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Fall 2021

## PUBH 4331 – Occupational Health in Public Health Practice

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

**PUBH 4331-A – Occupational Health in Public Health Practice**  
**Fall 2021**

<b><u>Instructor:</u></b>	Dr. Atin Adhikari, Ph.D.
<b><u>Office:</u></b>	Hendricks Hall, Room 2025
<b><u>Phone:</u></b>	912- 478-2289
<b><u>E-Mail Address:</u></b>	<a href="mailto:aadhikari@georgiasouthern.edu">aadhikari@georgiasouthern.edu</a>
<b><u>Office Hours</u></b>	Tuesdays: 9:00 AM – 11:00 AM, Thursdays: 2:00 PM to 5:00 PM, Also by appointment via e-mail
<b><u>Class Meeting:</u></b>	Tuesday and Thursday, 11:00 AM to 12:15 PM, Education Building, Room 1128

**Course Catalog available at:**

<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisite(s)**

Sophomore standing.

**Course Description**

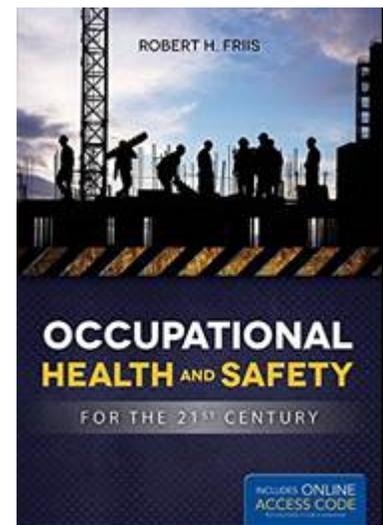
This course provides an overview of the key issues and practices related to workplace hazards in public health practice. Students will be introduced key concepts of environmental epidemiology, toxicology, preparedness, disease management, prevention, and health promotion in occupational settings that both workers and the public are impacted. The course covers primary methods of pollutant exposure assessment, a basic understanding of environmental toxicology, health effects of chemical, biological, and physical agents in a variety of facilities from agricultural, to service industry, private sector to healthcare settings. Students will also be introduced to safety regulations in these settings.

**Required Textbooks**

1. Friis, Robert H. (2016) Occupational Health and Safety for the 21st Century: First Edition. Jones & Bartlett Learning. ISBN: 978-1-284-04603-8.
2. Healy, Bernard J.; Walker, Kenneth T. (2009) Introduction to Occupational Health in Public Health Practice. Wiley. ISBN: 978-0-470-44768-0

**Additional Reading Materials:**

American Conference of Governmental Industrial Hygienists.  
Documentation of the Threshold Limit Values. 7th Edition. 2001.



## **BSPH Core Student Learning Outcomes**

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' health.
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication.
4. Students will create strategies for promoting health improvement and disease prevention.

## **CEPH Concentration Competencies**

*At the completion of the BSPH degree program, the students will be able to:*

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement, and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection, and data analysis for the identification of health trends and public health problems.

## **CEPH BSPH Learning Objectives**

*Public Health Communication:*

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences

*Information Literacy:*

The ability to locate, use, evaluate and synthesize public health information

## **Course Student Learning Outcomes (SLOs)**

*At the completion of this course, the students will be able to:*

1. Discuss the principles and historical aspects of occupational safety.
2. Describe the adverse health effects associated with various work-related exposures such as agriculture, service industry, health care settings, and their public health implications.
3. Examine the regulatory framework and standard methods for measuring and evaluating worker exposure to chemical, biological, and physical agents in industries, agriculture, and healthcare.
4. Describe important policy-related standards developed by the US Occupational Health and Safety Administration (OSHA) and the American Conference of Governmental Industrial Hygienists (ACGIH).
5. Describe personal protective equipment (PPE) for protecting workers from biological (e.g., microorganisms and toxins), chemical (e.g., carcinogenic, flammable, and toxic substances) and physical (e.g., vibrations and noise) hazards in various work environments and identify their limitations.
6. Explain the key processes for controlling and managing occupational health hazards, including injuries and illnesses.
7. Apply some common hazard assessment tools applicable to hazards in various work environments and to evaluate the potential impact on public health in the surrounding community.

