# Division of Environmental and Occupational Hygiene

## Course Goals and Outcomes Form

**Course number and title:** 20-MECH-650 Occupational Safety Engineering  
**Graduate Credits:** 3  
**Instructor(s) in-charge:** Tom Huston, Ph.D., PE  
**Course type (underline all that apply):** Lecture, Laboratory, Field Projects  
**Required or Elective:** Required

### Course Schedule:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>2.5 hours per week, 2.0 meetings</td>
</tr>
<tr>
<td>Discussion</td>
<td>2.0 hours per week, 1.0 sessions for informal discussion</td>
</tr>
<tr>
<td>Field Work</td>
<td>6.0 hours per week, 18.0 hours per survey/project</td>
</tr>
<tr>
<td>Outside Study</td>
<td>6.0 hours per week</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesday and Thursday</td>
</tr>
</tbody>
</table>

### Course Assignments:

<table>
<thead>
<tr>
<th>Component</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>assignments</td>
</tr>
<tr>
<td>Exams</td>
<td>2 midterms / finals</td>
</tr>
<tr>
<td>Reports</td>
<td>1 required</td>
</tr>
<tr>
<td>Project</td>
<td>1 required</td>
</tr>
</tbody>
</table>

### Grading Policy:

- 20% for mid-term exam, 40% for final exam, 40% for term project / presentation.

### Course Prerequisites:

- Graduate student standing

### Catalog Description:

- An introduction and overview of occupational safety and health.

### Textbook and Any Related Course Materials:

- A bibliography of safety engineering references and other journals is provided on the first day of class.

### Blackboard:

- None

### Topics Covered:

1. Assignment of graduate student term project. Overview of health and safety movement, past and present.  
2. Accidents and their effect on industry, cost and lost time; theories of accident causation. The OSHAct, standards, codes and liability.  
4. Accident investigation and reporting. Promotion of safety, teamwork and incentives; safety and health training.  
5. Safety and health concerns in automation and robots. Ethics and occupational safety, the professional’s role in ethics and the company’s role in ethics; review for mid-term.  
6. Exposures to blood-borne pathogens in the workplace, including OSHA standards. Environmental Safety and ISO 14000, and waste reduction.
7. The role of safety and health personnel: engineers, industrial hygienists, occupational health nurses, occupational health physicians and others; NIOSH and ERC approach. Violence in the workplace, risk reduction strategies, conflict resolution, and emergency preparedness planning.
8. Group project presentations: mechanical hazards and safeguarding; falling, impact, acceleration and lifting hazards; heat and temperature standards; pressure standards and hazards.
9. Group project presentations: electrical hazards; fire hazards and life safety; toxic substances and explosive hazards and confined spaces; noise and vibration hazards.

Course Goals (and Program Outcomes):
1. Understand and identify stress in the workplace (A1, B1, B2)
2. Understand and describe shift work and stress. (A1, B1, B2)
3. Understand and describe workers compensation, disability monitoring impact. (C1, C2, D1, D4, D6)
4. Understand and describe safety analysis and ethics and controls. (C1, C2, D1, D4, D5, D6, E1, F1, F2, J1)
5. Understand and describe workplace accidents. (C1, C2, D1, D4, D6)
6. Understand and describe team work and role of safety and health personnel. (G1, G2, G3, G4, J2, L1)
7. Understand and identify safety and health concerns of automation, robots, blood borne pathogens. (C1, C2, D1, D4, D6)
8. Understand and describe OSHA standards, codes and liability. (H1, H2, I1, J1, L1)
9. Design research questions, develop plan of research and communicate results and write report. (K1, K2, K3)

Evaluation Criteria:
Mid term and final examinations with written items.
Term project
Group project presentation

NOTE: The ABET Program outcome is shown as a capital letter; the number designates the program specific outcome.

Relation to Program Educational Objectives:
This is a required course for all Comprehensive Practice majors. The course contributes to the following Program Educational Objectives, as shown:

<table>
<thead>
<tr>
<th>X Fundamental Knowledge</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene Science</td>
<td>15%</td>
<td>Basic Science</td>
</tr>
<tr>
<td>Design Skills</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Professional Skills</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Life-long Learning</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: EOH faculty define Hygiene Science as all the Knowledge Elements other than the Basic Sciences; Design skills are those necessary to solve real world problems. Professional skills are those that involve teams, management, leadership, written and oral communication, approach to stakeholders and ethics; life-long learning is demonstration of the need for continuing professional development.

Program outcomes and how they are covered in this course

For each ABET IH Program Outcome (A through L), the EOH Educational Outcomes are shown below. Upon completion of this course, students will have had the opportunity to acquire knowledge (K), skills (S) and attitudes (A) associated with each of the Educational Outcomes, as noted by underlining. Where the educational measurable outcome contributes strongly to the ABET Program Outcome, the K/S/A is shown in upper case; where the contribution is average, the k/s/a is shown in lower case letters. (Note, use the Contribution to Knowledge and Professional Skills estimates above to guide your decision.)

