

Special Topics: Health and Safety (ORG-480)

Semester: Winter 2010

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Textbook: *Next-Generation Wellness at Work* (Overman) ISBN: 978-0-313-36029-9

Readings: Moodle page

Date	Topic	Chapter/Reading	Project
January 5	Introduction to Health and Safety		
January 12	OSHA: Occupational Safety and Health	OSHA-FAQ OSHA-Mission	
January 19	Workplace Health Hazards; Workplace Violence	Workplace Violence-factsheet Violence in the Workplace_DOJ Workplace Violence Awareness and Prevention1996	Workplace Health and Safety Hazards [Individual]
January 26	Approaches to Workplace Safety: Selection, Training, Engineering	Safety and Health Management Systems eTool Voluntary Protection Programs-factsheet	Hazardous Jobs [Team]
February 2	Ergonomics: People and Machines	Ergonomics-FAQ	Reducing the Risks of High-Risk Employees [Team]
February 9	Workers Compensation	An Overview of Workers' Compensation in Michigan	The Person-Machine Interface: A Better Tool for the Job [Individual]
February 16	<b>Test1</b>		
February 23	Winter Break		
March 2	Emergency Preparedness and Disaster Planning	Emergency Management Guide for Business and Industry	Michigan Workers Compensation Cases: Workers' Compensation Magistrate Opinions [Individual]

March9	Drug Free Workplace	Drug Free Workplace-factsheet	Emergency Preparedness at OU [Team]
March16	Health Promotion and Wellness; Quality of Worklife	1: First, the Payoff 2: Start at the Top 3: Team Wellness 4: Take the Plunge	Drug Testing: Developing a Drug Free Workplace Policy [Team]
March23	Wellness Programs: Stress Management, Nutrition, Smoking Cessation	5: Carrots and Sticks 6: Take the Risk out of Health Assessments 7: Bringing Wellness Onboard 8: Mental Wellness Matters Too	Quality of Worklife Survey, Part1: Administer Survey [Team]
March30	Design of Workplace Health Promotion Programs	9: Working Together: Partners in Prevention 10: No Size Fits All	General Social Survey: Data Analysis [Team]
April6	Evaluating Workplace Health Promotion Programs	Evaluating Comprehensive Workplace Health Promotion	Quality of Worklife Survey, Part2: Report Survey Results [Team]
April13	International Health Promotion in the Global Enterprise	International Aspects of Health and Safety	Develop Your Own Personal Wellness Plan: Strategy for Behavioral Change [Individual]
April20	<b>Test2</b>		

**Grading.** Grading is based on two (2) tests of 80 points each, four individual projects of 60 points, and six team projects of 80 points, for a total of 300 points. Grades will be assigned by the following percentages of total points:

<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>
100% - 95%	4.0	85% - 80%	3.3 - 3.0	70% - 65%	2.0 - 1.5
95% - 90%	4.0 - 3.6	80% - 75%	3.0 - 2.5	65% - 60%	1.5 - 1.0
90% - 85%	3.6 - 3.3	75% - 70%	2.5 - 2.0	59% - 0%	0.0

**Tests.** Tests will be 40 multiple choice questions. In the first half of class on test day, you will take the test individually. In the next half of class, you will take the test in your team, and come to a team consensus on each question. Your score on the test will be the total of your individual score plus your team score. Make-up tests will be four or five essay questions, and arrangements

to take the make-up test must be made within 48 hours of the scheduled test time. Test2 is NOT comprehensive. Test questions will be taken about equally from the book, projects, in-class exercises, and class presentations.

## **Projects**

### *Workplace Health and Safety Hazards* [Individual, 20 points]

Using the CDC/NIOSH web pages, from the “Hazards & Exposures” list (Abrasive Blasting...Venomous Spiders) select a workplace hazard (approved by the instructor to avoid duplicate presentations) and make a 5-slide PowerPoint presentation:

- 1: Title slide: Your name, topic
- 2-3. Description of the health/safety hazard, what is the nature of the hazard, what types of occupations are most at risk, who does it affect, how many people does it affect, etc.
- 3-4. Recommendations for Employers/Employees for protecting workers from the hazard.
5. Where to get additional information.

Resources:

CDC/NIOSH

<http://www.cdc.gov/niosh/topics/hazards.html>

### *Hazardous Jobs* [Team, 15 points + 5 team participation points]

Choose a TV show that has workers doing a hazardous job, and do a 5-slide PowerPoint presentation in class that includes the following: 1) Title slide: Team name, topic; 2) A description of the job, the job tasks, the working conditions, etc.; 3) The O\*Net job description; 4) OSHA statistics on fatality and injury rates for the job; and 5) A video clip of the job. Some shows that might make a good presentation include Repo Men: Stealing for a Living; Dog the Bounty Hunter; Ice Road Truckers; Axe Men; Deadliest Catch.

