**SUPPLEMENTARY MATERIAL S2 – SAMPLE ASSIGNMENTS**

**“Health in the Workplace” Assignment: Heat Illness**

**Purpose:** In this assignment, you will (i) learn about the specific labor code in California related to exertional heal illness in outdoor occupational activities and (ii) critique the labor code based on your new knowledge of how to prevent exertional heat illness.

**Student Learning Outcomes** addressed in this assignment are:

1. Identify positive factors in preventing exertional heat illness and those that may contribute to illness in workers.
2. Recognize the conflict between worker safety and implementing strategies to reduce exertional heat illness.

**Tasks:**

1. Read over the California Code of Regulations on Exertional Heat Illness Prevention in Outdoor places of employment. (<https://www.dir.ca.gov/title8/3395.html>)
2. Familiarize yourself with the headings and general information in the following position statements. You do not have to know these statements in detail but know the major headings and the information it tells you. Try to identify statements and topics that Dr. McDermott discussed in class.

* Armstrong LE, Casa DJ, Millard-Stafford M, Moran DS, Pyne SW, Roberts WO. Exertional Heat Illness during Training and Competition. *Medicine & Science in Sports & Exercise*. 2007;39(3):556-572. doi:[10.1249/MSS.0b013e31802fa199](https://doi.org/10.1249/MSS.0b013e31802fa199)
* McDermott BP, Anderson SA, Armstrong LE, et al. National Athletic Trainers’ Association Position Statement: Fluid Replacement for the Physically Active. *Journal of Athletic Training*. 2017;52(9):877-895. doi:[10.4085/1062-6050-52.9.02](https://doi.org/10.4085/1062-6050-52.9.02)

1. Answer the questions listed below.

**Questions to submit:**

1. Identify two separate statements in the California Code of Regulations (i.e., they cannot be the same topic in different locations of the document) that are **supported** **by evidence in** the position statements provided above. While they may have been discussed in Dr. McDermott’s lecture, it is important that you also corroborate this with other evidence. (20 points)

For each statement, you must:

1. Copy and paste the statement from the Code of Regulations
2. **Summarize** how it is supported by one (or both) of the position statements. You cannot just paste the text from the papers into your assignment.
3. Identify two separate statements in the California Code of Regulations (i.e., they cannot be the same topic in different locations of the document) that are **not supported by evidence** in the position statements OR are too vague and could be confusing to the reader. While they may have been discussed in Dr. McDermott’s lecture, it is important that you also corroborate this with other evidence. (20 points)

For each statement, you must:

1. Copy and paste the statement from the Code of Regulations
2. **Summarize** what the correct statement should be or how to make the statement more accurate.
3. Refer to the position statement listed under the task section by Armstrong et al. (2007). Page 7 of the document lists five recommendations for athletes returning to sport after exertional health illness. (10 points)
4. Re-write these five statements for a worker who has had exertional heat stress.
5. Describe one challenge to getting buy-in for a policy with these criteria.
6. Heat Acclimatization is essential but challenging to implement in a way that management may support. Your company okays a new policy, but they want the worker to continue contributing to the company when they are not getting acclimatized. Brainstorm a way to get this done. You don’t have a specific job in mind and are not being graded on your ability to develop a perfect or correct solution. You will be graded on how creative you can be! This question is an all-or-nothing grade, as in, answer the question, and you’ll get the points. (5 points)

**“Health in the Workplace” Assignment: Health Equity**

**Purpose:** In this assignment, you will learn about health equity and disparities and review course material for discussions about health equity and health disparities. This assignment will also help you go back and review previous material for the final exam.

**Student Learning Outcomes** addressed in this assignment are:

1. Defining health equity, health disparity, and cultural humility.
2. Identify content in this class that is specifically related to health equity and difference.
3. Practicing self-reflection on these topics.

**Definitions:**

Health Equity: the state where everyone has a fair and just opportunity to attain their highest level of health.

Health Disparity: preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health experienced by populations disadvantaged by their social or economic status, geographic location, and environment.

Cultural Humility: Cultural humility is a practice of self-reflection on how one’s background and the background of others impact teaching, learning, research, creative activity, engagement, leadership, etc. It entails a lifelong commitment to self-evaluation and self-critique whereby the individual learns about another’s culture and starts with examining their own beliefs and cultural identities. Cultural humility results in recognizing power dynamics and imbalances, a desire to fix those imbalances, and developing partnerships with people and groups who advocate for others. It also requires institutional accountability, for example, a workplace or organization [Yeager, Katherine A., and Susan Bauer-Wu. 2013. *Applied Nursing Research* 26 (4): 251-256].

