

**PSYCHOLOGY 510/610
OCCUPATIONAL SAFETY AND HEALTH
SYLLABUS**

**Department of Psychology
Portland State University
Spring 2020**

Instructor: Jacquelyn M. Brady, Ph.D

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Class date, time and location: Friday 8:45 A.M. – 12:35 P.M. via ZOOM

Course Description

The field of Occupational Safety and Health (OSH) broadly covers issues related to disease and injury, work environment and workforce, and research tools and approaches. This course will provide a general overview of key OSH topics including causes of and prevention strategies for workplace injuries, accidents, and diseases; safety climate and behavioral aspects of safety, occupational health, and industrial hygiene. Theoretical and practical issues related to OSH will be presented through the use of technical reports, selected empirical studies, and commentaries or overviews from area experts. This course will also include a review paper designed to advance expertise in a chosen OSH topic.

Learning Objectives

- Explain the contemporary Total Worker Health perspective for protecting and promoting worker safety, health, and wellbeing
- Identify traditional and non-traditional risk factors/exposures that contribute to poor health and safety outcomes for workers
- Identify and describe how interdisciplinary roles apply knowledge to reduce disease and enhance occupational safety
- Prioritize strategies for preventing, correcting, or improving occupational injury, disease, and health problems
- Integrate, synthesize, and apply principles, strategies, and tactics to prevent injuries and promote safety in work environments

Course Format

This graduate course will follow a remote format. The agenda is somewhat informal and utilizes a combined approach with content area guest speakers, seminar style discussion of the theoretical, methodological, and practical issues that arise from the assigned readings, and opportunities to apply topics to case studies. It is important that you read all of the assigned articles and come to class prepared to share your assessment of the papers. The reading list is not exhaustive—you would be exhausted if it were! The selected readings should help you gain a solid and diverse understanding of selected topics. Students will provide questions generated from the readings to facilitate seminar discussion, take turns acting as the discussion leader, and provide supplementary materials to augment class discussion.

Required Materials and Textbook

Access to internet, webcam, and microphone. PSU Library is offering loaners if necessary. If you do not have access to these materials, I must be made aware immediately.

Barling, J., & Frone, M. R. (2004). *The psychology of workplace safety*. Washington, DC: American Psychological Association.

Suggested Complimentary Textbook:

Hudson, Nigam, Sauter, Chosewood, Schill, & Howard. (2018). *Total Worker Health*. Washington, DC: American Psychological Association

Grade Components

1. Thought Questions (10%) Each week, everyone will be responsible for generating 3 discussion questions based on assigned reading materials. Please email the questions to me AND to the discussion leader by 5:00 pm each Wednesday (allowing for one full business day before discussion leader must lead). This will begin WEEK 2. Questions should relate to the readings and general topic of that week and can include your reactions, thoughts, research ideas, concerns, or criticism pertaining to the readings. Try to be constructive and focus on what you learned from the reading, how the research could be improved, and how the research has influenced OSH practice or “the real world”. Please avoid mere summarization and personal opinions. The thought questions will provide the foundation for the weekly discussions.

2. Discussion Leader (30%) To become more deeply versed in a specific OSH area and to gain experience in leading seminar discussions, each student will act as a discussion leader for one class. Students should prepare to discuss approximately 2.5 hours of material for each session. Part of learning about a topic area is being able to identify core papers and knowing what information will lead to a well-rounded discussion. Each student will design a seminar surrounding the weekly readings and their classmates’ thought questions. Please note that a grading rubric will be provided to you to help guide you in your preparation efforts.

Being a discussion leader includes:

- Facilitating the discussion
- Incorporating at least **ONE** question from each classmate into the discussion.
- Incorporate at least **ONE** meaningful related resource that is related to your topic (e.g., NIOSH videos, CDC videos, youtube, pamphlets, maps, etc).
- Thinking about how to engage your colleagues and to facilitate a deeper learning of the material.

