



Graduate Curriculum Approval Form New or Changed Concentration

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| Office Use Only |
| SC: _____ |
| GC: _____ |
| RO: _____ |
| GC: _____ |

Degree (i.e. M.A., Ph.D., etc.): MPH
Name of Program (i.e. Biology): Occupational Health For Nurses
Program CIP or X code:
Name of Concentration (i.e. Botany): Occupational Health
Proposed Effective Term (i.e. Spring 2006): Fall 2014

Faculty Contact: Thomas Bernard / Candace Burns
Email: Tbernard@Health.Usf.Edu / Cburns@Health.Usf.Edu

College: College Of Public Health
Dept and Mail Code: EOH

New or Changed Concentration

1. Follow the guidelines outlined by the Graduate Council at: <http://www.grad.usf.edu/coursepro.asp> . For Graduate Council Review submit:
 - the Graduate Curriculum Approval form (this form)
 - New Concentration proposals require:
 - i. a 250-word abstract that briefly explains why the concentration is needed and what the primary goals are. Include
 - ii. the name of the program (major) that will offer it,
 - iii. the requirements,
 - iv. total hours,
 - v. Budget Acct number,
 - vi. Proposed Catalog Copy
 - Changed or Terminated Concentration proposals require:
 - i. what the requirements were,
 - ii. what has been changed, and
 - iii. why it is needed
 - iv. the Catalog Copy showing the changes that will be needed if the proposal is approved

2. Submit the signed original and 1 electronic copy of the complete packet to the Graduate School by the deadline posted online <http://www.grad.usf.edu/coursepro.asp>. For questions, contact Carol Hines-Cobb at chinescobb@grad.usf.edu or 813-974-4239.

| APPROVALS | Name | Signature | Action | Date |
|---------------------------------|------------------------------------|-----------|---|---------|
| Dept. Chair | Thomas Bernard | | <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached | 2/14/14 |
| College Committee Chair | WENDY NEMPHARD | | <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached | 2/20/14 |
| College Dean/ Associate Dean | | | <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Comments attached | |
| Concurrence* | Dept: NURSING Chair: ASSO. DEAN | | <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Concur <input type="checkbox"/> Doesn't Concur <input type="checkbox"/> Comments attached | 2/20/14 |
| Grad Council | Chair or designee | | <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Tabled <input type="checkbox"/> Comments | |

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|-----------------|---------------------|--|--|--|
| Graduate School | GS Dean or designee | | <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove | |
|-----------------|---------------------|--|--|--|

**Concurrence - Consultation with units and departments providing related offerings or expertise is expected and encouraged.*

MPH Occupational Health for Nurses

Need / Rationale

There are currently two options for nurses seeking advanced preparation as Occupational Health Nurses (OHN): 1.) Dual Degree MPH / MS Option that prepares an Occupational Health Nurse Practitioner - 80 credits offered collaboratively by the Colleges of Nursing and Public Health; and 2.) MS that prepares an OHNP - 61 credits with 12 credits in occupational health from the CPH. Over the past five years I consistently receive calls from nurses wanting a master's degree in occupational health nursing but they do NOT want to be a nurse practitioner. The potential applicants want to focus on the "indirect care components" of occupational health nursing (e.g., leadership, program planning and management.) This proposed new concentration would provide a concentration that is in demand. A 2011 NIOSH workforce study reported there is a significant shortage of occupational health and safety professional and OHNs were one of the major shortage areas.

Nationally, there are about 13 master's programs that prepare an occupational health nurse. About 50% are offered by Colleges of Nursing that prepare the OHN NP and the other 50% are offered by Colleges of Public Health as MPH programs that prepare the occupational health nurse (e.g., University of Minnesota, University of North Carolina - Chapel Hill, University of Iowa).

The proposed concentration will be 44 credits (see attached curriculum). Two courses in the College of Nursing, NGR 6650 Occupational Health Nursing I - 2 credits and NGR 6651 - Occupational Health Nursing II - 2 credits are included in the curriculum plan as required courses (Syllabi are attached.)

It is anticipated that about five students will be admitted each year. The enrollment in the total Occupational Health Nursing program ranges between 15-20.

NO new resources will be needed to implement this new concentration.

The current MS/MPH and MS only OHN options are part of the NIOSH funded Education and Research Center. The OHN program already supports Drs. Burns and Conlon.

Upon final USF approval, Dr. Burns will write a competing grant application to NIOSH (August 2014) to seek funding for this new concentration including student tuition, fees and travel.

UNIVERSITY OF SOUTH FLORIDA
College of Public Health

MPH - Occupational Health for Nurses 44  credits

College Core Courses - 15

PHC 6000 Epidemiology 3
PHC 6050 Biostatistics I 3
PHC 6102 Principles of Health Policy and Management 3
PHC 6357 Environmental and Occupational Health 3
PHC 6410 Social and Behavioral Sciences Applied to Health 3

Required Concentration Courses - 17

PHC 6356 Industrial Hygiene 2
PHC 6423 Occupational Health Law 2
PHC 6351 Occupational Medicine for Health Professionals 3
PHC 6360 Safety Management Principles and Practice 2
PHC 6354 Occupational Health and Safety Administration 2
PHC 6364 Plant Operations Interdisciplinary Field Experience 2

Nursing Courses Counting Toward MPH

NGR 6650 Occupational Health Nursing I 2
NGR 6651 Occupational Health Nursing II 2

Culminating Experiences - 12

*PHC 6945 Supervised Field Experiences (Occupational Health Nursing) 6
PHC 6977 Special Project 3
PHC 6936 Public Health Capstone course 3

CPH Exam required for MPH.

University of South Florida
College of Nursing



Graduate Program Course Syllabus

Course Number NGR 6650

Course Title: Occupational Health Nursing

Course Credit: Two (2) credits

Faculty: Helen Acree Conlon DNP. MS, MPH, ARNP-BC, COHN-S
Office Hours: By appt
Phone : (727) 278-2971 Available by phone 6 PM-8PM,
Saturday and Sunday 2 PM- 6 PM
Email: hacree@health.usf.edu

Candace Burns, PhD, ARNP
Office Hours: By appt
Phone: (813) 245-4550 Fax: (813) 974-5418
Email: cburns@ health.usf.edu

Pre/Co-requisites: Admission to OHN Program and CI

Course Description:

Focuses on the historical, legal, ethical, cultural, and scientific foundations of occupational and environmental health nursing; the occupational health nurse role in the delivery of health services to workers and worker aggregates; business, social, economic, legal, and professional peer forces influencing that role; standards and characteristics of practice; settings for occupational health nursing practice; and assessment of worker populations.

Course Objectives:

1. Examine selected conceptual frameworks for relevance to occupational health nursing/nurse practitioner practice.
2. Analyze advanced practice occupational health nursing and interdisciplinary team roles and functions, including case management.

3. Compare and contrast opportunities and limitations in internal and external practice settings.
4. Investigate the relationships among business, political, social, economic, ethical, and legal forces that influence the practice of occupational health nursing and advanced practice.
5. Describe the characteristics of a worker population.
6. Analyze the hazards of a selected industry related to safety and occupational health nursing interventions.

