

UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
CRN 33235 - HSCI 3317
Occupational Health and Safety and the Health Professional
Summer 2021
(Last revised: 05-30-2021)

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Teaching assistant: TBD

PURPOSE:

This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without a class discussion and agreement.

COURSE DESCRIPTION:

This course addresses the importance of the role of the health care practitioner in promoting positive health and safety culture in the workplace, and although it is intended for students pursuing a health-related degree, its multidisciplinary approach can fit most degree plans. It will introduce the student to the general principles and concepts of occupational health and safety and its application for the prevention of injury and disease, and the application of public health concepts to promote health and protection of worker populations from environmental hazards.

This course is offered as a full, online course, meaning that no traditional classroom face-to-face meetings will occur during the semester. **Time commitment is essential to complete the course requirements;** you must complete all online materials and assignments. This format could be convenient since you can access the course either in or off-campus. Thus you can work on your own. However, suppose this is the first time you are considering enrolling in an online course. In that case, we recommend before making a decision, that first you visit and review UTEP's Instructional Support Services' "Prospective Online Students" website and complete the "Self Evaluation for Potential Online Students" survey, which is also directly available at:

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp>

I STRONGLY RECOMMENDED THAT YOU COMPLETE THIS SELF TEST ON THE FIRST DAY OF CLASS, before deciding to continue with the course. **You do not** need to submit the results; the results are feedback for you, evaluating if online learning fits your learning style.

***Note: It is not necessary to notify your score. It is a non-gradable self-assessment.**

Even though this is an online course, learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own minds by actively thinking about the material. It will be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not entirely sure about what critical thinking is? Visit then the "The Critical Thinking Community," their website is available at:

<http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Using this, students will apply the gained knowledge to solve common and practical problems related to the research process. **Because the course is designed to challenge you intellectually, you may be required to cover additional materials and conduct activities to complete assessments and assignments.** Additional readings and assignments will be used as a springboard for activities and discussions, and ALL course materials are testable. Additional but not all resources, course material, readings, etc., will be made available through UTEP's Blackboard's learning management system.

RESTRICTIONS:

There are no restrictions to register for this course except for the instructor's authorization. For authorization, send an e-mail with your general information to: gabmejia@utep.edu.

NOTE: GRADUATE-LEVEL STUDENTS REQUIRE THE COMPLETION OF ADDITIONAL COURSEWORK. Graduate students registered for this course must develop and carry out a research protocol based on a literature review to be granted appropriate credit. Check with the instructor for further details.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

1. Understand the scope and nature of occupational health and safety and the reasons for maintaining and promoting health and safety at the workplace.
2. Identify main workplace hazards, principles and practice of risk assessment and general principles of controlling hazards and reducing risk.
3. Know about national policy and regulation and international bodies of health and safety regulation and the benefits of regulation.
4. Practice his/her ability to review research-based materials related to occupational health and safety critically.
5. Practice and increase his/her oral and public presentation abilities necessary in future health care professionals.

COURSE OUTCOMES/COMPETENCIES:

After completing the course, the student will demonstrate the following learning outcomes/competencies:

1. Assess needs, assets, and capacity for health education (Objectives 1& 2).
2. Conduct evaluation and research related to health education (Objectives 2 & 3).
3. Serve as health education resource person (Objectives 1, 2, 3, 4 & 5).
4. Work individually and within a group setting to produce an undergraduate-quality level report based on a systematic literature review (Objectives 1, 2, 3, 4, & 5).
5. Communicate effectively in written and electronic modes of communication (Objective 4 & 5).

COURSE REQUIREMENTS:

You will need the following required textbook:

Introduction to Occupational Health in Public Health Practice

By Bernard J. Healey and Kenneth T. Walker

Jossey-Bass, 1 edition (September 22, 2009)

ISBN-10: 0470447680

ISBN-13: 978-0470447680

Most if not all chapters will be covered, and students will be required to complete reading them. Additionally, students will be required to go over all additional posted materials.

Additionally, all students are required to:

- Have access to a computer that connects to the internet and an active e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Have access to a Webcam and microphone.
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your "My UTEP" portal at <http://my.utep.edu> and accessing the Blackboard Learn platform that will show your entire course list. For information on how to log in, you can contact the UTEP Help Desk at (915) 747-5257 or check their information page <http://admin.utep.edu/Default.aspx?tabid=63402>.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, e-mail, and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Know how to use word processing, spreadsheet, visual media software, and capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.