A. Identify agents, factors and stressors generated by and/or associated with defined sources, unit operations and/or processes:

Identify potential health hazards of workplace processes and operations: K S A k s a
B. Describe qualitative and quantitative aspects of generation of agents, factors and stressors:

- Describe the underlying processes of the generation of hazards in occupational and environmental settings
- Describe qualitative and quantitative aspects of hazards associated with specific occupational or environmental sources

C. Understand physiological and/or toxicological interactions of physical, chemical, biological and ergonomic agents, factors and/or stressors with the human body:

- Understand the relation between exposures and health outcomes
- Compare and contrast the potential for differences in response to hazards due to personal factors among some subjects at risk of exposure and the subsequent need to modify programs and practices

D. Assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry:

- Describe how to evaluate potential adverse outcomes of chemical or physical exposures, based on similarity of the exposure to documented hazards
- Describe occupational hygiene aspects of emerging technologies
- Describe the basic principles of conducting sampling and analysis for exposure assessment
- Describe the basic principles of evaluating engineering and non-engineering controls to reduce exposure
- Develop and implement an exposure assessment plan to evaluate potential hazards and controls that are in place
- Gather, manage and analyze quantitative (e.g., measurements of exposure or system performance) and qualitative (e.g., written programs) data to evaluate potential hazards and existing controls in order to reduce risk

E. Calculate, interpret and apply statistical and epidemiological data:

- Apply epidemiologic and/or statistical concepts to the interpretation of exposure data

F. Recommend and evaluate engineering, administrative and personal protective equipment controls and/or other interventions to reduce or eliminate hazards:

- Identify and recommend appropriate methods to reduce exposure (using engineering controls, personal protective equipment or administrative controls), or deficiencies in written programs and policies
Design work process/practice interventions

G. Demonstrate an understanding of applicable business and managerial practices:

- Produce accurate oral and written reports, including descriptions of occupational processes and activities, exposure assessment plans and evaluation of occupational and environmental work settings
- Describe approaches to interact with higher-level decision makers in various management structures
- Manage resources effectively
- Display effective leadership

H. Interpret and apply applicable occupational and environmental regulations:

- Understand, interpret and apply occupational and environmental regulations
- Apply guidelines, standards and laws in interpreting qualitative and quantitative data for exposure assessment for risk characterization

I. Understand fundamental aspects of safety and environmental health

- Apply the professional code of ethics to a scenario

J. Attain recognized professional certification

- Explain the importance of ethics in the practice of occupational and environmental hygiene
- Understand the need for and resources available for continuing professional development after graduation
- Describe the requirements to obtain professional certification

K. Conduct a research activity resulting in a report that demonstrates mastery of the subject and high level of professional and public communication skills

- Design a research question, develop a plan and conduct research
- Communicate effectively with a variety of stakeholders (e.g., labor, management, government, peers, safety and health professionals, allied professionals)
- Produce a technical scientific report on research

L. Demonstrate advanced qualitative and quantitative problem-solving skills

- Function effectively as part of a multidisciplinary team to investigate and propose a solution to an exposure hazard in a workplace
COURSE MATERIAL AND AVAILABILITY (See attached folder with print copy of course objectives, lecture notes, assignments, samples of reports graded, samples of mid-term and final exams and correct answers.)

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Instructor(s)</th>
<th>TA</th>
<th>Division (College)</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Goals/outcomes</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Lecture notes, assignments</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Samples of homework and correct answers</td>
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<td>X</td>
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<tr>
<td>Samples of reports, graded</td>
<td>X</td>
<td></td>
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<tr>
<td>Samples of exams and correct answers</td>
<td></td>
<td>X</td>
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<tr>
<td>Course evaluation from students</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Instructor response/actions to evaluation comments</td>
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<td>X</td>
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<td>X</td>
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</table>

NOTE: Students provide feedback on individual courses through the end-of-class Department and Division evaluation survey instrument. This instrument provides feedback on the course material, organization and presentation, and perceived contribution of the course to the achievement of Program Outcomes. In addition, feedback is received from the continuing, semi-annual Question-feedback process during which students identify Best Learning Experience, Session/presentation that was an endurance test, What would make life as a student better?, If I could do it over, I would…., Opportunities I would like to have but don't seem to be available, Opportunities I would like more of, Aspects of the program the faculty should consider eliminating, Worst part of the UC program, Best part of the UC program, Other comments. A Ph.D. and M.S. student participate in Division faculty meetings. Exit surveys are conducted by the University and the Division as part of the requirements for graduation. All students are urged to participate fully in each of these activities in order to improve the educational experience.