Topical Outline:

Historical overview

Scientific foundations

Ethical / legal aspects of advanced practice; ethical/legal decision making

Florida Nurse Practice Act as it relates to nurse practitioners

Advanced practice roles and competencies

Occupational health nursing competencies

Scope and characteristics of occupational health nursing practice

Standards of practice, clinical and professional

Federal and state acts and agencies affecting advanced occupational health nursing

Liability insurance - occurrence vs. incident based, nose and tail premiums

Case management

Measuring, recording, and interpreting occupational injuries and illnesses

Workers' compensation basics

Assessing and preventing workplace hazards

Worker and worker population assessment

Ethical and legal principles and conflicts affecting the occupational health industry

Economic, political, and business forces impacting advanced practice

Research role of APN / OHN; NORA research priorities

Teaching Methods:

Discussion board interactions, active learning exercises, Web-based activities, guided reading, field/site visit, and live seminar. All students are to have access to USF email and to Blackboard. Emails will be sent out by the instructor to your USF email address, and not to your personal email address. It is the student's responsibility to ensure that he/she has access to USF email and to Blackboard. Each student is required to check their USF email and Blackboard at least once weekly.

Papers: Due as scheduled unless arrangements are made in advance for late submission. Use appropriate citations in APA style: American Psychological Association. (2009). *Publication Manual of the American Psychological Association, 6th ed.* Washington, DC: Author.

All APA style and format papers must have the following:

1. Cover Sheet (see sample APA paper posted in course Documents) with your name, course number an title, assignment title, date, faculty names and credentials, Running header, and “ affirmation of own work”.

“I affirm / swear that the work on this assignment is my original work.”

Assignments submitted without this statement will NOT be accepted for grading.

2. Abstract: Approximately 150 words as described in the APA style manual.
3. Introductory paragraph: Briefly describe what the paper / assignment is about.
4. Body of the paper: Use APA format to correctly cite sources.
5. Summary paragraph: Briefly summarize the paper / assignment.
6. Reference list: Follow correct APA format.

A **Sample APA Style and Format paper** is posed in course Documents. It is highly recommended that students print the Sample paper and utilize it when writing assignments. It shows students exactly how to write correct APA style papers.

Field / Occupational Health Nurse Mentors Visits Requirements (16 hours)

Must be satisfactorily completed with an “S” to complete the course.

1. Non-Hospital Site Visit: At the beginning of the semester, each student will be assigned an occupational health nurse mentor at a non-hospital worksite. **Each student is responsible for contacting the OHN Mentor to arrange mutually agreeable days / times to visit / shadow the OHN for approximately 8 hours on site.** (Note: these visits are arranged for times M-F 8:00 am – 5:00 pm which are the usual work hours of the OHN mentors. It is the responsibility and requirement of the student to arrange their own schedules to meet this course requirement.)

Students are required to read assigned chapters in textbooks and any other assigned readings as directed by the OHN mentor PRIOR to the visit.

2. Employee-health Site Visit: At the beginning of the semester each student will identify whether they are working in a setting with an employee health nurse and advise Drs. Burns and Conlon if they are NOT working in such a site. An alternative experience will be arranged for the student.

Clinical / Field Visit Etiquette

Appropriate professional nursing business attire is required and comfortable low-heeled, closed-toe professional dress shoes unless instructed differently by the OHN mentor. Student will be standing / walking much of the day so safe, comfortable professional attire is essential. Wear white lab coat with USF CON patch and USF Student ID. Students must be correctly identified as a “USF Student”.

NO scrubs, jeans, shorts, short skirts, tank tops, casual t-shirts with pictures or writing, or otherwise revealing shirts, sneakers, thongs, flip flops, sandals, clogs, stilettos or heels higher than 1”, no open-toed shoes, etc.

Remember, you are acting in a professional nursing capacity and must dress and act accordingly.

NO cell phone, text messaging, chewing gum, drinking coffee, water or other beverages etc. Students take a break / lunch when the mentor does unless otherwise directed by the mentor.

No sleeping or acting otherwise disinterested.

Student must be courteous and respectful to everyone in the setting, including but not limited to the OHN, employees, patients / clients and all staff.

Any complaints from the mentor may result in immediate removal of the student from the setting, a “U” for the assignment. This experience is a required part of writing Assignment 4 and results in a “0” for Assignment 4.

Getting Started:

“Syllabus”: Click the link along the left hand margin of the course. The “Syllabus” link will have the Course Syllabus and Class Schedule.

“Assignment”: Click on this link to 1.) obtain the **guideline for each assignment** and 2.) to **submit completed assignments.**

Each assignment has a specific Guideline with instructions for completing the assignment.

Please follow it carefully. DO Not use guideline or other course materials from previous semester. Guidelines are updated and revised each year. In addition, each assignment has a “ Grading Rubric” stating exactly how each assignment is graded and the points earned. Follow it carefully. Perform a ‘self-evaluation’ to be sure your work is complete prior to submission. There is no need to ‘lose points’ on an assignment due to incomplete work / not following directions.

“Announcements”: It is a good idea to check “announcements’ a couple of times a week to get updated information and helpful tips about assignments, future SERC events, etc.

“Email”: Check your USF Health email at least once a day to get updated information about events in the SERC, College of Nursing and College of Public Health.

“Contacting Faculty”: Please do not hesitate to contact Drs. Burns and Conlon, preferably via email, any time you have questions, need clarification etc. Although this is primarily a web-based course, we are always here to assist and support you via email telephone or live / in person. We want this course and this total educational program to be a highly positive and rewarding experience as well as very educational!

Evaluation:

Refer to specific guidelines for each assignment and Class Schedule for due dates.

20% - Assignment #1: Mini-Manuscript for the *CUE* – Evidence-based Clinical Practice (see attached Guideline for specific instructions.

25% - Assignment #2: Analysis and Compare / Contrast the Roles, Responsibilities and Major Activities of the Occupational Health Nurse / Occupational Health Nurse Practitioner in an Employee Health Setting

25% Assignment #3: Poster and Participation in the Annual “Spring Semester” USF Health Research Poster Presentation Session in the ERC section. Posters are to be completed in the Fall semester and exhibited in the Spring semester. All information of date and time will be presented to all participants via e-mail. Mandatory poster completion, presentation and attendance of all students is required for successful completion of course work.

20% - Assignment #4: Role of the Occupational Health Nurse in a Non-Hospital Work Place Setting.

10% - Canvas Discussions: Canvas Discussion assignments as assigned. It is expected that student will review and provide thoughtful comments / feedback to each student’s postings.

Although reminders will be posted in course "Announcements" in advance of assignment due dates, **it is the student’s responsibility to ensure that assignments are submitted on time.** Any assignment not completed and submitted by the last day of class will earn a grade of “0” points and be calculated into the final course grade.

Grading:

A = 93-100%

B = 84-92%

C = 75-83%

D = 67-74%

F = 66% & below

University Policy On Religious Observance:

No student shall be compelled to attend class or sit for an examination on a day or time prohibited by his or her religious belief. In accordance with the University policy on observances of religious days, students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting.

