Commerce 4BL3  
Occupational Health & Safety Management  
Winter 2013 Course Outline  

Human Resources and Management Area  
DeGroote School of Business  
McMaster University  

**COURSE OBJECTIVE**

As a specialized elective, this course is designed to build on your previous knowledge of workers and workplaces, and to act as a stepping-stone to your future learning. The purpose of this course is to enhance your knowledge of managing occupational health and safety in workplaces, teach critical thinking, discussion, and presentation skills, and assist you to develop strategies for creating healthy and safe workplaces. As result of taking this course you should be more aware of the hazards in your current/future workplace and be more willing to proactively contribute to protecting workers.

**INSTRUCTOR AND CONTACT INFORMATION**

**Section 1: Thursday**  
11:30 – 2:20  
**Professor Frances Tuer**  
Instructor  
tuerfl@mcmaster.ca  
Office: DSB 411  
Office Hours: Mon 9:00 – 10:00 a.m. or by appointment  
Tel: (905) 708-4472 (cell)  
**Class Location:** DSB AB103  
(basement Annex)  
**Megan Murphy**  
Teaching Assistant

**COURSE ELEMENTS**

<table>
<thead>
<tr>
<th>Credit Value:</th>
<th>3</th>
<th>Leadership:</th>
<th>Yes</th>
<th>IT skills:</th>
<th>No</th>
<th>Global view:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avenue:</td>
<td>Yes</td>
<td>Ethics:</td>
<td>Yes</td>
<td>Numeracy:</td>
<td>No</td>
<td>Written skills:</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation:</td>
<td>Yes</td>
<td>Innovation:</td>
<td>Yes</td>
<td>Group work:</td>
<td>Yes</td>
<td>Oral skills:</td>
<td>Yes</td>
</tr>
<tr>
<td>Evidence-based:</td>
<td>Yes</td>
<td>Experiential:</td>
<td>Yes</td>
<td>Final Exam:</td>
<td>No</td>
<td>Guest speaker(s):</td>
<td>TBD</td>
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</table>
COURSE DESCRIPTION

This course is delivered by means of lectures, discussions of the textbook content, case studies and other related resources, and class presentations. These methods allow students to:

1. Test their understanding of theories and concepts presented in the readings.
2. Develop skills in communicating ideas, in developing and presenting arguments, in listening to and understanding others, and in challenging others’ views in a way that advances everyone’s understanding.
3. Learn to think independently, because each student must choose the theories or conceptual frameworks that best fit with the issues and problems in the case at hand.

In this course, the role of the professor will be more towards stimulating and guiding student discussion. I will ask questions and encourage you to present and support different points of view in discussions. I will challenge you to dig below the surface to uncover root causes and to come up with new solutions to both emerging and nagging problems.

LEARNING OUTCOMES

Upon the completion of this course, your professional skills should be improved by being able to better:

- Understand and discuss theories, concepts, legislation and issues affecting workers and workplaces.
- Apply ethical principles to all types of businesses.
- Identify important opportunities and challenges facing workers and their workplaces and develop and implement strategies for change and individual and organizational levels.
- Participate and/or lead effectively in a team-based environment.

REQUIRED COURSE MATERIALS AND READINGS

Avenue to Learn: Readings, case studies, announcements and discussions $Free
- http://avenue.mcmaster.ca

Required text:

An e-book version is also available from Nelson for periods of rental starting at 6 months ($66.95)
Check out: http://www.nelsonbrain.com/shop/isbn/9780176502485 if you are interested in this option.
EVALUATION

Learning in this course results from attending to text and lecture material before and after class, actively participating in in-class discussions and exercises, and working effectively and efficiently on group-based work. All work will be evaluated on an individual basis except the group project. Group members will share the same grade (adjusted by peer evaluation if unequal distribution is selected). Peer evaluation forms will be distributed and explained in class.

Your final grade will be calculated as follows: All grades with the exception of Quiz 4 will be posted on Avenue to Learn.

