

DEI-Managing OHS Programs for a Global Student Body

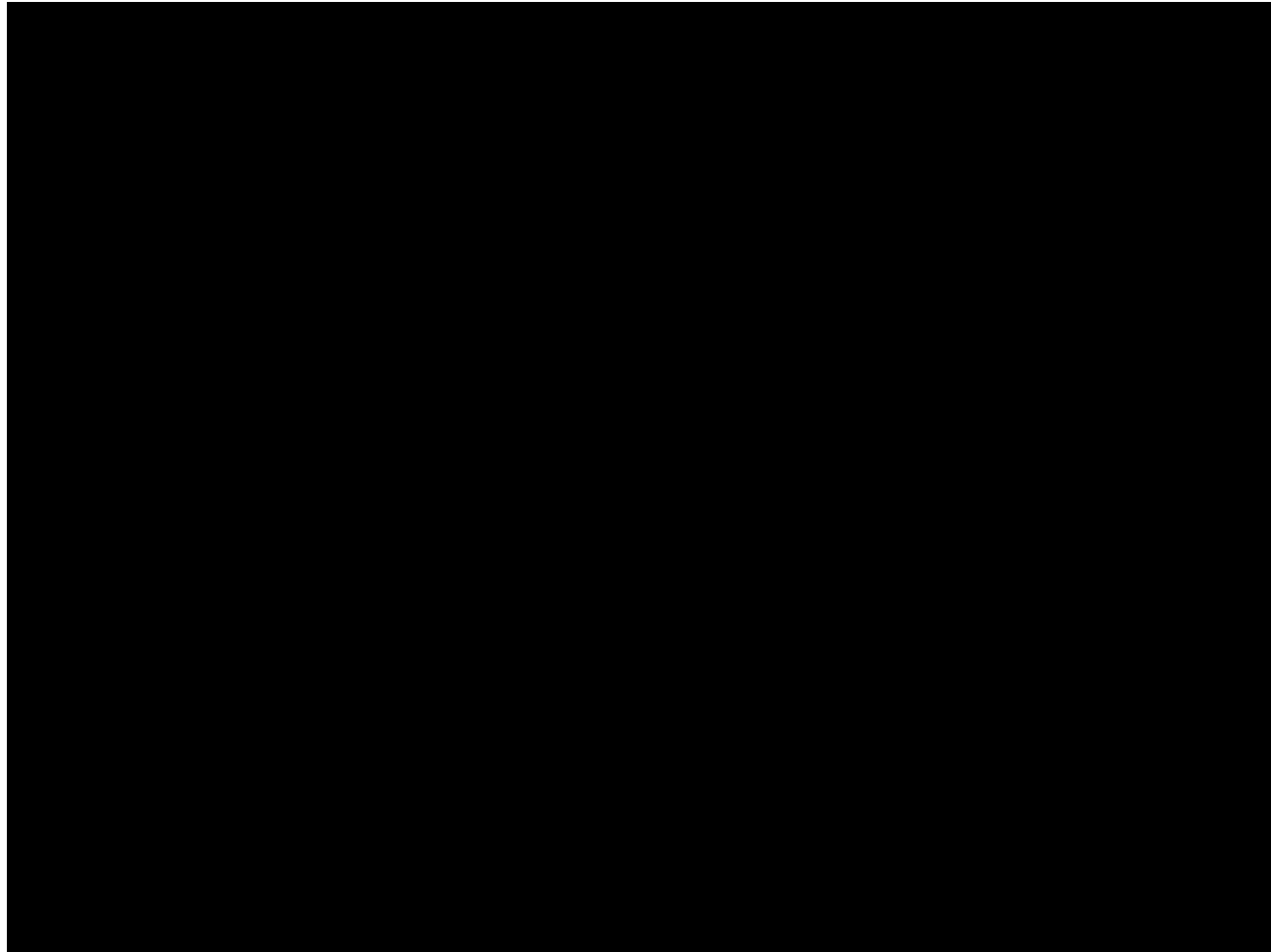
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Overview

- Introduce Cape Breton University
- Explore how and why OHS program objectives are impacted when we don't consider a global or diverse audience
- Explore how risk perception intersects and impacts OHS and DEI objectives
- Examples, opportunities and strategies we use for incorporating DEI in OHS programs

Cape Breton University



Complex Times

- Post-secondary models and markets
- Global and diverse society
- Social, environmental and governance impacts
- New and old hazards co-exist

Evolving Role of OHS/EHS Professional

- Post COVID appreciation and skepticism for hazard and risk management
- Mental and psychological health, human rights, wellness, respectful workplace and harassment policies are increasingly intersecting OHS programs
- Lots of organizations (people) stuck between “knowing” and “taking action”

Immigration and Impact

Over the next 3 years Canada will welcome up to 1.5 million new immigrants^{[1][2]}

- Post-secondary and economy are dependent
- 60%+ of students at CBU are Int'l
 - Over 800,000 Int'l students studying in CDA postsecondary (total 2.2M)
- New immigrants more likely to be employed than peers born in Canada

If you go to school here, you likely to stay and join workforce=Opportunity

[1]<https://www150.statcan.gc.ca/n1/daily-quotidien/220622/dq220622c-eng.html>

[2] <https://www.census.gov/newsroom/press-releases/2019/new-years-2020.html>

The Other Side of the Coin

New immigrants experience poorer labour market outcomes [3]:

- More likely to sustain a workplace related injury in the first month
- Temporary work placements have higher rates
- Males 2x more likely to be hurt than other Canadians
- 1.6 times more vulnerability than Canadian born workers because of precarious employment
- Montreal report March 2023 [4]

