



# OCHS13016 *Advanced Occupational Health*

## Term 1 - 2018

Profile information current as at 05/07/2022 04:27 pm

All details in this unit profile for OCHS13016 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In this problem based unit, you will be faced with a range of hazards, learning to apply both current problem solving approaches and a systems oriented approach to analysis with common systematic principles. The learning process is focused on specific hazards, chosen because they represent important issues in occupational health today and in the future. You will be expected to be able to extend your knowledge of the process to tackle new issues, although these may be issues that you have not previously dealt with. You will learn advanced approaches to the treatment of hazards and risk management, including knowledge of managing risk where a hazard cannot be eliminated. You will also learn the nature of illness and injury, as well as the pathogenesis to organs of the body caused by occupational exposure to a broad range of hazards. After graduation, you will be able to apply the problem solving and systems oriented approaches taught in this unit to contemporary employment settings, in particular to solving hazards not previously known to you.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Successful completion of 48 credit points.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2018

- Brisbane
- Bundaberg
- Distance
- Gladstone
- Melbourne
- Rockhampton
- Sydney

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Group Work**

Weighting: 40%

#### 3. **Online Quiz(zes)**

Weighting: 20%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Self reflection and student feedback.

##### Feedback

Two assessment items meant that there was significant overlap between items. It also mean that one assessment was worth 70% of the final grade.

##### Recommendation

Review the number, type and percentage for each assessment item.

#### Feedback from Self reflection and student feedback.

##### Feedback

Group assessment by distance can be problematic.

##### Recommendation

Review the way the group assessment is graded and the way that it is presented to students.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse actual occupational health cases and demonstrate individual initiative and effective problem solving in occupational health
2. Apply a systems approach to complex problem solving in occupational health. thereby acquiring an ability to extend the reach of managing risk in diverse settings
3. Apply the principles of critical assessment of severity and urgency in occupational health
4. Identify the real problems in occupational health, including indoor and outdoor environments
5. Apply knowledge of routes of exposure to the principles of exposure monitoring
6. Describe the nature of illness and injury associated with occupational exposure to certain hazards.

Not applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Written Assessment - 40%</b>	•	•	•	•	•	
<b>2 - Group Work - 40%</b>				•		•
<b>3 - Online Quiz(zes) - 20%</b>		•			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•		•	•	•	•
2 - Problem Solving	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy			•	•	•	
5 - Team Work				•	•	
6 - Information Technology Competence						
7 - Cross Cultural Competence	•	•	•	•	•	•
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 40%	•	•	•	•			•	•		
2 - Group Work - 40%	•	•	•	•	◦	•	•	•		
3 - Online Quiz(zes) - 20%		◦	◦							

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
 For further information, see the Assessment Tasks.

## Teaching Contacts

**Ryan Kift** Unit Coordinator  
[r.kift@cqu.edu.au](mailto:r.kift@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit		

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational toxicology		

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Risk management and exposure		

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Chemical hazards 1-Dusts and particulates		

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Chemical hazards 2-Chemical contaminants		

### Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Biological hazards		Moodle quiz is open all week

### Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Control of Hazards- Chemical and biological		

### Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Physical hazards 1- Noise, vibration and lighting		<b>Chemical and biological hazards</b> Due: Week 8 Monday (30 Apr 2018) 11:59 pm AEST

### Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Physical hazards 2- Radiation and temperature		

### Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Control of Hazards- Physical

### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Biological monitoring and fitness for work		

### Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit summary		Week 12 Moodle quiz is open all week <b>Information Booklet</b> Due: Week 12 Monday (28 May 2018) 11:59 pm AEST

### Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

## Assessment Tasks

### 1 Chemical and biological hazards

#### Assessment Type

Written Assessment

#### Task Description

The lecturer will give you a list of real case studies. You are to choose one and identify one hazard that is a chemical or biological hazard.

You will be required to

- Identify all potential hazards in this case study.
- Identify the hazard that the report will focus on including the class of hazard that it is.
- Explain what the routes of exposure are and the states of matter (if relevant) that the hazard occurs as.
- Explain why the hazard presents a risk to workers' health. This section must be justified using the literature such as legislation, texts and journal articles. You may include information about the toxicology of the chemicals, exposure, acute and chronic health effects as well as the health effects to workers and to industry as a whole.
- Describe the different ways that the hazard would be monitored and analysed. This must be related to the case study given and include information about the standard methodology that is used for both the monitoring techniques and comparison of the findings against a benchmark or standard. You must include information about how the sampling and analysis would actually be carried out for each hazard.
- Describe the relevant Legislation, Codes and Standards which apply to this hazard and the issues involved with meeting these requirements.
- Use the hierarchy of control to outline the ways that the hazard can be controlled.

