



**CPH-NEW**  
Center for the Promotion of Health  
in the New England Workplace

# ANNUAL REPORT

October 1, 2022 to September 30, 2023

## Impacts that Matter: A Healthier Workforce



### Inside:

Message from the Co-Directors	1
Center Overview	2
Research Impacts	6
Outreach and Education	15
Training the Future Workforce	17
Connect with Us	18



## A Message from the Co-Directors



This report highlights the people and projects that make up our Center. Our work results from the dedication and expertise of Center faculty and staff, students, affiliates, and external advisors who support us. We are especially indebted to our partnering organizations, which have shown an exceptional commitment to their workforces, as well as the workers themselves, whose reflections are included throughout this report.

Since 2006, our research and outreach has reflected the [NIOSH Total Worker Health® Program](#) approach, recognizing the complex interplay of factors within and outside of the workplace that impact worker safety, health, and wellbeing. Over the past year, we have worked closely with public school educators, healthcare workers, correctional workers, occupational safety and health professionals, and human resource specialists. We have tackled well-being issues such as stress, burnout, hypertension, obesity, workplace violence, and crisis management planning.

Several of our projects engage specific groups of essential workers, who are not able to work from home and have faced new or greater disease risk since the start of the COVID-19 pandemic. For example, healthcare workers have been suffering job stress, burnout and poor mental health for many years, but these issues were greatly exacerbated after early 2020 and have not been resolved. In fact, federal agencies such as the Centers for Disease Control and the National Academy of Sciences are addressing them with particular urgency, as individual willingness to perform these jobs is vital for society. Our SHIFT project provides a way for healthcare workers to have a voice in identifying specific problems and developing solutions. We hope that this process will help to reduce burnout, absenteeism, and turnover. A newer element of SHIFT is to support union staff who work with these employees, offering them tools that can be used to direct their concerns in constructive directions.

Support for a diverse workforce, with equity and inclusion of all workers, is also not a new issue but it has been receiving more of the attention that it deserves in recent years. We are using data from our studies to look at potential equity concerns in working conditions by gender and race/ethnicity.

We appreciate your interest in CPH-NEW activities and hope that you find this report useful and enjoyable. We hope that you will consider the advantages that a participatory *Total Worker Health* (TWH) approach might bring to your organization, and we invite your questions and comments. Please feel free to contact us at any time.

With best regards,

A handwritten signature in black ink, appearing to read 'Jenn Cavallari'.

**Jenn Cavallari, Sc.D., C.I.H., CPH-NEW Co-Director**  
*Associate Professor, UConn School of Medicine*

A handwritten signature in black ink, appearing to read 'Laura Punnett'.

**Laura Punnett, Sc.D., CPH-NEW Co-Director**  
*Professor, University of Massachusetts Lowell*

## Center Overview

The Center for the Promotion of Health in the New England Workplace has conducted research for 17 years with working people and employers to overcome workplace obstacles to health and well-being. The Center also offers evidence-based program tools and educational support to help employers achieve a health-promoting workplace and a vital, productive workforce.

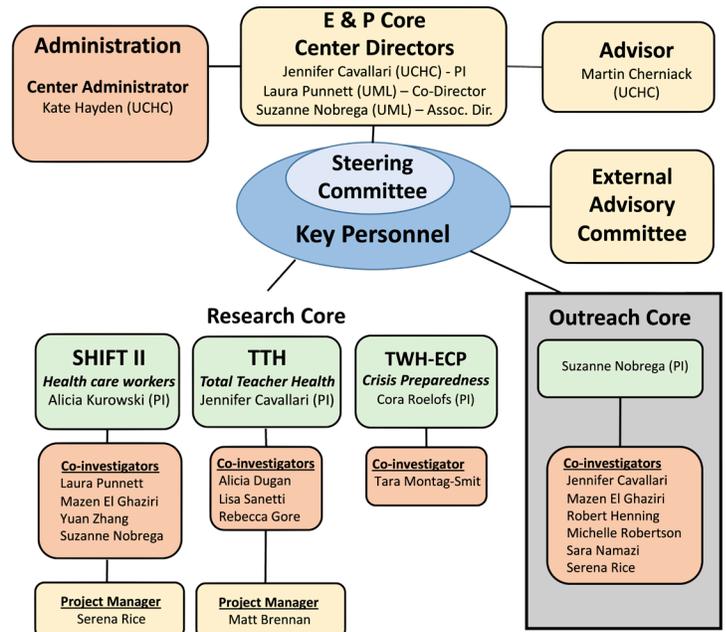
*CPH-NEW is a joint, interdisciplinary initiative of the University of Connecticut and the University of Massachusetts Lowell.*

## Center for Promotion of Health in the New England Workplace (CPH-NEW)



CPH-NEW is a Center of Excellence for *Total Worker Health* that is funded by the National Institute for Occupational Safety and Health (NIOSH). Our studies examine musculoskeletal, cardiovascular, and mental health outcomes; the underlying role of work organization; and the importance of worker involvement in program design and implementation. We offer evidence-based program tools and guidance to employers, unions, and health professionals to establish worker-centered programs and policies.

