Course Syllabus

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ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES
UNIVERSITY of WASHINGTON | SCHOOL OF PUBLIC HEALTH

ENVH 460/560: Occupational Safety Management

Winter 2024

3 credit hours (460) or 4 credit hours (560)

COURSE DETAILS

Health Sciences Education Building (HSEB)

Li Lu Library

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Meeting Times & Locations

Mondays and Wednesdays in Magnuson Health Sciences (I Wing) (**HSI I142** ↗
(https://hsasf.hsa.washington.edu/instructional-support/crs/matrix/health-sciences-building/hsi-i142/))

3:30 pm - 4:50 pm **(https://canvas.uw.edu/courses/1661922/assignments/syllabus#)**

Your Instructor

Edward Kasner (he/him)

DEOHS Assistant Teaching Professor

ejkasner@uw.edu

Office Hours by Appointment:
https://washington.zoom.us/my/ejkasner ▣
[(https://washington.zoom.us/my/ejkasner)](https://washington.zoom.us/my/ejkasner)

SPH Land Acknowledgement

Washington State is [home (https://www.washingtontribes.org/tribes-map)](https://www.washingtontribes.org/tribes-map) to 29 federally recognized and five unrecognized tribes. The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

Course Description

This course explores the basics of a company's safety and health program, focusing on the minimum requirements under Federal OSHA and State OSHA. It involves student presentations on specific industry hazards, with graduate students required to develop a written accident prevention program for an industry.

No textbook is required. Required readings are available under Modules. If you have an emerging or unique issue requiring you to miss 2+ consecutive classes or submit an assignment on time, please use this **[Special Request Form](https://forms.office.com/Pages/ResponsePage.aspx?id=W9229i_wGkSZoBYqxQYL0voSUFI2vGBJmZHWDr0IwMVUNUFLTkRMNkU5SUpUU1ZXUTQ0TzdaM1haUi4u)** ▣ **[(https://forms.office.com/Pages/ResponsePage.aspx?id=W9229i_wGkSZoBYqxQYL0voSUFI2vGBJmZHWDr0IwMVUNUFLTkRMNkU5SUpUU1ZXUTQ0TzdaM1haUi4u)](https://forms.office.com/Pages/ResponsePage.aspx?id=W9229i_wGkSZoBYqxQYL0voSUFI2vGBJmZHWDr0IwMVUNUFLTkRMNkU5SUpUU1ZXUTQ0TzdaM1haUi4u)** to communicate with the instructor before it is due.

LEARNING GOALS

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

1. Identify components for a safe and healthful work environment through case studies and injury statistics.
2. Analyze safety and health issues from worker complaints or OSHA violations and suggest remedies.
3. Identify and mitigate workplace hazards through various controls.
4. Demonstrate research skills in occupational safety, including industry-specific presentations.
5. Conduct basic safety inspections using developed strategies.
6. Demonstrate knowledge of occupational health and safety regulations under 29 CFR 1910.
7. Review principles for developing successful occupational health and safety programs.
8. Identify major historical events influencing accident prevention in the industrial era.
9. Compare past and contemporary safety philosophies and injury data.

10. Understand the moral and economic consequences of accidents and workers' compensation.
11. Identify requirements for workplace training programs under OSHA.
12. Understand basic fire prevention and protection in the workplace.
13. Identify elements of international safety and health standards.
14. Describe components of effective company safety and health programs.
15. Understand accident causes and the cost of workers' compensation.

GRADING/ASSESSMENT OF LEARNING

Activities must be submitted on Canvas by the specified due date. Any exceptions should be communicated in advance to the teaching team through Disability Resources for Students (DRS) or the Special Request Form (see above). At the end of the term, your final grade will be determined based on the weighted cumulative score of all assignments: pre-class reading reflections, pre-class discussion posts, in-class quick-writes, in-class learning group activities, module quizzes, and synthesis assignments. Please ensure you manage your time effectively to meet all course requirements.

Pre-Class Reading Reflections & Discussion Posts [25%]

Reading Reflections

Students are required to complete short reading reflections before coming to most classes. The reflections ensure students have viewed the pre-class material, so all are prepared to participate during in-class activities. Your two lowest reading reflection scores will be dropped.

Credit/no-credit. 5 points per reflection.

Discussion Posts

Once per module, students will be prompted to post about an occupational safety management topic of interest on a discussion board before class. This will take place instead of a reading reflection for that day.

Credit/no-credit. 10 points per post.

In-Class Quick-Writes & Learning Group Activities [25%]

Quick-Writes

Students are asked to come prepared to participate in class activities. During most classes, students will individually complete Canvas-administered "quick-writes" based on the day's topic. These are generally short answer responses (1-2 sentences) entered into Canvas during class and will be due 30 minutes after class. Your two lowest quick-write scores will be dropped.