## **Performance-based objectives linked to course activities (Alignment)**

1. Students will demonstrate competence in the basic terminology associated with occupational hygiene and occupational health. (SLO 1)
2. Students will demonstrate the ability to integrate applications of occupational hygiene principles in managing and improving the occupational health of workers. (SLOs 2, 3, and 6).
3. Students will demonstrate competence in the ability to analyze and criticize current OSH standards for the built environment, agriculture, service industry, and healthcare settings. (SLOs 4 and 5).
4. Students will demonstrate the ability to communicate concepts of TLVs (threshold limit values) for various work environment hazards through writing to professional audiences. (SLOs 4 and 5)
5. Students will demonstrate the ability to select appropriate hazard assessment tool (SLO 7)

## **Assessment of Student Learning**

*Activity 1:* Competence in basic terminology will be evaluated using: (1) five online quizzes, (2) homeworks, (3) in-class assignments, (4) midterm exam, and (5) final exam.

*Activity 2:* Use course lectures, online and class discussions, and case studies to explain the basic applications of occupational hygiene principles and the effects of various workplace hazards on human health. Competence in the ability to integrate concepts will be evaluated using: (1) five online quizzes, (2) homeworks, (3) online and class discussions, (4) in-class assignments, (5) mid-term exam, and (6) final exam.

*Activity 3:* Use course lectures, online and class discussions, and case studies to explain the existing OSHA and ACGIH standards to prevent and control adverse effects of workplace hazards. Competence in the ability to integrate concepts will be evaluated using: (1) Review documents on TLVs, (2) five online quizzes, (3) in-class assignments, (4) mid-term exam, and (5) final exam.

*Activity 4:* Use of OSHA and ACGIH documents and booklets on PELs (permissible exposure limits) and TLVs for various workplace hazards. Competence in the ability to communicate the concepts of TLVs will be evaluated through the 2-3 page TLV review documents prepared by the students.

*Activity 5:* Use course lectures, online and in-class discussions to demonstrate competence in the ability to utilize appropriate hazard assessment tools in specific occupational hazard scenarios. Competence in the ability to select appropriate tools will be evaluated using: (1) student group discussions, (2) homeworks, (3) mid-term exam, (4) final exam.

## **Quizzes (Activity 1)**

You have to take five quizzes in this course. Each quiz will consist of 24 questions totaling 12 points ( $0.5 \times 24 = 12$ ) that will be from the readings of PowerPoint slides, book chapters, and study guides. All the quizzes will open at 12:30 AM on the day before the due dates and will close at 10:00 PM on due date throughout the course (check the Course Schedule below). The quizzes are due at the completion of the corresponding unit. It is highly recommended that you follow the unit plan to stay on track with your quizzes. Please do not wait until the last minute to complete the quizzes. Quizzes will have a 2-hour time limit. No make-up quizzes are given! Once you open a quiz, you must complete the entire quiz. You will not be allowed to go back on questions or re-open quizzes. You will be successful if you have read the related chapters in the textbook and other module materials prior to taking the quiz. Please note that a proctoring software - Respondus LockDown Browser – will be used for assessments of online quizzes. You have to download this software on your computer before taking the quizzes.

## Discussion Assignments (Activities 2 and 3)

Discussions are intended to serve as a forum in which participants provide critical insight into the current issues surrounding occupational health and safety and related public health practices. Students are expected to check out the media for examples of occupational illnesses, factory disasters, and occupational policy issues. For example, students might bring articles that they found in their local newspaper or on the Web to class and discuss them in an open forum. In some cases, they may mirror the module topics, case studies, and individual assignments; in other cases, an additional issue related to the topic can be explored. The Instructor will select a topic based on these findings by the students and discussions in the class. There will be **eight online discussions**.