A participatory approach is at the heart of CPH-NEW research and practice. Our Healthy Workplace Participatory Program is a research-based toolkit that engages employees in designing interventions that address a wide range of work environment, work organization, employee safety and health issues. Our Center also trains professionals to implement worker-centered TWH approaches through on-line courses, seminars, conference presentations, along with research and practice articles.



# Key Personnel

**Matthew Brennan**, M.P.H., Research Project Manager, UConn School of Medicine

**Jennifer Cavallari**, Sc.D., C.I.H., Associate Professor, Director of Faculty Development, Department of Public Health Sciences, UConn School of Medicine

**Martin Cherniack**, M.D., M.P.H., Professor Emerita, Division Occupational and Environmental Science, UConn School of Medicine

**Richard DiPrimio**, B.S., Financial Administrator, Department of Biomedical Engineering, University of MA Lowell

**Alicia Dugan**, Ph.D., Assistant Professor, Division of Occupational and Environmental Medicine, UConn School of Medicine

**Mazen El Ghaziri**, Ph.D., M.P.H., R.N., Associate Professor & Associate Chair, Solomont School of Nursing, University of MA Lowell

**Rebecca Gore**, Ph.D., Senior Biostatistician, Department of Biomedical Engineering, University of MA Lowell

**Kate Hayden Ames**, M.P.H., Center Administrator, UConn School of Medicine

**Robert Henning**, Ph.D., C.P.E., Associate Professor, Department of Psychological Sciences, UConn Storrs

**Alicia Kurowski**, Sc.D., Research Professor, Department of Biomedical Engineering, University of MA Lowell

**Vicki Magley**, Ph.D., Professor, Department of Psychological Sciences, UConn Storrs

**Tamara Montag-Smit**, Ph.D., Assistant Professor, Manning School of Business, University of MA Lowell

**Sara Namazi**, Ph.D., Assistant Professor, Department of Public Health Sciences, Johnson & Wales University

**Suzanne Nobrega**, Ph.D., Associate Center Director, Department of Biomedical Engineering, University of MA Lowell

**Laura Punnett**, Sc.D., Professor Emerita, Department of Biomedical Engineering, University of MA Lowell

**Serena Rice**, M.S., Project Manager, Department of Biomedical Engineering, University of MA Lowell

**Michelle Robertson**, Ph.D., C.P.E., Research Faculty, UConn School of Medicine

**Cora Roelofs**, Sc.D., Research Professor, Department of Biomedical Engineering, University of MA Lowell

**Lisa Sanetti**, Ph.D., Professor, Neag School of Education, UConn Storrs

**Sierra Trudel**, Ph.D., Post-doctoral Research Fellow, UConn School of Medicine

**Yuan Zhang**, Ph.D., Associate Professor, Solomont School of Nursing, University of MA Lowell



# External Advisory Committee

**Judith Arnetz**, Ph.D., M.P.H., P.T., Professor & Associate Chair for Research, Department of Family Medicine, Michigan State University

**Amy Bahruth**, M.S., Associate Director, American Federation of Teachers

**Letitia Davis**, Sc.D., Ed.M., Director, (retired) Occupational Health Surveillance Program, Massachusetts Department of Public Health

**Michael Fitts**, Executive Director (retired), Connecticut Council for Occupational Safety and Health (ConnectiCOSH)

**Kate McPhaul**, Ph.D., M.P.H., R.N., Associate Research Professor, Maryland Institute for Applied Environmental Health, University of Maryland School of Public Health; and Editor-in-Chief, Workplace Health & Safety

**Joseph S. Pachman**, M.D., Ph.D., F.A.C.O.E.M., A.B.P.P., Principal, Joseph Pachman and Associates

**Christine Pontus**, M.S., R.N., C.O.H.N.-S/C.C.M., Associate Director for Health and Safety, Massachusetts Nurses Association

**Glenn S. Pransky**, M.D., M.P.H., M.Occ.H., Associate Professor, University of Massachusetts Medical School, Department of Family Medicine & Community Health

**Robert Rinker**, M.S., Executive Director Emeritus, Connecticut State Employees Association, SEIU Local 2001

**David J. Roy**, C.P.E., B.S., 2nd Vice President, Forensic Engineering Laboratory, The Travelers

**Peter Schnall**, M.D., M.P.H., Professor Emeritus, University of California at Irvine at UCI Health

**Steven Schrag**, Co-Chair, Connecticut Council of Occupational Safety and Health (ConnectiCOSH)

**Adam L. Seidner**, M.D., M.P.H., C.I.C., Chief Medical Officer of The Harford Insurance Group

**Emily Sparer-Fine**, Sc.D., M.S., Director, Occupational Health Surveillance Program, Massachusetts Department of Public Health

**David Wegman**, M.D., M.P.H., Professor and Dean Emeritus, School of Health and Environment, UMass Lowell

**Al Vega**, B.S., Chief of Strategy and Engagement at Massachusetts Coalition for Occupational Safety and Health (MassCOSH)