Credit/no credit. 5 points per quick-write.

Learning Group Activities

Students will form learning groups that meet in class throughout the quarter. Learning groups are designed to help students engage in discussions, case studies, and other activities. Groups will turn in a written assignment documenting their discussion at the end of class. Each member of the group should participate in these discussions and contribute.

Credit/no-credit. 10 points per activity.

Module Quizzes [25%]

These quizzes are available through Canvas and will cover key content from the module readings, lectures, activities, and discussions. These open-book multiple-choice quizzes are designed to keep you engaged in the material and to help you (and me) assess whether you are learning as you go. Although you are encouraged to use your class materials and the internet to help answer these questions, you must complete these independently. Your lowest module quiz score will be dropped.

Graded. 10 points per quiz.

Presentation [25%]

Undergraduate Students (ENVH 460)

Each **undergraduate** student will give a presentation about the management of an occupational safety hazard that is approximately 10 minutes. See **here** **(https://www.osha.gov/training/outreach/general-industry/presentations)** and **here (https://canvas.uw.edu/courses/1696490/files/folder/Undergraduate%20Presentation%20Topic%20Ideas)** for legacy examples of the topics listed below. Students should use their creative energy to present information about their chosen topic in an updated and creative fashion. Consider incorporating resources from training repositories such as those hosted by **L&I** **(https://www.lni.wa.gov/safety-health/safety-training-materials/online-safety-training#by-topic)** or **OSHA (https://www.osha.gov/harwoodgrants/grantmaterials/bytopic)** . Students will be asked to select one of the following topics:

- Walking and Working Surfaces*
- Exit Routes, Emergency Action Plans, Fire Prevention Plans, and Fire Protection*
- Electrical Safety*
- Personal Protective Equipment*
- Hazard Communication*
- Hazardous Materials
- Materials Handling
- Machine Guarding
- Introduction to Industrial Hygiene

- Bloodborne Pathogens
- Ergonomics
- Safety and Health Programs
- Fall Protection
- Permit-Required Confined Spaces
- Lockout / Tagout
- Welding, Cutting, and Brazing
- Powered Industrial Vehicles
- Other topics (prior approval from instructor required)

*Mandatory topics for 10-Hour General Industry OSHA Training Card

Graded. 10 points.

Graduate Students (ENVH 560)

Each **graduate** student will write a complete Company Health and Safety Accident Prevention Program for a specific type of industry and then present it for approximately 10 minutes. The list below gives examples of the types of industries and the types of chapters that should be in your manual. See here for **template examples** ⤷ **(https://www.lni.wa.gov/safety-health/preventing-injuries-illnesses/create-a-safety-program/accident-prevention-program#sample-app-templates)** . Use of artificial intelligence (AI) is encouraged. Students should consider using an AI tool to draft text and then improve upon the AI-generated output. When students turn in their assignment, they must include any AI-generated text (as appendix) along with their improved version.

- **Industry/Occupation Options (choose 1)**: Aluminum Smelter, Meat Packing, Auto Repair Shops, Metal Fabrication Shop, Bakery, Mining, Chemical Manufacturer, Pesticide Applicator, Construction Industry, Petroleum Refining, Food Processing, Plating Shop, Foundry, Plumbing Contractor, Grain Elevator, Pulp Mill, Grocery Store, Retail Establishment, Hospital/Health Care, Sawmill, Laboratory, Service Station, Laundry, Shipbuilding, Logging, or others as chosen by graduate student.
- **Program Chapters (choose at least 8)**: Accident Prevention, Chemical Hazard Communication, Safety Data Sheets, Personal Protective Equipment, Job Hazard Assessment, Ergonomics, New Employee Orientation, Hearing Protection, Respiratory Protection, Machine Guarding, Medical Monitoring, Motor Vehicle Safety, Bloodborne Pathogen Program, Asbestos Awareness, Electrical Safety, Lockout-Tagout, Fall Protection, Confined Space Entry, Fire Protection/Emergencies, or others as chosen by graduate student.
- **Presentation**: Each graduate student will present their Accident Prevention Program to the class.

Graded. 10 points (5 points for written plan and 5 points for presentation).