- Have the means to store all assignments and, if necessary, turn them in electronically (disks, flash drives, etc.).
- Download Lockdown Browser (available from Blackboard – student service, or directly from <https://www.respondus.com/lockdown/download.php?id=586140509> after login into your Miners and Blackboard accounts.
- Have one of the following web meeting apps: Zoom, Microsoft Teams.

GRADING CRITERIA:

Successful course completion will require that the student fulfills the following:

- Attendance (see correspondent sections for details).
- Online examinations: 1 comprehensive-final exam (see correspondent sections for details).
- Completing quizzes (see correspondent sections for details).
- Completing discussion board assignments (see correspondent sections for details)
- Completing one main writing assignment – Reflective Paper based on Literature Review - (see correspondent sections for details):

Attendance

The University requires that students comply with at a minimum Of 80% attendance. In online courses such as this one, attendance is translated as interaction active engagement with course Blackboard interface, contents, assignment completion, etc. We achieve this by using Blackboards' "Retention Center" function to monitor every student's activity level. For example, when a student logs in, time spent interacting with Blackboard, etc. It can even count how many times you 'click" to access course sections and materials. Refer to the attendance criteria in the "COURSE POLICIES" section for details. **This policy will be strictly enforced.**

Online examinations

One (1) final comprehensive examination will be given for the fall's 2021 Semester. There will be a midterm self-assessment examination that does not count towards the final grade. The final exam consists of multiple-choice, true/false, and matching columns and will be available through Blackboard on the scheduled date. The exam is conceptual. It is designed to test your ability to think about the material, not your memory. The examination is worth **100 points. No extensions, re-scheduling, or retaking** of examinations will be allowed without a University-approved excuse.

Examination Schedule		
Examination type	Point value	Available - Due Date
Final comprehensive examination	100	12/7
Total	100	

Important:

- *Exams availability is limited. Exams will open at 8:00 MTN on the scheduled day and close at 20:00 MTN on the due day. For example, if it opens on Monday at 8:00 hours, it will then be available until 8:00 pm on the same day.*

Writing assignment: Reflective Paper Based on 100 Dollar Solution project

Each student will be required to complete and submit a *reflection paper based on the 100 Dollar Solution Project*, which will be worth 0-100 points. The deadline to complete and submit the project is **Thursday, 12/3, at the end of the day (11:59 pm MT)**. Please refer to Appendix "Writing Assignment #1: Reflection Paper Based on 100 Dollar Solution Project" for further instructions.

The report is mandatory, and it cannot be substituted. Students will be required to complete a review paper based on at least ten (10) peer-reviewed journal articles on an occupational health topic of importance to the US-Mexico border regions and included in recently released Healthy People 2030 goals and objectives. There is a specific workplace goal to "Promote the health and safety of people at work." This goal and the list of related objectives can be found at: <https://health.gov/healthypeople/objectives-and-data/browse-objectives/workplace>.

The students will search and use the resources available at UTEP's library or other valid academic resources to complete the report. Selected research articles should have been published after 2016. Take note that a reflective paper is not a summary of the papers you have read. Completing the paper can give a student a maximum of 100 points. Refer to the "Reflective Paper Based on Literature Review Guide and Scoring" section for more details.

Quizzes

Ten quizzes will be scheduled during some course weeks and worth 0-10 points each. Thus you can obtain from 0-100. All quizzes will be available through the Blackboard® Learn platform on the scheduled dates (see Course Module Schedules). You will usually be given a limited time, not to exceed 60 minutes, to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard® Grade Center once graded. **No** re-scheduling or retaking of quizzes and other assessments will be allowed without a University-approved excuse.

Important:

- *Quiz's availability is limited. Quizzes will open at noon (MTN) on the scheduled day and close on that week's Saturday at 5 :00 pm MTN.*

Discussion boards:

Every student will be required to participate in a assigned discussion forums. If graded, scores will be awarded based on the number, content, and quality of the weekly discussion posted comments. See "**Discussion Participation Rubric**" for further details. The availability and deadlines for each discussion will be posted along with it.

Final grading

The total that can be earned taking into account the quizzes, examination, and group project assignment in this course is **340 points** (340=100%):

Type	Point value	% Weight Value
Quizzes and/or assignments (10 at 10 points max each)	0-100	10
100 Dollar Solution Project Proposal	0-100	15
Conducting 100 Dollar Solution Project	0-100	15
100 Dollar Solution Poster session evaluation	0-100	15
Reflective Paper Based on 100 Dollar Solution Project	0-100	15
Final examination	0-100	20
Group peer evaluation on helping behaviors	0 - 10	10
Total	0 - 610	100

The translation of points earned will be transformed to a percentage, which will indicate the final letter grade is defined as follows:

91% and above.....	A
81% – 90 %	B
71 % – 80 %	C
61 % – 70 %	D
60% or less	F

Student progress

Grades and feedback will be available through Blackboard ®'s Learn Grade Center; additional feedback may be sent from the instructor or TA (TBD) by e-mail.