# CPH-NEW

## By the Numbers

2022/23

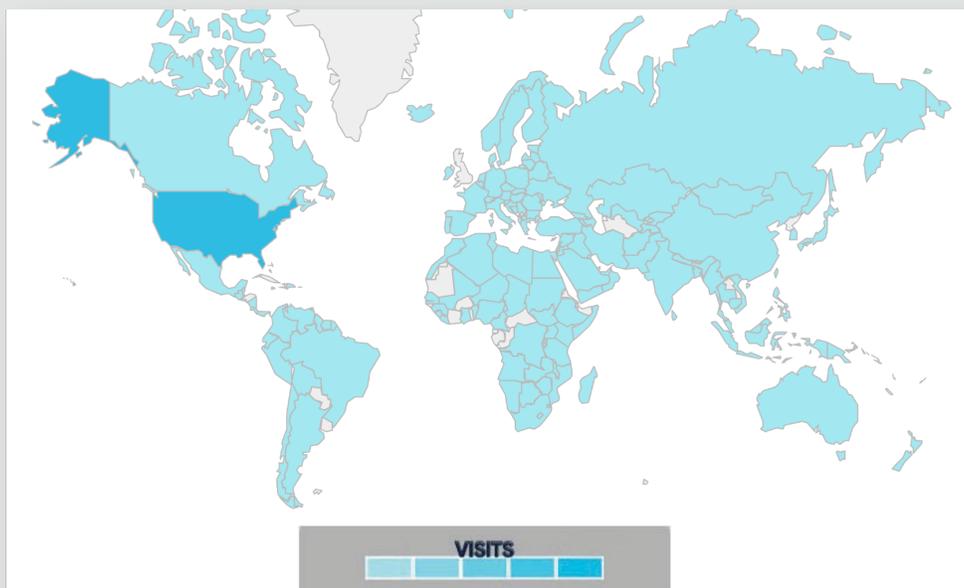
### Second Year Impacts



### Digital Communication Metrics

**30,538** Website Visitors | **56,629** Social Media Views | **178** Countries

### Website Visitors by Country



## Improving the Health & Well-Being of Educators



**Principal Investigator:**  
**Jennifer Cavallari, Sc.D., C.I.H.,**  
Associate Professor of Public Health  
Sciences, University of Connecticut,  
School of Medicine



### Total Teacher Health Project

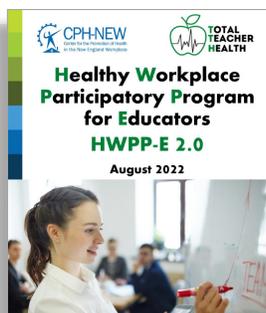
Since the COVID-19 pandemic began, schoolteacher turnover increased a staggering 10% nationally (Rand Corporation, 2022). Many U.S. teachers at risk for stress, depression, and anxiety before the COVID-19 pandemic were at even greater risk afterward. In Connecticut, 2 out of 3 teachers surveyed by CPH-NEW in the 2022-23 school year reported high stress.

The Total Teacher Health Project aims to improve the health, safety, and well-being of teachers, which is critical for high-quality public education. We are using the TWH model to develop a tailored, adaptable **Healthy Workplace Participatory Program for Educators (HWPP-E)**. Participating schools use the program tools developed by CPH-NEW to promote and protect educators' well-being. This unique program engages educators to design effective solutions to key stressors that affect their specific school environment.

### Empowering Educators

*"I think the participatory program was definitely successful in giving people a chance to share or contribute in different ways."*

—Educator Design Team Member



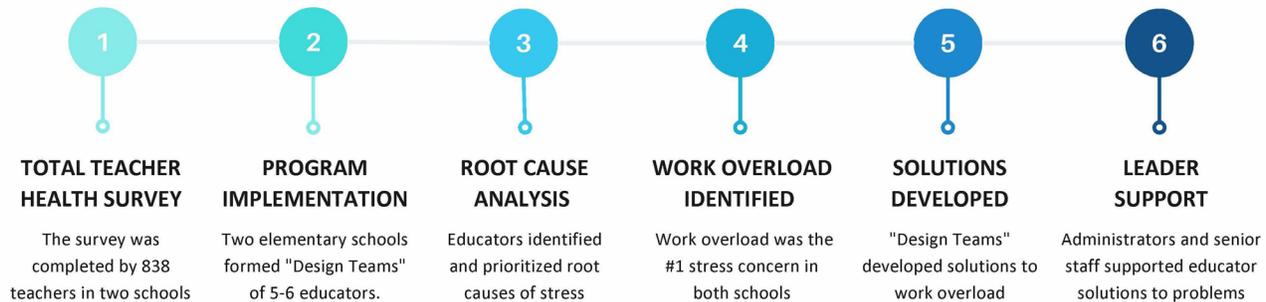
### Second Year Stats

- 2** Elementary schools implemented the HWPP-E
- 19** Educators designed job solutions to promote teacher well-being
- 838** School staff completed the Total Teacher Health Educator Wellbeing Survey
- 13** Schools received an Educator Well-being Survey Report for action planning

# 2023 Accomplishments

## Tackling Stress from Work Overload

Last year we worked closely with educators in two school districts to help address key sources of job stress.



