

University of Maryland College Park

School of Public Health

Department of Behavioral and Community Health

HLTH 430: Health Education in the Workplace

Instructor: Professor Robert H. Feldman, Ph.D.
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 Semester: **Spring 2019**
 Classroom/Time: SPH 1302/Wednesday, 4:00-6:45 p.m.

OFFICE HOURS
 By appointment only

Course Description	<i>The purpose of the course is to provide the student with an understanding of how to promote a healthy and safe workplace. The course will examine occupational stress, occupational safety and health, women’s health, violence, drugs, etc. The course will include, lectures, discussions, speakers, films, and a healthy worksite field trip.</i>
Course Learning Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Describe the major reasons why the workplace is a desirable setting for health promotion. 2. Describe the major ways of maximizing participation in worksite health promotion programs. 3. Describe the major sources of stress at work. 4. Describe the major types of occupation safety and health programs. 5. Describe the major reasons for and against drug testing in the workplace. 6. Describe the role that labor unions play in the workplace.
Program Competencies Addressed in This Course	<p>The following competencies for the Bachelor of Science degree in Community Health are addressed in this course:</p> <ol style="list-style-type: none"> 1. Identify individual and community level needs for health promotion and disease prevention. 2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies. 3. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
Course Requirements	<p>This course is taught through lecture, readings, online assignments, discussions, speakers, films, a healthy worksite field trip, and interactive classroom activities. Assignments, readings, and slide presentations will typically be posted on CANVAS (www.elms.umd.edu).</p>
Required Readings	<p>Course materials will be posted on ELMS (www.elms.umd.edu)</p>

Course Outline and Assignments

1. January 30	Introduction to Worksite Health and Total Worker Health
2. February 6	Health Promotion in the Workplace – Tobacco Control and Smoking Cessation
3. February 13	Health Promotion in the Workplace – Nutrition and Physical Activity
4. February 20	Occupational Safety and Health
5. February 27	Occupational Safety and Health
6. March 6	Occupational Stress
7. March 13	Examination I
March 20	SPRING BREAK
8. March 27	Drugs in the Workplace – Drug Abuse and Drug Testing
9. April 3	Sexual Harassment and Women’s Issues
10. April 10	<i>Field Trip</i>
11. April 17	Workplace Diversity and Social Health
12. April 24	Violence, Bullying and Mental Health
13. May 1	Debates and Presentations
14. May 8	Presentations
15. May	Examination II

CANVAS (ELMS) contains a list for *each class* of required readings.

Evaluation		Grading	
Examination I		960-1000 points	A+
March 13, 2019	300 points	930-959 points	A
		900-929 points	A-
Examination II		860-899 points	B+
May, 2019	300 points	830-859 points	B
		800-829 points	B-
Paper*		760-799 points	C+
May 8, 2019	300 points	730-759 points	C
		700-729 points	C-
Presentation	100 points	660-699 points	D+
		630-659 points	D
Debate (Extra Credit)**	40 points	600-629 points	D-
		599 & below	F

Readings – HLTH 430 Spring 2019

Part I

1. January 30

1.1 NIOSH (2018). What is Total Worker Health. NIOSH. CDC. Atlanta.

1.2 Schill, A.L. and Chasewood, L.C. (2013). The NIOSH Total Worker Health Program: An overview. Journal of Environmental Medicine, 55(2), S8-S11.

1.3 Wright, M.J. (2018). The changing nature of work. American Journal of Public Health, 108(3), 315-316.

1.4 Rand Corporation (2014). Do workplace wellness programs save money? Rand Corporation, Santa Monica, CA.

1.5. NIOSH, (2018). Healthy People 2030 Objectives. NIOSH. CDC. Atlanta.

2. February 6

2.1 CDC. (2018) Fast Facts – Smoking, CDC, Atlanta.

2.2 Cahill, K. and Lancaster, T. (2014). Workplace interventions for smoking cessation. Cochrane Database of Systematic Reviews.

2.3 Halpern, S.D. et al. (2018). A pragmatic trial of e-cigarettes, incentives, and drugs for smoking cessation. New England Journal of Medicine, 378, 2302-2310.

3. February 13

3.1 Department of Health and Human Services. (2015). Nutrition and health are closely related. DHHS. Washington, DC.

3.2 Onufrak, S. (2018, June). Workplace foods contribute to unhealthy eating. Presented at the American Society for Nutrition. Boston.

3.3 Workplace Health Research Network. (2015). Nutrition and weight management in the workplace: A guide for employers. Johns Hopkins Bloomberg School of Public Health, Baltimore.

3.4 CDC. (2015). Worksite physical activity. CDC, Atlanta.

3.5 Workplace Health Research Network. (2017). Physical activity in the workplace: A guide for employers. Johns Hopkins Bloomberg School of Public Health, Baltimore.

3.6 Carr, L.J. et al. (2016). Total worker health intervention increases activity of sedentary workers. American Journal of Preventive Medicine, 50(1), 9-17.

4. February 20

4.1 OSHA. (2014). OSHA at a glance. OSHA (DOL), Washington, DC.

4.2 Finnish Centre for Occupational Safety. (2017). Getting the occupational safety basics organised. Finnish Centre for Occupational Safety.