Components and Weights

<table>
<thead>
<tr>
<th>Group Project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Plan (5%)</td>
<td>30%</td>
</tr>
<tr>
<td>Interactive Presentation (15%)</td>
<td></td>
</tr>
<tr>
<td>Written Executive Summary (10%)</td>
<td></td>
</tr>
</tbody>
</table>

| Class Participation                          | 10% |

| Quiz 1                                       | 15% |
| Quiz 2                                       | 15% |
| Quiz 3                                       | 15% |
| Quiz 4                                       | 20% |
| Total                                        | 100% |

Quiz 4 will be treated as the Final Exam and MSAF cannot be used (see Requesting Relief for Missed Academic Work, # 3)

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
<th>LETTER GRADE</th>
<th>PERCENT</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>C+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
<td>C</td>
<td>63 - 66</td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
<td>C-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>B+</td>
<td>77 - 79</td>
<td>D+</td>
<td>57 - 59</td>
</tr>
<tr>
<td>B</td>
<td>73 - 76</td>
<td>D</td>
<td>53 - 56</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72</td>
<td>D-</td>
<td>50 - 52</td>
</tr>
</tbody>
</table>
Group Project

You will form groups of 3 – 4 people to research, analyze, and develop a presentation and executive summary to share your information and insights. You can focus on a specific type of health or safety issue (e.g. repetitive strain, sleep deprivation, eye-strain, burns) OR a specific group (e.g. nurses, truck drivers, professional hockey players, apprentices/student workers, migrant workers). You will need to work on the group project throughout the semester. The first task, after forming a group, will be to come up with a list of 3 potential topics and submit for review by the instructor to ensure groups do not overlap. Once you receive feedback from the instructor finalize the topic and come up with a detailed project plan that distributes the work in an equitable manner. Thereafter research your topic, analyze the research and synthesize the information for use in a presentation and an Executive Summary.

The final 10 minute interactive presentations should be targeted at supervisors/managers, whereas 2 – 3 page executive summaries must be written for an audience of senior executives. Choose selected research, identify key issues and make specific recommendations that are relevant to each group. All research mentioned in the presentation and/or summary must be appropriately cited both within the body of the work and by means of a List of References with publication details. Citations must adhere to one of the commonly accepted citation formats (e.g. MLA, APA). Grades will be reduced if citations are missing or incorrectly formatted. Citation resources can be obtained using the library’s online resources and also by speaking to a librarian.

Presentations will take place during the last class (Thursday, April 4th) following the course/instructor evaluation. The format will simulate a trade show with multiple presentations taking place at the same time and attendees (fellow class members) moving from presentation to presentation. This means you will present your work at least twice, which will allow you to learn from attendees about their experiences, thoughts, and answer their questions on the topic. It also provides instant feedback that you can use to modify your presentation on the go if necessary (timing, content). Text-based, static PP presentations are strongly discouraged in this format.

Quizzes

There will be four quizzes. The quizzes will have multiple choice and short answer questions. These closed-book exams will be conducted during the regularly scheduled class period (first hour).
Quiz 1 (on Jan 31 ) will cover Chapters 1-3
Quiz 2 (on Feb 14 ) will cover Chapters 4-6
Quiz 3 (on Mar 9) will cover Chapters 7-9
Quiz 4 (on Mar 28 ) will cover Chapters 10-13 (Treated as final exam).

Class participation

All students are expected to demonstrate their emerging understanding of the course material and their willingness to develop a learning community by contributing to discussions of issues. Contributions include initiating questions, answering questions or responding to comments made by others in ways that productively extend the discussion. Professional demeanour is mandatory
at all times. Behaviours or comments that would be inappropriate in a boardroom setting are also inappropriate in the classroom. Inappropriate use of information/communication technology during class time will result in a reduction of your class participation grade; surfing, texting, working on non-course work is disruptive to other students and the instructor. On occasion, you may be asked to use your information/communication technologies as part of a discussion or exercise.