Course Grading Scale and Percentages

Scale	Percentage	Scale	Percentage	Scale	Percentage

4.0	≥ 97.5%	2.8	≥ 81.5%	1.6	≥ 69.5%
3.9	≥ 95.5%	2.7	≥ 80.5%	1.5	≥ 68.5%
3.8	≥ 93.5%	2.6	≥ 79.5%	1.4	≥ 67.5%
3.7	≥ 91.5%	2.5	≥ 78.5%	1.3	≥ 66.5%
3.6	≥ 89.5%	2.4	≥ 77.5%	1.2	≥ 65.5%
3.5	≥ 88.5%	2.3	≥ 76.5%	1.1	≥ 64.5%
3.4	≥ 87.5%	2.2	≥ 75.5%	1.0	≥ 63.5%
3.3	≥ 86.5%	2.1	≥ 74.5%	0.9	≥ 62.5%
3.2	≥ 85.5%	2.0	≥ 73.5%	0.8	≥ 61.5%
3.1	≥ 84.5%	1.9	≥ 72.5%	0.7	≥ 58.5%
3.0	≥ 83.5%	1.8	≥ 71.5%	0.0	< 58.5%
2.9	≥ 82.5%	1.7	≥ 70.5%		

Disclaimer: *The syllabus, readings, schedule, and point allocations are subject to change. Any changes will be announced in class and posted on Canvas.*

STUDENT RESPONSIBILITIES

Each student is expected to:

1. Prepare for each class session by completing assigned readings and quizzes, participating actively in course discussions, and engaging with guest speakers.
2. Complete all graded requirements and activities (see the Grading/Assessment of Learning section).
3. Come to class on time, give full respectful attention while either the instructor or another student is speaking, use courteous, respectful language, and keep comments and questions relevant to the topic at hand.

Laptops should be brought to class for learning group activities. Laptops and electronic devices are permitted in class for course-related academic purposes only. Electronic devices that might disrupt class

should be turned off.

COURSE POLICIES

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington **Student Conduct Code (WAC 478-121)** ⮥ **(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)** . We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington **Community Standards and Student Conduct** ⮥ **(https://www.washington.edu/cssc/)** .

Use of Generative Artificial Intelligence in Coursework

Your instructor recognizes that various artificial intelligence (AI) programs are available to assist learning. Generally speaking, you are not authorized to use AI engines, software, or artwork generating programs (or similar) to produce work for this class except on specified assignments. In these instances, you will receive guidance on appropriate use of such technologies, including proper attribution (e.g. '*The author generated this text in part with AI tools. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication*'). Your instructor will provide more information about the specific assignment when the time is appropriate in the course. AI programs do not replace human creativity, originality, and critical thinking.

Access and Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at **disability.uw.edu** ⮥ **(https://depts.washington.edu/uwdrs/)** .

Bias Concerns

The Office of the Dean has a **student concern policy** ↪ **(https://sph.washington.edu/students/student-concern-policy)** , a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email **dcinfo@uw.edu** **(mailto:dcinfo@uw.edu)** for immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: **https://sph.washington.edu/about/diversity/bias-concerns** ↪ **(https://sph.washington.edu/about/diversity/bias-concerns)** . Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth. [Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134*.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.

- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Excused Absence from Class

Students are expected to attend class and to participate in all graded activities. A student who is anticipating being absent from class due to a Religious Accommodation activity needs to complete the Religious Accommodations request process by the second Friday of the quarter. Students who anticipate missing class due to attendance at academic conferences or field trips, or participation in university sponsored activities should use the Special Request Form. The instructor will determine if the graded activity can be rescheduled or if there is equivalent work that can be done as an equivalent, as determined by the instructor.

Equity, Diversity, and Inclusion

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Illness Protocol

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor as soon as possible by email. **UW Environmental Health & Safety** ⬀ **(https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy)** recommends that you wear a well-fitting mask while you are symptomatic.

Additional recommendations include getting your **annual flu shot (https://wellbeing.uw.edu/flu-vaccination/)** and getting boosted with the updated COVID vaccines (available **at clinics and pharmacies, as well**

as through UW Medicine ⤷ **(https://www.washington.edu/coronavirus/vaccines/)** and local health agencies).

Please check your email and Canvas announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a Canvas announcement with a Zoom link for remote instruction or a plan for making up the class.

Late Assignment Policy

Late submissions will incur a 2% deduction for each day of delay, capping at a maximum penalty of 50% (25 days) before converting to a zero.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them so we invite everyone to share their pronouns.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at **Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)** ⤷ **(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/)** . Accommodations must be requested within the first two weeks of this course using the **Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/)** ⤷ **(https://registrar.washington.edu/students/religious-accommodations-request/)** .

Safety

Call **SafeCampus** ⤷ **(https://www.washington.edu/safecampus/)** at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. In urgent or dangerous situations, call **911 (tel:911)** . SafeCampus answers calls and emails (safecampus@uw.edu), Monday – Friday, 8 am – 5 pm excluding UW holidays. If you are calling after-hours, please see the **after-hours resource guide** ⤷ **(https://www.washington.edu/safecampus/after-hours-resources/)** .