COURSE POLICIES

Attendance

The course week runs from Monday through Friday. Attendance to face-to-face meetings is mandatory and an important component of this course. In this regard, hybrid and online courses are no different from other face-to-face traditional courses; however, attendance must be considered differently. For this course attendance, will be comprised of active participation during the course, which will be directly monitored by login on and completing other activities in the course's UTEP's Blackboard® Learn management system shell. The requirement for weekly attendance can be documented by any or all of the following methods: overall participation and engagement in the course, completing assignments, quizzes, exams, and entering weekly discussions. Student engagement will be tracked using Blackboard's Retention Center tools. It is expected that students interact with Blackboard for an average of 3 hours per week. Students will get automated messages when performance is considered unsatisfactory. If a student does not log on to the course within the drop/add period for the course, he/she will be dropped from the course.

The instructor and/or TA can tell if students are visiting the course site. Failing to maintain active weekly participation in this online course (not logging in, not completing and/or

submitting assignments, not participating in posted activities, no contact with the instructor) can also be defined as absent.

Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students). No attempts to provide proof of absence will be accepted after 12/3/2021.

Remember that this course requires you to commit time, so plan ahead because you will need additional time to learn and practice your skills. It is estimated that you will at least commit 9 to 18 hours per week to this course, mainly to be spent working with your computer. It is your responsibility to cover all materials and assignments while working online. **Assignment due dates are subject to change**, so check the online schedule in Course Materials frequently. If you miss a due date, complete the missed assignments as soon as possible to lessen their impact on your scores.

Communication and Feedback Plan

This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e., within 24-48 hours) What tools can they use to contact you? UTEP e-mail is the preferred method; send all e-mails to gabmejia@utep.edu.

Additionally, e-mails can be sent to the courses' appointed teaching assistant at donyachoti@miners.utep.edu. Every Monday, the instructor will hold virtual office hours from 9–11 am through Blackboard Collaborate Ultra. Other cloud-based meeting platforms could be used depending on the circumstances, such as Zoom or Microsoft Teams. Occasionally, a Skype® session can be scheduled – if set up with a previous appointment. Your instructor's Skype® ID is gabboim61. If the student can attend the University's main campus, a meeting can always be scheduled during the instructor's office hours. Additionally, there is the option to communicate with your instructor through Facebook® (lookup as Gabriel Mejia). However, this is voluntary since you will be sharing some personal information.

Being successful in an online class.

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as possible so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to others: Offer a fact, article, link, or another item that can help others learn.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged

messages ensures that they are constructive instead of destructive. Think of the person at the other end.

- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all the resources given to you to succeed in the class.

A "Discussion Board" area will be set up in the course's Blackboard shell to allow students to ask questions to each other. Please make use of it since your instructor can monitor your questions and provide feedback.

Effective electronic communication.

It is essential to share a word of caution to become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. We all must keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid using caps in your electronic messages, as the wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in the networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication can be found at www.albion.com/netiquette.

Active participation

Students are encouraged to participate in the learning process during online discussions actively. The second component of active participation is asking questions for clarification of confusing information and expressing opinions by using e-mail, chat, or online discussion groups for these purposes.

Policy on examinations

Exams will be accessible online using the Blackboard® Learn platform and available on the scheduled day from 8:00 am MTN and until 8:00 pm MTN of the due day. You may access it at any time; however, you will have a time limit to complete it once you begin the exam. You will not be able to start the exam, stop, and then re-start again. You will usually have a maximum of 60 minutes to complete a quiz depending on the number of questions and up to 3 hours to complete the final comprehensive examinations. There will be no retaking of missed quizzes and examinations unless proven Blackboard® platform failures. If a student misses the final exam, a written make-up exam may be taken only if the student has informed the instructor of the absence *prior* to the beginning of the examination, and only if the absence is approved by the instructor (University excused absences only, i.e.,

sponsored activities approved by the Dean of students). Only in rare instances will a student be excused from the examination.

Policy on late assignments

Attendance assignments must be turned in when scheduled in order to get credit. No extensions are granted for scheduled discussions, quizzes, or tests. A 50% immediate will be applied for late assignments. No assignments will be accepted if submitted more than one week after the due date.

Notice on dropping the course, withdrawals, and incomplete.