Discussions are worth 7.5 points each. The point breakdown is as follows:

- Discussion post demonstrates a full understanding of the topics or questions provided by the Instructor: Up to 2.5 points

- Two or more references (research articles or links of websites) are used to substantiate the post: Up to 1 point

- Originality and insight for the development of thought/contribution (example: occupational health perspective not discussed in the module lecture or not previously posted by other students): Up to 3 points

- Responding to the posts of your colleagues (at least two): 1 point

*Total: 7.5 points.*

You must read a minimum of three (or the maximum number excluding yourself) of messages in each discussion topic. Do not hit “read all” response button to the discussion. Each student will post a total of three times for each topic: one original (response to discussion item), and two follow-up responses to fellow classmates. Your responses should be succinct, however thorough enough for you to be understood by both other class participants and the Instructor. Do not repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. Please respond in complete sentences. One-line/sentence answers are not acceptable. Discussions are a means for you to share your knowledge and experiences which relate the course material and broad occupational health and hygiene issues and emerging issues on occupational health and safety in work environments. Please try to incorporate the readings as much as possible without just giving a summary of the reading. Please be respectful of your fellow students’ opinions.

**Please refer to the course schedule below for the due date of the original post and follow-ups;** they may change by the week. Please pay close attention to those dates. This means that the discussion thread must be completed **by 10 pm on that day**. No further posting will be counted after that time. **The dates you post are listed clearly on the Unit Plan page.** The number of times you post and whether it was an initial response is available to me for grading purposes. There are no make-up allowances for discussions.

When responding to a discussion post, please follow appropriate etiquette and note the person to whom you are responding (2<sup>nd</sup> and 3<sup>rd</sup> posts). The online discussions function similar to the live classroom - please be respectful of the opinions of others and remember it is acceptable to agree or disagree with another opinion.

## Writing assignments (Activity 3 and 4)

There will be three writing exercises: (1) two 2-3 page TLV review documents prepared for two frequently encountered hazardous chemicals or newly emerging chemicals in work environments, (2) Reviews of two research articles related to occupational health and safety, (3) a critique related to OSHA training videos, or occupational health and safety-related film. These writing exercises will be integrated into class lectures to increase students’ engagement and reinforce course content. The article critiques will be a group assignment. Each group of students will select one peer-reviewed occupational health- and safety-related original research article

(not a review article) from PubMed during the semester. Each group will review the article and critically analyze the material based on the list of questions provided in the grading rubric. Points will be deducted if the answers do not meet the minimum length requirement.

Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, and grammar.

In addition, proper citation and quotation of references in writing are critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Adhikari or another source. If you would like assistance in developing your writing skills, the University Writing Center (Phone: 912-478-1413) is an excellent resource.

### **Presentation and group discussion at class on an issue related to occupational health and safety (Activity 5)**

Students will be asked to work individually or in small groups to develop a brief PowerPoint presentation on an issue related to occupational health and safety. For example, their presentation and report might review one of the following topics:

- Green jobs
- Impact of globalization on worker safety
- Safe handling of chemicals
- Occupational lung disease
- Dermatologic problems associated with occupational exposures
- Preventing bloodborne infections in the workplace
- Injury prevention on the job

### **In-Class Assignments (Activities 1 -3)**

Throughout the semester, the Instructor will set aside class time for you to work individually or with your group on assignments. It is expected that you use class time wisely. At the end of class, you will be expected to turn in what you or your group has worked on during class time. These random class assignments may be in the form of an outline, worksheet, or other evidence showing that you have used your class time efficiently.

### **Midterm and final examinations (Activities 1-3 and 5)**

Both midterm and final exam will be a cumulative exam with multiple-choice, short-answer type, and essay type questions. The midterm exam date is Thursday, September 23, 2021, 11.00 - 12.15 pm. The final exam date is Thursday, December 2, 2021, 11.00 - 12.15 pm (Building and room number: Education Bldg., Room 1128). If you need special accommodations, please inform the Instructor in advance. A part of the final and midterm exams with mini-essay type questions could be online.

