



**[OCCUPATIONAL SAFETY AND HEALTH SYLLABUS  
SECTIONS 338:90 & 338:91]**

**Occupational Safety and Health**

Rutgers University  
School of Management and Labor Relations  
Labor Studies and Employment Relations

Course Number: 37:575:338:90 and 37:575:338:91

Instructor: Ashley Conway  
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Office Hours: By appointment  
Class Location: Online

**Course Description:**

Work has an impact on physical and psychological health. In this course, students will explore the health and safety issues of various types of work. Students will gain an understanding of the current state of occupational safety and health in the United States and globally including the enforcement of laws regulating occupational safety and health and the roles of workers, unions, and employers. The historical, economic, and cultural forces contributing to and inhibiting solutions to occupational safety and health problems will be analyzed.

**Course Expectations:**

This course requires that you:

- Write a paper on your family occupational safety and health history
- Participate in 8 forums
- Take 2 exams

**Objectives:**

- Gain an historical, economic, and organizational perspective of occupational safety and health
- Investigate current occupational safety and health problems and solutions
- Identify the forces that influence occupational safety and health
- Demonstrate the knowledge and skills needed to identify workplace problems and advance safe work

**Required Books and Videos:**

You are not required to purchase books or a text. Materials such as book chapters, articles, and audio or visual clips will be made available in Ecollege.

**Evaluation:**

Grades will be based on each of the following activities:

	<u>Points</u>
Introduction assignment	50
History Paper	150
Forums (8X 50 points each)	400
Exam #1	200
Exam #2	200
<b>Total</b>	<b>1000</b>

**GRADING SCALE (%):**

A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	< 60

Points have no "absolute meaning," – in the end, I will use my judgment in translating points into grades for the course. That means that grades are "curved" in the sense that they are comparative. The comparison is both to other students taking the class this semester and with those who took the class in the past. In addition, I may increase or decrease a grade for exceptional (good or poor) class participation and performance – ordinarily by one level (for example, between B and B+).

**No extra credit is offered in the course.** 

**Forums:**

An important way to learn on-line is by participating in *forums*: a discussion group where students interact through a series of posts about a particular topic. Students can communicate their insights and thoughts in a *threaded discussion* pertaining to a topic, as well as learn from one another in the process. Threaded discussions are also a means for me to identify whether or not you comprehend the course content. Forums include instructor-generated questions and student-to-student interaction.

**Assessment of Online Forums**

The *Forum Guidelines* document (available on the course site in Ecollege) provides an in-depth explanation of how to successfully participate in forums and how forums are evaluated. It is possible to earn up to 400 points by excellence in participation in a total of 8 forums (each forum is worth 50 points). A forum is a virtual interactive discussion. Your forum submissions will be evaluated on a scale from minimally adequate to exceptional, with more typical responses being in the good to excellent range. Once a forum has closed not further posts can be made – late submissions will not be accepted.

**Participation in Forums**

As you review the class schedule, please note that there are eight discussion forums held over the semester. Students are required to participate in each forum. Although the forums are held online and are asynchronous (in other words, you don't have to participate in a forum in "real time" when other students are logged on) they still require a weekly time commitment. In this way, forums are much like signing up for a class with mandatory attendance. Two or three times during the week you will need to post comments on the weekly discussion topic. *If you think this is a commitment that you cannot realistically make, then this class is not a good choice for you.* Students who do not post during the open period of a forum discussion will lose 50 points (5% of the course grade).

**Keep current – avoid being late!**

This is an interactive class – you need to keep current in the readings, viewings, and discussion forums to effectively interact with others in the class. You can only participate in forums when they are open. Non-participation = 0 points!

You should inform me of serious personal emergencies that arise – for instance, a hospitalization that makes it impossible to get online. Because this class does not meet face-to-face, routine illnesses (such as a cold, stomach virus or "not feeling well") are not a valid excuse for failing to participate in the class. Except for a truly serious illness, you are expected to log on to view course material, post comments, or submit an assignment. With the exception of a military deployment, work related scheduling conflicts are not considered an emergency, nor is a problem with your personal computer. There are many ways to get online in hotels, at campus computing facilities, public libraries, or cafes. Scheduling conflicts related to athletic participation is not considered an emergency; athletes should plan the study week to accommodate practice, events, and event related travel.

An online class is somewhat flexible with regard to your schedule but you must be responsible for managing your time and for getting online each week no matter what else is going on in your life. In general, I recommend that you sign into the class at least 4 times a week and that you check your Rutgers email each day.

**Exams:**

Two non-cumulative exams will be given worth 200 points each. The exams include true/false, matching, multiple choice and fill-in-the-blanks questions.

The exams must be taken during the open period (refer to course calendar). Make-up exams will only be allowed only for legitimate, documented, and verified reasons. Make-up exams without an acceptable excuse will be assessed a 25% penalty.

**Writing Assignment:**

You will write one paper – an essay on your family occupational safety and health history (150 points).

**Grading Criteria for Written Submissions (paper and forums):**

*Content.* Writing should reflect careful, thorough consideration of the topic. Writing should also demonstrate careful reading of the course material. All sources that were consulted when preparing the assignment must be cited.

*Mechanics.* Writing should demonstrate college level competence in grammar and style. Students with unsatisfactory writing skills will be encouraged to seek additional assistance from tutorial resources.