Students may drop individual courses or completely withdraw from the University as described below. Refer to the online Academic Calendar at www.utep.edu/calendar or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

a) Student-initiated Drops

It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

b) Administrative Drops

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the instructor's discretion, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date, but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.

3. If the student drops after the student-initiated course drop deadline, instructors will determine a "W" or "F" grade for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.

d) Incomplete course work

If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an "I" (incomplete grade) can only be considered only if the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in denial except in the most extraordinary circumstances.

Notice of Policy on Scholastic Dishonesty

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion are dishonest activities that are serious acts that erode the University's educational and research roles and cheapen the learning experience for the perpetrators and the entire community. It is expected that the UTEP students will understand and subscribe to the ideal of academic integrity and be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Copyright and fair use requirements

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Notice on Students with Disabilities & American Disabilities Act

If you have or suspect a disability and need accommodations, you should contact the Disabled Student Support Services Office (DSSO) at (915) 747-5148. You can also e-mail the office at: dss@utep.edu or go by Room 106 Union Building East. For additional information, visit the DSSO website at: www.utep.edu/dsso

COURSE ASSISTANCE AND SUPPORT:

Course-related: Your instructor is available to assist you online, by phone, and by e-mail throughout the semester.

Technical support: Click on the "Help" hyperlink in the Blackboard platform after logging in to your "My UTEP" portal at <http://my.utep.edu>. Furthermore, The University

of Texas at El Paso offers complete technical information and help desk support:
<http://issweb.utep.edu/techsupport/>.

Student resources: UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering a course) as well as the resources below.

- If you have personal issues and require assistance, counseling services and resources are available online and in person through the Division of Student Affairs. You can access these services online (<http://sa.utep.edu/counsel/>), by phone (747-5302), or in person.

**Counseling Center
202 Union West
El Paso, Texas 79968**

- UTEP Library: Access a wide range of resources, including online, full-text access to thousands of journals and eBooks, plus reference service and librarian assistance for enrolled students.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor to help explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor, and explore other history resources.
 - Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
 - Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.

Counseling and Psychological Services: Provides various counseling services, including individual, couples, and group sessions and career and disability assessments.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Total Value Commitment & Helping Behavior

Working in teams is only effective and enjoyable when everyone contributes equally, consistently, with quality, and fully commits to working together. A Full Value Commitment (FVC) is an agreement among team members. Its purpose is to set the tone and foundation for interaction between the team members for the entire semester. It is your task to develop a TVC for your team. You must also create the consequences if someone does not adhere to the agreement. Show that everyone in the team agrees with the rules and consequences of not adhering to them by signing at the bottom of the document.

Here are some example rules and consequences your colleagues from Kinesiology created in previous semesters to help you get started.

Total Value Commitment & Helping Behavior

1. Be punctual, always give 100% and attend all class sessions
2. Let the group know ahead of time when you will be absent or if a problem arises
3. Work hard, cooperate, and do your part of the work as best you can
4. If you can't get it done, contact your team and ask for help
5. Stay focused on the subject in class, don't daydream
6. Be prepared and pro-active
7. Be open to receive and provide constructive criticism to everyone
8. Be open-minded to the other team members ideas and value their contribution
9. Be reliable and make sure you are well prepared
10. Respect all team members and value each other's ideas and opinions without judging them
11. Be honest
12. Try to create consensus and agreement among team members. Criticizes ideas, not the person, integrates members' ideas with what is known, Asks for rationale and justification, probes and asks complex questions
13. Never interrupt a person when s/he is giving an idea or thought
14. No put-downs through humiliating remarks or body language; show respect for others' ideas and opinions
15. Set team goals and pursue them
16. If you are assigned to do something, do it and don't procrastinate
17. If you have a problem with a group member, bring it up and have a group discussion; describe positive and negative feelings; don't make assumptions
18. Turn off beepers and cell phones
19. Contribute ideas frequently
20. Encourage and ask for participation from others
21. Summarize and integrate different ideas from team members
22. Check for understanding with other team members
23. Relate new info to what has been learned or was known
24. Give direction to the team's work and keep members on task

Consequences of not adhering to your commitment:

1. If a team member did not provide substantively to an assignment, s/he will not receive credit for the assignment.
2. If a team member breaks any of the parts in the TVC, s/he given verbal feedback.
3. After one excused incident, the team member will again receive feedback and encouragement to change the negative behavior
4. Upon the third incident, the professor will be informed and requested to intervene.
5. If one cannot contribute as expected, one should remove oneself from the team and drop the class.
6. If a team member's behavior is completely unacceptable in the opinion of the rest of the team, s/he can be removed from the group.
7. The team member will receive only partial credit if s/he only contributed partially to an assignment. The rest of the team will determine this.
8. If a team member comes unprepared to a meeting, she or he will have to bring a healthy snack for the entire team for the next meeting.
9. If a team member did not complete a task he was supposed to have completed, he will have to come up with the penalty for not doing so, and the entire team must agree with them.