Being a discussion leader does not include:

- Lecturing
- Creating an elaborate power-point presentation

3. Class Participation (20%) As a graduate seminar course, your class participation grade will be determined by the extent to which you: 1) are present and prepared for class; 2) are engaged in class

discussion and guest speaker presentations; 3) ask questions to guest speakers; 3) make thoughtful contributions to the class discussion (quality is more important than quantity); and 4) demonstrate an ability to integrate ideas and make connections to relevant topics. Through class discussion, you will gain from and contribute to others' knowledge, understanding, and synthesis of course material. Attendance is a critical component of participation, however I quite well that sometimes situations cannot be avoided. If you are unable to attend any of the class sessions, please let me know as soon as you find out. I will give you a small homework assignment to make up for the missed class so that you don't lose any points. Additionally, you will still be required to submit discussion questions.

Students receiving a participation grade of A come to class on time and prepared; contribute readily to the conversation without dominating it; make thoughtful contributions that advance the conversation; show interest in respect for others' views; participate actively in case studies or group work; push discussion to a "deeper" level of analysis, ask thoughtful questions to guest speakers that enhance learning on the topic and work done by the guest speaker.

Students receiving a participation grade of B come to class prepared and make thoughtful comments when called upon; contribute occasionally without prompting; show interest in and respect for others' views; and participate actively in case-studies or group work. These students may show interest in the discussion, listen attentively, take notes, and attend class regularly.

Students receiving a participation grade of C or lower must miss classes, show evidence of minimal preparation for class, provide incorrect or irrelevant answers to questions and/or avoid voluntary participation in class discussions. These students also may talk too much, make rambling or tangential contributions, and sidetrack the discussion. Students in this range may also continually interrupt others with digressive questions, failing to acknowledge cues of annoyance from instructor or students.

4. Final Paper and Presentation (40%) The major assignment for this course will be a paper and presentation (20% paper, 20% presentation). You have the opportunity to either submit a traditional end of the term proposal, or create a review paper as it relates to an OHP or OSH topic with the goal of submitting it to a journal as a literature review. Please note that grading rubrics for your paper and presentation will be provided to you.

Tentative Schedule of Topics

Week: Date	Topic	Guest Speaker	Discussion Leader
1: 4/3/2020	Intro to OSH/TWH	Kent	Jackie
2. 4/10/2020	Legislation, Policy, Labor Unions, Workers Comp, Return to work, surveillance and OSHA	Pending	
3. 4/17/2020	Epidemiology, Communicable Disease, and Emergency Response	Bill Lambert	Jackie
4. 04/24/2020	Ergonomics and Job Design	Pending	
5. 05/01/2020	Industrial Hygiene and Hazard Communications and Warnings	Dede Montgomery	
6. 05/08/2020	Safety Climate	Emily Huang	
7. 05/15/2020	Psychosocial Determinants of Safety and Health	Jenn Dimoff	
8. 05/22/2020	Safety and Health Interventions	Leslie Hammer	
9. 05/29/2020	High Risk Jobs and Conditions	Pending	

10.06/05/2020	Presentations		
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Grade Breakdown

A	93-100%
A-	90 – 92.9 %
B+	86 – 89.9%
B	83 – 85.9%
B-	80 – 82.9%
C+	76 – 79.9%
C	83 – 75.9%
C-	70 – 72.9%
F	< 69.9%

Course Policies

Late Assignments: Late assignments will normally not be accepted. If there is a compelling reason for a late submission (e.g., illness), no points will be deducted. In that case, you must contact me before the due date. You will be expected to complete and submit the assignment of a revised due date.

Class Cancellations: Classes may be cancelled if the university is closed. Under such circumstances, the closure will be announced on the university website. Classes may also be cancelled if Jackie is unable to attend. In that case, an email will be sent to students at their preferred email address as early as possible.

Respect: I'm sure this goes without saying, but I expect students to be respectful of each other and the different perspectives that we all bring to the learning process. You are expected to be courteous to one another at all times, and this involves being an active listener and engaged with discussions. This course covers a broad range of exciting topics and I expect that there will be differing perspectives throughout various activities and/or discussions. This is part of the scientific thinking process. Please ensure that exchanges remain professional and collegial. Bullying, harassment, or any other inappropriate behavior will not be tolerated.