### **Course credit**

**Three credit hours**

## Instructional Methods

**Course format:** Two lecture sessions per week, which will be supplemented by the required textbooks, handouts, student group discussions, and recommended readings from the internet and reference books suggested by the Instructor. The Instructor will discuss case studies, which will provide the opportunity for the student to analyze and evaluate potential hazards realistic in industrial situations.

### **Expectations and assignments:**

1. The Instructor will provide reading assignments from the required textbooks and other materials [public domain publications on the internet (e.g., OSHA website), or from the ACGIH Threshold Limit Value (TLV) Booklet)] for each lecture, which should be completed prior to the lecture.
2. The student will select any two hazardous compounds from the TLV booklet and write two short 2-3 page reviews about these compounds' typical exposure levels in different industrial settings, the basis of TLVs, associated health effects, and appropriate PPE for protecting workers from their exposures and limitations of these PPE.
3. Homework problems and quizzes will be assigned alternately every week in general.
4. The Instructor may design several occupational health-related pilot studies for students (surveys of work environments or health outcomes in workers; to be assigned in student groups) to provide students with hands-on experiences that are relevant to the practice of occupational health. The projects will be grouped by categories in conjunction with the class lectures.

## Grading

The course grade will be determined through a combination of quizzes, online discussions, three writing assignments, class presentation, midterm examination, and the final examination.

The weighting of assignments for purposes of grading is described below in **Table 1**.

Assignment	Materials Covered	Quantity	Points	Total
Quiz 1	Book chapters, lecture handouts, and other materials of Modules 1, 2, and 3	1	12	12
Quiz 2	Book chapters, lecture handouts, and other materials of Modules 4 and 5	1	12	12
Quiz 3	Book chapters, lecture handouts, and other materials of Modules 7, 8, and 9	1	12	12
Quiz 4	Book chapters, lecture handouts, and other materials of Modules 10, 11, and 12	1	12	12
Quiz 5	Book chapters, lecture handouts, and other materials of Modules 13 and 14	1	12	12
Homeworks	Homeworks consisting of additional reading, problem-solving task, answering questions, or writing	5	10	50
In-class assignments	Outline, worksheet, or other evidence showing that you have used your class time efficiently	10	5	50

Online discussions	Discussion topics related to specific modules or other occupational health and safety issues and responses to other classmates and critiques	8	7.5	60
TLV review report	A report on the TLVs of any two hazardous chemicals from two different types of work environments	2	10	20
Review report of research articles related to occupational health and safety	A brief report on the main findings, strengths, and weaknesses, and future directions of related research	2	15	30
OSHA Training video or occupational health-related film critique	Report on a training video or an occupational health-related film selected by the Instructor	2	10	20
Class presentations and group discussions	Presentation of an OSH-related topic in the class	1	10	10
Midterm Exam	All Chapters Covered through Exam Date	1	100	100
Final Exam	All Chapters Covered through Exam Date	1	100	100
<b>Total</b>				<b>500</b>

The following point scale will be utilized in grading:

- 450-to-500 points (90%) A
- 400-to-449 points (80%) B
- 350-to-399 points (70%) C
- 300-to-349 points (60%) D

A cumulative total of 299 points or less will be considered as failing.

For the calculation of your final grade, all grades above will be included. I will post your grades in the grade book, which will be available to you via Folio.

**PLEASE NOTE:** It is at the Instructor’s discretion to round-up your final grade. The policy is as follows: If you do not actively participate in class discussions/activities, your grade will not be rounded up. For example, if you accumulated 89.0-89.9% and you **did not actively participate in class discussion/activities**, your final grade in this class will be “B”.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the Instructor before the deadline. *Please note that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.*

### **Instructor Objective**

I aim to provide every student with a meaningful learning experience, a greater awareness of occupational health, safety, and related public health practice issues, which can only be obtained through an understanding of the intrinsic links between the work environment and the health and safety of working people, their families, communities and the environment at large. Please use

the Discussion section (Questions for the Professor) to ask questions if you are confused about a subject or schedule a meeting in my office; I am sure if you are wondering about something, so is one of your classmates.