Resources:

Occupational Safety and Health Administration, United States Department of Labor:

<http://www.osha.gov/>

### *Reducing the Risks of High-Risk Employees* [Team, 8 points + 2 team participation points]

Choose any occupational health and safety topic, and create a PowerPoint presentation or eTool that could be used for training, outreach, and education. The presentation or eTool should include what the hazards are, what safety standards apply, solutions to improve workplace safety in that industry, and where to find additional information. For example, logging is one of the most dangerous occupations in the United States, so there are many topics that could be used for the presentation. The tools and equipment used in logging, such as chain saws and logging machines pose hazards wherever they are used. As loggers use their tools and equipment, they are dealing with massive weights and irresistible momentum of falling, rolling, and sliding trees and logs.

The hazards are even more acute when dangerous environmental conditions are factored in, such as uneven, unstable, or rough terrain; inclement weather including rain, snow, lightning, winds, and extreme cold; and/or remote and isolated work sites where health care facilities are not immediately accessible.

Resources:

Occupational Safety and Health Administration (2002a). eTool: Scaffolding.

<http://www.osha.gov/SLTC/etools/scaffolding/index.html>

Occupational Safety and Health Administration (2002b). Multimedia: PowerPoint presentations and streaming video. <http://www.osha.gov/SLTC/multimedia.html>

Occupational Safety and Health Administration (2002c). Safety and health topics.

<http://www.osha.gov/SLTC/index.html>, [http://www.osha.gov/SLTC/text\\_index.html](http://www.osha.gov/SLTC/text_index.html)

Occupational Safety and Health Administration. (n.d.). Safety and health topics: Logging.

<http://www.osha.gov/SLTC/logging/index.html>

*The Person-Machine Interface: A Better Tool for the Job* [Individual, 20 points]

Select any common product on the market today, and make a 5-slide PowerPoint presentation which includes the following:

1. Title slide: Team name, topic
2. A description or demonstration of the product, how it is used (i.e., the person-machine interface).
3. Demonstrate the use of the product.
- 4-5. Identify where the person-machine interface could be improved.

For example, the common snow shovel has a poor person-machine interface, it encourages people to pick up more weight of snow than they should, it requires the user to bend at an awkward angle to lift the weight of the snow, the handle must be gripped with the wrist at an angle, all of which make injuries using the shovel more likely than with a well-designed.



<<Poor snow shovel designs

Better snow shovel designs>>



*Michigan Worker's Compensation Cases: Workers' Compensation Magistrate Opinions* [Individual, 10 points]

Use the web page listed below to find a Worker's Compensation Case. Write a brief summary of the case, including:

1. The name of the case. [JUDITH A. GEOGHEGAN V NORTHWEST AIRLINES and LIBERTY MUTUAL INSURANCE COMPANY]
2. The hearing dates [December 8, 2008, March 24, 2009]
3. The statement of the claim [Plaintiff alleged that on 9/1/04 she injured her left knee while moving a cart during flight. She also alleged that as of her last date of work, 1/10/05, that she had developed disability due to multiple work injuries to the left knee and to the right knee. She also requested wage loss and medical benefits, as well as an attorney fee on the medical.]
4. A one-paragraph summary of the testimony
5. A description of the injury
6. The amount of the award, if any [Plaintiff is awarded weekly benefits for total incapacity, pursuant to §418.351 as follows:from 1/10/05 through 4/21/05, at the rate of \$609.74 per week; Judith A. Geoghegan v Northwest Airlines 52 from 4/22/05 (daughter Kelly turned age 18) through 9/23/09, at the rate of \$600.80 per week; and from 9/24/09 until further Order at the rate of \$600.80]

Resources:

Workers' Compensation Magistrate Opinions, Department of Energy, Labor & Economic Growth:

<http://www.dleg.state.mi.us/dms/home-wca.asp>

*Emergency Preparedness at OU* [Team, 8 points + 2 team participation points]

According to the Oakland University Desktop Emergency Guide:

Fire/Explosion

In the event of a fire or explosion, university personnel should follow this procedure:

- ▶ Sound the fire alarm and evacuate the building.
- ▶ Call OU Police – 911 (on campus) or 248-370-3333 (cell phone), and give the exact location and nature of the fire.
- ▶ Close doors and windows.
- ▶ Move away from the building so that responding fire personnel have a clear access route.

