

EAB 4930: Behavioral Safety and Health in Organizations

Time: Mondays, 12:50 pm to 3:50 pm

Location: Psychology 151

Fall 2022

Instructor: Nicole Gravina, PhD

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Course Description

This course will provide an overview of behavior analytic health and safety programs used in the workplace. It will cover pinpointing, measurement, assessment, intervention, and evaluation. Students will develop an understanding of workplace health and safety issues and possible solutions.

General Educational Objectives and Learning Outcomes

- Students will be able to describe common health and safety concerns in organizations
- Students will be able to analyze safety data and find relevant intervention targets
- Students will be able to design a data sheet and collect data on a safety related behavior
- Students will be able to describe common behavior analytic interventions design to improve workplace safety and health

Required Textbook

McSween, T. (2003). The values-based safety process: Improving your safety culture with behavior-based safety (2nd Ed.). Wiley Publishers.

Course Format: This course will only be taught live and no video or zoom option will be available. If you miss class, review the recommended readings in the course syllabus.

Course Expectations:

- 1) Attend all classes, arrive on time, and participate respectfully in class.
- 2) Complete all readings in advance of the assigned date and complete the readings assignments (TLDR and discussion questions) before class.
- 3) Take a mid-term and final exam.
- 4) Complete the risky job paper.
- 5) Complete the pedestrian safety measurement and data analysis assignment (mostly in class).

Course Assignments and Grading:

TLDR and Discussion Question Reading Assignments (1 pt each):

- **TLDR (Too long, DID read)** – For this assignment you will write a summary statement about the chapter you read. The summary statement should capture the main points of the reading and clearly demonstrate you read the chapter. It should be ~3 sentences long. I will have TurnItIn turned on to make sure students are not duplicating summaries.
- **Discussion Questions** – For each assigned article you will write at least one discussion question, which might be used in class. The discussion question should not ask information that can be easily found in the text – this is not a sample test question. Instead, it is a question that would encourage further consideration and discussion among your peers, and it does not have a clear answer. Your question should demonstrate that you have read the article and thoughtfully considered the methods/findings.

In Class Group Assignments (pts variable between 5-20 pts):

- We will have in class group assignments, and two that are particularly noteworthy are a pedestrian safety assignment and an injury data analysis assignment. Those two assignments will require a bit of outside class effort to finish them off. If you cannot be in class on these days, a makeup assignment will be offered.

Mid-Term and Final (40 pts each):

- The midterm will cover content from the first half of the semester and the final will cover content from the second half of the semester. The mid-term and final will be taken on Canvas and students will have 180 minutes to complete them with a window of a few days. The exams will be open book and notes and questions will require students to apply knowledge from the class. The questions might include multiple choice, true false, short answer, and essay.

OVERALL COURSE GRADING

	A 93%+	A- 90%-92%
B+ 87%-89%	B 83%-86%	B- 80%-82%
C+ 77-79%	C 73%-76%	C- 70%-72%
D+ 67-69%	D 63%-66%	D- 60-62%
E - <60%		

Schedule and Assignment Due Dates (subject to change at instructor’s discretion)

Note: I have listed recommended readings that will be helpful to review if you have missed class or you are particularly interested in a topic.