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:

- Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
- Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.

2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the **bias concerns link** ⤷ **(https://sph.washington.edu/about/diversity/bias-concerns)** . The University also has designated offices to help you: **SafeCampus** ⤷ **(https://www.washington.edu/safecampus/)** ; **Office of the Ombud** ⤷ **(https://www.washington.edu/ombud/)** ; **Title IX Investigation Office** ⤷ **(https://www.washington.edu/titleix/report/)** ; and **University Complaint Investigation and Resolution Office** ⤷ **(https://www.washington.edu/compliance/uciro/)** .

Writing Resources

All written assignments for this class must be high quality, well-researched, well-organized, and well-written. Use plain language instead of jargon. The instructors will consider the clarity of writing when grading assignments. Writing is an important transferable skill for all career pathways. Establishing a strong foundation in writing skills will help students be successful throughout their future course work and career. If a student feels that they could benefit from additional opportunities to improve their writing skills, a list of resources at the UW and others accessible online can be found on the **UW Libraries website (https://guides.lib.uw.edu/c.php?g=342041&p=2300214)** , **SPH website,** ⤷ **(https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf)** and **DEOHS intranet** ⤷ **(https://portal.deohs.washington.edu/index.php/academic-support-writing-resources)** .

Course Summary:

Date	Details	Due
	📄 **Class 1 Readings: Introduction to OSHA & DOSH Programs**	to do: 3:30pm
Wed Jan 3, 2024	🚀 **In-Class 1 Quick-Write: Introduction to OSHA & DOSH Programs (https://canvas.uw.edu/courses/1696490/assignments/8935218)**	due by 5:20pm
	🚀 **Syllabus Quiz (https://canvas.uw.edu/courses/1696490/assignments/8935093)**	due by 11:59pm
Fri Jan 5, 2024	🚀 **Get To Know You Survey (https://canvas.uw.edu/courses/1696490/assignments/8935091)**	due by 11:59pm

Date	Details	Due
	🚀 **Pre-Class 2 Reading Reflection: Burden and Management of Workplace Incidents** (https://canvas.uw.edu/courses/1696490/assignments/8935136)	due by 3:30pm
Mon Jan 8, 2024	📄 **Class 2 Readings: Burden and Management of Workplace Incidents**	to do: 3:30pm
	📝 **In-Class 2 Learning Group Activity: Burden and Management of Workplace Incidents** (https://canvas.uw.edu/courses/1696490/assignments/8935267)	due by 5:20pm
	💬 **Pre-Class 3 Discussion: Workplace Safety and Health Programs** (https://canvas.uw.edu/courses/1696490/assignments/8935270)	due by 3:30pm
Wed Jan 10, 2024	📄 **Class 3 Readings: Workplace Safety and Health Programs**	to do: 3:30pm
	📝 **In-Class 3 Learning Group Activity: Workplace Safety and Health Programs** (https://canvas.uw.edu/courses/1696490/assignments/8935207)	due by 5:20pm
Tue Jan 16, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** (https://canvas.uw.edu/courses/1696490/assignments/8939525) (2 students)	due by 3:30pm
Wed Jan 17, 2024	📝 **Pre-Class 4 Reading Reflection: Emergency Response & Fire Safety Programs** (https://canvas.uw.edu/courses/1696490/assignments/9046572)	due by 3:30pm
	📄 **Class 4 Readings: Emergency Response & Fire Safety Programs**	to do: 3:30pm
	🚀 **In-Class 4 Quick-Write: Emergency Response & Fire Safety**	due by 5:20pm

Date	Details	Due
	Programs [(https://canvas.uw.edu/courses/1696490/assignments/9052270)](https://canvas.uw.edu/courses/1696490/assignments/9052270)	
Sun Jan 21, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (3 students)	due by 3:30pm
Mon Jan 22, 2024	📝 **Pre-Class 5 Reading Reflection: Integrated Hazard Communications Programs** [(https://canvas.uw.edu/courses/1696490/assignments/9057339)](https://canvas.uw.edu/courses/1696490/assignments/9057339)	due by 3:30pm
	📄 **Class 5 Readings: Integrated Hazard Communications Programs**	to do: 3:30pm
	📝 **In-Class 5 Learning Group Activity: Integrated Hazard Communications Programs** [(https://canvas.uw.edu/courses/1696490/assignments/9057311)](https://canvas.uw.edu/courses/1696490/assignments/9057311)	due by 5:20pm
Tue Jan 23, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (2 students)	due by 3:30pm
Wed Jan 24, 2024	📄 **Class 6 Readings: Introduction to Industrial Hygiene Programs**	to do: 3:30pm
	📝 **In-Class 6 Learning Group Activity: Introduction to Industrial Hygiene Programs** [(https://canvas.uw.edu/courses/1696490/assignments/8935278)](https://canvas.uw.edu/courses/1696490/assignments/8935278)	due by 5:20pm
Sun Jan 28, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (1 student)	due by 3:30pm
Mon Jan 29, 2024	📄 **Class 7 Readings: Personal**	to do: 3:30pm