Student Disability Services:

Student Disability Services exists to ensure that students with disabilities have the technical, academic, and emotional support necessary to achieve academic and personal success. The Office obtains and maintains disability-related documentation, certifies eligibility for services, determines reasonable accommodations and ensures the provision of services. Students with disabilities are encouraged to contact the office in order to make arrangements for services.

Withdrawal Policy

Withdrawals are limited to 1 per course, with a limit of 2 per undergraduate or graduate program. Withdrawals are defined as officially withdrawing from any class after the Drop/Add period, and before the final Withdrawal date as outlined in the Academic Calendar. Any student withdrawing in excess of stated policy may be dismissed from the College of Nursing unless the College of Nursing has *pre-approved* a documented Medical and/ or Emergent situation.

University Policy on Campus Closure

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Note: This course will continue to be conducted via Blackboard. Email will continue to be the preferred method of communication between students and faculty. Field visits with OHN mentors will be monitored by faculty.

Resale Of Class Materials

The sale of class recordings or notes is not permitted.

Policy on Late Assignments

All assignments must be submitted by the Due Date. If an extension is needed due to extenuating circumstances, the student must email a request to Drs. Conlon and Burns for review and approval.

Texts:

American Association of Occupational Health Nurses. (2003). Competencies in occupational and environmental health nursing. *AAOHN Journal*, 51(7), 290-302. **(Will be available on Canvas).**

American Association of Occupational Health Nurses. (2004). *Standards of occupational and environmental health nursing*. Atlanta: Author. **(Will be available on Canvas).**

Hamric, A., Spross, J., & Hanson, C. (2009). *Advanced practice nursing: an integrative approach*. 4th ed. Philadelphia: Saunders Company.

Salazar, M.K. (Ed.). (2006). *Core curriculum for occupational and environmental health nursing*. 3rd ed. Philadelphia: W.B. Saunders Company

The journal articles listed under the readings for the week on the Class Schedule will be posted on Blackboard.

Additional journal articles may be added on Blackboard for supplemental readings.

Additional References:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: Author.

Rogers, B. (2009). *Occupational health nursing: Concepts and practice*, 3^d ed. Philadelphia: Saunders Company.

HAConlon

CMBurns

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NGR 6650 Occupational Health I
Course Schedule

Fall Semester 2013

Please note: Assignments are due on Fridays 0001 – 2355 but may be submitted prior to the due date.

| Week | Assignments and Readings | Friday Dates |
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| One | <p>Overview of Occupational Health Nursing</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Review overview of course objectives, contents and methods of evaluations, review course syllabus and schedule and the Blackboard web site. Carefully read the Guidelines for each of the major course assignments. 2. Review the use of APA Format. A Sample APA Paper has been posted in "Documents". It is highly recommended that it be printed and used throughout the course to facilitate the correct use of APA style/format. 3. History of Advanced Practice Nursing: Hamric et al, Chapter 1 4. History of Occupational Health and Occupational Health Nursing: Salazar, Chapter 1; Assignments : <p>***** 1st Live class seminar ***** Thursday August 29, 2012 USF –Tampa campus 6:00PM – 8:00PM CON Room - 1060 (Discussion will include the CUE, student OHN field nurse experience, definition and sample of a professional presentation poster, review course assignments, and the importance of peer review throughout the semester using the discussion area on Canvas. Be prepared to discuss this week's assignment. Please bring a proposed topic for your CUE mini-manuscript for approval and review by Drs, Conlon and Burns</p> <p>Assignment:</p> <ol style="list-style-type: none"> 1. Become familiar with Canvas. 2. All students will sign onto the Introduction and Discussion Board, introduce themselves to all other students in the class, and tell a little about yourself ie., name, family, work history, hobbies, outside interests and why you chose OHN . Students who do not | <p>8/30/2013</p> <p>1st Live Class- 8/29/12 (Thursday) Mandatory</p> <p>CON Room 1060</p> |

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| | <p>complete this assignment may be dropped from the class.</p> <p>Announcement: Florida Occupational Health Conference FOHC 2013 at the Marriott World Center Orlando, Florida. September 19-21, 2013</p> | <p>FSAOHN.org</p> |
| <p>Two</p> | <p>Overview - American Association of Occupational Health Nursing (AAOHN) (www.aohn.org) and the Florida State Association of Occupational Health Nursing (www.fsaohn.org).</p> <p>Read: Access the web site and identify the mission of AAOHN, resources available.</p> <p>Access the FSAOHN website. Locate links for the state chapters and identify which chapter you should belong to.</p> <p>Carefully Review the link for the Annual FSAOHN Conference.</p> <p>There are some NIOSH grant monies available to support student travel to this professional conference. An email will be sent to all OHN students advising of this student opportunity and how to respond to Dr. Burns if interested.</p> <p>Assignments :</p> <ol style="list-style-type: none"> 1. Begin to familiarize yourself with the <i>CUE</i> (www.fsaohn.org). Review previous issues so you can see previous articles and topics and avoid duplication. 2. Post your response to the following questions on the Designated Discussion Board Form. <ol style="list-style-type: none"> a. What is the CUE? b. What does CUE stand for? 3. Post to the designated <i>Discussion Board Forum</i> your proposed topic for your <i>CUE</i> mini-manuscript and discuss why you chose it and relevance to occupational health nursing. 4. Review the proposed topics of your classmate and provide feedback regarding the relevancy to occupational health nursing. 5. Submit your CUE topic , rationale for selection and relevancy to occupational health nursing . Submit CUE topic on Black board under "Assignments" . Faculty will | <p>9/06/2013</p> |

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| | <p>review, give feedback and give approval. Submitting under the Assignment key keeps the faculty feedback to each student personal and private.</p> <p>6. Participate in the SERC / Johnson Controls Health Fair: Wednesday September 6:00 am -8:00 am OR 2:00 pm-4:00 pm (Will provide directions and further information during the first live class.)</p> <p>7. Mandatory SERC Student Orientation - Wednesday September 4, 2013 6:00 pm - 8:00 pm. in COPH room TBD.</p> | |
| <p>Three</p> | <p>Workers and workers populations</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Salazar- Chapter 2 2. American Association of Occupational Health Nurse. (2011). Poster abstracts from the AAOHN 2011 National Conference: May 2-5, 2011, Atlanta, Georgia. AAOHN Journal ,59 (7),281-291 <p>Assignment:</p> <ol style="list-style-type: none"> 1. Submit topic for USF Health Poster Presentation during the Spring semester, ERC section poster presentation for approval through both "Assignments" (to receive personal faculty feedback) and on the designated Discussion Board to share with classmate / peers. Follow the guideline for the Research Poster assignment very carefully. 2. Discuss rationale for proposing this topic- post to discussion board. Students may not duplicate topics. 3. Review the topics of classmate and provide feedback regarding relevancy to occupational health nursing. | <p>9/13/2013</p> |
| <p>Four</p> | <p>Conceptual Models, Roles, and Standard of Practice for Occupational Health Nursing.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. American Association of Occupational Health Nurses. (2004). <i>Standards of occupational and environmental health nursing</i>. Atlanta: Author. 2. Florida Nurse Practice Act - on line 3. Salazar, Chapter 18 4. Hamric et al, Chapters 2, 3, & 21. 5. Lack, Diane M.(2011). Presenteeism revisited: A | <p>9/20/2013</p> |