## **Course Policies**

This is an in-class course with two sessions scheduled weekly. This course will not be subsectioned. Each class will be a mixture of a lecture, discussions of the class topic and issues of concern and interest to the students pertinent to the topic of the class. All course notes, assignments, and other supplementary materials will be available in Folio. It is the student's responsibility to read and understand all the course materials and complete necessary written homework assignments, quizzes, and exams in order to successfully complete the course.

## **Attendance**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean.

## **Assignments**

**Students MUST keep up with the readings for each week.** That means students in this course should be prepared for reading one or two book chapters per week, plus supplemental readings, plus assignments such as online discussions, quizzes, homework, research article review report, OSHA training video/film critique, and various in-class assignments.

Course materials will be posted to the Folio site, at the morning of the class days as they are scheduled in the syllabus. Please check the Folio website **regularly**. Some assignments will be posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-0882). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work (e.g., online discussion posts). It is my recommendation to use Firefox or Chrome for work in Folio, although most other updated browser will work.

All assignments must be typed and formatted according to the instructions before submission for grading. For those of you who may need assistance with improving your writing for assignments, the data analysis project, or for general writing, I encourage you to visit the University Writing Center. To learn more, visit their website: <http://class.georgiasouthern.edu/writingc/>.

Most assignments should be turned in through Folio (mostly to the designated Dropbox) unless otherwise directed. All files submitted must be in .doc or .docx formats. Assignments submitted via email will not be accepted for review and/or grading.

Please consult the STUDENT CONDUCT CODE for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board and be assigned an "F" for the course. **DO NOT PLAGARIZE, YOU WILL BE CAUGHT.** All written assignments will be checked for plagiarism using "Turnitin" function in Folio, any plagiarism report higher than 25% will have a minimum of 20% points deducted from the assignment. The deductions will increase as the plagiarism percentage increases. Anything above 40% will not be graded and receive a grade of "0".

### **Due Day**

All work and peer critiques to be posted on the course website by the end of **the due dates given in the Course Schedule table**. After uploading any attachments on Folio, you should download the file to ensure the file can be accessed. If you experience technical difficulties that prevent you from submitting your work/critiques by the assigned date, you must inform me via e-mail me before the due date. For technical assistance, contact: Center for Academic Technology Support (912) 478-0882 or [cats@georgiasouthern.edu](mailto:cats@georgiasouthern.edu). The center also provides Live Chat for quick questions too. (Hours: M-Th 7:30 am - 9 pm; F 7:30 am - 5 pm; Su 4 - 9 pm).

Promptness is expected in this course. **Late assignments are not accepted, and you will receive "0" points for them. Assignments are not accepted via e-mails or attachments on e-mails. Assignments submitted this way will receive "0" points. All assignments are open on the first day of class, and you always may turn them in early.** If you know that you will be unable to submit your assignment on time, contact me as soon as possible before the assignment due date. I will be more likely to approve an exception if asked before the work is due. However, I expect exceptions to be rare. If your work is late, you will be unable to use the dropbox tool in Folio. Please note that WiFi interruptions are NOT an acceptable excuse for something being late or incomplete.

### **Response times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- *Email*: within 24 hours
- *Discussion board (Questions for Professor)*: within 48 hours
- *Assignment grades*: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

Changes in response time (e.g., due to my conference attendance or business travels) will be communicated through email and/or online announcements.

### **Exam Make-ups**

No make-up TEST or QUIZZES are given except for **a university excused absence with full documentation**. If you miss a test and provide a university excused absence with full

documentation you have one week to take the make up exam. All make-up exams will be a combination of essay questions and computations. If it is not made up **within one week**, you will receive “0” points for the exam. **You have 24 hours** after a test is taken by the class to contact the Instructor via email to provide a university excused absence with full documentation and schedule the make up exam. Or a “0” will be assigned to the test.

Exams and quizzes are the property of the Instructor, any exams or quizzes removed physically from the classroom or electronically via digital means by the student will result in the score of a “0” for that exam and/ or quiz, and an “F” for the entire course.