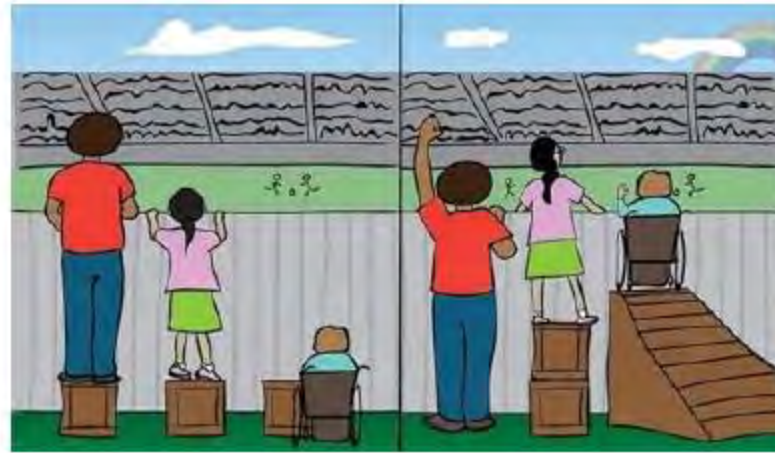
[3] <https://www.iwh.on.ca/summaries/research-highlights/ohs-vulnerability-among-new-immigrants>

[4] <https://globalnews.ca/news/9362515/montreal-workplace-injuries-immigrants-study/>



Diversity, Equity and Inclusion in the Classroom

“It is important that we create learning environments that are welcoming, accepting, and provide an inclusive and non-prejudicial space where people can fully engage in the life of the university without shame or hiding some aspect that defines them as a person,” (Hoffman et al, 2018)^[5]



[5] *Contexts for Diversity and Gender Identities in Higher Education : International Perspectives on Equity and Inclusion*, edited by Jaimie Hoffman, et al., Emerald Publishing Limited, 2018. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/cbu/detail.action?docID=5511102>.

The Elephant in the Room

[Toronto School Board](#)

[The Toxicity of DEI: A Tale From Newton, Massachusetts](#)

Psychological Health and Safety and DEI

Psychosocial safety hazards stemming from stress related to:

- Harassment
 - Intimidation
 - Communication difficulties
 - Inadequate training
 - Job insecurity
 - Lack of civility and respect
-
- When combined with perceived or actual mistreatment from employers and/or colleagues, these stressors may put workers at additional risk
 - Psychological safety is impacted by emotion and social factors. DEI commitment is therefore a safety issue

Traditional approach to OHS in Canada

Focused on a standardized and hierarchal set of rules:

- IRS
- Technical and hazard focused
- Inconsistent (14 jurisdictions)
- Rules and penalty based
- Focused on the most hazardous tasks (males)

What We Should be Teaching

- The emotional and social aspects that factor into decision making on risk (risk perspective)
- What emotional and social factors new immigrants, and those from underrepresented, or minority groups factor into decision making (individual and group risk perspective) and how we can influence it
- Risk perception and overall risk management theory should be a key focus for educators and trainers in their safety programming
- That a psychologically safe workplace will impact the actions and attitudes toward **hazard and risk** identification

Hazard and Risk Approach to DEI

- A core **objective** for all safety programs should be that they are effective, sustainable and prevent loss and injury
- Failure to identify the connection between DEI, psychological safety and how it impacts perception and the decisions our students or employees make when it relates to hazards, creates a major gap in achieving health and safety program objectives
- Risk=the effect of uncertainty on **objectives** [6]

[6] International Standards Organization: ISO 31000: Risk Management

Example 1-My Washroom Story



Example 2-Women's PPE

In 2022, the CSA Group conducted a survey on women's perspective of PPE in the workplace. The Canadian women surveyed reported that they^[7]:

- Use PPE that is the wrong size at least some of the time (58%)
- Don't wear all the required PPE at work because of issues with fit (28%)
- Use a workaround to make their PPE fit (38%)

^[7]Keefe, A. (2022). Canadian Women's Experiences with Personal Protective Equipment in the Workplace. Canadian Standards Association, Toronto, ON.

Example 3-Heat Stress and Lifting

Example 4-Head Protection



Example 5- Respirators



Example 6- OHS and Indigenous Communities

Courses in OHS Diploma

- Industrial Relations
- Organizational Risk Management
- Occupational Health and Safety Regulations
- Workplace Wellness and Health Promotion
- Employment Law
- Human Resources Management
- Occupational Health and Safety Management I
- Occupational Health and Safety Management II
- Health Care Quality & Project Management
- Internship or Capstone Project Plus

Two (2) electives from this course list:

- Epidemiology
- Health Care Emergency Preparedness
- Health Risk Assessment
- Physical Agents and Health
- Occupational Toxicology
- Epidemics and People: Biology and Culture
- Occupational Hygiene
- Theory Nutrition in Public Health Management
- Indigenous Health

Ideas for Global OHS Program

- 1) Explore Cultural Competence
- 2) Make time to create trust and respect, and have difficult discussions
- 3) Reinforce the hierarchy of controls- i.e *New hard hat rules (BC,2021)*
- 4) Look at your syllabus and ask “does my course and material reflect DEI
- 5) Recognize your own Bias and take meaningful action
- 6) Discuss Bias’s overall (affinity, appearance, confirmation, gender and age bias.
- 7) Work with your International Student Office
- 8) Bring in regulatory and guest speakers



Questions

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*“Do the best you can until you know better.
Then when you know better, do better.”*

Maya Angelou

