

**Death at Work: Case Studies of Workplace Safety & Health
CPH:3200**

Spring 20xx

11:00 am-12:15 pm Tuesdays and Thursdays – S106AB CPHB
Credit hours: 3 s.h.

Course Director

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Course Description

This course is designed to introduce how public health concepts integrate into the field of occupational health and safety. Through a case-study approach, students will understand critical health and safety risk factors that have resulted in injuries and illnesses throughout working populations. Students will understand their rights, and the rights of workers they may serve, to a safe and healthful workplace and develop an understanding of relevant risk factors (physical, economic, social) among several working environments. Students will be assigned a “case” to work on throughout the semester that will be the basis of their project work, with presentations throughout the second half of the semester. Grades will be based on exam 1 (25%), exam 2 (25%), weekly quizzes (10%), and products to describe a team-driven case in the second half of the semester: team case summary (12%), case presentation (5%), policy memo (8%), and then individual worker education product (12%) with accompanying description. In-class contributions are also given (3%).

Course Objectives

At the end of the course the student will be able to:

- Understand the structures and roles of occupational health and safety in public health
- Recognize and identify key occupational hazards associated with fatal outcomes at work
- Identify the interconnectedness of the worker, the work environment, economic forces, and political environment and how this affects the safety at work and in neighboring communities
- Communicate and translate workplace safety information to a diverse audience (peers, workers, policy makers)
- Describe both ethical and evidence-based considerations associated with worker protection decisions

College of Public Health Competencies	Assessment
1.4 Identify how the interconnections between the public health system and political systems, healthcare settings, economic structures and communities play a role in promoting human health and safety	Exams, discussions, case project
2.2 Illustrate how social, economic, cultural, and other contextual factors affect health outcomes and health disparities	Exams, discussions
3.4 Thoughtfully consume, synthesize, and evaluate scientific information pertaining to public health	Exams, discussions
4.4 Effective communication and synthesis of information	Case summary, policy memo, worker education product

Prerequisites

None

COURSE MATERIALS**Lecture Notes:**

Lecture notes will be posted to the ICON course site prior to each class period. A course schedule appears at the end of this syllabus.

Required Readings:

Students will be required to read the following book in order to participate in conversations during the first half of the class:

Title: The Hamlet Fire: A Tragic Story of Cheap Food, Cheap Government, and Cheap Lives

ISBN-13: 978-1620972380

Author: Bryant Simon

Publisher: The New Press

Copyright Year: 2017

Retail Price: \$18.32 (Amazon), \$26.95 (from publisher)

This book lays out the foundational case study we will use to examine the contributing factors associated with a workplace tragedy, which we will use to identify the conditions that led up to this one disaster. A reading guide is provided to students to direct attention to the critical topics relevant to the understanding of the topics we will discuss in class as we progress through this book. Additional materials for the case studies presented in the second half of the course are posted on the ICON course site.

Other Instructional Material:

All additional course materials will be posted to the ICON course site or distributed in class, as needed.

COURSE GRADING**Assignments and Percentage of Final Grade:**

Grades will be based on two exams (50%), weekly quizzes (10%), and a team-led case project in the second half of the semester that includes a team case summary (10%), its presentation (5%) and resulting policy memo (8%) (all graded as a team). Each student will generate a “worker education product” that aligns with the team case summary (12%). Attendance and participation contributes the final 5%. More information about each of these assignments follows below.

EXAM (2 exams, 25% of overall course grade) –

Two exams will test knowledge of historical cases critical to understanding health and safety risk factors and prevention from reading/discussions. The exams will be scheduled during a regular 75-minute lecture period. See course schedule for more information regarding exam dates. Midterm exam questions may include, but are not limited to the following formats – multiple choice, true/false, calculation/problem solving, short answer, and short essay. One exam will cover the materials presented with our main case study (the Hamlet disaster) and the second one will cover hazards presented by the instructor in the second half of the class (combustible dust, mining, explosives, and chemical reactions). Students who cheat on an exam will receive a grade of “F” on the exam and will be reported to the College for academic dishonesty.

IMPORTANT: University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Make-up exams may not be in the same format as the originally scheduled exam. See “Course Attendance Policy” for more information.