### School Improvements to Promote Educator Well-being

- Improved work organization – Schools created an online collaboration platform to help personnel work together more efficiently.
- Improved staff rapport – Teachers implemented “shout-outs” to recognize each other’s successes.
- Designated planning time – Schools provided 30 minutes of classroom coverage to give teachers time for planning.
- Documentation of job roles and policies – Schools developed new handbooks with job descriptions, templates of daily roles by grade level, and links to online resources and information.

### Educator Work-life and Well-being Impacts

- Educators felt heard in discussions about health, safety, and well-being issues at work.
- Job quality was improved because of better collaboration between teachers and administration.
- Sustainable workplace changes were made because educators proposed workable solutions for long-term success.

### The Challenges Ahead

- Tackling root causes of work overload that are driven by district, state, or national policies.
- Sustaining a participatory design process that fits realistically with teacher and school time resources.

## Next Steps in the Study

### Refine the HWPP-E school program materials

Researchers will upgrade the implementation and training materials based on feedback from teachers and administrators.

### Expand the study to include more schools

Two new elementary schools will join the study in Fall 2023. We will continue supporting the first two participating schools.

### Administer the Total Teacher Health Survey in schools to promote data-driven action

Nine schools will collect the Total Teacher Health Survey from teachers and other school personnel. Monitoring problems such as turnover and work overload can sustain attention on improving working conditions to improve health, morale, and retention. Most of all, it gives students the best environment in which to learn and succeed.

## Publications

Cavallari, J.M. et al. (2023). **Impact of work schedule characteristics on teacher mental health and burnout symptoms while remote working.** *American Journal of Industrial Medicine*

# Raising Healthcare Workers' Voices: Comparing Strategies for Employee Engagement



**Principal Investigator:**

**Alicia Kurowski, Sc.D.** Research Professor, Department of Biomedical Engineering, UMass Lowell

## Embedding Employee Participation in Safety and Health through Integrated Facilitated Teams Project (SHIFT II)

Health care workers, which make up 11 percent of the US labor force, face a staggering range of occupational hazards. Working conditions contribute to well-documented negative health outcomes.

This project is a large, multi-phase participatory action research study that aims to improve the health, safety, and well-being of health care workers. The study evaluates and compares two new methods for implementing TWH strategies:

- 1) An organizational training program for participatory health and safety problem-solving
- 2) A union-based training program for health and safety problem-solving

Our TWH intervention program, the **Healthy Workplace Participatory Program (HWPP)**, teaches workers to use root cause analysis for identifying problems and generating solutions. Both implementation strategies in this study will use the HWPP to promote worker engagement as safety and health leaders.



## 2022 Accomplishments

### Leading through Listening: A TWH Model for Sustainability

At a Massachusetts mental health hospital, we delivered a Train-the-Trainer program to build capacity of leaders and front-line workers to enhance leadership and collaboration skills (see Second Year Stats, page 9).

***“I will be able to improve my own communication and facilitate better communication among other hospital personnel in the meetings that I attend daily.”*** –Hospital Administrator

Leadership communication training, focus group facilitation training, and listening sessions enabled front-line workers and executive leaders to collaborate and prioritize interventions that improve working conditions. Examples include improved meeting protocols, patient advocacy council, communication training, open forums, staff recognition, staff yoga, and stress management programs. Leaders and workers developed shared commitment to a healthier workplace. The hospital is committed to sustaining the Train-the-Trainer program.

## Healthy Workplace Participatory Program for Unions and Worker Organizations

CPH-NEW researchers developed a union-focused facilitation guide and a Train-the-Trainer program (HWPP-U) that teaches workers how to facilitate meetings, collaborate with management, and lead change efforts to improve worker well-being. One trainee from North Carolina explained how the HWPP-U helped her lead a comprehensive disaster planning.

*"We used the HWPP-U to understand why some workers, (e.g., immigrant workers in janitorial, carwash, agricultural, domestic, and construction work) are especially impacted by heavy rains and flooding. This allowed us to make sure all workers' safety and health rights were being addressed."* —HWPP-U Trainee



*"The listening sessions have been extremely valuable. Not only does it provide a forum for our co-workers' voices to be heard, but the information gathered is invaluable. Participants told us they value knowing that their organization WANTS to hear from them."*  
—Jennifer Dante, LICSW,  
Clinical Training Specialist



*"The value of training I received for facilitating a listening session was indispensable. I am more comfortable leading group discussions and really listening to the participants' responses. This leads to a better engaged and thoughtful conversation in the session."*  
—Haylee Coogan, RN, Nurse Educator

### Second Year Stats

- 208** Total hours of training received by healthcare workers in Worcester, MA
- 20** Hospital leaders received 5 hours of training on Facilitative Leadership Communication
- 9** Healthcare workers received 12 hours of training on Focus Group Facilitation
- 6** Hospital listening sessions were led by trained healthcare workers
- 60** Healthcare personnel participated in listening sessions
- 18** Union leaders completed the HWPP Train-the-Trainer to build TWH leadership skills

## Next Steps

### Institutionalize the HWPP as a sustainable TWH program for healthcare workers.

The mental health facility will continue to embed the HWPP into their organization, using the listening session model to engage their workforce in collaborative problem-solving.

