

**University of Waterloo**  
Department of Psychology  
HRM 305  
Health and Safety  
Winter 2016  
Tuesday 6:30pm-9:20pm, AL124

**Instructor and T.A. Information**

Instructor: Derek Morgan  
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Office Hours	By appointment

**Course Description**

This course is an introduction into the challenging and evolving field of occupational health and safety, and will enable you to gain an understanding of the ethical, legislative, technical, and management aspects of health and safety practice in human resources.

**Course Goals and Learning Outcomes**

This course will provide an introduction to occupational health and safety legislation, workplace hazards, and the administration of organizational health and safety practices.

Upon completion of this course, students should be able to:

- A. Understand the historical, moral, economical and legislative importance of a well-managed health and safety system.
  - Describe the regulatory framework surrounding occupational health and safety.
  - Illustrate the role/function of the workplace parties in occupational health and safety.
- B. Explain technical aspects of safety management including hazard recognition, assessment and control.
  - Identify, categorize, and discuss the various sources of workplace hazards.
  - Describe the process for controlling hazards and managing risk in the workplace.
- C. Understand the fundamental theories of worker protection and how these are applied in the workplace.
  - Identify how to recognize and analyze factors contributing to incidents/accidents.
  - How to determine root cause and establish correlations to incident/accident prevention.
- D. Discuss how to effectively manage an occupational health and safety program in the workplace.
  - State the elements needed to create a health and safety management system.

- Explain how the human resource professional is a key player in organizational health and safety (e.g. training, culture, disability management, program development, etc.)

### Required Text

- Kelloway, E. Kevin., Francis, Lori., & Gatién, Bernadette. (2013). Management of Occupational Health and Safety (6th ed). Toronto, ON: Nelson
- Ontario Occupational Health and Safety Act (R.S.O. 1990) – online version [here](#)
- A Guide to the Occupational Health and Safety Act – online version [here](#)

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
In-Class Test #1	January 26, 2016	25%
Bonus Mark Activity	February 09, 2016	(1%)
In-Class Test #2	March 01, 2016	25%
Group Report Project	March 15, 2016	20%
Peer Evaluation	March 15, 2016	5%
In-Class Test #3	March 29, 2016	25%
Total		100%

### In-Class Tests

There will be three in-class tests throughout the course of the term. Each test will evaluate the student’s ability to apply knowledge and/or skills learned from the course. Each test will be composed of multiple choice, true and false, fill in the blank and short answer questions on assigned readings, lecture material and in-class discussions. Non-attendance in class on a day of a test may result in a score of zero. Supportive documentation is required should a student be faced with a medical or compassionate dilemma. In-class tests will not be returned to students. Should a student have any questions about a grade received, they should follow the process outlined here - contact the TA to review their concern within a reasonable period of receiving their grade. If, following review by the TA, the student requires further clarification or is unsatisfied with the explanation provided, they are instructed to submit a written explanation to the instructor regarding their concern. Upon review, a final decision will be provided by the instructor to the student.

### Group Report Project

Working in groups of four, chosen by the students, group members will be asked to identify a health and safety incident, case or court bulletin from a reliable newspaper, television, radio, or other media source. The incident or case must concentrate on a health and safety matter that has transpired in an Ontario workplace in the last two years (2014-2016). The report must provide a brief summary of the circumstances surrounding the incident or case (why and how it occurred) and any resultant outcomes. The report must also provide an analysis of any health and safety legislation (focus on Ontario legislation) applicable to the incident or case. A general overview of health and safety performance for the related industry or sector for which the incident or case occurred must be presented using injury/illness statistics from reputable sources. Based on the evidence found, comment on whether the incident or case is common to the industry or sector. The report must then identify how the incident or case could have been prevented, suggesting control measures and how they should have been

implemented. Finally, considering the incident or case and the information consulted; discuss why the example used is relevant to HRM professionals.

Students will then prepare and submit a final report (10 page maximum, not including references or appendices). The report is to be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides using a 12 pt. Times New Roman or Calibri font. It must include a title page, all pages must be numbered and APA format used for referencing. The final report must also include the Group Assignment Checklist, containing the signatures and contributions of all group members. Final reports submitted without a completed Group Assignment Checklist will receive a grade of zero. The Group Assignment Checklist will be posted to Waterloo Learn.

Students are expected to conform to the standards of academic integrity. Students must acknowledge the source of any information included in their submitted report that is not the work of the student or group. When academic misconduct (such as plagiarism) has been found to have occurred, disciplinary penalties may be imposed – see Academic Integrity below.