Select any aspect of Emergency Preparedness except Fire/Explosion (Homeland Security & Disaster Planning, Weather Emergencies, Hazardous Materials, or Health & Public Safety), and give a short presentation describing the Oakland University Emergency Preparedness plan.

Resources:

Emergency Preparedness

<http://www.oakland.edu/prepared/>

*Drug Testing: Developing a Drug Free Workplace Policy* [Team, 8 points + 2 team participation points]

Choose an organization (past or current employer, your college or university) and develop a Drug-Free Workplace Policy. The policy should include the following:

1. The policy statement:
  - Why the policy is being implemented;
  - Behaviors that violate the policy;
  - Organizational consequences for violating the policy;
  - How the policy will be disseminated to all employees.
2. Supervisor training:
  - Full understanding of the drug-free workplace policy;
  - How to deal with employees who have performance problems;
  - How to refer employees to available assistance.
3. Employee education:
  - An explanation of the organization's drug-free workplace policy;
  - The nature of drug addiction and its impact on work performance and personal life;
  - Assistance available to them to deal with drug-related problems;
  - How the information will be given to employees.
4. Employee assistance:
  - A description of the assistance that will be made available to employees;
  - Providing assistance through an Employee Assistance Program or other sources.
5. Drug testing:
  - Whether drug testing be done;
  - Who will be tested, when, and for which drugs;
  - How the drug tests will be conducted;
  - Getting advice of legal counsel to comply with federal, state, and local laws.

Resources:

Bhagat, R. S., Steverson, P. K., & Segovis, J. C. (2007). International and cultural variations in employee assistance programmes: Implications for managerial health and effectiveness. *Journal of Management Studies*, 44(2), 222-242.

Carpenter, C. S. (2007). Workplace drug testing and worker drug use. *Health Research and Educational Trust*, 42(2), 795-810.

Drug Free Workplace. <http://www.drugfreeworkplace.com/>

Hazelden Foundation. [www.hazelden.org](http://www.hazelden.org)

Hoberman, J. M. (2005). *Testosterone dreams: Rejuvenation, aphrodisia, doping*. Berkeley: University of California Press.

Occupational Safety and Health Administration. (n.d.). *Safety and health topics: Workplace substance abuse*. <http://www.osha.gov/SLTC/substanceabuse/index.html>

Owens, D. M. (2006). EAP's for a diverse world. *HRMagazine*, 51(10), 91-94.

U.S. Code, Title 41, Chapter 10. Drug Free Workplace Act of 1988.

[http://www.law.cornell.edu/uscode/html/uscode41/usc\\_sup\\_01\\_41\\_10\\_10.html](http://www.law.cornell.edu/uscode/html/uscode41/usc_sup_01_41_10_10.html)

U.S. Department of Labor. Drug-Free Workplace Advisor.

<http://www.dol.gov/elaws/asp/drugfree/drugs/screen92.asp>

U.S. Department of Labor, Office of the Assistant Secretary for Policy. Training & Educational Materials.

<http://www.dol.gov/asp/programs/drugs/workingpartners/materials/materials.asp>

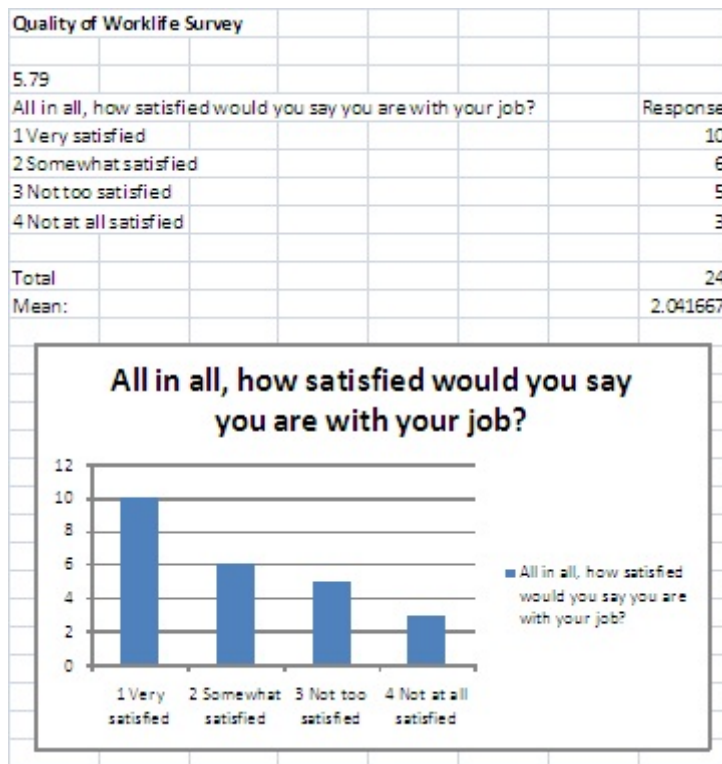
U.S. Department of Labor. Working partners for an alcohol and drug-free workplace.