TEAM CONTRACT

Team Name or Number: _____

1. Create what you believe to be the *most important behaviors* an excellent team member should display. Write these in "Expected Behavior." You may create fewer than eight expected behaviors if the entire team agrees.
2. Then, discuss the consequences if a team member does not adhere to the expected behaviors. Write these in the following table.
3. All team members must sign the form, and a copy will stay in your Team Folder.

Expected Behaviors (positive, helping):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Consequences of Team Members not Living up to Expected Behaviors

- 1.
- 2.
- 3.
- 4.
- 5.

Team Members Signatures

1. _____ 2. _____

3. _____ 4. _____

5. _____

Petition to Fire a Team Member

As a team, you can use this petition to request that a member be fired from your team for clearly stated reasons concerning that person's behavior. Unanimous agreement among all other members is required before the process can be started. If all remaining members agree unanimously that one member should be fired, the following actions will be taken:

- 1) The team will present the petition in person to the rest of the class. They will give clear evidence and logical reasons why the member should be removed from their team, including a complete and accurate list of violations of their FVC.
- 2) Following the team's presentation, the member whose removal is being petitioned will have an opportunity to respond to the petition.
- 3) Following these presentations, each member of the class will vote anonymously to accept or reject the petition. A majority of 66% is needed to approve the petition. Any percentage less than 66% leads to rejection of the team's petition.
- 4) If the petition is rejected, the member in question will remain on the team. Then, develop a written agreement that will function as a contract signed by all members.
- 5) If the class accepts the petition, the member in question loses his or her membership on the team.
- 6) The removed member can request to be adopted by another team. S/he may select the team s/he wants to join. The team must unanimously accept the request. One dissenting voice leads to rejection of the request.
- 7) If none of the remaining teams will unanimously accept the member, this person will not receive the Team grade scores and will have to complete the class outside any team or drop the class.

On this date _____ **we,**
_____, _____,
_____, _____,
_____, _____
petition that _____ **be removed from our team for**
the (name of student) _____
following reasons (list and/or explain):

Attached are the violations of our Team FVC.

Dear Community Agency:

As partial fulfillment for the requirements of HSCI-3317 Occupational Health and Safety for the Health Professional at The University of Texas at El Paso (UTEP), this student will complete conduct a service project at your agency. This course challenges students to implement change in their communities with projects that cost \$100. As part of this course, the students will work in teams to identify and assess needs related to rehabilitation science in the community, implement creative solutions that cost around \$100 and evaluate the project's impact. These student-developed projects will thus combine research experiences with community engagement, thus immersing students in community-based research. The student then writes a 10 page paper about his/her experiences and will present the results in a virtual poster presentation at our College, where you will be formally invited.

Please attach a business card or letterhead for agency verification. If you have any questions about this project, please feel free to contact me at gabmejia@utep.edu

Sincerely,
Gabriel Ibarra-Mejia, M.D., Ph.D.
Assistant Professor Department of Public Health Sciences

UTEP

Student's name:

Name of the agency:

Address of the agency:

Contact person at the agency:

Contact person's phone number:

Specific population with which the student will be working: Duties/tasks/activities with which the student will be involved at the agency: Date that the student will start:

Signature of agency contact person:

Date:

<https://solve.mit.edu/how-challenges-work>

Student Poster- Evaluation Criteria

Poster Number _____

Scoring	Poor	Fair	Average	Good	Excellent
Scale	2	4	6	8	10

Originality and significance of research (60 points = 100%)

1. Demonstration of problem or challenge SCORE: _____

How well was the problem/challenge outlined and/or illustrated in the background and illustrated on the poster? To what degree did the problem/challenge impact the field? This poster presented background and summary information that helped me to understand issues that were pertinent to this case quickly

2. Relevance / Interest SCORE: _____

This poster suggested a future research direction that was specific, meaningful, and appropriate. Does the proposal reflect the relevance of the topic?

3. Results / outcomes SCORE: _____

Does the proposal demonstrate results or outcomes?
If no outcomes are available yet, does the initiative demonstrate potential and link itself to

an overall potential contribution to the field?

4. Overall significance and quality SCORE: _____

Was the research of good quality? Were the poster and presentation clear and understandable? Was the research topic significant and useful?

5. Case scenario _____

This case presented background and summary information that helped me to understand issues pertinent to this case quickly

6. Future direction SCORE: _____

This poster suggested a future research direction that was specific, meaningful, and appropriate.