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| | <p>comprehensive review. <i>AAOHN Journal</i>, 59 (2), 77-89.</p> <p>6. American Association of Occupational Health Nurses. (2003). Competencies in occupational and environmental health nursing. <i>AAOHN Journal</i>, 51 (7), 290-302. (If unable to find, let me know, article can be sent through e-mail).</p> <p>Assignment: Submit draft of CUE mini-manuscript via Canvas Assignments. Faculty will review and provide formative evaluation.</p> <p>Consider Attending:</p> <p>2013 Florida Occupational Health Conference, Orlando, FL. – September 19-21, 2013. Information available at: www.fsaohn.org, look under tab FOHC 2013 for conference and hotel information.</p> <p>Great current topics in occupational health nursing. Friday, September 20th is the primary full day. Review the program on the web site.</p> | |
| <p>Five</p> | <p>Advanced Practice Nursing Certification, Occupational Health Nursing Competencies and COHN-S Certification.</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Hamric et al, Chapters 5 & 13. 2. Review Web sites for AAOHN and ABOHN: http://www.aaohn.org and http://www.abohn.org/ for discussion of OHN certification requirements. <p>Discussion Board (DB) Assignment: Post answers to the designated Discussion Board forum:</p> <ol style="list-style-type: none"> 1. What is the certification Adult-Gerontological Primary Care Nurse Practitioner (AGPCNP) and COHN-S? 2. What are the requirements for both? 3. How does one become certified? / What is the cost of each? 4. Why should you become certified? 5. Summarize AGPCNP and COHN-S competencies and Scope of Practice and OHN competencies by level. | <p>9/27/2013</p> |
| <p>Six</p> | <p>Scientific Foundations/Theory of Occupational Health Nursing Practice .Introduction to the Interdisciplinary Team</p> <p>Reading Leitchfield, Sheila M. (2011). The American association of occupational nurses, inc.- Lessons learned for building a stronger future. <i>AAOHN Journal</i>, 59 (3), 105-106.</p> | <p>10/04/2013</p> |

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| | <p>Wachs, J.E. (2005). Building the occupational health team: Keys to successful interdisciplinary collaboration. <i>AAOHN Journal</i>, 53(4), 166-171.</p> <p>Rogers, Bonnie., Randolph, Susan.A., Ostendorf, Judith. (2011). Occupational health nursing education. <i>AAOHN Journal</i>, 59 (6), 243-246.</p> <p>Salazar, Chapter 5</p> <p>Assignments:</p> <p>1. Post progress on setting up interview with OHN in employee health and OHN in a "non-hospital" work site including date, location and time of visits.</p> <p>2. Submit content outline for ERC Evidence-based Practice Poster Presentation via Canvas "Assignments".</p> | |
| <p>Seven</p> | <p>Workplace Hazard Assessment; Prevention of Occupational Injuries and Illnesses</p> <p>Reading:</p> <p>Hofmann, Jonathan; Crowe, Jennifer ; Posta, Julie; Ybarra, Vickie; Keifer, Matthew. (2009). Perceptions of environmental and occupational health hazards among agricultural workers in washington state. <i>AAOHN Journal</i>, 57(9), 359-371</p> <p>Tomkins, Olga S.. (2009). <i>AAOHN Journal</i>, 57 (4), 176</p> <p>Salazar, Chapter 10.</p> <p>Assignment: *****2nd Live Class Seminar*****</p> <p>Thursday October 10,2013 USF-Tampa Campus , 6:00pm - 8:00pm CON Room - 1060 (Discussion about upcoming assignments. Question and Answer session about how to do poster. Bring extended, comprehensive outline of research poster to class for peer review and feedback.</p> <p>1. <u>Bring to class and submit completed CUE mini-manuscript</u>) Bring laptops.</p> <p>2. Submit complete draft of research poster to both Drs. Burns and Conlon via email as attachment prior to class.</p> | <p>10/11/2013 2nd Live class (Thursday) 10/10/2013 Mandatory</p> <p>Submit completed CUE mini manuscript in class and on line to CUE Editor.</p> |

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| <p>Eight</p> | <p>Internal Forces; Workers and worker populations; External Forces: Economic, political, and business forces</p> <p>Reading:</p> <p>Calhoun, Sandy; Stresser, Patricia; (2005). Generations at work .AAOHN Journal, 53 (11), 469-471.</p> <p>Tsai, J. H.C. (2004). Promoting immigrants' health: Relevance to occupational health nursing practice. <i>AAOHN Journal</i>, 52(3), 94-96.</p> <p>Guerrina, Ryan T.; Burns, Candace; Conlon, Helen. (2011). Contingent workers. <i>AAOHN Journal</i>, 59 (3), 107-109. (Author- former USF Dual Degree ANP/MPH student)</p> <p>Assignment:</p> <p>1. Post to designated Discussion Board forum:</p> <ul style="list-style-type: none"> a. Discuss internal and external forces from your current work place that impact occupational health nursing and give at least 2 examples of each. Use at least 3 evidence-based articles to support your discussion. Use APA style and format to cite your references. b. Select one worker population of interest to you – non-hospital Example: constructions workers, hotel employees such as housekeeping services or maintenance, airport baggage handlers, farm workers, assembly line workers, etc) <p>Discuss internal and external forces that impact the worker population. Use a minimum of 3 evidence-based articles to support your discussion. Use APA style and format to cite your references.</p> <p>2. All students are required to participate in a discussion by adding at least 2 thoughtful comments to each student's posting.</p> <p>2. Submit 1st draft of Research Poster via "Assignments".</p> | <p>10/18/2013</p> |
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| <p>Nine</p> | <p>Legal Aspects: Advanced Practice Nursing; OSHA and MSHA Standards, EPA Regulations, FMLA, ADA, Workers' Compensation, Confidentiality, HIPPA.</p> <p>Read: Hamric et al, Chapter 21.</p> <p>Salazar, Chapter 3</p> | <p>10/25/11</p> |
| <p>Ten</p> | <p>Continue application of evidence-based OHN practice.</p> <p>Assignment – 1. Submit final Poster. Send as an email attachment to both Drs. Burns and Conlon. (Remember that the posters will be displayed at the USF Research Poster Day in the Spring and ALL NRG 6650 students must attend that poster display. This a mandatory assignment for this class. The date TBD.</p> | <p>11/01/2013</p> |
| <p>Eleven</p> | <p>Legal Aspects con't</p> <p>Read:</p> <p>Fell-Carlson, D. (2004). OSHA 101: An introduction to OSHA for the occupational health nurse. <i>AAOHN Journal</i>, 52(10), 442-451.</p> <p>Morris, J.A. & Strasser, P.B. (2004). Family medical leave: Management strategies. <i>AAOHN Journal</i>, 52(12), 495-497.</p> <p>See AAOHN Position Statement on confidentiality at: http://www.aaohn.org/practice/positions/confidentiality.cfm</p> <p>Lucas, B. & Adams, S. (2004). Roadmap to HIPPA: Keeping occupational health nurses on track. <i>AAOHN Journal</i>, 52(4), 169-179.</p> <p>Assignment: Discussion Board: Post answers to the following questions to the designated discussion board.</p> <p>1. Define block FMLA vs. intermittent FMLA. 2. Discuss how each affects the cost and productivity of an industry. 3. What are the requirements to qualify for an FMLA?</p> | <p>11/08/2013</p> |
| <p>Twelve</p> | <p>OHNP Programs: Offsite vs. Onsite Services, Clinical Practice in Occupational Health Nursing: Screening, Surveillance, Direct Care</p> <p>Reading: Hamric et al, Chapter 13.</p> | <p>11/15/2013</p> |