The final exam is mandatory and will be proctored during finals week on the day mentioned in the course overview table. If you have special needs and require special assistance, please contact Georgia Southern University.

### **Extra Credit**

No individual extra credit is allowed or will be given in this course. Students are expected to utilize the best effort on all assignments, graded examinations, and intellectual challenges (review report, discussions, critique), and so forth.

### **Texting and Use of Cell Phones (and Other Technologies)**

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude to the Instructor. You should put cell phones away during class meetings, so they are not a source of temptation. Offenders will be asked to leave.

### **Content**

This syllabus, lectures, all materials distributed and presented by the Instructor are protected by the copyright law. You are authorized to take notes in this class, but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

All contents of this course will be on Folio. You are responsible for downloading lecture videos, handouts, and supplementary materials BEFORE you come into class. Please regularly check Folio for any messages that may be posted pertinent to updates, clarification of instructions, and assignments.

## **University Policies**

### **Academic Integrity**

The Instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the GSU *Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University policies. Enrollment in this course is an implied contract between you and the Instructor. Academic integrity relates to the appropriate use of an intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or

record notes, lecture handouts, lecture videos, and other materials in or from Folio (including the materials received from the Instructor by e-mails) without written permission of the Instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

### **Intellectual Property**

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at: <http://welcome.georgiasouthern.edu/president/intpropol.htm>

### **Plagiarism:**

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### ***PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES***

***The following protocol has been established to provide students with due process.***

#### **A. First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via this website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement

from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

### **B. First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

### **C. Second Violation of Academic Dishonesty**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

2. If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

### ***NOT RESPONSIBLE FINDING***

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **Academic Handbook**

Students are expected to abide by the Academic Handbook, located at: <http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at: <http://www.collegesource.org/displayinfo/catalink.asp>.

### **Attendance Policy**

Attendance on the first day of class is **mandatory** per University policy. Federal regulations require attendance to be verified prior to the distribution of financial aid allotments.

### **Accommodations**

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center (SDRC) for assistance at (912) 871-1566 or TDD: (912) 478-0666. Students requiring academic accommodation should also *notify the Instructor no later than the third day of the first week* of the semester. If you are receiving services from the SDRC, please notify the Instructor, as soon as possible, and provide an accommodation letter.

### **Disclaimer**

The contents of this syllabus are as complete and accurate as possible. I reserve the right to modify the syllabus and schedule to adjust for changing conditions and student needs. Updates will be emailed and posted on the website. I will make every effort to inform you of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. You are responsible for any material covered or distributed online, including any announcements, so please check the course website in Folio **regularly**.

### **Illnesses**

“We want you to take appropriate precautions for your health as well as the well-being of your classmates. If you become ill during the term, please contact me immediately. We will work through what you will need to do, to either continue working in class or make up work that might have been missed during your absence. If you have an illness that would result in an extended absence, you will need to contact the Dean of Students office. In the event of serious illness, injury, or extenuating circumstances, the DOS office will notify professors at your request.

If you need to self-report either a confirmed or suspected positive COVID-19 diagnosis, have received self-quarantine requirements, or have symptoms with pending test results, please complete the CARES Center [COVID-19 self-reporting form](#) (through the [MyGeorgiaSouthern portal](#) under "COVID-19 Information & Resources"). You may also reach the CARES Center by using the [MyGS mobile app](#), calling 912-478-CARE (M-F 8am-5pm), or emailing [covidsupport@georgiasouthern.edu](mailto:covidsupport@georgiasouthern.edu). The CARES Center should not be used for medical advice. If you need medical advice, you need to call your health provider or 911.”