The material covered in class and class discussions will substantially augment what is available in the text; just reading the book and/or reviewing the textbook slides on Avenue to Learn may aid recall but will not develop a sufficiently high level of comprehension. If you miss a class, it is your responsibility to acquire the course notes from one of your classmates. Failure to willingly contribute will affect your participation grade, but trying to dominate discussions may also affect your participation grade. Development of critical listening skills is as important as speaking skills.

Opting out of class discussion and substituting another assignment is not an option; your future career success will require oral communication and critical listening skills. In the workplace you will be expected to contribute in planned discussions that take place in task forces, department meetings and committees (face-to-face or virtual), as well as make impromptu contributions to informal discussions in hallways, and even in elevators. Please contact the instructor in regards to any concerns about speaking in class (e.g. public speaking anxiety and/or language fluency concerns)

**Communication and Feedback**

Students uncomfortable in directly approaching an instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

http://www.degroote.mcmaster.ca/curr/emailchairs.aspx

Students who wish to correspond with instructors directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

An informal course review will be planned for around Week #4/5. Please feel free to provide constructive feedback related to issues within the instructor’s control.

Following the University policies, grades for the last quiz/final exam will not be released. However, as with all other assessments you can ask to review your performance on the final quiz.
**ACADEMIC DISHONESTY**

It is the student’s responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

http://www.mcmaster.ca/academicintegrity

In this course we will be harnessing the power of Turnitin.com within Avenue to Learn to check for plagiarism in the executive summaries. Students who do not wish to have their work checked in this manner must submit a hard copy of the executive summary to the instructor. Manual comparison with other papers and online search by the instructor may be used to verify that standards of academic integrity have been upheld. No penalty will be assigned to a group who refuses to expose their work to Turnitin.com. To see guidelines for the use of Turnitin.com, please go to:

http://www.mcmaster.ca/academicintegrity/turnitin/students/index.html

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http://library.mcmaster.ca/about/copying.pdf

Please consider renting an e-book if the cost of the print book is beyond your means.
REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

1. Students may request relief from a regularly scheduled midterm, test, assignment or other course component in the following two ways: a) for absences from classes lasting up to five (5) days; or b) for absences from classes lasting more than five (5) days.

   a) For absences from classes lasting up to five (5) days
   Students must use the MSAF (McMaster Student Absence Form). This is an on-line, self-reporting tool, for which submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of two requests for relief of missed academic work per term. Students must immediately follow up with their course instructors regarding the nature of the relief. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course. The most commonly used type of relief chosen by instructors is to add the weight of the missed element to the final course assessment.

   b) For absences from classes lasting more than five (5) days
   Students cannot use the MSAF. They MUST report to the APO to discuss their situation and will be required to provide appropriate supporting documentation.

2. Students who wish to submit more than two requests for relief of missed academic work per term cannot use the MSAF. They MUST report to the APO to discuss their situation and will be required to provide supporting documentation and meet with the Director.

3. The MSAF cannot be used during any final examination period.

4. Students who require accommodations to meet a religious obligation or to celebrate an important religious holiday must make their requests within three weeks of the start of term to the APO.

5. Students seeking relief due to: work-related (for part-time students only) commitments; representing the university at an academic or varsity athletic event; and/or conflicts between two (or more) overlapping scheduled midterm exams, have the option of applying for special exam arrangements. Such requests must be made to the APO at least ten (10) working days before the scheduled exam along with acceptable documentation. There will be only one common sitting for the special exam. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the APO.
**STUDENTS WITH DISABILITIES**