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| | <p>Williamson, Geraldine. (2007). Providing leadership in a culturally diverse workplace. <i>AAOHN Journal</i>, 55 (8), 329-335.</p> <p>Burgel, B.J. (2004). Garment workers in California: Health outcomes of the Asian immigrant women workers clinic. <i>AAOHN Journal</i>, 52(11), 465-475.</p> <p>Salazar, M.K. (2003). Evidence based practice: Relevance to occupational health nurses. <i>AAOHN Journal</i>, 51(3), 109-112.</p> <p>Salazar, Chapter 9, 11</p> <p>Assignment: Submit "Analysis of OHN in Employee Health Setting" paper. Post assignment to Blackboard via Assignments.</p> | |
| Fourteen | <p>Role of the Advanced Practice Nurse and Occupational Health Nurse related to research.</p> <p>Assignment ***** 3rd Live Seminar***** Thursday – November 21, 2012 – 6:00PM-8:00PM USF-Tampa Campus, CON Room 1060 (Power point presentation - Legal aspects of Working Within the Occupational Health System)</p> <p>Dr. Burns will have the actual research poster printed through COPH. Submit completed poster at class session in PPT format.</p> <p>Readings:</p> <p>Hamric et al, Chapter 8</p> <p>Garrett, Linda. (2005) Interdisciplinary practice, education, and research: The expanding role of the occupational health nurse. <i>AAOHN Journal</i>, 53 (4), 185-187.</p> <p>Rogers, Bonnie; Randolph, Susan; Ostendorf, Judith. (2011). Occupational health nursing education. <i>AAOHN Journal</i>, 59 (6), 243-246.</p> | <p>11/22/2012</p> <p>3rd Live Class 11/21/2012 (Thursday)</p> <p>Submit completed Research poster in class and on line in PPT format.</p> |
| Fourteen | <p>Thanksgiving Day Holiday November 28-29, 2013.</p> <p>No Assignment due</p> | <p>11/29/2013 Holiday</p> |
| Fifteen | <p>Case Management</p> <p>Reading: Velez-McEvoy, M. (2005). Diabetes case management:</p> | <p>12/06/2013</p> |

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| | <p>Manejo de casos diabetes. <i>AAOHN Journal</i>, 53(1), 4-7.</p> <p>Salazar, Chapter 12</p> <p>Risk Management: Assessment, Communication, Reduction</p> <p>Drew-Nord, Dana C.; Hong, Oisaeng; Frolicher, Erika. (2009). Cardiovascular risk factors among career firefighters. <i>AAOHN Journal</i>. 57 (10), 415-424.</p> <p>Powell, Julie C. (2009). Evaluating risk: Rabies exposure and occupational implications. <i>AAOHN Journal</i>, 57 (11), 465-471. <i>(Article by prior ANP/MPH Student)</i></p> <p>Reading: :Salazar, Chapter 6</p> <p>Assignment:</p> <p>1. Submit "Role of the OHN in a 'Non-Hospital' Work Setting " paper via Canvas Assignments</p> <p>2. Course and Faculty Evaluation: Please take a few minutes and complete the online course and faculty evaluations. Your feedback is important. Thank you.</p> | |
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HAConlon
 CMBurns
 Fall 2013

R 31 July 2013

University of South Florida
Graduate Program Course Syllabus
Spring Semester 2014

Course Number and Title: NGR 6651 Occupational Health Nursing II

Course Credit: Two (2) credits

Faculty: Helen Acree Conlon, DNP, MS, MPH, ARNP-BC, COHN-S
Cell Phone: 727-278-2971, Office:727-767-8201
Office Hours by appt.
Email: hacree@health.usf.edu

Name: Candace Burns, PhD, ARNP
Office Hours: By appt
Cell phone: (813) 245-4550
Email: cburns@health.usf.edu

Preferred Method of Contact: Drs. Burns and Conlon can best be reached via email addresses above. Students can expect a reply within 24 hours M-F.

Student MUST check their USF email, the course "Announcements" and "General Discussion Board" via Canvas at least once a day to be sure to receive important communications.

Pre-requisites: NGR 6650, PHC 6356, PHC 6360, and CI

Course Description:

Focuses on the role of the Occupational Health Nurse and Advanced Registered Nurse Practitioner in: workers' compensation; disability management/integrated health management; workforce diversity and adult education; informatics and ethics; environmental health; recognition and prevention of occupational disease and injury; OSHA; emergency preparedness, disaster planning, and travel health; substance abuse and DOT compliance; and areas needing occupational health nursing research.

Course Objectives:

1. Examine the role of the OHN and ARNP in workers' compensation.

2. Apply the principles of disability management/integrated health management to occupational health nursing practice.
3. Examine workforce diversity, principles of adult education, informatics, ethics, and their impact on OHN and ARNP practice in occupational health.
4. Examine environmental health and recognition/prevention of occupational disease and injury and the role of OSHA in the protection of worker safety and health.
5. Recognize general hazards of toxins, carcinogens, ionizing radiation, noise, injuries, infectious agents, stress, shift work, indoor air quality, skin and eye disorders.
6. Examine the principles of ergonomics and prevention of musculoskeletal disorders.
7. Examine principles of emergency preparedness, disaster planning, travel health, substance abuse and DOT compliance.
8. Describe areas needing occupational health nursing research.

Student Learning Outcome: Upon successful completion of this course, the learner is expected to have beginning advanced knowledge related to workers' compensation, disaster management, toxicological and ergonomic hazards in the work place and use evidence-based research literature to plan for health promotion and prevention, and management of common problems of workers.