### **ADA Accommodations**

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to [the SARC office](#). For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

### **Addressing Diversity and Inclusions**

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the

broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

### **Basic Needs Statement**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or [deanofstudents@georgiasouthern.edu](mailto:deanofstudents@georgiasouthern.edu). For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or [rmdeanofstudents@georgiasouthern.edu](mailto:rmdeanofstudents@georgiasouthern.edu). Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

**Table 2. Course Schedule and Content**

Module	Date	Topics	Content	Assignments
1	08/12/21 & 08/17/21	<ul style="list-style-type: none"> <li>Introduction to the Field of Occupational Health and Safety</li> <li>Importance of Occupational Health and Safety in Public Health</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Chapter 1, Friis</li> <li>Chapter 1, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Complete Course Orientation on Folio and take the orientation quiz</li> <li>Read Syllabus</li> <li>Read Chapter 1 of Friis and Chapter 1 of Healey &amp; Walker</li> <li>Review handouts and supplementary information</li> </ul>
2	08/19/21 & 08/24/21	<ul style="list-style-type: none"> <li>Occupational Health Policy and the Regulatory Climate</li> <li>Guidelines and Standards for Occupational Exposures</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2, Friis</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 2 of Friis and supplementary information</li> <li>Discuss topic # 1 online, original post due Thursday 10 pm, follow-ups due Friday 10 pm</li> <li>Complete homework # 1 by Saturday 10 pm</li> </ul>

3	08/26/21 & 08/31/21	<ul style="list-style-type: none"> <li>Epidemiologic and Toxicologic Aspects of Occupational Health and Safety</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3, Friis</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 3 of Friis</li> <li>Review handouts and supplementary information</li> <li>Take Quiz # 1 by Saturday 10 pm</li> <li>Complete homework # 2 by Saturday 10 pm</li> <li>Submit TLV report # 1 by Sunday 10 pm</li> </ul>
4	09/02/21 & 09/07/21	<ul style="list-style-type: none"> <li>Hazards from Chemicals and Toxic Metals</li> <li>Sampling of workplace hazards: metals, gases, dust/aerosols, and vapors</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4, Friis</li> <li>PowerPoint handouts</li> <li>Supplementary materials</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 4 of Friis</li> <li>Discuss topic # 2 online, original post due Thursday 10 pm, follow-ups due Friday 10 pm</li> </ul>
5	09/09/21 & 09/14/21	<ul style="list-style-type: none"> <li>Physical Hazards in the Workplace</li> <li>Sampling of workplace hazards: radiations and noise</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5, Friis</li> <li>PowerPoint handouts</li> <li>Sampling manuals or instructions</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 5 of Friis</li> <li>Review handouts and supplementary sampling manuals or instructions</li> <li>Watch suggested YouTube videos</li> <li>Take Quiz # 2 by Saturday 10 pm</li> <li>Select your research article # 1 and discuss with the Instructor, if necessary</li> </ul>
6	09/16/21 & 09/21/21	<ul style="list-style-type: none"> <li>Biological and Microbial Hazards in the Workplace</li> <li>Sampling of workplace hazards: bioaerosols (airborne microorganisms)</li> <li>Summary of primary exposure assessment methods for workplace hazards in agriculture, service industry, and hospital settings</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6, Friis</li> <li>PowerPoint handouts</li> <li>Sampling manuals or instructions</li> <li>Recaps of all chapters for the midterm exam</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 6 of Friis</li> <li>Review handouts and supplementary sampling manuals or instructions</li> <li>Watch suggested YouTube videos</li> <li>Discuss topic # 3 online, original post due Thursday 10 pm, follow-ups due Friday 10 pm</li> <li>Complete homework # 3 by Saturday 10 pm</li> </ul>
09/23/21		<b>Midterm Examination</b>		
7	09/28/21 & 09/30/21	<ul style="list-style-type: none"> <li>Examples of Major Occupational Diseases</li> <li>Discussions on case studies related to occupational epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7, Friis</li> <li>Chapter 12, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 7 of Friis and Chapter 12 of Healey &amp; Walker</li> <li>Review handouts and supplementary materials on case studies</li> <li>Submit review report of the research article # 1 by Saturday (second week), 10 pm</li> </ul>