<http://www.dol.gov/asp/programs/drugs/workingpartners/materials/stepsbroch.pdf>

*Quality of Worklife Survey* [Team, 8 points + 2 team participation points]

Choose any 10 questions from the NIOSH (National Institute of Occupational Safety and Health) Quality of Worklife Survey to make your own survey, and administer it to the other students in the class (Part1). Analyze the results you obtained, and write a report of your findings. For each

survey item, you should report the Sample Size, Mean, frequencies for each possible response to the item, and a graph to display the results. For example:



*Resources:*

Quality of Worklife Survey, Center for Disease Control

<http://www.cdc.gov/niosh/topics/stress/qwlquest.html>

Quality of Work Life Survey Results (2003), George Mason University

[http://www.gmu.edu/qwl/archive/qwl03\\_04/](http://www.gmu.edu/qwl/archive/qwl03_04/)

*General Social Survey: Data Analysis* [Team, 15 points + 5 team participation points]

You will use a small subset of the 2008 General Social Survey dealing with workplace health issues, and you will do an analysis of the data. State five questions that you want to test with the data, then report the results. For example: Are there any significant differences between men and women on safety and health conditions at work (SAFETYWK)? Are there any differences across workers of different ages in worker safety priority at work (WORKER SAFETY PRIORITY AT WORK)? To get full credit, you must say what the results mean, not just what the results were.

Resources:

General Social Survey, National Data Program for the Sciences, NORC at University of Chicago:

<http://www.norc.org/GSS+Website/>

*Develop Your Own Personal Wellness Plan: Strategy for Behavioral Change* [Individual, 10 points]

Develop a wellness plan for yourself, on any area you choose to promote your own health, e.g., quit smoking, nutrition, fitness, healthy weight, stress management, etc. Your self-help plan should have the following parts:

- 1) Precontemplation, identifying the need for change, getting feedback on the need for change;
- 2) Contemplation, self-awareness, thinking about changing;
- 3) Preparation, assess your own behavior, thinking about the future, developing a plan and setting specific and realistic goals;
- 4) Action, implementing the plan for change, establishing rewards and support groups, tracking the new behavior.

[The last two steps are for after the class ends: 5) Maintenance, maintaining the new behavior for at least six months; 6) Termination, the problem behavior is no longer an issue.]

Resources:

Wellness Programs, [Wellnessproposals.com](http://www.wellnessproposals.com)

<http://www.wellnessproposals.com/>

**Grade Appeals.** Appeals to exam scores or paper grades must be written and submitted to me within one week of the return of the graded exam or paper. The appeal should explain the rationale for alternative correct responses and should show that you know and understand the course material. As a general rule, appeals which quote from the textbook or use points covered in class almost always help your case, while appeals based primarily on the instructor's inability to write good questions almost always do not.



**Experimental Credit.** Voluntary participation in one of my research projects can earn you an extra 4 points added to your total points for the semester. There is no penalty for not participating, and you may quit the experiment at any time without penalty. Or you may earn 2 points for each SHRM (Society of Human Resources Management) meeting you attend during the semester, up to 4 points.



**Cell Phone Policy.** You I won't be making phone calls should not be either. Our class circumstances which require you to have your phone on during class, see me and we will work something out.

should turn off your cell phone in this class. or sending text messages during class, you is important. If you have special

Team Participation Form		
Your Name		
Your Team		
Team Project		
Team Members	Team Participation Grade (100%-0%)	Comments

Project	Individual or Team	Total Points	Due Date
Workplace Health and Safety Hazards	Individual	20	Jan19
Hazardous Jobs	Team	20	Jan26
Reducing the Risks of High-Risk Employees	Team	10	Feb2
The Person-Machine Interface: A Better Tool for the Job	Individual	20	Feb9
Michigan Workers Compensation Cases: Workers' Compensation Magistrate Opinions	Individual	10	March2
Emergency Preparedness at OU	Team	10	March9
Drug Testing: Developing a Drug Free Workplace Policy	Team	10	March16
Quality of Worklife Survey, Part1: Administer Survey	Team	20	March23
Quality of Worklife Survey, Part2: Report Survey Results			April6
General Social Survey: Data Analysis	Team	10	March30
Develop Your Own Personal Wellness Plan: Strategy for Behavioral Change	Individual	10	April13
		140	
Test1		80	Feb16
Test2		80	Apr20
Total Points		300	