Topical outline:

Workers' Compensation
Disability Management/Integrated Health Management
Workforce Diversity/Principles of Adult Education
Informatics/Ethics
Environmental Health/Recognition and Prevention of Occupational
Disease and Injury
Wellness / Health Promotion / Worker Protection
Ergonomics/Musculoskeletal Disorders in All Workers Including the Aging
Worker Populations
Toxins/Carcinogens/Ionizing Radiation
Noise/Other Physical Hazards/Injuries
Infectious Agents/Stress/Shift Work
Indoor Air Quality/Skin and Eye Disorders
Emergency Preparedness/Disaster Planning/Travel Health
Substance Abuse/DOT Compliance
Occupational Health Nursing Research
Occupational Health Nurse Advanced Practice Role
OSHA
NORA

Teaching Strategies: Web-based instruction, discussions board, selected readings, scholarly papers, PowerPoint presentation, OSHA experience, student peer review, live seminar, and professional portfolio.

Written Assignment Requirements:

1. All written assignments must follow APA guidelines and include:
 - a. cover sheet with name, course number, semester, year, name of assignment, and the following statement:

“I affirm / swear that the work on this assignment is my original work”.
 - b. 100 word abstract in APA format
 - c. reference list in APA format
 - d. follow APA format for citing sources in the body of the narrative
2. All papers must use a minimum of five (5) additional occupational health and safety research articles in-addition to the textbook and required course materials unless otherwise specified.

Evaluation Methods:

Refer to Class Schedule for due dates.

All work must be completed by the last day of class. Any assignment not completed will earn “0” points and be computed into the final course grade.

Guidelines for all assignments are located in “Modules and Assignments”. Refer to class Schedule for due dates.

Assignments:

Disability Management: Ergonomics – 10%

Wellness / Health Promotion / Worker Protection – 10%

Occupational Stress – 10%

Toxicology and Worker Safety:

PowerPoint Presentation and Discussion Board Exercise – 10%

Manuscript submission to the Journal of the American Association of Occupational Health Nursing *Workplace Health and Safety* and participation in seminars– 25%

Portfolio - 10% - Comprehensive synthesis of academic program

OSHA Field Experience: Journal and APA paper and participation in **Live Class seminars** – 25%

Grading:

98-100=A+
94-97=A
90-93=A-
87-89=B+
84-86=B
80-83=B-
77-79=C+
74-76=C
70-73=C-
67-69=D+
64-66=D
60-63=D-
Below 60=F

References:

AAOHN Journal. Information for contributors. aaohnjournal.com

American Association of Occupational Health Nurses. (1999). *Standards of occupational and environmental health nursing*. Atlanta: Author.

Hamric, A., Spross, J., & Hanson, C. (2009). *Advanced Practice Nursing; An Integrative Approach*. St. Louis: W.B. Saunders.

Levy, B.S., Wegman, D. H., Baron S.L. & Sokas, R.K. (Eds.). (2011). *Occupational health: Recognizing and preventing work-related disease and injury*. 6th Edition. New York: Oxford University Press.

Salazar, M.K. (Ed.). (2006). *Core curriculum for occupational & environmental health nursing, 3rd ed.* Philadelphia: W.B. Saunders.

White, K., Cox, A.R., & Williamson, G.C. (1999). Competencies in occupational and environmental health nursing. *AAOHN Journal*, 47(12), 552-568.

Additional readings as assigned. Refer to class schedule for specific assignments.

Additional References

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: Author.

Menzel, N.N. (2006). *Workers' comp from A to Z: A "how-to" guide with form*,. 3rd ed. Beverly Farms, MA: OEM Press.

Rogers, B. (2009). *Occupational health nursing: Concepts and practice*, 3rd ed. Philadelphia: Saunders Company.

Getting Started: It is highly recommended that students take a few minutes to orient themselves to the total course.

Announcements: Faculty post information for students at this site. Students are required to check this site daily for updates.

Syllabus: The course **syllabus and class schedule** are posted here. It is highly recommend that students print out the syllabus and class schedule and take a few minutes to review both. Due dates for all assignments are noted on the class schedule. Mark these due dates on your "personal schedule" (where you keep track of your work schedule, personal appointments for yourself and your family etc.) to help you optimally manage your time and allow sufficient time to thoroughly complete each assignment.

Instructors: There is a brief biographical summary for Drs. Conlon and Burns.

Course Documents: Course documents may be posted here.

Assignments: Guidelines for each assignment are posted here. There is also the link by which you submit your completed assignments for grading by faculty.

Discussion Board: There Discussion Board is comprised of several "Discussion Forums".

General Discussion Forum: this is where student can post general questions about the course, an assignments or any thing related to the course. Chances are if you have question once of your class mates might also. Class mates might also have an answer to your question.

Keep in mind, this is a forum open to everyone in the class. Do NOT post personal questions here. If you need to communicate a personal problem or issue, email the faculty directly.

Assigned Discussion Forums: There will be several discussion forms assigned in this class. Refer to the Class Schedule for specific discussion questions, assigned readings and due dates. Post your responses in the designated discussion forum.

My Grades: Use this link to check your grade for a submitted assignment.

Lastly, remember CON IT staff are available to assist you with Canvas Monday – Friday 8:00 am - 5:00 pm.

<http://www.conect@health.usf.edu>
or USF IT 813-974-1222

OSHA EXPERIENCE

At the beginning of the semester, the student will be provided information about their OSHA experience through the USF OSHA 21-d program at the College of Public Health and assigned a mentor / contact person.

Students are required to spend approximately up to 8 clock hours in this observational / interactive learning experience.

Students are required to wear professional business attire at all times. Professional slacks for women are preferred especially for making visits to worksites. No tank tops, jeans, shorts, flip flops, stilettos, scrubs etc. This is a professional field experience. Cell phones must be turned off or in the vibrate mode at all times. NO text messaging etc. while on the experience. Cell phones may be used for emergencies only. Professional conduct is required at all times.

Eating and drinking are restricted to breaks as designated by your OSHA mentor. Students are required to display courteous and respectful conduct at all times.

Students should carry a small note pad and pen for taking notes to be used in preparation of the Journal detailing field visit activities and experiences.

NO names may be used in the Journal to maintain individual privacy.

Any concerns or issues are to be reported to course faculty as soon as feasible.

ACADEMIC CLINICAL PERFORMANCE:

Patient / client safety and welfare are one of the most critical components of the clinical / field rotation. If at any time during a course assigned clinical / field rotation, the appropriate College of Nursing or on-site personnel observes or becomes aware that student has placed a patient / client in an actual or potentially hazardous or unsafe situation ("Clinical Deficiency") and notifies the College of Nursing faculty, the instructor of the course of study may immediately remove the student from the course and the instructor may fail the student regardless of previous clinical performance.

NETIQUETTE:

An important part of the teaching/learning process is collaboration with peer learners and course faculty. Your primary means of collaboration will be through assigned Discussion Groups postings and email messages. This guide offers tips and guidelines on how to use messages efficiently.

Check the "Announcements" and "General Discussion Board" frequently / once a day to check for updated information and asking questions about the course and assignments. Be sure check and follow the Guidelines for each assignment carefully. The faculty will respond to Discussion Board questions just as quickly as email and if you have a question, it's likely your peers do to, and your peers may have the answer for you too.

Use your word processor's spell and grammar checker.

Read before you write. Read all the messages in the Discussion Board and Announcements before posting a message. Someone may have already answered your question or have at least posted it.

