vt3uOnQ>

- 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 2024