**Late submission of the family OSH history paper:**

- 25% point deduction for late submissions up to one week after due date
- 50% point deduction for late submissions more than one week and up to two weeks after the due date
- No points will be given for late submissions in excess of two weeks

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**Honor Code and Academic Integrity:**

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment.

Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any such issues will be submitted to the Dean of the Labor Studies and Employment Relations Department, as appropriate. Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to abide by the Rutgers University Code of Student Conduct. They are to conduct themselves with honesty and integrity.

**The Rutgers' academic integrity policy can be accessed at this link:**  
[http://studentconduct.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)

Most academic integrity problems that arise are not intentional but are the consequence of failing to appropriately and carefully cite sources. Avoid plagiarism or other violations of academic integrity! Your written work (forums and the paper) may be submitted to "Turnitin.com" to insure that your answers are yours alone – not answers from another student, from the web, or another source. Be careful not to "copy" phrases or sentences excessively from the readings. The goal is to put the ideas into your own words.

**From the Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Unit 1	Building a Foundation for Learning	
Week 1 1/20 – 1/26	<b>Course Overview and Introduction Assignments</b> <i>Learning objectives: Become familiar with the Ecollege course site and meet group members.</i>	Become familiar with the Ecollege course site and complete the introductory assignments (Part 1 and Part 2)
Week 2 1/27 – 2/2	<b>OSH History</b> <i>Learning objectives: Review historical events and understand them from an OSH perspective.</i>	<b>Triangle Shirtwaist Factory fire</b> Assignment – Family History Paper
Week 3 2/3 – 2/9	<b>OSH Concepts and Principles</b> <i>Learning objectives: Comprehend and interpret the basic principles and concepts of OSH, including frequently used terms.</i>	<b>Asbestos - W.R. Grace</b> <a href="#">Receive Exam #1 study guide</a>
Week 4 2/10 – 2/16	<b>OSH Power Dynamics</b> <i>Learning objectives: Identify the forces influencing OSH and analyze those forces.</i>	<b>Diacetyl and "popcorn workers' lung"</b> Forum #1
Unit 2	Regulatory Realities	
Week 5 2/17 – 2/23	<b>OSH Act and OSHA</b> <i>Learning objectives: Gain an understanding of the scope of the OSH Act and the role of OSHA.</i>	<b>McWane Foundries</b> Forum #2
Week 6 2/24 – 3/1	<b>Economics of Safety and Health</b> <i>Learning objectives: Learn how market theory impacts work safety and health and analyze the effects of economics on injuries, illnesses, and fatalities.</i>	<b>Case – TBA</b> Forum #3
Week 7 3/2 – 3/8	<b>Right-to-Know, Health &amp; Safety Committees, and Workers' Compensation</b> <i>Learning objectives: Gain an understanding of the role information plays OSH. Gain an understanding of the workers' compensation system and the changes the system is undergoing.</i>	<b>Case - TBA</b>

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	Examine the role of health and safety committees.	
<b>Spring Break</b>		
Week 8 3/9 - 3/11 3/21-3/22	<b>Evaluation Week</b> <i>Learning objectives: Synthesize and apply OSH knowledge to the exam</i>	<b>Exam #1</b> Exam opens on Monday, 3/21 at 12:00 AM Exam closes on Tuesday, 3/22 at 11:59 PM
<b>Unit 3</b>	<b>Change and Progress</b>	
Week 9 3/23 - 3/29	<b>Safety and Health in the Entertainment Industry</b> <i>Learning objectives: Gain an understanding of workers' compensation. Describe the OSH issues of workers in the entertainment industry.</i>	<b>The NFL and CTE</b> Forum #4 Receive Exam #2 study guide
Week 10 3/30 - 4/5	<b>Globalization and Tripartite Solutions</b> <i>Learning objectives: Identify the roles of government, employers, and unions in occupational health and analyze global efforts to improve work safety and health. Gain a global perspective of occupational safety and health.</i>	<b>Case - TBA</b> Forum #5 - - original post only - replies are not required
Week 11 4/6 - 4/12	<b>Occupational Safety and Health and the Environment</b> <i>Learning objectives: Identify occupational safety and health partnerships and critique their effectiveness.</i>	<b>BP Gulf disaster</b> Forum #6
<b>Unit 4</b>	<b>21<sup>st</sup> Century Work</b>	
Week 12 4/13 - 4/19	<b>Work Transformation and the Psychosocial OSH Issues</b> <i>Learning objectives: Recognize psychosocial OSH factors and identify prevention and mitigation measures.</i>	<b>Case - Student choice</b> Forum #7 - - original post only - replies are not required
Week 13 4/20 - 4/26	<b>Crisis and Disasters: OSH Issues of Responders</b> <i>Learning objectives: Critique response efforts of 9/11 and examine the OSH implications.</i>	<b>World Trade Center</b> Forum #8 - original post only - replies are not required
Week 14 4/27 - 5/2	<b>Evaluation Week</b> <i>Learning objectives: Synthesize and apply OSH knowledge to the exam</i>	<b>Exam #2</b> Exam opens, Saturday, 4/30 Exam closes, Monday, 5/2

**NOTE: This schedule is subject to change –  
always refer to the Ecollege course site for the most current schedule information**