

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 summer'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	7/8
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 Literature Review

Each student will be required to complete and submit a reflection paper based on a literature review report, which will be worth 0-100 points. The deadline to complete and submit the project is **Thursday, 7/2, at the end of the day (11:59 pm MT)**. Please refer to Appendix "Writing Assignment #1: Reflection Paper Based on Literature Review" 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 8:00 MTN on the scheduled day and close at 20:00 MTN on the same day.*

Discussion boards:

Every student will be required to participate in a weekly discussion forum (4 total). Grading on weekly discussion boards will be awarded based on the number, content, and quality of the weekly discussion posted comments. See "**Discussion Participation Rubric**" for further details.

Important notes on entries in discussion forums:

- *Total points for weekly discussions are 0-40points.*
- *Availability to enter comments is limited. Forums will open at 8:00 MTN on Friday and will close at 20:00 MTN on Sunday. NOT AVAILABLE DURING WEEKENDS.*
- *Scores of 0-10 will be granted for each discussion, DEPENDING on the quality and not the quantity of the entered comments. Minimal requirements will be:*
 - *First entry comment: 150 word-minimum*
 - *Second entry comment: 50-word minimum response to colleagues posting*
 - *Third entry comment: 50-word minimum response to colleagues posting*
- *Complying with the minimal requirement will give a maximum of 5 points. Additional points will be given based on complying with the minimum and observing quality criteria specified in the "Discussion Participation Rubric."*

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	25
Reflective Paper Based on Literature Review	0-100	25
Final examination	0-100	25
Weekly discussion boards	0 - 40	25
Total	0 - 340	100

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

- 90% and above..... A**
- 80% – 89 % B**
- 70 % – 79 %C**
- 60 % – 69 %D**
- 59 % or lessF**

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 is mandatory and an important component of this course. In this regard, 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 7/1/2020.

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.

COURSE CALENDAR:

Note: The course calendar is subject to modification. It is the student's responsibility 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 Complete Syllabus Quiz	6/8 (8 pm)
	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 Participate in weekly discussion	6/11 (8 pm) 6/18 – 6/11 (8 pm)
Module 2: 6/14 – 6/18	Part 3	Toxicology	a) Read chapter 6 b) Review posted handout(s) c) Visit and peruse ATSDR website Complete quiz #2 Turn in/upload Individual Project Term Paper proposal	6/15 (8 pm) 6/16 (8 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 Participate in weekly discussion	6/17 (8 PM) 6/18 (8 PM) 6/15 – 6/18 (8 PM)
Module 3: 6/21 – 6/25	Part 5	Workplace emergency preparedness.	a) Read chapter 10 b) Review posted handout(s) c) Visit and peruse CDC website Complete quiz #5	6/22 (8 pm)
	Part 6	Recognizing workplace hazards – Industrial Hygiene: chemical, physical, and biological; concept of TLV's and PEL's Recognizing workplace hazards – Industrial Hygiene: 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 Participate in weekly discussion	6/24 (8 pm) 6/25 (8 pm) 6/22 – 6/25 (8 pm)
Module 4: 6/28 – 7/1	Part 7	Risk assessment in occupational health; Control strategies. Ethical and Legal Aspects of 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	6/29 (8 pm) 6/30 (8 pm)

	Part 8	Cultural and social aspects of prevention in Occupational Health and Safety.	Complete quiz #10 Participate in weekly discussion Turn in/upload Final Version Individual Project Term Paper	7/1 (8 pm) 6/29 – 7/1 (8 pm) 7/2 (midnight)
FINAL ONLINE EXAM: ONLINE (comprehensive)				Final exam 7/8 (8 am - midnight)

Individual Project Term Paper Writing Assignment
Reflection Paper Based on Literature Review
Term Paper Guide and Scoring

Purpose: The purpose of this activity is to give students the opportunity to read some of the latest research on a topic of personal interest in Occupational Health. In addition, the student will be called upon in these papers to utilize the information given during the course to analyze the content of three of these research articles critically. This information will allow the student to become more aware of what is happening in the field and use the knowledge about research design in this area.

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:

For this project, you and your colleagues will be writing a *reflective paper based on a literature review*. The project paper must be based on your reflections after reviewing scientific, scholarly literature published after 2016. 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 2015-2020, 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.**

The student or group of students will be required to search and select ten (10) references for review from resources available at UTEP's library. Articles should have been published after 2016.

1. Students must decide on a topic to review by the middle of the second week of the course (6/16). The topic should be related to a regional occupational health issue in the US-Mexico border regions. 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)
 - Search methods (1/2-page)
 - Summary of reviewed literature (2-pages)
 - Reflective discussion (1 pages)
 - 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 2016-2020.
- 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 systematic search strategy
- Reading the full text of ALL relevant articles
- Creating a clear data extraction table for inclusion in the manuscript
- Following all formatting rules

Project timeline:

Step	Outcome	Due Date
1	Fill and upload topic selection form	6/16
2	Upload complete final version of paper	7/2

Scoring: A rubric will be applied to grade reflection papers (see Appendix 2).

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
Summer 2021**

**Reflection Paper Based on Literature Review
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 US-Mexico border region worker population:

Proposed outline:

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				