WEEKLY QUIZZES (10% of overall course grade) –

With each topic/set of topics in class, there will be weekly quizzes to highlight important information we have covered in class/readings. These quizzes should be completed before we meet on a topic so that we can have good in class discussions

from your readings and extrapolate what happened in our case study to other work environments. There are seven quizzes in the first half of the class (drop the lowest 2) and six in the second (drop the lowest 1), to achieve the total of 5 points in each half.

TEAM CASE SUMMARY (10% of overall course grade) – and **CASE PRESENTATIONS** (5%)

Students will be randomly assigned a case study to present this semester. The case is assigned as a “topic” that is matched to a historical case that will be covered in the second half of the semester; the historic case will be covered in class to help guide students through relevant considerations when performing their individual case study. A complete assignment and grading rubric will be provided to guide students through this assignment. Teams of 2-3 can select the same event within the assigned topic and work together to understand the case; however, each student will generate their own report. Teams will present their cases (see schedule).

GROUP POLICY MEMO (8%) –

This written assignment will require students to identify one critical factor in their assigned case and to develop a policy request to motivate a relevant person to do something to prevent this from happening. A complete assignment and grading rubric will be provided. This is a group work product.

WORKER EDUCATION PRODUCTS (12%) –

This is an INDIVIDUAL product developed from your TEAM case project. You will learn this semester about the importance of educating workers on the hazards and preventive measures at work. Your job is to identify what you think is most important to communicate and come up with an effective way to do so. This can result in a poster, a podcast, or some innovative message about what you think is most essential to communicate to workers who might be in a situation similar to the event that you are investigating in your case. You should start seeing themes that are common among many cases that will drive you to your topic. *In addition to the “product”, a short (<1 page) description is needed that describes: who is your audience, why you focused on this topic, and how this should be distributed to affected workers.* Be creative here. We will show you some examples in class to get your creativity flowing.

DISCUSSIONS, ATTENDANCE and GROUP PARTICIPATION (5% of overall course grade) –

Formal group discussion teams will align with the case study project team; students will discuss and synthesize information relevant to historic and current workplace hazards; active participation in these discussion groups will be demonstrated in on-line forums, in-class discussions, and the development of intervention materials. Attendance will affect a student’s score in this grade allocation. You must attend in order to earn attendance and participation points, particularly on days in which student products are presented to the class. This class requires class participation, so if you are gone, you will miss these discussions. Group participation will be assessed by survey feedback at the end of the semester (it is worth 3 points). See table below.

The focus of the class meetings is to provide a forum to explore risk factors, regulations, and prevention messages to prevent these workplace incidents. Hence, students are provided with reading guides to think through the main questions that we will discuss in class. In the first half of the class, these discussions will be led by the instructor; in the second half, other historical cases will be covered that match the smaller cases assigned to students. We will monitor attendance and participation in class discussions during the semester.

Permission to record a class will be granted only if an absence is excused. No make-up assignments are available for unexcused absences. See “Course Attendance Policy” for a description of excused and unexcused absences. Students who provide false information and/or documentation regarding an absence in an effort to have the absence excused will be reported to the College for academic dishonesty.

Expectations	Met expectations	Points	Did not meet expectations	Points
Class conduct and respect for others	Respectful and considerate to others	1	<ul style="list-style-type: none"> • Disruptive during class • Distracts others • Engages in unrelated activities 	0

Class involvement	<ul style="list-style-type: none"> • Comes to class prepared • Makes appropriate contributions • Listens attentively to others • Alert and on task • Uses time productively when working in pairs or groups • Participates fully as a member of a group 	1	<ul style="list-style-type: none"> • Comes to class unprepared • Seldom contributes or listens to others • Makes little or no contribution in pairs or groups 	0
Group participation	Contributes to group activities, meets team's deadlines, and provides useful content for final materials.	3	<ul style="list-style-type: none"> • Does not consistently attend group meetings, OR • Is late with deadlines, OR • Doesn't provide content for final materials 	0