### Evaluate Design Team interventions.

In early 2024, we will hold focus groups to assess the impact of the interventions implemented in the previous two years.

### Continue delivering union-based TWH leadership training to workers

The Train-the-Trainer program will be delivered bi-monthly to build TWH leadership capacity in union and worker organizations. We will provide technical assistance to trainees and evaluate the local impact.

## Publications

Siddique, S, et al. (2022). **Health care organization policies for employee safety and COVID-19 pandemic response: A mixed methods study.** *Journal of Occupational and Environmental Medicine*

Zhang, Y, et al. (2023). **Work-Family conflict and depression among healthcare workers: The role of sleep and decision latitude.** *Workplace Health and Safety*

# Protecting Worker Health by Preparing Employers for Crises



**Principal Investigator:**

**Cora Roelofs, Sc.D.**, Research Professor, Department of Biomedical Engineering, UMass Lowell

## TWH Employer Crisis Preparedness Project

The COVID pandemic revealed a serious need for preparedness before a crisis. This two-year study responds to that need. We integrate TWH approaches into crisis management planning efforts, by combining business planning and human resources management.

Our goal is to develop, test, and create training content that can help employers protect worker health, safety, and well-being in the face of emergencies and disasters impacting the workplace. To meet worker needs, we expand emergency preparedness to include human resources policies related to leave, mitigation of risk through toxics use-reduction, and personal preparedness training through wellness education.

## 2023 Accomplishments

### First Training Cohort Concludes

Between Fall 2022 and Summer 2023, our cohort of human resources and related professionals met monthly in a hybrid format.

**Curriculum highlights:**

Case-based learning to build capacity for TWH Employer Crisis Preparedness.

Learner-centered course with 10 classes and individual coaching

**Preparedness topics include:**

- Overcoming the Obstacles to Preparedness
- Vulnerability Analysis
- Crisis Leadership
- Communication
- Mental Health and Employee Support
- Leave and Work Schedules
- Training

**Preparedness tools developed:**

Preparedness planning guide; training matrix.

## Second Year Stats

- 9** Participants in the cohort including professions in:
- Human Resources
  - Loss Prevention
  - Financial Management
  - Non-profit Management

**10** Training Sessions

**11** Novel training tools developed to promote TWH-Employer Crisis Preparedness

## Case-Based Training for “Real-World” Preparedness

In response to potential trainees’ preferences, we developed several cases related to preparedness for **acts of violence, tornados, flooding, and hazardous exposures**. Realistic scenarios or actual events were narrated for participants to discuss how to engage stakeholders, assess vulnerabilities, and plan for all the potential impacts employees might face in these crises. Unfortunately, numerous crises, including violence, wildfires, and flooding occurred during the time of the course, providing further real-life crises for immediate reflection.

## A Common Thread - Mental Health

We discovered that Human Resources professionals can reduce anxiety and promote employee mental well-being by focusing on prepared in these areas:

- Communications,
- Leave and benefits, and
- Specific topics (e.g., violence, flooding, tornados, etc.)

## Tools to Help Professionals Get Started

Some training participants naturally felt overwhelmed by the breadth of elements required for crisis preparedness.

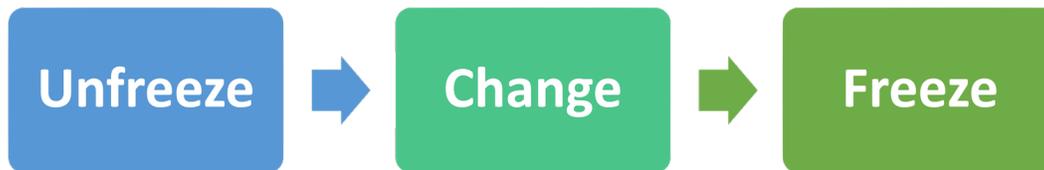
We created a dynamic **TWH-ECP Planning Guide** to facilitate prioritization and action. This helped HR professionals focus on the most important preparedness tasks first.

We integrated best practices in organizational change management to build a culture of preparedness. The “**Freeze/Change/Unfreeze**” model is adaptable for any industry.



TWH-ECP Training Participants and Instructor

## Organizational Change Framework for TWH-ECP



## Next Steps in the Study

### Evaluate the first training cohort

Analyze the pre- and post-training survey data and the qualitative data related to cohort participation.