Projects from Fall 2019

Impact of Recreational Activities and Tutoring on Youth Quality of Life (Center Against Sexual and Family Violence). Children between the ages of 7 and 17 living at the El Paso Center for Sexual and Family Violence facility participate in weekly team sports activities coordinated by the UTEP student team. Center staff have identified a need among the children for positive interactions with adults, particularly males.

A Study of Mindfulness Techniques on Displaced Families at the Willie Sanchez Rosalez Family Center-

UTEP students work with young children to deliver scheduled mindfulness activities to improve stress management.

The Effectiveness of a Gross and Fine Motor Program for Elderly Women- La Casa de las Abuelitas (permanent residential facility for homeless women)- Residents of La Casa de Las Abuelitas homeless shelter participate in activities designed to address mobility in walking and fine motor coordination, in an effort to improve perceived quality of life.

The Impact of “Coffee Cart Friday “ on Special Education Elementary Students (teacher perspective)- Children in the special education program at the school will be tasked with pushing the cart around campus on a weekly basis to deliver coffee to teachers, in an effort to build social and life skills.

DANCE IT OUT-Polly Harris Senior Center- Senior citizens visiting the Polly Harris Senior Citizen Center will participate in weekly free dance classes organized on site by the student team. Participating seniors identify music and dance styles of interest. The team seeks to understand if increasing physical activity improve stability among the seniors.

Seniors Move- Tai Chi Program-SunRidge at Cambria Senior Center- Residents of the Sunridge Cambria Senior Living Facility participate in video exercise programs in an effort to enhance physical (flexibility and balance) and cognitive function, as well as confidence and independence

The Effects of a Calming Corner (CC) on the Health-Related Quality of Life of a Special Education Teacher- El Dorado High School- The UTEP student team will build a “calming corner” complete with supplies within a Special Education classroom at El Dorado High School. Calming Corners provide a comforting space for students when they feel overwhelmed during class, with an aim to improve classroom environments and increase perceived health-related quality of life of the students who use them.

Online Projects from Fall 2020

Seniors+Seniors: Nursing home residents at Vista Hills Health Care Center were paired with Montwood High School NHS officers in an online communication program, conducted via Zoom and aimed at alleviating feelings of loneliness among senior citizens. All of the high school student participants expressed their belief that communication with seniors was an important way to help alleviate seniors’ feelings of isolation during the pandemic.

Physical and Occupational Therapy Awareness: Students designed and placed brochures in five Project Vida clinic locations to raise awareness about the OT and PT professions among historically underserved populations, including references to low-cost providers for rehabilitation services.

Impact of Personal Sanitation Projects Among the Homeless Population: Noting research that indicated homeless individuals had significantly higher risk of contracting and dying from COVID-19, students decided to purchase sanitary supplies including gloves, hand sanitizer and personal wipes, for homeless individuals served by the El Paso Alliance for Border Collaboratives (ABC), delivered bi-weekly. Employees at ABC then distributed these to their clients.

Postural Awareness during Online Learning: Students designed educational brochures with tips for elementary students to maintain proper posture while attending online school during the COVID-19 pandemic. Proper posture improves educational outcomes in these settings. Brochures were distributed by school principals to parents and children at three local elementary schools.

Impact on Health and Wellness for La Casa de Las Abuelitas at the Opportunity Center for the Homeless: Students worked with local health food preparation company Phit Phuel to provide meals for one year for 18 residents of La Casa de las Abuelitas homeless shelter for fragile women. Phit Pheul provided the meals for free. Funding for the project was used to purchase jackets to encourage the residents to exercise outside. The students also completed a grocery drive to raise food donations for the shelter.

Senior Mental Health Art Exhibition: Studies show art can help provide better mental health outcomes among elderly residents experiencing isolation during the COVID-19 pandemic. Based on these studies, students worked with seven VibraLife Senior Facility residents in a weekly art project. Students sent examples of their work to residents, encouraging seniors to create their own pieces. The art was placed in an online gallery in Vibralife's Facebook platform to help continue raising funds for the program.

Benefits of Written Communication between the Elderly and Youth: Sixty senior citizens in the Legacy at Cimarron assisted care facility were paired with students from two fifth-grade classrooms at Putnam Elementary school in a pen-pal project aimed at alleviating feelings of isolation among the seniors. Prompts were provided and letters were read by teachers to ensure appropriateness for exchange.

Positive Impact on Children through Bracelet and Penpal Activity at the Center Against Family and Sexual Violence: Children aged 4-16 years at the Center were paired with one another and had weekly pen pal letter exchanges. The children also created bracelets with positive messages to exchange with one another.