5. February 27

5.1 American Industrial Hygiene Association. (2018). Did you know? American Industrial Hygiene Association.

5.2 OSHA Office of Training and Education. (2017). Industrial hygiene. OSHA Office of Training and Education.

6. March 6

6.1 Communication Workers of America. (2018). Occupational stress & the workplace. CWA Occupational Safety and Health Fact Sheet #21. CWA, Washington, DC.

6.2 Quick, J.C. and Henderson, D.F. (2016), Occupational stress: Preventing suffering, enhancing wellbeing. International Journal of Environmental Research in Public Health, 13(5), 459.

Course Policies and Requirements

Students are expected to attend class regularly and participate in class discussions. It is the students' responsibility to check first with other classmates about assignments, notes, handouts or other information missed during an absence.

It is our shared responsibility to know and abide by the University of Maryland policies, including topics such as: academic integrity, student and instructor conduct, accessibility and accommodations, attendance, and excused absences, grades and appeals, and copyright and intellectual property. Please visit the following website for additional information: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Email – The Official University Correspondence:

All enrolled students are provided access to the University's email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices. Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

HLTH 430 Email: Feel free to email straight-forward questions and concerns to the instructor. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Do not

email through ELMS as this will cause a delayed response. If you have questions that involve extensive replies, then either call the instructor or make an appointment to see the instructor.

Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Personal Technology Use Policy: HLTH 430 permits the limited use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted sources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**.

Classroom rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion are prohibited. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD's Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Copyright Notice:

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These

materials **may not** be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

Ask for Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visit <http://www.counseling.umd.edu> and schedule an appointment for academic services.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives accordingly), and I ask you to do the same for all your fellow Terps.

Grading Procedures:

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments (in the course and is assigned individually (not curved). All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email the instructor to schedule a time for you to meet.

Final letter grades are assigned based on the total number of assessment points earned in the course. To be fair to everyone, I have to establish clear standards and apply them consistently. It would be unethical to make exceptions for some and not others.

There will be two in-class examinations. Each exam will consist of 50 multiple-choice questions. Make-up exams (essay form) will be considered only for those students who have a legitimate reason for absence and provide written documentation to substantiate their absence. Otherwise, students are expected to be in attendance on the specified date and time set in the syllabus for both exams. No accommodations will be made unless there is serious documented illness that precludes attendance. If an unforeseen emergency or illness prevents a student from being in class on the day of the exam, the professor **must be contacted on that day.**

***PAPER:** The paper is due by **May 8, 2019**. Late submittals will be penalized 40 points a day. The paper must be double-spaced. Please number the pages and staple the pages together. Email sent papers will not be accepted. The paper should be 5-8 pages in length with at least five references. The references should be professional references, i.e., journal articles, books or government sources. If you use an internet reference, please give the complete web address.

Papers must address one or more of the following worksite issues:

1. Examples of successful programs
2. Gaps or deficiencies in programs
3. Special populations or groups
4. Workplace policies

****Debate:** Students have the option of receiving extra credit for participating in a debate. Students must submit, at the time of the debate, a list of **5 arguments** in support of their position. Participation will earn students an additional 40 points added to their final grade average. Students must notify the instructor that they are going to participate in a debate by **April 17, 2019**. No one may sign-up for a debate after April 17, 2019.

Session Outline	
Session 1	January 30
Topic: Introduction to Worksite Health Learning Objectives for Session: # 1 Required readings	
Session 2	February 6
Topic: Health Promotion in the Workplace Learning Objectives for Session: # 2 Required readings	
Session 3	February 13
Topic: Health Promotion in the Workplace Learning Objectives for Session: # 2 Required readings:	
Session 4	February 20
Topic: Occupational Safety and Health Learning Objectives for Session: # 4,6 Required readings:	
Session 5	February 27
Topic: Occupational Safety and Health Learning Objectives for Session: # 5 Required readings:	
Session 6	March 6
Topic: Occupational Stress Learning Objectives for Session: # 3 Required readings: Chapter 7	
Session 7 EXAMINATION I	March 13

SPRING BREAK	March 20
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Session 8	March 27
Topic: Drugs in the Workplace Learning Objectives for Session: # 5 Required readings:	

Session 9	April 3
Topic: Sexual Harassment and Women's Issues Learning Objectives for Session: # 1,3,6 Required readings:	
Session 10	April 10
Topic: <i>Field Trip</i> Learning Objectives for Session: #1,2 Required readings:	
Session 11	April 17
Topic: Workplace Diversity and Social Health Learning Objectives for Session: #1,2,6 Required readings:	
Session 12	April 25
Topic: Violence, Bullying and Mental Health Learning Objectives for Session: #1,5,6 Require readings:	
Session 13	May 1
Topic: Debates and Presentations Learning Objectives for Session # 1-6	
Session: 14	May 8
Presentations Learning Objectives for Session: #1-6	
Session: 15	EXAMINATION II
	May

HEALTH EDUCATION IN THE WORKPLACE

Spring 2019

HEALTH WORKPLACE PAPER TOPICS

- Occupational health and safety
- Occupational stress
- Physical activity
- Women's health
- Drugs
- Smoking
- Nutrition
- Violence prevention
- Older workers
- Mental health
- Workplace bullying
- Sexual harassment

HEALTH EDUCATION IN THE WORKPLACE

Spring 2019

DEBATE TOPICS

- 1 Workers should be tested for drugs.
2. Unions are no longer relevant to the workplace.
3. Child care should be required in the workplace.
4. Workers should have paid maternity/paternity leave.