### Launch the TWH-ECP online course

Enroll HR and other management professionals in a new online version of the TWH Employer Crisis Preparedness course in October 2023.

### Evaluate the TWH-ECP online course

Compare the hybrid and online course models for preparedness effectiveness.

## Publications

Roelofs C. (2022). **Total Worker Health® employer preparedness: A proposed model and survey of human resource managers’ perceptions**. *Disaster Medicine and Public Health Preparedness*

## Improving the Health of Correctional Officers



**Principal Investigator:**

**Martin Cherniack, M.D., M.P.H.**, Professor of Medicine Emeritus, University of Connecticut, School of Medicine

### Health Improvement Through Employee Control (HITEC) for Correctional Personnel Project

Nationwide, the life expectancy of Correctional Officers (COs) is **12 years less** than people in other occupations. **Major threats to the health of COs, include a high prevalence of obesity, hyper-tension and major depression.** These conditions arise, in part, due to the high stress nature of the occupation. Health Improvement Through Employee Control (HITEC) addresses the social conditions and structures in place that harm and deteriorate correctional employee health.



NIOSH initially funded the HITEC study (2011-2021), made possible by research partnerships with Connecticut Department of Corrections (CT DOC). We evaluated TWH approaches to improve the health and longevity of corrections officers, using the CPH-NEW Healthy Workplace Participatory Program (HWPP). Worker Design Teams (DTs) of 6-10 correctional staff created successful and sustainable interventions around the **topics of work environment, workplace policies, family support, and health promotion.** The positive impact on organizational health empowered officers, unions, and administrative leaders to work together collectively to improve work-life balance and well-being related to mental health, stress, nutrition, sleep, and fitness.

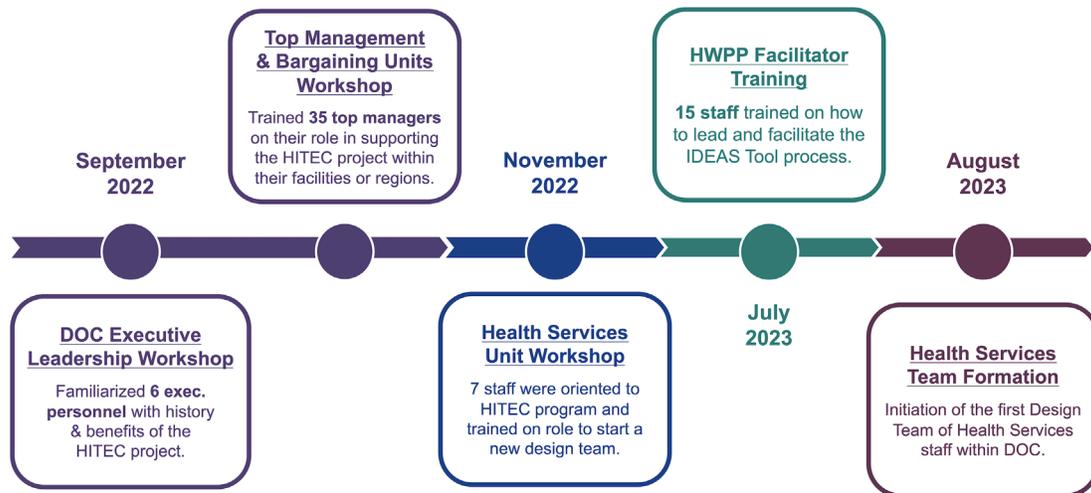
**The HWPP in CT DOC was so successful, that on September 1, 2021, the State of Connecticut appropriated state funding** to prioritize the health of these workers. HITEC's goal is to build sustainability and integrate proven HITEC solutions into correctional institution's organizational structures. CT DOC works with the CPH-NEW research team to develop their internal resources and personnel to maintain this nationally renowned program. HITEC training workshops educate agency leaders with the tools and skills to support the Design Teams' work.

### HITEC Impact Highlights

**HITEC Corrections Officer Design Teams develop their own interventions and support each other through peer mentorship. HITEC facilitates "buy-in" from senior managers, union members, and state government to ensure sustainability.**

HITEC's goal is to build sustainability and integrate proven HITEC solutions into correctional institution's organizational structures. CT DOC works with the research team to develop their internal resources and personnel to maintain this nationally renowned program. HITEC training workshops supply agency leaders with the tools and skills needed to support the Design Teams' work.

# HITEC Key Leadership Training & Workshops for CT DOC 2023



In 2023 HITEC established the first ever correctional healthcare professionals Design Team in CT DOC prisons and jails. This serves a dual purpose, by engaging nurses and other healthcare providers who experience significant work stress, as well as giving them an opportunity to provide insight to custody personnel about the mental and physical health of inmates.

## Building on a Legacy of Success

HITEC is a leader in the field, spearheading national initiatives to expand research and education that supports the health and wellness of corrections personnel.