The report should be written as a Consultant would write to a Client.

#### Assessment Due Date

Week 8 Monday (30 Apr 2018) 11:59 pm AEST

#### Return Date to Students

Week 11 Monday (21 May 2018)

## Weighting

40%

## Assessment Criteria

This assessment will be graded with the following criteria:

- Correctly identifies all possible hazards, explains the route of exposure for the two selected hazards (15%)
- Explains exposure and effect, and describes the potential health effects (20%)
- Describes the way that you would carry out monitoring for the hazards (15%)
- Outlines relevant legislative requirements and identifies the issues of compliance (15%)
- Proposes appropriate control measures (15%)
- Report structure and presentation including referencing (20%)

## Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

## Submission Instructions

Via the link on Moodle

## Learning Outcomes Assessed

- Analyse actual occupational health cases and demonstrate individual initiative and effective problem solving in occupational health
- Apply a systems approach to complex problem solving in occupational health. thereby acquiring an ability to extend the reach of managing risk in diverse settings
- Apply the principles of critical assessment of severity and urgency in occupational health
- Identify the real problems in occupational health, including indoor and outdoor environments
- Apply knowledge of routes of exposure to the principles of exposure monitoring

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

## 2 Information Booklet

### Assessment Type

Group Work

### Task Description

Working as a group you are required to develop a booklet on one physical hazard. You will be required to design a technical information/educational information booklet with the main emphasis of the assignment on the quality of the content presented:

Your assignment should include (but not be restricted to):

- Introduction to the workplaces where the exposure occurs, important factors and specific concepts related to the working environment and exposure.
- The physics/chemical breakdown of the hazard (what it is) and its relationship to the related health effects, mechanisms of injury and so on (a literature based discussion with references).
- An explanation of the health effects of exposure, its manifestation and progression. Draw on theoretical sources such as journal articles, website, documents etc. (reference and acknowledge all sources).
- The monitoring techniques, equipment, methodologies, benchmarks and standards that should be used in relation to the evaluation of the hazards. This section should be supported by information from a variety of sources.
- Control (using the hierarchy of control) and containment measures that could be introduced to reduce workplace exposure and prevent the occurrence of the adverse health effects or reducing its severity (all suggestions refereced).

Bear in mind that this course has an emphasis on the quantitative evaluation of occupational hazards, utilising standards, accepted methodologies, specialised equipment and benchmarks, so it is expected that your information

booklet will focus on developing an accurate, useful, and technically detailed information source that will cover the aspects mentioned previously. You are encouraged to use graphics and other relevant resources in order to develop a visually appealing yet informative resource.

Ensure you reference and acknowledge all sources of information, graphics, etc.

You will be assigned a group and allocated a physical hazard in Week 7.

**Assessment Due Date**

Week 12 Monday (28 May 2018) 11:59 pm AEST

**Return Date to Students**

Exam Week Friday (15 June 2018)

**Weighting**

40%

**Assessment Criteria**

Length- 10 pages max.

This assessment will be graded with the following criteria

- Identifies and explains the background to the hazard to be covered, including the identification of the workplaces where exposure can be an issue. (15%)
- Explains exposure and effect, and describes the potential health effects (25%)
- Describes the way that you would carry out monitoring for the hazards (20%)
- Proposes appropriate control measures (20%)
- Booklet structure and presentation including referencing (20%)

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online Group

**Submission Instructions**

Via the link on Moodle

**Learning Outcomes Assessed**

- Identify the real problems in occupational health, including indoor and outdoor environments
- Describe the nature of illness and injury associated with occupational exposure to certain hazards.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Moodle Quizzes

**Assessment Type**

Online Quiz(zes)

**Task Description**

In week 6 and in week 12 you will be required to access a Moodle quiz. (40% of total marks, 20% for each quiz) Each quiz will be based on the information that has been covered in lectures until (and including) that week.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 6 quiz will close at 11:55pm on 22/04/18. Week 12 quiz will close at 11:55pm on 03/06/18



**Return Date to Students****Weighting**

20%

**Assessment Criteria**

Marks will be awarded for correct answers

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

Access each quiz at the quiz link on Moodle

**Learning Outcomes Assessed**

- Apply a systems approach to complex problem solving in occupational health, thereby acquiring an ability to extend the reach of managing risk in diverse settings
- Apply knowledge of routes of exposure to the principles of exposure monitoring
- Describe the nature of illness and injury associated with occupational exposure to certain hazards.

**Graduate Attributes**

- Problem Solving
- Critical Thinking

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem