Course Syllabus
OSHT 1301 - Introduction to Safety and Health

Revision Date: 8/23/13

Catalog Description: An introduction to the basic concepts of safety and health.

Lecture hours = 3, Lab hours = 1

Prerequisites: none

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 1
Contact Hours per Semester: 64

State Approval Code: WECM 15.0701

Instructional Goals and Purposes: The purpose of this course is to provide the student with basic knowledge and rules concerning performing task while creating a safe working environment.

Learning Outcomes:
1. Define the mission of OSHA.
2. Discuss the OSH Act / General Duty Clause.
3. Identify the purpose and scope of the Inspections, Citations, and Penalties Standard.
4. Identify the required record keeping and reporting criteria.
5. Identify Walking and Working Surfaces safety requirements.
6. Detail safety requirements of Cranes and Ladders.
7. Discuss Fire Prevention and Control.
9. Identify the problem and correction of Occupational Noise Exposure.
10. Define occupational precautions and remedial actions for Medical and First Aid and Bloodborne Pathogens.
11. Discuss Machine Guarding.
12. Identify the requirements for Hazardous Materials handling.
13. Identify tools to assist in developing safety and health programs.
14. Define key terms related to lockout / tagout.
15. Define key terms in regard to confined spaces.
16. Identify the general prerequisites that should be met prior to initiating welding, cutting, or brazing work.
17. Discuss the general requirements associated with the electrical standard.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. Define the mission of OSHA. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biv, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai,
2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Discuss the mission of OSHA and the role it plays with employees.
2. Discuss the OSH Act / General Duty Clause. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Define the OSH Act and the history behind it.
   b. Define the scope and importance of the General Duty Clause.
3. Identify the purpose and scope of the Inspections, Citations, and Penalties Standard. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Discuss the inspection process.
   b. Identify the types of citations.
   c. Identify penalties and resulting consequences of each.
4. Identify the required record keeping and reporting criteria. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Identify the location a citation must be posted.
   b. Identify the length of time a citation must be posted.
5. Identify Walking and Working Surfaces safety requirements. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Identify and discuss the hazards associated with walking and working surfaces.
6. Detail safety requirements of Cranes, and Ladders. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Discuss the proper use of a crane.
   b. Identify proper hand signals.
   c. Determine the appropriate way to rig up a load.
   d. Identify ladder types.
   e. Determine proper ladder placement.
7. Discuss Fire Prevention and control. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Determine the optimal location for exits associated with fires.
   b. Discuss the proper use of a fire extinguisher.
   c. Identify the various types of fire extinguishers and their use.
   d. Identify the actions that should be taken in the case of a fire.
8. Discuss Heat Stress, Back Safety, Eye Safety and Ergonomics. SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii,
2eiii)
   a. Identify the warning signs of Heat Stress and Heat Stroke.
   b. Discuss the proper way to avoid and treat heat related illnesses.
   c. Identify proper lifting techniques to maintain back safety.
   d. Identify the PPE needed to prevent eye injuries.
   e. Discuss the significance of ergonomics and how to incorporate the concept into the workplace.

9. **Identify the problem and correction of Occupational Noise Exposure.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Identify sources that have the ability to cause hearing damage.
   b. Determine the proper PPE to avoid hearing damage.

10. **Define occupational precautions and remedial actions for Medical and First Aid and Bloodborne Pathogens.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Discuss the dangers of bloodborne pathogens.
   b. Identify the proper procedures for handling medical and first aid accidents.

11. **Discuss Machine Guarding.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Determine proper machine guarding techniques.

12. **Identify the requirements for Hazardous Materials handling.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Discuss the proper handling and disposal of hazardous materials.

13. **Identify tools to assist in developing safety and health programs.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aaii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Discuss the importance of developing a safety and health program.
   b. Define authorized employee and affected employee.
   c. Discuss the dangers associated with improper lockout/tagout procedures.

14. **Define key terms related to lockout / tagout.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Discuss the proper lockout/tagout procedures.
   b. Define authorized employee and affected employee.
   c. Discuss the dangers associated with improper lockout/tagout procedures.

15. **Define key terms in regard to confined spaces.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aaii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
   a. Define what a confined space is.
   b. Determine the procedures for proper testing, entry and exit of a confined space.
   c. Define terms associated with confined spaces.

16. **Identify the general prerequisites that should be met prior to initiating welding, cutting, or brazing work.** SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiiii)
a. Identify the hazards associated with welding, cutting and brazing.
b. Determine the proper PPE’s.
c. Discuss the actions that will need to be taken depending upon the environment work is occurring.
d. Discuss fire watch and when it is needed.

17. Discuss the general requirements associated with the electrical standard.
   SCANS: (1ai, 1aii, 1aiv, 1av, 1bi, 1bii, 1biii, 1biv, 1bv, 1bvi, 1ci, 1cii, 1ciii, 1civ, 1cv, 2ai, 2aii, 2aiii, 2bi, 2bii, 2biii, 2biv, 2bv, 2bvi, 2ci, 2cii, 2ciii, 2civ, 2dii, 2diii, 2eiii)
   a. Discuss the dangers of working with electricity
   b. Determine the proper PPE’s needed.
   c. Discuss electrical safety procedures.

Course Content: Students in all sections of Supervision will be required to do the following:
1. Students will complete quizzes and assignments based on the material provided for the course.
2. Students will complete online objective exams. For the online section Test 2 and the Final Exam will be in the presence of a testing proctor.

Methods of Instruction/Course Format/Delivery: This course is taught either as weekly lecture class or an online course.

Assessment:
The following items will be assigned during the semester and used to calculate the student’s final grade:
- **Quizzes and Assignments**
  - Students will read the required material and complete quizzes and assignments over the content.
- **Tests**
  - There will be three tests. In the online section the second test will be given in the Testing Center locations only.
- **Final Exam**
  - The Final Exam will be cumulative. In the online section the Final will be given in the Testing Center locations only.

Course Grade:
The grading scale for this course is as follows:
- Quizzes and Assignments – 25%
- Tests – 50%
- Final Exam – 25%

A student that chooses to NOT finish the course must complete the withdrawal procedure in the Student Success office in order to receive a —W.‖ Otherwise, the student will receive a grade at the end of the semester commensurate with the work completed.

Students needing special classroom or testing accommodations because of physical or learning disabilities must contact the Student Success office before these services will be made available in the classroom.

Texts, Materials, and Supplies:
- *Content is provided through online instruction.*

Other:
For current texts and materials, use the following link to access bookstore listings:  
http://www.panolacollegestore.com

For testing services, use the following link:  
http://www.panola.edu/elearning/testing.html

If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to  

Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

Student Handbook, *The Pathfinder*:  
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) Speaking: Organize ideas and communicate orally.

b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) Creative Thinking: generate new ideas.
   ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) Problem Solving: recognize problems and devise and implement plan of action.
   iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
   v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) Responsibility: exert a high level of effort and persevere toward goal attainment.
   ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
   iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customer: work to satisfy customer's expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.