- Sustainment of a 40-member, interdisciplinary **National Corrections Collaborative** to advance research and workplace programs to promote corrections worker wellbeing.
- \$1,055,130 in State of CT appropriation to support HITEC IV, a legacy program to scale up and institutionalize the participatory HWPP in the CT Department of Correction. (9/1/23-8/31/25)
- Secured Phase 2 funding (8/4/23-8/3/24) by the National Institute of Corrections on **Responding to Staff Trauma and Organizational Stress in Prisons and Jail Settings** for \$150,153. Phase 2 will focus on additional job titles (like corrections health care personnel), that have direct inmate contact beyond the correctional officer series that was the focus of Phase 1.

*“I was invited to be a part of HITEC and it interested me greatly because of the idea of the staff, boots on the ground, identifying things to work on and creating solutions for the benefit of the worker.”*

– Corrections Officer Mentor

## Publications

Gilmer, D. O., et al. (2023). **Relative Importance of Incivility and Loneliness in Occupational Health Outcomes.** *Occupational Health Science*

Namazi S, et al. (2023). **Participatory design of a sleep intervention with correctional supervisors using a root causes approach.** *American Journal of Industrial Medicine*

# Leveraging our Center's Success - Expanding TWH Impacts

## Research Affiliates Program

Researchers around the globe collaborate with CPH-NEW to generate new knowledge for the TWH program. **CPH-NEW's Research Affiliates** program engages 30 experts who contribute to the mission of CPH-NEW, from many different home institutions.

## Related Research Projects

Our research track record has made it possible for CPH-NEW investigators to attract funding from private and public funding agencies that extends our scientific impact. A total of **\$289,000** was received by CPH-NEW researchers during the past year for novel studies that contribute to the NIOSH TWH mission. Examples of current and past affiliated research are highlighted below.

<b>Project Title</b>	<b>Principal Investigator(s)</b>
Massachusetts' Department of Industrial Accident Opioid Alternative Pathway Evaluation	<b>Cora Roelofs, Sc.D.</b>
Opioid Hazard Prevention for Stone, Sand, and Gravel	<b>Cora Roelofs, Sc.D.</b>
HearWell Pilot Program	<b>Jennifer Cavallari, Sc.D., C.I.H.</b>
WorkTime: Changes in the way we work: The non-standard workday and worker and family health	<b>Jennifer Cavallari, Sc.D., C.I.H. &amp; Alicia Dugan, Ph.D.</b>
Surviving at Work – Reducing Barriers to Cancer Survivors Returning to Work	<b>Alicia Dugan, Ph.D.</b>
Responding to Staff Trauma and Organizational Stress in Prisons and Jail Settings	<b>Mazen El Ghaziri Ph.D. &amp; Lisa Jaegers, Ph.D.</b>
Trade Union Staff Health and Well-Being: A Mixed Methods Study	<b>Serena Rice, M.S.</b>
Factors influencing early educational and occupational trajectories in Adult Congenital Heart Disease	<b>William S. Shaw, Ph.D. &amp; Alicia Dugan, Ph.D.</b>

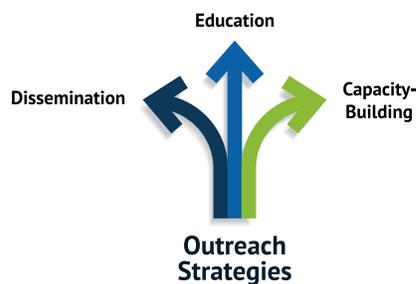
# Accelerating Research to Practice through Outreach and Education



**Principal Investigator:**  
**Suzanne Nobrega, Ph.D.**

CPH-NEW's TWH Research to Practice (R2P) Hub serves as a learning and development center to catalyze change for a healthier workforce. Re-

search knowledge is translated to practical education and tools for real-world application.



## Second Year Stats

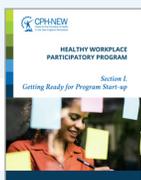
### Website and Online Reach

<b>30,538</b>	CPH-NEW website visits
<b>178</b>	Countries of web page visitors
<b>3,081</b>	Email subscribers
<b>729</b>	Social media followers
<b>27</b>	YouTube videos (4 new last year)
<b>785</b>	Professionals reached at conferences
<b>326</b>	Continuing Education (CE) course graduates
<b>265</b>	TWH Facilitation Skills training graduates
<b>49</b>	TWH Learning Lab participants
<b>675</b>	Webinar attendees

### Training Impact

<b>100%</b>	Facilitation skills improved
<b>76%</b>	TWH knowledge increased
<b>89%</b>	Reported implementing TWH skills

## Resources for Employers



### Healthy Workplace Participatory Program

An online toolkit for employers to implement a participatory, TWH program

### Stress@Work

An informational website for employers and professionals to help reduce job stress.

### CPH-NEWs and Views: Emerging Topic Briefs **4 NEW Articles in 2022/23!**

A quarterly blog related to healthy workplaces

## Resources for Researchers

### Research publications page **18 NEW Articles!**

Peer reviewed articles by CPH-NEW researchers.

### Total Worker Health® Trends Expert Webinars Series **4 NEW Webinars!**

State of the science presentations on TWH research and practice.