8	10/05/21 & 10/07/21	<ul style="list-style-type: none"> <li>Work-Related Injuries and Fatalities</li> <li>Ergonomics</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8, Friis</li> <li>Chapter 11, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 8 of Friis and Chapter 11 of Healey &amp; Walker</li> <li>Review handouts and supplementary materials on case studies</li> <li>Discuss topic # 4 online, original post due Thursday 10 pm (second week), follow-ups due Friday 10 pm (second week)</li> <li>Submit TLV report # 2 by Saturday (second week), 10 pm</li> </ul>
9	10/12/21 & 10/14/21	<ul style="list-style-type: none"> <li>Psychosocial Aspects of Work: Job Stress and Associated Conditions</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9 Friis</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 9 of Friis</li> <li>Watch the film or OSHA training video</li> <li>Take Quiz # 3 by Saturday, 10 pm (second week)</li> <li>Submit the film/training video report by Sunday, 10 pm (second week)</li> </ul>
10	10/19/21 & 10/21/21	<ul style="list-style-type: none"> <li>Occupational Safety and the Prevention of Occupational Disease</li> <li>Vision and hearing issues</li> <li>Personal Protective equipment and their limitations</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8, Friis</li> <li>Chapter 13, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 10 of Friis and Chapter 13 of Healey &amp; Walker</li> <li>Discuss topic # 5 online, original post due Thursday 10 pm (second week), follow-ups due Friday 10 pm (second week)</li> </ul>
11	10/26/21 & 10/28/21	<ul style="list-style-type: none"> <li>Surveys for workers health outcome assessment: examples and student group projects</li> <li>Class presentation of an occupational health &amp; safety topic and group discussions</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary materials provided by the Instructor</li> </ul>	<ul style="list-style-type: none"> <li>Group works on surveys</li> <li>Present a topic related to occupational health and safety (Group – 1) in the class</li> <li>Complete your homework # 4 (survey) by Saturday, 10 pm (second week)</li> </ul>
12	11/02/21 & 11/04/21	<ul style="list-style-type: none"> <li>Occupational health disparities</li> <li>Case studies and articles</li> <li>Relevant videos/film</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 14, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 14 of Healey &amp; Walker</li> <li>Present a topic related to occupational health and safety (Group – 2) in the class</li> <li>Discuss topic # 6 online, original post due Thursday 10 pm (second week), follow-ups due Friday 10 pm (second week)</li> <li>Submit review report of the research article # 2 by Saturday (second week), 10 pm</li> <li>Take Quiz # 4 by Saturday, 10 pm (second week)</li> </ul>

13	11/09/21 & 11/11/21	<ul style="list-style-type: none"> <li>Wellness program impact on employee health</li> <li>Emergency response planning and preparation</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 9 and 10, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapters 9 and 10 of Healey &amp; Walker</li> <li>Complete your homework # 5 by Saturday, 10 pm (second week)</li> <li>Submit the OSHA training video/film report # 2 by Sunday, 10 pm (second week)</li> </ul>
14	11/16/21 & 11/18/21	<ul style="list-style-type: none"> <li>Emerging and evolving issues in occupational health and hygiene</li> <li>Economic impact of prevention</li> <li>Impacts of leadership and culture in occupational health &amp; safety</li> <li>Global strategies on occupational health for all</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary review articles provided by the Instructor</li> <li>Chapter 15 and 16, Healey &amp; Walker</li> <li>PowerPoint handouts</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 15 and 16 of Healey &amp; Walker and supplementary review article</li> <li>Take Quiz # 5 by Saturday, 10 pm (current week)</li> <li>Discuss topic # 7 and 8 online, original post due Friday 10 pm (current week), follow-ups due Saturday 10 pm (current week)</li> </ul>
<b>Thanksgiving week: no classes</b>				
12/02/21	<b>Final Examination</b>			

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Review this document carefully and ensure that you understand the course policies, procedures, tentative course structure, and grading schema. Remaining in the course implies tacit agreement to the policies and procedures detailed in this syllabus.

*I have read the syllabus and understand the contents and course requirements.*

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*Student Name (print)*

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*Student Signature*

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*Date*