Do not SHOUT!!! Type your message the way you would if you were speaking or writing a letter. Avoid the practice of CAPITALIZING WORDS FOR EMPHASIS!!!! And multiple exclamation points are not more effective than one. Many people interpret the capital letters and exclamation points as you shouting at them.

It is OK to disagree and to challenge ideas. It is never OK to abuse, bully, or harass others. Feel free to point out weaknesses in an idea but not to criticize the person who offered it. Vague criticisms without supporting reasons are not

appropriate. Do not say, "That is the dumbest idea I have ever heard." Just say you disagree and why.

Adapted from: Horton, W. (2000). Designing web-based training. Wiley: NY.

UNIVERSITY POLICY ON RELIGIOUS OBSERVANCE:

No student shall be compelled to attend class or sit for an examination on a day or time prohibited by his or her religious belief. In accordance with the University policy on observances of religious days, students are expected to notify their instructors if they intend to be absent for a class or announced examination prior to the scheduled meeting.

STUDENT DISABILITY SERVICES:

Student Disability Services exists to ensure that students with disabilities have the technical, academic, and emotional support necessary to achieve academic and personal success. The Office obtains and maintains disability-related documentation, certifies eligibility for services, determines reasonable accommodations and ensures the provision of services. Students with disabilities are encouraged to contact the office in order to make arrangements for services.0+3

General University and College Policies and Procedures

COLLEGE OF NURSING Canvas ASSISTANCE:

If you have having technical problems with or having difficulty submitting assignments, please contact CON IT (conect@health.usf.edu) or USF IT at 813-974-1222 for assistance.

UNIVERSITY POLICIES:

Students are required to comply with the University and College policies and procedures regarding attendance at first class meeting, religious observances, registration change / drop/add/withdrawal, grievances, and academic honesty etc. Please refer to the College of Nursing *Undergraduate, Graduate Master's or DNP Handbook*, as appropriate, online line for specific information.

http://health.usf.edu/nocms/nursing/resources_for_students/handbooks.htm

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, *Elluminate*, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the

student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information. Note: This course will continue to be taught via Canvas with email communication between students and faculty.

Withdrawal Policy:

Withdrawals are limited to 1 per course, with a limit of 2 per undergraduate or graduate program. Withdrawals are defined as officially withdrawing from any class after the Drop/Add period, and before the final Withdrawal date as outlined in the Academic calendar. Any student withdrawing in excess of stated policy may be dismissed from the College of Nursing unless the College of Nursing has *pre-approved* a documented medical and / or emergent situation.

ACADEMIC INTEGRITY:

The USF College of nursing expects students to maintain academic honesty in all courses. By virtue of being a registered in a nursing course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. Refer to USF Academic Dishonesty Policy:

<http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>

SUPPORT SERVICES:

Students are encouraged to access the student support resources at USF:

College of Nursing Canvas and USF IT support provides assistance in the use of Canvas including the submission of assignments:

conect@health.usf.edu or USF IT 813-974-1222 for technical assistance.

Academic Computing offers Blackboard and computer help services accessible via telephone (813) 974-1222 or toll free (866) 974-1222. Assistance is available in the evening and weekends.

The Virtual Library contains the library catalog, full-text commercial databases, electronic journals and databases, government information, including federal and state, and locally produced databases. Full text articles are available to USF students through the Blackboard library link.

USF Library Resources and Services: <http://www.lib.usf.edu>

Shimberg Health Sciences Library: <http://library.hsc.usf.edu>

Plagiarism: Plagiarism is not tolerated. All students must comply with university and college of nursing standards. If clarification of what constitutes plagiarism is needed, there is an online tutorial available.

Tutorial on plagiarism: <http://www.cte.usf.edu/plaiarism/plag.html>

Citing sources: <http://www.lib.usf.edu/public/index.cfm?Pg=CitingSources>

General Nursing Student Information: Nursing Academic Policies and Procedures:

<http://health.usf.edu/nocms/nursing>

USF Undergraduate Catalog: <http://www.ugs.usf.edu/catalogs/catdl.htm>

USF Graduate Catalog: <http://www.grad.usf.edu/catalog.asp>

USF Student Rights and Responsibilities:

<http://www.sa.usf.edu/srr/page.asp?id+81>

USF Student Code of Conduct: <http://www.sa.usf.edu/srr/page.asp?id=88>

USF Disruption of the Academic Process and Academic Integrity of Students:

<http://usfweb2.usf.edu/usfgc/ogc%20web/currentregs/USF3-027.htm>

http://usfweb2.usf.edu/usfgc/ogc_web/currentregs/USF3-025.htm

USF Academic Grievance Policy:

http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-002

USF Academic Grievance Procedure:

<http://www.ugs.usf.edu/pdf/cat0919/08acapol.pdf>

Special Accommodations / Students with Disabilities Services:

<http://www.sds.usf.edu/index.htm>

Holidays and Religious Observances: Students who anticipate the necessity of missing any assignments or exams due to the observation of a major religious

observance should provide written notice of the date(s) to the professor, in writing, no later than the second class meeting or second week of class.

USF Attendance Policy for the Observance of Religious Days by Students:

http://usfweb2.usf.edu/usfgc_pp/acadaaf/gc10-045.htm

This syllabus is for informational purposes only and is not intended to be contractual in nature.

Resale of Class Materials:

The sale of class recordings or notes is not permitted.

HA Conlon
CM Burns
Spring 2014 Semester
11/10/2013

No portion of this document may be used, duplicated or modified without the written permission of Drs. Burns and Conlon.
11/10/2013

**NGR 6651 Occupational Health Nursing II
Course Schedule
Spring Semester 2014**

Please note: Assignments are due on Friday 0001 – 2355 but may be submitted prior to the due date. Refer to the specific guideline for each assignment.

There are 3 live classes with required attendance. The live classes are on designated Thursdays from 6P-8P, CON Room 1060. See class schedule for specific dates.

Also required is participation in the SERC / USF Health Research Poster Session – Friday, February 21, 2014 – Marshall Center – Tampa campus.

| Week | Topic | Assignments/Readings | Friday Dates |
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| One | Introduction, Career Goals | <p>Review the guideline for the Manuscript to AAOHN Journal Assignment.</p> <p>Review AAOHN Journal <i>Guideline for Contributor</i> posted in course Documents.</p> <p>Read / scan several current issues of the AAOHN Journal to develop and understanding of the types of articles published and current topics.</p> <p>Mandatory: Thursday 1/09/2014- Live Session: Review course requirements, syllabus, OSHA 21-d experience, professional portfolio and the class schedule.</p> <p>Assignments: 1. Post your Introduction “Introduction Discussion Board”. 2. <u>Mandatory</u> First Day Attendance in person requirement.</p> | <p>1/10/14</p> <p>Thursday January 09, 2014 - 6:00 pm - 8:00 pm Live Class</p> <p>CON- Room 1060</p> |
| Two | Worker’s Compensation and Disability Management | <p>Read: Levy, Wegman, Baron,& Sokas: Chapter 31, and pp 769-778. Salazar: Chapter 1 & 12</p> <p>Florida Workman’s Compensation Statute 440 from the website: http://www.flsenate.gov/statutes. From the statute</p> | 1/17/2014 |