DATE	TOPIC	READING/ASSIGNMENTS
8/29	Syllabus Day Review of behavior analysis concepts	Recommended to familiarize yourself with these two websites: https://www.osha.gov https://www.bls.gov
9/5	Labor Day	Recommended, not required: https://www.dol.gov/general/laborday/history
9/12	Overview of workplace health and safety concerns	<p>Chapters 1-3 of Quick & Tetrick, Handbook of Occupational Health Psychology (Note that an updated version of this book is due out March 2023)</p> <p>Sulzer-Azaroff, B., & Austin, J. (2001). Does BBS work? Behavior-based safety & injury reduction: A survey of the evidence. <i>Professional Safety</i>, 45(7), 19–24.</p> <p>Ahonen, E., Fujishiro, K., Cunningham, T. R., & Flynn, M. A. (2018). Work as an inclusive part of population health inequities research and prevention. <i>American Journal of Public Health</i>, 108(3), 1-6.</p> <p>*Due: TLDR Summary statement for each chapter AND one discussion question for each article</p> <p>-----</p> <p>Recommended:</p> <p>Review: https://sohp-online.org/field-of-ohp/history-of-ohp/ (This is not a timeline of workplace health and safety in behavior analysis, but rather, and more general timeline)</p>
9/19	Safety and Health Assessments	<p>Sulzer-Azaroff, B., & Fellner, D. J. (1984). Searching for performance targets in the behavior analysis of occupational health and safety: An assessment strategy. <i>Journal of Organizational Behavior Management</i>, 6(2), 52-65.</p> <p>McSween Chapters 1-5</p> <p>*Due: TLDR for McSween chapters and one discussion question over the article</p> <p>-----</p> <p>Recommended:</p> <p>Cunningham, T. R. & Geller, E. S. (2012). A comprehensive approach to identifying intervention targets for patient-safety improvements in a hospital setting. <i>JOBM</i>, 32(3), 194-220.)</p>

9/26	<p>Creating an Observation Process</p> <p>The Observer Effect</p> <p>Self-Observation</p>	<p>McSween Chapters 8, 9, 19</p> <p>Alvero, A. M., Rost, K., & Austin, J. (2008). The safety observer effect: The effects of conducting safety observations. <i>Journal of Safety Research</i>, 39(4), 365–373.</p> <p>*Due: TLDR for McSween chapters and one discussion question over the article</p> <p>-----</p> <p>Recommended:</p> <p>King, A., Gravina, N., & Sleiman, A. (2018). Observing the observer. <i>Journal of Organizational Behavior Management</i>, 4, 306–323.</p> <p>Hickman, J. S., & Geller, E. S., (2005). Self-management to increase safe driving among short-haul truck drivers. <i>Journal of Organizational Behavior Management</i>, 23, 1–20.)</p>
10/3	Campus Safety Day!	Let’s take some data! Come to class first!
10/10	Designing feedback and recognition systems	<p>McSween Chapters 9, 10</p> <p>Matey, N., Sleiman, A., Nastasi, J., Richard, E., & Gravina, N. (2021). Varying reactions to feedback and their effects on observer accuracy and attrition. <i>Journal of Applied Behavior Analysis</i>, 54(3), 1188-1198. https://doi.org/10.1002/jaba.840</p> <p>*Due: TLDR for McSween chapters and one discussion question over the article</p> <p>-----</p> <p>Recommended:</p> <p>Fox, D. K., Hopkins, B. L., & Anger, W. K., (1987). The long-term effects of a token economy on safety performance in open-pit mining. <i>Journal of Applied Behavior Analysis</i>, 20, 215-224.</p> <p>Green, N., & Dallery, J. (2019). Evaluating the effectiveness of education, feedback, and task clarification to increase workplace physical activity. <i>Journal of Organizational Behavior Management</i>, 39(3-4), 237-246.</p>
10/17	Mid-Term	Mid-Term
10/24	Safety Leadership and Safety Culture	<p>McSween Chapter 17</p> <p>Cooper, D. M. (2006). Exploratory analyses of the effects of managerial support and feedback consequences on behavioral safety maintenance. <i>Journal of Organizational Behavior Management</i>, 26, 1–41.</p> <p>Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model. <i>JSR</i>, 567-577.</p>