Disability and Accommodation: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. Students with a documented disability should register with the Disability Resource Center (DRC) as soon as possible. If you have already registered with DRC and need special accommodation, please notify me immediately so that I can make arrangements.

Other Support: To access psychological support, the Center for Student Health and Counseling (SHAC) is available Monday-Friday, 9:00 am-5:00 pm. They are located at the University Center Building on campus (1880 SW 6th Ave) and can be reached at 503-725-2800. SHAC Counseling Services offers individual and group counseling, emergency/crisis counseling, LD/ADHD testing, medication evaluation and management, and consultation and outreach services. For emergencies after hours and weekends, please call the Multnomah County Crisis Line at 503-988-4888.

PSU Emergency Procedures: Please refer to the webpage link below for the PSU Emergency Procedures: <https://www.pdx.edu/cpso/emergency-public-safety-resource-guide>

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Tentative Reading List With Spots for Guest Speaker

Topic and date	Guest Speaker	Discussion Leader	Readings
4/3/2020 1. Intro to OSH/TWH	Kent Anger 10:45 AM	Jackie	Barling, J., & Frone, M. R. (2004). Occupational injuries: Setting the stage. In J. Barling & M. R. Frone (Eds.), <i>The psychology of workplace safety</i> (pp. 3-12). Washington, DC: American Psychological Association (read only pp. 3-8). Leigh, P. (2011). Economic Burden of Occupational Injury and Illness in the United States. <i>The Milbank Quarterly</i> , 89(4), 728–772 Hofmann, D. A., Burke, M. J., & Zohar, D. (2017). 100 years of occupational safety research: From basic protections and work analysis to a multilevel view of workplace safety and risk. <i>Journal of Applied Psychology</i> , 102(3), 375. (Repeat on Safety Climate Week) NIH Occupational Safety and Health Professions: https://www.ncbi.nlm.nih.gov/books/NBK225528/ About NIOSH: https://www.cdc.gov/niosh/about/default.html What is Total Worker Health?: https://www.cdc.gov/niosh/twh/totalhealth.html
4/10/2020 2. Legislation, Policy, Labor Unions, Local Resources, Workers compensations, returning to work, surveillance and OSHA	Pending Speaker Confirmation	Student 1	Chapter 12: Labor Unions and Occupational Safety (Kelloway) Chapter 13: Returning to Work after Occupational Injury (Krause & Lund) Roberts, K. (2003). Using workers' compensation to promote a healthy workplace. D. A. Hoffman & L. E. Tetrick, (Eds.), <i>Health and safety in organizations: A multilevel perspective</i> (pp. 341-371). San Francisco: Jossey-Bass. Okechukwu, C. A., Bacic, J., Velasquez, E., & Hammer, L. B. (2016). Marginal structural modelling of associations of occupational injuries with voluntary and involuntary job loss among nursing home workers. <i>Occup Environ Med</i> , 73(3), 175-182. NIOSH Worker Health Surveillance: https://www.cdc.gov/niosh/topics/surveillance/data.html OSHA Report: https://www.osha.gov/report.html
4/17/2020 3. Epidemiology, Communicable Disease and Emergency Response	9 AM Bill Lambert, Epidemiologist	Jackie	OSHA Protecting Workers During a Pandemic: https://www.osha.gov/Publications/OSHA3747.pdf Guidelines for Preparing for COVID-19: https://www.osha.gov/Publications/OSHA3990.pdf OSHA Emergency Response Manual: https://www.osha.gov/Publications/osha3122.pdf
04/24/2020 4. Job Design and Ergonomics: Linking Ergonomics and Work and Job Design to Occupational Safety.	Pending Speaker Confirmation	Student 2	Center of Disease Control (2002). The changing organization of work and the safety and health of working people: Knowledge gaps and research directions. Parsons, K. C. (2000). Environmental ergonomics: a review of principles, methods and models. <i>Applied ergonomics</i> , 31(6), 581-594.