Date	Details	Due
	Protective Equipment Programs	
	🚀 **MODULE QUIZ 1: Emergency & Process Safety Management** [(https://canvas.uw.edu/courses/1696490/assignments/8934807)](https://canvas.uw.edu/courses/1696490/assignments/8934807)	due by 11:59pm
Tue Jan 30, 2024	🗩 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (1 student)	due by 3:30pm
Wed Jan 31, 2024	📄 **Class 8 Readings: Fall Protection Programs**	to do: 3:30pm
Sun Feb 4, 2024	🗩 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (2 students)	due by 3:30pm
Mon Feb 5, 2024	📄 **Class 9 Readings: Bloodborne Pathogen Programs**	to do: 3:30pm
Tue Feb 6, 2024	🗩 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (2 students)	due by 3:30pm
Wed Feb 7, 2024	📄 **Class 10 Readings: Ergonomics & Workplace Wellness Programs**	to do: 3:30pm
Sun Feb 11, 2024	🗩 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** [(https://canvas.uw.edu/courses/1696490/assignments/8939525)](https://canvas.uw.edu/courses/1696490/assignments/8939525) (2 students)	due by 3:30pm
Mon Feb 12, 2024	📄 **Class 12 Readings: Machinery & Energy Control Safety Programs**	to do: 3:30pm

Date	Details	Due
	🚀 **MODULE QUIZ 2: Personal Safety Management** **(https://canvas.uw.edu/courses/1696490/assignments/8934808)**	due by 11:59pm
Tue Feb 13, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** **(https://canvas.uw.edu/courses/1696490/assignments/8939525)** (3 students)	due by 3:30pm
Wed Feb 14, 2024	📄 **Class 11 Readings: Workplace Mobility Programs & Powered Industrial Trucks**	to do: 3:30pm
Tue Feb 20, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** **(https://canvas.uw.edu/courses/1696490/assignments/8939525)** (2 students)	due by 3:30pm
Wed Feb 21, 2024	📄 **Class 13 Readings: Electrical Safety Programs**	to do: 3:30pm
Sun Feb 25, 2024	💬 **Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)** **(https://canvas.uw.edu/courses/1696490/assignments/8939525)** (2 students)	due by 3:30pm
Mon Feb 26, 2024	📄 **Class 14 Readings: Confined Space Programs**	to do: 3:30pm
Wed Feb 28, 2024	📄 **Class 15 Readings: Motor Vehicle Safety Programs**	to do: 3:30pm
	🚀 **MODULE QUIZ 3: Operational & Workplace Safety Management** **(https://canvas.uw.edu/courses/1696490/assignments/8934809)**	due by 11:59pm
Mon Mar 4, 2024	📄 **Class 16 Readings: Violence Prevention Programs**	to do: 3:30pm

Date	Details	Due
Tue Mar 5, 2024	🗫 **[Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)](https://canvas.uw.edu/courses/1696490/assignments/8939525)** (5 students)	due by 3:30pm
	🗫 **[Presentation: Safety Hazard (Undergraduate Students) and Accident Prevention Program (Graduate Students)](https://canvas.uw.edu/courses/1696490/assignments/8939525)**	due by 3:30pm
Wed Mar 6, 2024	📄 **[Class 17 Readings: Accident Prevention Programs & Root Cause Analysis](#)**	to do: 3:30pm
	📝 **[Written Accident Prevention Plan (Graduate Students Only)](https://canvas.uw.edu/courses/1696490/assignments/9036782)**	due by 11:59pm
Mon Mar 11, 2024	🚀 **[MODULE QUIZ 4: Specialized Industry Safety Management](https://canvas.uw.edu/courses/1696490/assignments/8934810)**	due by 11:59pm
	🗫 **[Open Forum Extra Credit: Occupational Safety Management in the News](https://canvas.uw.edu/courses/1696490/assignments/8935533)**	due by 11:59pm
	📝 **[In-Class 7 Quick-Write](https://canvas.uw.edu/courses/1696490/assignments/9072654)**	