TOPIC SLAM (up to 5% bonus) –

To head off requests for “bonus points”, there is one way to achieve bonus points in this class. A “Topic Slam” is a written response to a topic mentioned in class where the student disagrees with a statement or concept from the instructor. {Note: Students can only “slam” the course instructor, not a guest lecture; I would rather clarify a guest lecture’s points myself if we have troubles with it.} **This should clearly include the statement given, provide an alternative interpretation, and be supported by evidence and references.** The first paragraph should identify the topic and summary of the rebuttal: THIS WILL BE SHARED WITH THE CLASS (although the author’s name will be withheld; it will be up to you to share that or not). In class, we are going to delve into the political world surrounding labor, legal cases, ethics, and science. This acknowledges that there may be other view points on some of these issues that might not be represented. For those choosing to prepare this, it cannot exceed 3 pages, it must have references to governmental, peer-reviewed science, or legal cases; authors relying on the lay media or web postings without references will receive no points. Each student can attempt to complete **this only once** in the semester. The strength of the argument and thoroughness of references will determine the final point allocation (0 – 5%).

Course Grading System:

Students will be graded on a standard letter scale of A to F as described below, plus/minus grading will be used. It is possible that the grading scale may be adjusted, but not upward (e.g., no higher than 90% would be required for an A-).

97 to ≤ 100%	A+	77 to < 80	C+	< 60	F
93 to < 97	A	73 to < 77	C		
90 to < 93	A-	70 to < 73	C-		
87 to < 90	B+	67 to < 70	D+		
83 to < 87	B	63 to < 67	D		
80 to < 83	B-	60 to < 63	D-		

COURSE POLICIES

Course attendance policy:

Class attendance is an expected part of this course (see Course Grading section for more information regarding how attendance and absences are calculated into the final course grade). Students should not expect the instructors to adjust their class attendance policies nor to provide make-up exams so that students can leave campus before the end of a semester or to accommodate family or employment activities.

1. Excused absences:

Absences due to illness, participation in authorized University activities, mandatory religious obligations, and certain unavoidable circumstances (i.e., jury duty, National Guard service, accidents and family emergencies, or other circumstance deemed unavoidable by the instructors) will result in an excused absence. Professional development activities (for example, attendance at conferences) and career-related activities (e.g., interviews) may be considered

excused on a case-by-case basis. When considering whether or not an absence is excused, we will take into account (1) whether or not the student proactively tried to avoid the absence (e.g., scheduling job interviews to avoid class conflicts when possible) and (2) the consequences for the student if they miss the out-of-class experience. **Students should notify the instructors of upcoming absences before the conflict occurs, whenever possible.** When advanced notification is not possible (i.e., illness, family, or other personal emergency), students are expected to present evidence to verify the reason of absence and faculty may ask for verification.

2. Unexcused absences:

Absences not excused will be considered unexcused. Unexcused absences may include, but are not limited to, travel related to personal events (e.g., weddings, vacation, etc.).

3. Missed exams:

University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Make-up exams should be scheduled within one week of the anticipated or unanticipated absence, whenever possible.

- Short and long-term illness:
 - Students are not required to share specific medical records since they are covered by privacy laws. However, the instructors reserve the right to request documentation for most student absences caused by illness. Contact the instructors for further information in the event of a missed exam due to illness.
 - A student who is absent for more than five days due to an emergency or an illness may request the Registrar's Service Center, 17 Calvin Hall, registrar@uiowa.edu, to notify each instructor of the reason for the absence.
- Students participating in authorized University activities are expected to give each instructor a statement **before** the absence signed by a responsible official that specifies the dates and times the student will miss class. Authorized activities include participation in intercollegiate athletic teams, in the marching band and pep band, and attendance at events scheduled by recognized University groups (such as mock trial competitions).
- A student with a mandatory religious obligation that interferes with examination times must provide documentation to verify this obligation **before** it occurs in order to be permitted to make up the examination.
- Unavoidable circumstances might include participation in University field trips, service with the National Guard, and jury duty, for example. (Note: Routine employment obligations are not included in this category.) In all such cases, the student needing to make up a missed examination because of unavoidable circumstances, as defined here, should provide the instructor with documentation about the circumstance **before** it occurs. Students with unavoidable circumstances such as a family tragedy or involvement in an automobile accident should contact their instructors **as soon as possible** or ask a family member to do so. The Registrar's Service Center, 17 Calvin Hall, 319-384-4300, will notify the student's instructors of the emergency. The student, if able, can also email instructors to notify them of the incident.

Communication with the instructor:

1. Email is the **preferred** mode of contact outside of the classroom. However, please do not expect a response back immediately or on nights or weekends. Please preface the subject of your email with "CPH:3200." I will attempt to get back to you within 24 hours of receiving an email or telephone call. If you wish to talk in person, come to our office hours or contact us for an appointment if you are unable to attend office hours. Occasionally, there will be time after class, and we may be able to meet then.

2. University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.
3. Important announcements may occasionally be made in class, communicated through email, or posted to the ICON course website.

Appropriate use of technology in the classroom:

Classroom sessions are an important opportunity for you to extend your learning beyond your reading or work on assignments. Thus, we consider it important that you engage with the ideas presented in class during class. At times, we may ask you to put away your devices. If you take notes on electronic devices, be sure to always have pen and paper as a back-up. The use of cellphones in class is not permitted unless explicitly stated by the instructor. Because electronic devices often pose a distraction for you and those around you, we ask that you refrain from checking email or recreational use of the internet during class and restrict your laptop/tablet activities to note taking or looking up items pertinent to class discussion. If unacceptable use of technology is noticed during class time, the instructors and/or teaching assistant may ask you to put away your device(s). If you are distracted by inappropriate use of technology in the classroom, we invite you to notify the instructor and/or teaching assistant so that we may alert the offending student to the distraction. The identity of reporting student(s) will remain anonymous.

OTHER EXPECTATIONS OF STUDENT PERFORMANCE

Classroom Civility

In this interactive course, it is expected that students and the instructor will:

- Use respect (including disagreeing respectfully) both when speaking and being responded to
- Listen and involve others
- Resist the temptation to dominate discussion by waiting for others to speak before speaking again and by keeping each comment brief
- Consider everyone's opinions to be "valid" or at least interesting or a reference point for examining one's one opinion; allow thinking broadly, "outside the box"
- Be open to challenges, and willing to consider other points of view--these are opportunities for growth and intellectual refinement
- It is ok to disagree with ideas but not to make personal attacks
- Stay focused on the subject

RESOURCES FOR STUDENTS

Students may find the Writing Center and the Speaking Center very useful for this course:

- Writing Center: <http://writingcenter.uiowa.edu/>
- Speaking Center: <http://speakingcenter.uiowa.edu/>

Additionally, students who need additional help should contact one of the course instructors or the teaching assistant.

THE COLLEGE OF PUBLIC HEALTH: IMPORTANT POLICIES AND PROCEDURES

Administrative Home

This course is given by the College of Public Health. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Public Health. Students wishing to add or drop this course after the official deadline must receive the approval of the Associate Dean for Academic Affairs in the College of Public Health. Details of the University policy of cross enrollments may be found at: [Cross-Enrollment Policy](#).

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently.

Classroom Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). This includes the policies and procedures that all students have agreed to follow in response to the COVID-19 pandemic.

Accommodations for Students with Disabilities

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making Letters of Accommodation (LOA) available to the student. The student must provide a LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated. The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

Nondiscrimination in the Classroom

The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at diversity@uiowa.edu or diversity.uiowa.edu.

Students are invited to optionally share their preferred names and pronouns with their instructors and classmates. Students are also able to state this information in the MyUI system under Student Information. <https://myui.uiowa.edu/my-ui/student/records/documents/preferred-name-pronoun.page>

Free Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Absences for Religious Holy Days

The University is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such Religious Holy Day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Operations Manual 8.2 Absences for Religious Holy Days](#) for additional information.

Sharing of Class Recordings

Some of the sessions in this course will be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of state and federal law, including the Federal Education Rights and Privacy Act (FERPA).

Academic Misconduct

Academic misconduct is defined by the University of Iowa in its Code of Student Conduct here: [Policies & Regulations Affecting Students](#). Please take the time to read this short description. Academic misconduct refers primarily to plagiarism or cheating. **It is the student's responsibility to seek clarification from the course instructor of any situation in which he/she is uncertain whether academic misconduct is/has been involved.**

Plagiarism includes but is not limited to the following:

- presentation of ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to the source;
- paraphrasing without credit to the source;
- participation in a group project which presents plagiarized materials;
- failure to provide adequate citation for material obtained through electronic research;
- downloading and submitting work from electronic databases without citation;
- submitting material created/written by someone else as one's own, including purchased term/research papers;

Cheating includes but is not limited to the following

- copying from someone else's exam, homework, or laboratory work
- allowing someone to copy or submit one's work as his/her own;
- accepting credit for a group project without doing one's share;
- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;
- using notes or other materials during a test or exam without authorization;
- not following the guidelines specified by the instructor for a "take-home" test or exam.

Academic misconduct is a serious matter and is reported to the departmental DEO/Program Director and to the Associate Dean for Academic Affairs. Instructors and DEOs/Program Directors decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. For example, an incident involving plagiarism will result in consequences to the student ranging from a grade of 0 for that assignment to being terminated from his/her program. Egregious acts of misconduct, such as cheating on a final exam, may result in the course grade being reduced to an F.

More information about the College of Public Health's policies on academic misconduct for undergraduates can be found here - http://www.public-health.uiowa.edu/academic-policies-undergraduate/#_Toc459130334.

Concerns about Faculty Actions

Students who have a concern about a faculty action should first address the issue with the instructor, then the course supervisor (if there is one), and then the departmental DEO or Program Director. Students may also contact the Associate Dean for Academic Affairs in the College of Public Health.

Another resource for students is the Office of the University Ombudsperson. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint using the procedure specified in the Operations

Manual (II-29.7) at <https://opsmanual.uiowa.edu/community-policies/hearing-regulations-alleged-violations-regents-rules/initial-steps>.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit [Hawk Alert](#).

Sexual Harassment/Misconduct and Supportive Measures

The University of Iowa prohibits sexual misconduct, dating/domestic violence, and stalking in any form, including sexual assault or sexual harassment, and any form of nonconsensual sexual conduct. Students should be able to live, study, and work in an environment free from all forms of sexual misconduct, dating/domestic violence, and stalking.

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Interim Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the [Office of Sexual Misconduct Response Coordinator](#) (OSMRC) or to the [Department of Public Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by contacting [OSMRC](#).

Information about confidential resources can be found [here](#). Watch the [video](#) for an explanation of these resources. If you or someone you know experiences sexual assault, sexual harassment, dating/domestic violence, stalking, or any other behaviors prohibited under this policy, you are strongly encouraged to seek assistance and support. Information about confidential resources (see the [Confidential Resources: Where to Start video](#) for an explanation) can be found here, [Confidential Resources for Students](#). Assistance is available 24 hours a day, 7 days a week, from:

- Rape Victim Advocacy Program (RVAP) — confidential, certified victim advocacy services, 319-335-6000
- Domestic Violence Intervention Program (DVIP) — confidential, certified victim advocacy services, 319-351-1043 or 800-373-1043
- Emergency Department, University of Iowa Hospitals and Clinics — confidential medical services, 319-356-2233
- University of Iowa Department of Public Safety — law enforcement services, 319-335-5022, or 911 from any campus phone

Mental Health

Students are encouraged to be mindful of their mental health and seek help if they are feeling overwhelmed and/or incapable of meeting course expectations. For assistance with the class, students are encouraged to talk to their faculty member. For additional support and counseling, students are encouraged to contact The University Counseling Service (UCS) in 1950 University Capital Centre Suite or 3223 Westlawn South. Call 319.335.7294 to schedule appointments (Mon-Fri. 8AM-4:30PM). Find out more about the UCS at <http://counseling.uiowa.edu>. After hours, call the Johnson County Crisis Line at 319.351.0140 or 911 if you are having a mental health emergency.

Basic Needs and Support for Students

Student Care & Assistance provides assistance to University of Iowa students experiencing a variety of crisis and emergency situations, including but not limited to medical issues, family emergencies, unexpected challenges, and sourcing basic needs such as food and shelter. More information on the resources related to basic needs can be found at: <https://basicneeds.uiowa.edu/resources/>. Students are encouraged to contact Student Care & Assistance in the Office of the Dean of Students (Room 135 IMU, dos-assistance@uiowa.edu or 319-335-1162) for support and assistance with resources.

Calendar of Course Topics

The schedule of course topics is subject to change. Any updates to the schedule will be announced in class and on the ICON course site. Exam dates listed in this schedule will NOT change. (THF = *The Hamlet Fire* book)

WEEK #	DATE	TOPIC(S)	Reading– Pre class	Quiz
1	Wed Jan 18	Introduction to class; assignment reviews; assign semester “topic”; Discuss assignments, projects, teams	Syllabus, Class Framework Document Framework PDF (ICON)	-
2	Mon Jan 23	Investigation Framework Overview of Hamlet Fire: Timeline, Use Framework for DIRECT causes <i>Wed: Develop Timeline</i>	THF Intro The FEMA report (http://www.interfire.org/res_file/pdf/Tr-057.pdf)	W1-Intro W2-Overall
	Wed Jan 25			
3	Mon Jan 30	Worker representation and Economic factors <i>Wed: Solidarity & Survival Cases</i>	THF Ch. 1 ICON readings of labor union decline	W3-Labor
	Wed Feb 1			
4	Mon Feb 6	OSHA, Deregulation, and Emergency Response, and Fire inspections <i>Wed: Fire inspection checklists</i>	THF Ch. 2 OSHA intro and emergency preparedness (ICON links)	W4-OSHA & Emergency Preparedness
	Wed Feb 8			
5	Mon Feb 13	PPE, New Employee Orientation; Workers’ Comp – VIDEO (not live) <i>Wed: Former Students will present their projects and give advice; finalize TEAMS and Cases</i>	THF Ch. 4	W5-PPE & Worker Training
	Wed Feb 15			
6a	Mon Feb20	Economic pressures OSHA Rule making, Inspections, Rights <i>Wed: Let’s look at the Framework</i>	THF Ch. 3 (Chicken) THF Ch. 5 (Bodies)	W6-Pressures and Rule Making
6b	Wed Feb 22		THF Ch 6 (Deregulation)	
7	Mon Feb 27	Cost of a Tragedy	THF Ch 7 (Endings)	W7-Cost of Tragedy (only if you need to drop one)
	Wed Mar 1	Review; finalize timeline	Apply lessons learned now to the course framework – investigation; Review	
8	Mon Mar 6	Exam 1		
	Wed Mar 8	Project Discussions	Case project assignment; policy; worker materials	
	Mar 13/15	Spring Break		
9	Mon Mar 20	Finalize Team Cases	Work in teams	
	Wed Mar 22	Combustible Dust	Imperial Sugar Case (ICON)	W9 - Dust
10	Mon Mar 27	Mining Hazards	Farmington Mine Explosion Case (ICON)	W10 - Mining
	Wed Mar 29	Training Prioritization Exercise – Mining	In class Activity (see files ICON)	
11	Mon Apr 3	Team Present: Combustible Dust, Mining Teams		

	Wed Apr 5	Explosive Chemicals	Texas City 1947 (ICON)	W11 – Explosive Chemicals
W12	Mon Apr 10	Chemical Reaction	Bhopal, 1984 (ICON)	W12 – Chemical Reaction
	Wed Apr 12	Emergency Response Exercise – TRI explorer Discuss Policy Memos/Worker Product	In class Activity (see files ICON)	
W13	Mon Apr 17	Team Present: Explosive Chemicals, Chemical Reaction		
	Wed Apr 19	Other Cases* and Review	Pemberton Mill Collapse in 1860 (recording) Take Home Exposures: Lead, Asbestos, COVID (recording)	W13- Collapse Bonus Week if need
W14	Mon Apr 24	Exam 2		
	Wed Apr 26	Final prep for presentations next week		
W15	May 1	Present – Combustible dust, Mining hazards	Group summaries and policy ask, individual worker protection products	
	May 3	Present – Chemical Reaction, Chemical Reactions		
<i>No final exam: Final team and individual projects due before exams start (5 pm May 5th)</i>				