			<p>Krause, N., Rugulies, R., Ragland, D. R., & Syme, S. L. (2004). Physical Workload, Ergonomic Problems, and Incidence of Low Back Injury: A 7.5-Year Prospective Study of San Francisco Transit Operators. <i>American Journal Of Industrial Medicine</i>, 46. 570–585.</p> <p>Explore OSHAs Ergonomics Page: https://www.osha.gov/SLTC/ergonomics/</p> <p>Explore Canadian Centre for Occupational Health and Safety information on Job Design/Ergonomics and Safety: https://www.ccohs.ca/oshanswers/hsprograms/job_design.html</p> <p>Complimentary/Optional:</p> <p>Chapter 9: Pay and Benefits: The Role of Compensation Systems in Workplace Safety (Sinclair & Tetrick)</p>
05/01/2020 5. Industrial Hygiene, Hazard Communications and Warnings	Dede Montgomery	Student 3	<p>Laughery, K. R. (2006). Safety communications: warnings. <i>Applied Ergonomics</i>, 37(4), 467-478.</p> <p>Wogalter, M. S., Conzola, V. C., & Smith-Jackson, T. L. (2002). Research based guidelines for warning design and evaluation. <i>Applied Ergonomics</i>, 33(3), 219-230.</p> <p>OSHA Industrial Hygiene Booklet https://www.osha.gov/Publications/OSHA3143/OSHA3143.htm</p> <p>OSHA Hazard Communication Labels and Pictograms: https://www.osha.gov/Publications/OSHA3636.pdf</p> <p>Larkin Communication Consulting (2007). <i>You Know Safety, But Admit It... You Don't Know Communication</i>: http://www.larkin.biz/data/Fixing_Safety_Communication-English.pdf</p>
05/08/2020 6. Safety Climate	Emily Huang	Student 4	<p>Zohar, D., & Luria, G. (2005). A multilevel model of safety climate: cross-level relationships between organization and group-level climates. <i>Journal of applied psychology</i>, 90(4), 616.</p> <p>Zohar, D., & Luria, G. (2004). Climate as a social-cognitive construction of supervisory safety practices: scripts as proxy of behavior patterns. <i>Journal of applied psychology</i>, 89(2), 322.</p> <p>Zohar, D., & Luria, G. (2010). Group leaders as gatekeepers: Testing safety climate variations across levels of analysis. <i>Applied Psychology</i>, 59(4), 647-673.</p> <p>Huang, Y. H., Zohar, D., Robertson, M. M., Garabet, A., Lee, J., & Murphy, L. A. (2013). Development and validation of safety climate scales for lone workers using truck drivers as exemplar. <i>Transportation research part F: traffic psychology and behaviour</i>, 17, 5-19.</p> <p>Zohar, D., & Polachek, T. (2014). Discourse-based intervention for modifying supervisory communication as leverage for safety climate and performance improvement: A randomized field study. <i>Journal of Applied Psychology</i>, 99, 113–124.</p> <p>Brief review from week 1:</p> <p>Hofmann, D. A., Burke, M. J., & Zohar, D. (2017). 100 years of occupational safety research: From basic protections and work analysis to a multilevel view of workplace safety and risk. <i>Journal of applied psychology</i>, 102(3), 375.</p>
05/15/2020 7. Psychosocial Determinants of Safety and Health	Jenn Dimoff	Student 5	<p>Salin, D. (2003). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. <i>Human relations</i>, 56(10), 1213-1232.</p>