### CPH-NEW YouTube Channel **4 NEW Videos!**

Scientific presentations and Practical instructional videos for professionals

# Resources for Professionals

## Online, OnDemand Continuing Education

- **Total Worker Health for Occupational Safety and Health Professionals**  
Builds foundational TWH knowledge and facilitates practical workplace application of TWH principles
- **Ergonomics in Healthcare** - Gives healthcare workers the knowledge to prevent injuries by using safer policies, programs, and practices for patient handling
- **Job Stress for Today's Nurse** – Gives nurses the knowledge they need to avoid stress-related illness by using a comprehensive, TWH approach to dealing with occupational stressors

## Implementation Skills Training and Tools

### Total Worker Health Facilitation Skills Training



Trainer Serena Rice delivers **hands-on training** for professionals.

- Facilitating the **IDEAS process** to design TWH solutions
- Business case development
- Team building
- Collaboration

skills

*“The skills I learned helped me create a video to help leaders communicate with workers who may be struggling with mental health issues.”*

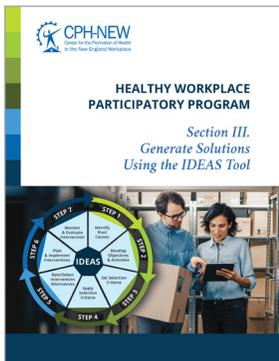
– Injury Prevention Specialist

### Total Worker Health Learning Labs - A peer learning community for TWH professionals

Quarterly virtual meetings of CPH-NEW course graduates supply ongoing TWH peer learning and support

### The Healthy Workplace Participatory Program (HWPP) - A comprehensive employer toolkit to make TWH a reality in the workplace

One of the only “practice-ready” TWH program toolkits that is freely available for employers



- Contains user guides, instructional videos, downloadable tools
- Appropriate for most employment sectors
- Real-world implementation case studies **NEW in 2023!**

*“I like how the tool structured a complex problem. The IDEAS process does a nice job in organizing that complexity in a way that we could deal with it. One step at a time, one thought at a time, one objective at a time, and explore each of those things instead just tossing out a ton of ideas without a lot of clear organization.”* – Training and Safety Director

## Publications

Nobrega, S, et al. (2023). **A protocol to assess contextual factors during program impact evaluation: A case study of a STEM gender equity intervention in higher education.** *American Journal of Evaluation*

# Training the Future TWH Workforce

Graduate students play a vital role in CPH-NEW research and practice. Last year, 31 students contributed to our research and outreach programs, developing valuable skills to become TWH future scientists and practitioners who will carry forward the TWH philosophy in their Occupational Safety and Health careers.

## Graduate Student Spotlight



### **Sundus, Siddique, M.B.B.S., M.P.H.**

Ph.D. Candidate, Department of Public Health, University of Massachusetts Lowell

**Mentor: Laura Punnett, Sc.D.**, Professor, Department of Biomedical Engineering, University of Massachusetts Lowell

*“Working at CPH-NEW has been instrumental in my evolution as a physician in Epidemiology and Occupational health and Safety. I have become acutely aware of the importance of settings safety standards, listening to the needs of workers, and providing them safety related training and education. I am learning to improve the work environment and design systems for workplace safety centered around employee satisfaction. CPH-NEW projects helped me to sharpen my skills in qualitative and quantitative research, grant writing, workplace hazards assessment, and scientific writing and presentation. I am deeply grateful to the CPH-NEW team and to my mentors for this invaluable training experience.”*

## New Professionals Spotlight



### **Jin Lee, Ph.D.**

Associate Professor, Department of Psychological Sciences at Kansas State University

**Mentor: Robert A. Henning, Ph.D.**, Associate Professor, Dept of Psychological Sciences, Industrial Psychology Applications Center, University of Connecticut

*“Through my involvement in the CPH-NEW projects, I gained valuable insights into the intricate relationship between work systems and psychosocial factors and the importance of interdisciplinary approaches for promoting worker safety, health, and well-being. These experiences enabled me to develop research programs focused on comprehensive safety climate interventions and addressing occupational safety and health disparities. Furthermore, my engagement with the CPH-NEW projects has served as a catalyst for collaboration with experts from diverse academic fields, including public health and human factors/ ergonomics, resulting in substantial funding of over half a million dollars from organizations like FEMA, OERC, and USDA.”*



### **Rick Laguerre, Ph.D.**

Assistant Professor, Industrial/Organizational Psychology, Montclair State University

**Mentor: Janet Barnes-Farrell, Ph.D.**, Professor Emerita, Psychological Sciences; Director, Industrial Psychology Applications Center, University of Connecticut

*“The CPH-NEW team was instrumental to my development as a doctoral student in Industrial / Organizational Psychology. They helped sharpen my collaborative abilities. Working with this interdisciplinary team of scholars prepared me to succeed in any academic environment. I am truly grateful for my time with the group and encourage all students to take advantage of the opportunity to work with this amazing team.”*

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