		<p>Geller. E. S. (2000). 10 leadership qualities for a total safety culture. <i>Professional Safety</i>, 38-41.</p> <p>*Due: TLDR for McSween chapter and one discussion question over each article (excluding Geller)</p> <p>-----</p> <p>Recommended:</p> <p>Gravina, N., King, A., & Austin, J. (2019). Coaching leaders to use behavioral science to improve safety. <i>Safety Science</i>, 112, 66-70.</p>
10/31	Incident Investigations and Process Safety	<p>McSween Chapter 18</p> <p>Bogard, K., Ludwig, T. D., Staats, C., & Kretschmer, D. (2015). An industry's call to understand the contingencies involved in process safety: Normalization of deviance. <i>Journal of Organizational Behavior Management</i>, 35(1-2), 70-80.</p> <p>Gravina, N., Cummins, B., & Austin, J. (2017). Leadership's role in process safety: An understanding of behavioral science among managers and executives is needed. <i>Journal of Organizational Behavior Management</i>, 37(3-4), 316-331.</p> <p>*Due: TLDR for McSween chapter and one discussion question over each article</p> <p>-----</p> <p>Recommended:</p> <p>Hyten, C., & Ludwig, T. D. (2017). Complacency in process safety: A behavior analysis toward prevention strategies. <i>Journal of Organizational Behavior Management</i>, 37(3-4), 240-260.</p>
11/7	Data Analysis Day	Let's analyze some injury data!
11/14	Behavior Analysis and Ergonomics	<p>Gravina, N., Lindstrom-Hazel, D., & Austin, J. (2007). Evaluating the effects of workstation changes and behavioral interventions on safe typing postures in an office. <i>Work: A Journal of Prevention, Assessment, & Rehabilitation</i>, 29, 245-253.</p> <p>Nielson, D., Sigurdsson, S. O., Austin, J. (2009) Preventing back injuries in hospital settings: The effects of video modeling on safe patient lifting my nurses. <i>Journal of Applied Behavior Analysis</i>, 42(3), 551-561.</p> <p>https://ergo-plus.com/workplace-ergonomics-benefits/</p> <p>https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/office-ergonomics/art-20046169</p>

		<p>*Due: One discussion question over each article (not the links)</p> <p>-----</p> <p>Recommended but not required:</p> <p>Giangio et al. (2019). A preventive program for work-related musculoskeletal disorders among surgeons. <i>Annals of Surgery</i>, 270(6), 969-975.</p>
11/21	Sleep/ Stress	<p>Olson, R., et al. (2015). A workplace intervention improves sleep: Results from the randomized controlled work, family, and health study. <i>Sleep Health</i>, 1(1), 55-65.</p> <p>Quick and Tetrick, Chapter 17</p> <p>Laske, M. M., Hinson, P. E., Acikgov, Y., Ludwig, T. D., Foreman, A., & Bergman, S. M.. (2022). Do employees' work schedules put them at risk? The role of shift scheduling and holidays in predicting near miss and incident likelihood. <i>Journal of Safety Research</i>, early view.</p> <p>*Due: TLDR over the chapter and one discussion question over each article</p> <p>-----</p> <p>Recommended:</p> <p>Flaxman, P.E., & Bond, F. W. (2010). Worksite stress management training: Moderated effects and clinical significance, <i>Journal of Occupational Health Psychology</i>, 15(4), 347-358.</p> <p>https://sph.umich.edu/pursuit/2020posts/why-sleep-is-so-important-to-your-health.html</p> <p>https://www.abainternational.org/constituents/practitioners/webinars/march-2021-webinar.aspx</p>
11/28	Work-Life Balance Total Worker Health	<p>Olson, R. O., & Cunningham, T. Total worker Health and Organizational behavior management: Emerging opportunities for improving worker well-being. (forthcoming in <i>JOBM</i>)</p> <p>Anger et al., (2018). Total worker health intervention for construction workers alters safety, health, well-being measures. <i>Journal of Occupational and Environmental Medicine</i>, 60(8), 1.</p> <p>Bourne, K. A. et al. (2010). Embracing the whole individual: Advantages of dual-centric perspective of work-life balance. <i>Business Horizons</i>, 52, 387-398.</p> <p>*Due: TLDR over the chapter and one discussion question over each article</p> <p>-----</p> <p>Recommended:</p>

		https://hbr.org/2021/01/work-life-balance-is-a-cycle-not-an-achievement
12/5	Final Exam	Final Exam

University policies (some taken from UF guidelines)

Students Requiring Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Honesty Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Demeanor: Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Absences: Absences due to illness or observance of religious holidays should be communicated to the instructor. Requirements for class attendance, make up exams, assignments, and other work in this class are consistent with university policies that can be found at <http://handbook.aa.ufl.edu/policies.aspx>

Sexual Harassment: Sexual harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the

policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Resources for Students

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Student Health Care Center, 392-1161.
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources

- *E-learning technical support*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- *Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>