### **Peer Evaluations**

Each student must submit a Peer Evaluation for their group members, not including themselves, for the Group Report Project. This is mandatory, failure to submit a Peer Evaluation will result in a grade of zero for the Peer Evaluation and Group Report Project. Supportive documentation is required should a student be faced with a medical or compassionate dilemma. The Peer Evaluation will give each student the opportunity to grade each member of their group. The instructor will review all Peer Evaluations and make appropriate adjustments to the final individual marks received for the Group Report Project if deemed necessary (i.e. group member does not equally contribute to the work completed). The Peer Evaluation form will be posted to Waterloo Learn and must be submitted via the Drop Box on Waterloo Learn.

### **Bonus Mark Activity**

Students will be given an opportunity to earn 1 bonus mark to be applied to their final mark achieved for the course. To earn this bonus mark students will be required to complete an eLearning course produced by the Ontario Ministry of Labour titled, Worker Health and Safety Awareness in 4 Steps. Upon completion of the e-Learning course students must save and print the Proof of Completion certificate. To be eligible for the bonus mark, students must submit the Proof of Completion certificate in person, in class (electronic submissions will not be accepted). If a student has already completed this eLearning course through a co-op/work placement the student can submit the required documentation received to be eligible for the bonus mark. The web link to the eLearning course will be posted to Waterloo Learn.

### **Attendance**

Attendance and active class participation is strongly encouraged. Students are expected to attend all classes and complete all required readings prior to class. It is the sole responsibility of the student to ensure they have all necessary information should they not be in attendance for the full duration of a

class. While attendance will not be monitored but it will be the single most important factor to success in this course.

### **Electronic Devices**

The classroom should be an environment of mutual respect and one that aims to foster learning. For that reason use of cellular phones, smartphones, blackberries, iPods, and similar devices are prohibited in the classroom. Should a student choose to violate this request they may be asked to leave the classroom. The use of laptops is permitted for lecture-related purposes only. Non-lecture related use of laptops during class is disrespectful and disrupts the learning experience of others and thus will not be tolerated. Should a student choose to violate this request they may also be asked to leave the classroom.

### **Course Outline**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
1	January 04, 2016	Review course syllabus, expectations and class administration. Introduction to OHS Internal Responsibility System	Chapter 1
2	January 12, 2016	Occupational Health & Safety Act (Self Study)	Chapter 2 Ontario Occupational Health & Safety Act A Guide to the Occupational Health & Safety Act
3	January 19, 2016	Occupational Health & Safety Act and Regulations Due Diligence	Chapter 2 Ontario Occupational Health & Safety Act A Guide to the Occupational Health & Safety Act
4	January 26, 2016	TEST #1 OHS Policies/Programs	Chapter 9 Chapter 10 (pg. 267-270)
5	February 02, 2016	Hazard Recognition, Assessment, and Control Introduction to Hazard Categories and their Affects	Chapter 4
6	February 09, 2016	BONUS MARK ACTIVITY DUE Physical, Chemical, and Biological Hazards	Chapter 5 and 6
	February 16, 2016	READING WEEK	No Readings
7	February 23, 2016	Psychosocial (Workplace Violence and Harassment), Musculoskeletal Disorder (MSD), and Safety Hazards	Chapter 7 and 8
8	March 01, 2016	Test 2 Incident Investigations and Root Cause Analysis	Chapter 12 Reason (2000)

Week	Date	Topic	Readings Due
9	March 08, 2016	Workers Compensation Legislation Disability Management and Return to Work	Chapter 3 Chapter 13
10	March 15, 2016	GROUP REPORT PROJECT DUE Workplace Wellness and Health Promotion	Chapter 14
11	March 22, 2016	Fire Safety and Emergency Planning	Chapter 11
12	March 29, 2016	TEST #3	No Readings

### Late Work

Students are responsible for ensuring that their work is submitted on time. Late submissions will be deducted 10% per day. All work (course requirements) must be submitted in hard copy in class on the respective due date.

### Information on Plagiarism Detection

Plagiarism detection software will not be used to screen assignments or reports in this course. For all written assignments or reports a detailed bibliography identifying and documenting all sources must be submitted with all written material. Furthermore, all students participating in group work will be required to complete a Group Assignment Checklist (refer to Waterloo Learn for document).

### Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

**Other sources of information for students:**

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- Seek medical treatment as soon as possible and obtain a completed UWaterloo [Verification of Illness Form](#)
- Submit that form to the instructor within 48 hours.
- If possible, inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:

1. Waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. Provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **Official version of the course outline**

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

### **Concerns about the Course or Instructor (Informal Stage)**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the

Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information: Richard Eibach Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See [Policy 70](#) and [71](#) below for further details.