**Tasks:**

1. Read over the Center for Disease Control's definition and explanations of health equity and disparity (https://www.cdc.gov/healthequity/whatis/index.html).
2. Review our lecture and assignment material in groups of two or three to identify **THREE** instances where we discussed health equity and/or disparities.

**Questions to discuss as a group:**

1. Discuss how each identified example represents health equity and/or disparities with your group.
2. What was each group member’s previous awareness of this topic?
3. What would each group member like to learn about health equity and/or disparity?

These questions will then be discussed as a group in class.

**Questions to submit to blackboard individually:**

1. What blind spots or biases do I have about the content we discussed today? Biases are common among us all; however, knowing how our own possible biases can influence our perceptions and decision-making is essential.

**“Health in the Workplace” Assignment: Semester Summary**

**Purpose:** In this assignment, you will review the course material and match it to the hypothetical workplace scenarios provided in the assignment. As you move through your career, recognizing and recalling potential workplace issues is essential for identifying problems and creating solutions.

**Scenario:** In the children’s book titled “The Day the Crayons Quit,” Duncan receives a stack of letters from his aggravated employees – his crayons. Each crayon’s letter presents a grievance that they have towards their work. While the proposed workplace issues for this assignment are admittedly silly, they represent real problems that workers face.

**Tasks:**

1. Watch the read-aloud video of the children’s book, “The Day the Crayons Quit.”
2. Choose three of the following “crayons” to discuss in your assignment:
   1. Red Crayon
   2. Purple Crayon
   3. Beige Crayon
   4. Gray Crayon
   5. White Crayon
   6. Black Crayon
   7. Green/Yellow/Orange Crayons (as a group)
   8. Blue Crayon
   9. Pink Crayon
   10. Peach Crayon

**Question to address (In class this can be done as a group, out of class this is to be done individually):**

1. For each of the three crayons you selected, identify one topic we discussed in class that applies to their grievance. Justify your answer with material from the course. You should have three paragraphs for this answer (one for each crayon). There isn’t one correct answer to these scenarios, but you will be graded on your justification of them.

**“Organizational Leadership” Assignment: Instructions for Discussion Board**

The readings, video, and Linked In Learning course discuss approaches to leading for employee well-being. The purpose of this discussion board is to talk about the wide variety of approaches to leading for well-being.

For this discussion board post:

1. Initial Post:
   1. Identify an intervention (e.g., suggestion, program, tactic, initiative) used by organizations to promote wellness and well-being in their employees. Be sure to read through the earlier posts to make sure you aren't duplicating topics. These interventions or suggestions can come from this week's materials, an internet search, or something you've experienced at work.
   2. Describe this intervention or tactic in a couple of sentences (maximum one paragraph).
   3. Comment on the likely effectiveness of this practice. For example, are there some situations where this may be more helpful? Some employees who may be more or less receptive? Steps that could be taken to increase the likelihood of effectiveness? (maximum one paragraph).

1. Responses: Make at least two responses to classmate's posts. What are your thoughts on the practice identified in the post? What is your recommendation for making it more effective? When might it be more or less effective? You only need to provide one of these thoughts in your response. Be sure that your response presents a unique idea not already presented on the thread. Your response posts should go beyond "I agree/disagree." (maximum one paragraph)

I've posted an example thread for you. I responded to myself so you had an example of what I'm looking for in this discussion board. Students will make their initial post and then respond to other students' posts.

Your initial post is due by Thursday at 11:59PM CST.  
Your responses are due by Sunday 11:59PM CST.

**“Organizational Leadership” Assignment: Instructions for Self-Assessment**

The self-assessment for wellness and well-being does not have a survey of questions to take and get feedback. Instead, I'd like you to reflect on what you feel is important to your own wellness and well-being in the workplace. Understanding your own expectations is a good place to start before you are responsible for leading others with wellness in mind.

What practices or programs in the workplace would be most beneficial to you in maintaining wellness and well-being? Why? Everyone will have a different answer and the answer you have at this point in your life may change over time.

Your task is to identify 5 practices in the workplace that would be in place to maximize your well-being. You've learned about many of them from your readings, LinkedIn Learning course, lecture video, and classmates' posts on the discussion board.

There are also several resources available for you to explore in the optional materials section of this week's lesson.

In your journal entry, list out the 5 practices that would be most beneficial to YOU, including a sentence or two explaining each one.