COURSE CALENDAR:

Note: The course calendar is subject to modification. The student's responsibility is to carefully review all changes to scheduled readings and assigned materials before class and deadlines.

Module	Section	Topic	Assignment	Due
Module 1: 6/7 – 6/11	Part 1	Course introduction; Syllabus; Pair-Group building. Public and Occupational Health. Epidemiology and Workplace Surveillance Systems. Importance of Occupational Health and Safety. Overview of Occupational Injuries	a) Read Chapters 1-4 b) Review posted handout(s) c) Visit and peruse NIOSH website	
	Part 2	Occupational Health and Safety Compliance. Importance of safety inspections.	a) Read chapter 5 b) Review posted handout(s) c) Visit and peruse OSHA website Complete quiz #1	6/11 (5 pm)
Module 2: 9/12 – 10/8	Part 3	Toxicology	a) Read chapter 6 b) Review posted handout(s) c) Visit and peruse ATSDR website Complete Syllabus Quiz Complete quiz #2 Turn in/upload Group Project proposal	9/18 (5 pm) 9/18 (5 pm) 10/2 (5 pm)
	Part 4	Work-related Stress Worker health promotion and education.	a) Read chapter 7, 8 & 9 b) Review posted handout(s) c) Visit and peruse ATSDR website and posted handouts. Complete quiz #3 Complete quiz #4	10/2 (5 PM) 10/9 (5 PM)
Module 3: 10/11 – 11/5	Part 5	Workplace emergency preparedness.	a) Read chapter 10 b) Review posted handout(s) c) Visit and peruse CDC website Complete quiz #5	10/16 (5 pm)
	Part 6	Recognizing workplace hazards – Industrial Hygiene: chemical, physical, and biological; concept of TLV's and PEL's ; Workplace Ergonomics, Equipment, fire, and electrical hazards	a) Read chapter 12, 13 & 11 b) Review posted handout(s) and course material. Complete quiz #6 Complete quiz #7	10/30 (8 pm) 11/6 (5 pm)
Module 4: 11/8 – 11/19	Part 7	Risk assessment in occupational health; Control strategies. Ethical and Legal Aspects of Occupational Health and Safety. Cultural and social aspects of prevention in Occupational Health and Safety.	a) Review posted course materials and handout(s) b) Read chapters 14-16 c) Visit and peruse OSHA and NIOSH websites Complete quiz #8 Complete quiz #9 Upload Final Version Project Report & Poster Complete quiz #10	11/13 (5 pm) 11/20 (5 pm) 12/2 (5 pm) 12/4 (5 pm)
FINAL ONLINE EXAM: ONLINE (comprehensive)				Final exam 12/9 (8 am - midnight)

Group/Individual Project Term Paper Writing Assignment
Reflection Paper Based on 100 Dollar Solution Project
Term Paper Guide and Scoring

Purpose: This activity aims to allow students to read some of the latest research on a topic of personal interest in Occupational Health. Second, to utilize the latest research and the information given during the course to develop a project in collaboration with a community partner, and finally, analyze, reflect, and present their results in a poster forum. This information will allow the students to become more aware of what is happening in the field, use the knowledge about research in this area, and actively engage in service-learning.

What is a reflection paper? A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced. It is meant to illustrate your understanding of the material and how it affects your ideas and possible practice in the future.

Procedure:

You and your colleagues will be writing a reflective paper based on a literature review for this project. The project paper must be based on your reflections after reviewing scientific, scholarly literature published after 2016 and collaborating with a community organization. The topic must be based on one well-defined aspect of occupational health. An example can be such as exploring the question: “Is ____ {exposure} a risk factor for ____ {disease/condition} in ____ {population}?” or the question, “Is ____ {intervention} effective in treating ____ {disease/condition} in ____ {population}?”

You will need to use a clear and comprehensive systematic search strategy to identify **ALL** relevant primary **research articles** published on the topic from 2016-2021, so the scope of the paper must be pretty narrow. Additionally, you must carefully follow APA formatting rules, so you will need to get familiarized with this writing style. For starters, you can visit www.apa.org, although UTEP's library has plenty of resources on it, including the Library's Writing Center, which you can schedule visits to get advice. Just in case you need further help, contact our college-assigned librarian Harvey Castellano, room 213 at the Library building (e-mail: hcastell@utep.edu).