Students with disabilities are required to inform the Centre for Student Development (CSD) of accommodation needs for examinations on or before the last date for withdrawal from a course without failure (please refer to official university sessional dates). Students must forward a copy of such CSD accommodation to the instructor immediately upon receipt. If a student with a disability chooses NOT to take advantage of a CSD accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The CSD website is:

http://csd.mcmaster.ca

**POTENTIAL MODIFICATIONS TO THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

**CERTIFIED HUMAN RESOURCE PROFESSIONAL (CHRP)**

Certified Human Resource Professional (CHRP)
This course can be used as one of the course requirements for obtaining the Certified Human Resource Professional (CHRP) designation. CHRP is the professional designation offered by The Human Resources Professionals Association. The courses offered in the DeGroote Commerce program that contribute to CHRP requirements are: 2BA3 Organizational Behaviour, 2BC3 Human Resource Management and Labour Relations, 3SO3 Management Skills Development, 4BB3 Personnel Selection, 4BC3 Collective Bargaining, 4BE3 Compensation/Reward Systems, 4BI3 Training and Development, 4BL3 Occupational Health and Safety, 4BM3 Strategic Human Resource Planning, 2AA3 Financial Accounting I, 2AB3 Managerial Accounting I. More details are available on the Human Resource Professionals Association website, http://www.hrpa.ca.
<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>ASSIGNMENT/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 17</td>
<td><strong>Read:</strong> Course outline and Chapter 1 (Introduction)</td>
</tr>
<tr>
<td>2</td>
<td>Jan 24</td>
<td><strong>Read:</strong> Chapter 2 (Legislative Framework) and Case 2: Work Refusal at Regional Hospital and Chapter 3 (Workers’ Compensation)</td>
</tr>
<tr>
<td>3</td>
<td>Jan 31</td>
<td><strong>In-class Quiz 1: Chapters 1-3</strong> <strong>Read:</strong> Chapter 4 (Hazard Recognition, Assessment and Control) and Case 2: Danger in the Grocery Store <strong>Form Group Project</strong> team and brainstorm potential project topic; email instructor with group membership and top 3 topics</td>
</tr>
<tr>
<td>4</td>
<td>Feb 7</td>
<td><strong>Read:</strong> Chapters 5 &amp; 6 (Physical, Chemical and Biological Agents) and Case 2: Unexpected Gas <strong>Discuss and finalize selection of Group Project</strong> topic; Work on development of group project plan (template on Avenue to Learn)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 14</td>
<td><strong>In-class quiz 2: Chapters 4 - 6</strong> <strong>Read:</strong> Chapters 7 &amp; 8 (Psychosocial Hazards and Workplace Violence) <strong>Submit Group Project</strong> plan by noon on Friday, Feb 15 via email</td>
</tr>
<tr>
<td>6</td>
<td>Feb 28</td>
<td><strong>Read:</strong> Chapter 9 (Training) and Case 2: A Young Worker’s Quandary <strong>Group Project</strong> research time and/or instructor consultation</td>
</tr>
<tr>
<td>7</td>
<td>Mar 7</td>
<td><strong>In-class Quiz 3: Chapters 7-9</strong> <strong>Read:</strong> Chapter 10 (Motivation) <strong>Group Project</strong> research time and/or instructor consultation</td>
</tr>
<tr>
<td>9</td>
<td>Mar 21</td>
<td><strong>Read:</strong> Chapter 12 (Incident Investigation) and Chapter 13 (Disability Management and Return to Work)</td>
</tr>
<tr>
<td>10</td>
<td>Mar 28</td>
<td><strong>Quiz 4: Chapters 10 – 13 (90 minutes)</strong> <strong>Read:</strong> Chapter 14 (Workplace Wellness: Work-Family and Health Promotion Programs) and Case 2: Evaluating the Benefits of WHP</td>
</tr>
<tr>
<td>11</td>
<td>April 4</td>
<td>Course-instructor evaluation <strong>GROUP PRESENTATIONS – TRADE SHOW FORMAT! POST DRAFT EXECUTIVE SUMMARY TO A2L BEFORE CLASS</strong></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><strong>SUBMIT FINAL EXECUTIVE SUMMARIES TO A2L BY MIDNIGHT MONDAY APRIL 8</strong></td>
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</tbody>
</table>