			<p>Uehli, K., Mehta, A. J., Miedinger, D., Hug, K., Schindler, C., Holsboer-Trachsler, E., ... & Künzli, N. (2014). Sleep problems and work injuries: a systematic review and meta-analysis. <i>Sleep medicine reviews, 18</i>(1), 61-73.</p> <p>Nahrgang, J.D., Morgeson, F.P., & Hofmann, D.A. (2010). Safety at work: A meta-analytic investigation of the link between job demands, job resources, burnout, engagement, and safety outcomes. <i>Journal of Applied Psychology</i></p> <p>Optional, skimming, complimentary or abstract only:</p> <p>Hammer, L. B., & Sauter, S. (2013). Total worker health and work–life stress. <i>Journal of Occupational and Environmental Medicine, 55</i>, S25-S29.</p> <p>LeBlanc, M. M., & Kelloway, E. K. (2002). Predictors and outcomes of workplace violence and aggression. <i>Journal of applied psychology, 87</i>(3), 444.</p> <p>Chapter 11: Alcohol, Drugs, and Workplace Safety Outcomes: A View From a General Model of Employee Substance Use and Productivity (Frone)</p> <p>https://www.cdc.gov/workplacehealthpromotion/initiatives/resource-center/pdf/WHRC-Brief-Sleep-508.pdf</p> <p>https://www.americansafetycouncil.com/content/osha-10-safety/</p>
05/22/2020 8. Interventions for prevention and health promotion	Leslie Hammer 11:45	Student 6	<p>Chapter 11: The role of Training in Promoting Workplace Safety and Health (Colligan & Cohen)</p> <p>Anger, W. K., Elliot, D. L., Bodner, T., Olson, R., Rohlman, D. S., Truxillo, D. M., ... & Montgomery, D. (2015). Effectiveness of total worker health interventions. <i>Journal of Occupational Health Psychology, 20</i>(2), 226–247 http://dx.doi.org/10.1037/a0038340</p> <p>Israel, B.A., Baker, E.A., Goldenhar, L.M., & Heaney, C.A. (1996). Occupational stress, safety, and health: Conceptual framework and principles for effective prevention interventions. <i>Journal of Occupational Health Psychology, 1</i>, 261-286</p> <p>Goldenhar, L.M, LaMontagne, A.D., Katz, T., Heaney, C., & Landsbergis, P. (2001). The intervention research process in occupational safety and health: An overview from the National Occupational Research Agenda intervention effectiveness research team. <i>Journal of Occupational and Environmental Medicine, 43</i>, 616-622</p> <p>Chapman, L. S. (2012). Meta-evaluation of worksite health promotion economic return studies: 2012 update. <i>American Journal of Health Promotion, 26</i>(4), 1-12.</p>
05/29/2020 9. High Risk Conditions and Occupations and a Focus on Outer-space		Student 7	<p>Sargeant, M. & Tucker, E. (2009). Layers of vulnerability in occupational safety and health of migrant workers: Case studies from Canada and the UK. <i>Policy and Practice in Health and Safety, 7</i>, 51-73</p> <p>Grote, G. (2012). Safety management in different high-risk domains—all the same? <i>Safety Science, 50</i>(10), 1983-1992.</p> <p>Milner, A., Spittal, M. J., Pirkis, J., & LaMontagne, A. D. (2013). Suicide by occupation: systematic review and meta-analysis. <i>The British Journal of Psychiatry, 203</i>(6), 409-416.</p> <p>APA List of high risk conditions and jobs: https://www.apa.org/wsh/past/2011/high-risk-jobs</p>

			<p>Incident Rates for Injury and Illness by Industry: https://www.bls.gov/iif/oshwc/osh/case/ostb4374.pdf</p> <p>Review https://www.nasa.gov/hrp/hazards</p> <p>Optional, skimming, complimentary or abstract only:</p> <p>Chapter 4: Job Insecurity: Exploring a New Threat to Employee Safety (Probst)</p> <p>Chapter 5: Contingent Work and Occupational Safety (Quinlan & Bohle)</p> <p>Chapter 6: Young Workers' Occupational Safety (Loughlin & Frone)</p> <p>Roberts, S. E., Jaremin, B., & Lloyd, K. (2013). High-risk occupations for suicide. <i>Psychological Medicine</i>, 43(6), 1231-1240.</p>
6/5/2020			Final Class
10. Presentations			