The paper will require a structured abstract of 100-150 words, a body-of-text which should include the following sections: introduction, background information, reflective discussion, and conclusion), a minimum of 10 references (at least 8 of which must be journal articles), and 1 table summarizing reviewed information. **MUST FOLLOW AND COMPLY WITH APA STYLE & FORMATTING RULES. USE AS MANY PAGES AS NEEDED.**

Steps

1. Students must decide on a topic to review by 9/25. The topic should be related to a regional occupational health issue in the US-Mexico border regions and aids in

some way aids the need of a local community organization. Make use of the following resources to make a decision:

- Websites:
 - Occupational Health and Safety Administration:
<http://www.osha.gov/index.html>
 - National Institutes of Health: U.S. Department of Health and Human Services: <http://www.niehs.nih.gov/>
 - Healthy People 2020:
<http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=30>
 - UTEP's LIBRARY RESOURCES:
 - Health Promotion Libguide:
<http://libguides.utep.edu/healthpromotion>
2. Fill in and upload the "Topic Proposal" form by the scheduled deadline date. If the proposal is **not turned in** on the scheduled date, **a 10 point deduction** will apply to the final paper score.
 3. Each group must conduct a literature review using at least ten valid reference sources from peer-reviewed professional journals available at UTEP's library. Articles should have been published after 2016.
 4. Write an original reflection paper based on your findings. The paper should be at least six pages in length – not including title page & reference section; Time New Roman font, size 12, double-spaced. The report must contain at a minimum the following sections:
 - Cover page (does not count towards page count)
 - Abstract (1-page)
 - Introduction & background (1-pages)
 - Summary of reviewed literature identifying the need (2-pages)
 - Methods and procedures
 - Reflective discussion (1 page)
 - Conclusions (1/2-page)
 - References (as many pages as needed; does not count toward page count)
 5. Use APA format style to write the paper and cite your references.
 6. If you include pictures, it is highly recommended that picture quality provide the relevant information.

What are the challenges?

- The scope must be **VERY** narrow since your references must encompass ALL new findings of the topic from relevant primary **research articles** published from 2016-2021.
- Since some articles may need to be acquired through interlibrary loans, selecting a topic and search strategy is vital as soon as possible.

To succeed:

- Selecting a focused, narrow topic
- Defining a clear and comprehensive strategy

- Reading the full text of ALL relevant articles
- Following all formatting rules

Project timeline:

Step	Outcome	Due Date
1	Fill and upload the topic selection form	9/25
2	Upload literature review	10/9
2	Upload final report and poster	12/2

Scoring: A rubric will be applied to grade reflection reports.

Penalty for not turning in topic proposal form by the deadline. -10 points

Penalty for not turning in the full paper by the deadline. -50 points

**HSCI 3317 - Occupational Health & Safety
Fall 2021**

**100 Dollar Solution Project
Topic Proposal Form**

Instructions: Fill out the form and submit it by uploading it into the appropriate assignment section in the Blackboard Learn platform. Use additional pages as necessary.

Name:

Occupational Health Selected Topic:

Research question to be explored:

How does this topic & question go beyond what will be covered during the course?

**Does your topic address any Healthy People 2030 Workplace goals objectives?
Which ones?**

Importance/relevance/relationship to the worker population community?:

Proposed outline:

Potential community partners:

List of names of potential journal sources:

Appendix 1 Weekly Discussion Scoring Rubric

This scoring rubric will be applied to all weekly discussions, except the opening "Introduce yourselves" forum:

Criteria	Unsatisfactory	Satisfactory	Above average	Exemplary
Quality, Quantity, Timeliness, and Contribution	Does not submit at least one 150-word initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	Submits at least one initial 150-word initial response early in the session and responds to at least two 50-word responses to peers' comments before the end of the session.	Submits at least one initial 150-word initial response early in the session and responds to at least two 50-word responses to peers' comments before the end of the session. Additionally, posted comments show evidence of knowledge and understanding of course content and applicability to professional practice.	Submits at least one initial 150-word initial response early in the session and responds to at least two 50-word responses to peers' comments before the end of the session. Additionally, posted comments show evidence of knowledge and understanding of course content and applicability to professional practice. Additionally, it includes other resources that extend the learning of the community.
Points (as they appear in Grade Center) and outcome	0 It means did not comply with minimum entries	5 points It means students complied with an initial 150-word entry, plus entered at least two 50-word comments replying to at least two other students' comments.	6-7 points It means students complied with an initial 150-word entry, entered at least two 50-word comments replying to at least 2 other students' comments and fulfilled "Above average" criteria.	8-10 points It means students complied with an initial 150-word entry, entered at least two 50-word comments replying to at least two other students' comments and fulfilled "Exemplary" criteria.
Based on Northern Arizona University, e-Learning Center				