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| | | <p>review worker’s compensation and the OHN/ARNP.</p> <p>Assignments:</p> <p>1. Discussion Forum: Within the designated Discussion Forum discuss....”How has managed care affected worker’s compensation outcomes? Each student must provide 3 thoughtful threads.</p> <p>2. Submit Topic for your AAOHN Journal Manuscript on the Submission form via Canvas “Assignments”.</p> | |
| Three | <p>Health Promotion /Adult Education / Workforce Diversity</p> | <p>Read: Salazar, Chapter 2, 14</p> <p>Levy, Wegman, Baron,& Sokas: Chapters.2, 3, and 21</p> <p>Bouchard, Christine. (2006). Literacy and hazard communication: Ensuring workers understand the information they receive. <i>AAOHN Journal</i> , 55 (1).</p> <p>Assignment: Work on worker health promotion assignment.</p> | 1/24/2014 |
| Four | <p>Ergonomics / Musculo-skeletal Disorders /include the effects of the aging worker</p> <p>Workers Compensation</p> | <p>Read: Salazar, Chapter 3, Chapter 16, pp. 483-494, Chapter 5, pp. 143-146</p> <p>Levy, Wegman Chapters, Baron & Sokas : Chapters 16, 12A, 27</p> <p>Assignment: Disability Management: Ergonomics due. Submit via Canvas Assignments.</p> | 1/31/2014 |
| Five | <p>OHN Research and Evidence-based Practice</p> | <p>AAOHN Manuscript (continue work on manuscript review of literature.)</p> <p>Assignment: Submit outline of Manuscript via Canvas Assignments”.</p> | 2/07/2014 |

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| <p>Six</p> | <p>Principles of OH Administration and Management</p> <p>Informatics</p> | <p>Read: Salazar, Chapter 7</p> <p>Levy, Wegman, Baron,& Sokas, Chapter 30</p> <p>Read: DiBenedetto, D.V. (2003). Informatics: Finding disability related information on the web. <i>AAOHN Journal</i>, 51 (1),10-12.</p> <p>DiBenedetto, D.V. (2002). Informatics: Human resources information on the web. <i>AAOHN Journal</i>, 50 (6), 255-256. (the informatics articles are older but good resources- hard to find others) Salazar, Chapter 8.</p> | <p>2/14/2014</p> |
| <p>Seven</p> | <p>Environmental Health / Recognition and Prevention of Occupational Disease and Injury</p> | <p>Read: Salazar Chapter 5(scan) ,6, 9,10</p> <p>Infectious Agents: Levy, Wegman, Baron & Sokas Chapter 13</p> <p>Emergency Preparedness/Disaster: Planning/Travel Health</p> <p>Salazar, Chapter 13 ; Chapter 16 pp 506-513</p> <p>Assignment: Wellness / Health Promotion / Worker Protection assignment due. Submit via Canvas Assignments.</p> <p>Participate in:</p> <p>1. SERC / USF Health Research Poster Session – Friday, February 21, 2014 – Marshall Center – Tampa campus. – Mandatory.</p> <p>2. SERC Interdisciplinary Student & Faculty Respection - Thursday, February 20, 2014 - 5:00 pm - 7:00 pm - Location TBD</p> | <p>2/21/2014</p> <p>Friday, February 21, 2014</p> <p>Thursday, February 20, 2014</p> |

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| Eight | Noise / other Physical Agents. Indoor Air Quality / Skin Disorders / Eye Disorders | Read: Salazar Chapter 16, pp 473-483 Levy, Wegman, Baron & Sokas: Chapter 21 Read: Levy, Wegman, Baron & Sokas Chapters 7 and 22 Assignment: Occupational Stress Assignment due. Submit via Canvas Assignments. | 2/28/2014 |
| Nine | Occupational Stress | Read: Salazar - Chapter 15 Levy, Wegman, Baron & Sokas - Chapter 16 Live Class Thursday, March 6, 2014 CON Room 1060. Peer and faculty review and discussion of draft manuscript. | 3/07/14 Live Class Thursday, March 6, 2014 CON Room 1060 |
| | Spring Break | March 10-15 - No assignments | |
| Ten | AAOHN Journal Manuscript Evidence-based practice | AAOHN Journal Manuscript Assignment: Continue to work on revising manuscript. Seek individual faculty assistance as needed. | 3/21/2014 |
| Eleven | AAOHN Manuscript Evidence-based practice | AAOHN Manuscript Assignment: 1. Submit 2nd draft of manuscript for faculty formative evaluation. 3. Post 2nd draft of manuscript on designated Discussion Board Forum for student peer review / formative evaluation in live seminar. | 3/28/2014 |
| Twelve | Toxins / Carcinogens / Ionizing Radiation | Read: Salazar Chapter 5 pp. 130-141, Chapter 16 pp 494-498 | 04/04/2014 |

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| | | <p>Levy, Wegman, Baron & Sokas: Chapters 17 and 12A</p> <p>Assignment: Toxicology and Worker Safety PowerPoint Presentation and Discussion Forum due.</p> | |
| Thirteen | <p>Program Administration: Substance Abuse, DOT Compliance</p> | <p>Read: Salazar, Chapter 9, Chapter 16 pp 499-506.</p> <p>Levy, Wegman, Baron & Sokas Chapter 28</p> <p>Assignment: Submit final draft of manuscript to faculty via Canvas Assignments.</p> | 4/11/2014 |
| Fourteen | <p>Role of Occupational Health Nursing in Research / NORA</p> | <p>Review: http://www.cdc.gov/niosh/noratop.html http://www.aaohn.org/research_priorities.htm</p> <p>Read:</p> <p>Salazar, M.K. (2003). Evidence based practice: Relevance to occupational health nurses. <i>AAOHN Journal</i>, 51 (3), 109-112.</p> <p>Salazar Chapter 17 &18</p> <p>Assignment:</p> <p>1. Upon faculty approval, submit manuscript to AAOHN Journal electronically via www.RapidReview.com</p> <p>2. Submit Professional Portfolio - CD to Dr. Burns.</p> | 4/18/14 |
| Fifteen | <p>OSHA</p> | <p>OSHA Experience: Assignments:</p> <p>1. Submit Journal and APA Paper discussing OSHA Experience via Canvas Assignments for faculty summative evaluation / grading.</p> <p>2. Participate in mandatory seminar discussion of OSHA experiences Thursday, April 24, 2014 6:00 pm – 8:00 pm CON Room - 1060.</p> | <p>4/25/2014</p> <p>Live Class April 24,2014 Room 1060</p> |

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| | | <p>3. Please complete Faculty and Course Evaluations. Your feedback is very important to us.</p> <p>You will receive an email from the College with instructions for completing the online evaluations.</p> <p>Thank you.</p> <p>May 3rd- Tampa Commencement</p> | |
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HA Conlon
CM Burns

Spring Semester 2014

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(11-10-2013)