



# **MGT320 Human Resources Risk Management**

## **(3 credit hours)**

### **Course Syllabus**

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#### **Course Description**

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety & workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability.

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Enhance their knowledge and understanding of critical occupational safety and health management issues as they relate to overall effective Human Resources management.
2. Develop an understanding of the legal and regulatory requirements, especially the baselines of OSHA and the fundamental requirements workplace safety programs.
3. Explain why effective HR management of safety and health should go above and beyond the regulatory or minimum compliance requirements.
4. Define common terms and acronyms associated with workplace safety, OSHA, industrial hygiene, workers' compensation, risk management, business continuity, emergency preparedness, and creating a culture of safety.
5. Identify how industrial hygiene fits into an occupational safety and health program, and primary controls used to control workplace exposures.
6. Describe steps that management can take to create and maintain a safe and healthy work environment such as: fire prevention; exposures to blood borne pathogens; personal stress management, preventing workplace violence; improving ergonomics; utilizing safety committees; safety and health training; security; emergency preparedness, and disaster planning.
7. Identify representative and "best practice" techniques for controlling workers' compensation costs.

8. Define the key elements in an employee wellness program.

## Prerequisites/Corequisites

MGT317 and LAW321.

## Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

Goetsch, D. L. (2019). *The basics of occupational safety* (3rd ed.). Upper Saddle River, New Jersey: Prentice Hall. ISBN: 9780134678719

American Psychological Association. (2020). *Publication manual of APA* (7th ed.). APA. ISBN: 9781305102682

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays.**
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays.**

## **Learning Activities**

### **Course Case Study**

Throughout this course we will utilize one case study, “Castro Benende Corporation and the Failure of HR Risk Management Planning” to complete weekly “What Would You Do?” scenarios (Weeks 1-7), weekly Tasks for the HR Risk Management Planning Project (Weeks 1-6, Tasks A-F), the Accident Investigation Plan (Week 4) and Case Study Analysis (Week 7). The case study contains human resource risk management issues relative to assigned weekly topics and textbook chapters. It is recommended that students download and save the case study for easy reference when completing weekly assessments. A PDF version of the case study is located in Course Documents.

### **Case Study Analysis**

Students will analyze the “Castro Benende Corporation and the Failure of HR Risk Management Planning” case study utilizing the “Culbreth 5D Case Study Analysis Strategy.” The strategy involves five steps (1) Determine the HR Risk Management Problem(s), (2) Discuss the HR Risk Management Issue(s), (3) Develop the HR Risk Management Solution(s), (4) Design the HR Risk Management Plan of Action and (5) Deploy the HR Risk Management Plan of Action. Students finalize the case study analysis by writing a recommendation relative to HR Risk Management Planning Strategies. A copy of the “Culbreth 5D Case Study Analysis Strategy” is located in Course Documents and under the tab for Activity7.3 in Week 7.

### **What Would You Do? (Scenarios)**

The weekly scenarios consist of human resource risk management dilemmas/situations from the course case study, weekly topics and assigned textbook chapters. Students will respond to the scenarios by demonstrating critical thinking, logical, analytical and reasoning skills along with ethics. In addition, students will demonstrate the ability to apply their learned knowledge to make informed HR risk management decisions by explaining what they would do to resolve the human resource risk management dilemmas/situations.

### **Human Resource Risk Management Planning Project**

The HR Risk Management Planning Project requires students to create a risk management plan for the “Castro Benende Corporation” (case study). The project is modeled after the HR

council toolkit. Students will complete and submit weekly HR risk management planning tasks that build from the previous week (Tasks A-F).

### Accident Investigation Plan

This activity will require students to develop an Accident Investigation Plan for an accident at “Castro Benende Corporation.” For this activity, students will assume the role of HR Risk Management Specialist and will follow the accident and investigation reporting steps outlined in Chapter 7 of the textbook.

### Reaction Papers

Students will watch two short films “Can’t Take No More” (Week 2) and “The Triangle Fire” (Week 3). Both films focus on the safety and health movements in the workforce. Utilizing critical discourse analysis (an approach for analyzing films and/or media), students will write reaction papers in which they will demonstrate critical thinking and the ability to apply and incorporate learning concepts, theories and terms. Depending on course level or subject matter, emphasize high-order cognitive tasks that challenge students to internalize core concepts and skills (e.g. apply, analyze, evaluate and create). When possible, model successful achievement of outcomes with examples, demonstrations, rubrics or checklists.>

### Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
What Would You Do Scenario	25	25	25	25	25	25	25	175
HR Risk Management Plan	60	60	60	60	60	60	0	360
Reflection and Reaction Discussion	0	0	0	0	0	0	10	10
Case Study Analysis	0	0	0	0	0	0	185	185
Reaction Papers	0	90	90	0	0	0	0	180
Investigation Plan Outline	0	0	0	90	0	0	0	90
<b>Total</b>	<b>85</b>	<b>175</b>	<b>175</b>	<b>175</b>	<b>85</b>	<b>85</b>	<b>220</b>	<b>1000</b>

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

## MGT320 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 1.1 (Forum) - Meet Your Classmates! – Introductory Post</li> </ul>
Week 1: Introduction to Human Risk Management	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 1.2 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 1.2 (Forum): What Would You Do? – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 1.3: HR Risk Management Plan - Task A, The Castro Benende SWOT Analysis</li> <li><input type="checkbox"/> SUN: Review of Case Study Analysis (due in Week 7)</li> </ul>
Week 2: The Health and Safety Movement	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 2.1 (Forum): What Would You Do – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 2.1 (Forum): What Would You Do – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 2.2: Reaction Paper</li> <li><input type="checkbox"/> SUN: Activity 2.3: HR Risk Management Plan -Task B, Castro Benende’s Human Resource Activities and Risk Management</li> </ul>

<b>Topic</b>	<b>Learning Activities</b> (Due by 11:55 p.m. ET on day designated)
<p>Week 3: Fire Hazards, Life Safety &amp; Theories of Accident Causation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 3.1 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 3.1 (Forum): What Would You Do? – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 3.2: Reaction Paper</li> <li><input type="checkbox"/> SUN: Activity 3.3: HR Risk Management Plan -Task C, Castro Benende’s Risks</li> </ul>
<p>Week 4: Workers’ Compensation and Accident Investigations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 4.1 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 4.1 (Forum): What Would You Do? – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 4.2: The Castro Benende Investigation</li> <li><input type="checkbox"/> SUN: Activity 4.3: HR Risk Management Plan -Task D, Assessing Castro Benende Risks and Developing Risk Management Strategies</li> </ul>
<p>Week 5: Ergonomic Hazards and Stress and Safety</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 5.1 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 5.1 (Forum): What Would You Do? – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 5.2: HR Risk Management Plan -Task E, Implementing Castro Benende’s Risk Management Plan</li> </ul>
<p>Week 6: Workplace Violence and Preparing for Emergencies, Disasters and Terrorism</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 6.1 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 6.1 (Forum): What Would You Do? – Secondary Posts</li> <li><input type="checkbox"/> SUN: Activity 6.2: HR Risk Management Plan -Task F, Castro Benende’s Emergency Action Plan (EAP)</li> </ul>
<p>Week 7: &lt;Topic(s)&gt;</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WED: Activity 7.1 (Forum): What Would You Do? – Initial Post</li> <li><input type="checkbox"/> WED: Activity 7.2 (Forum): Reflection and Reaction Discussion – Initial Post</li> <li><input type="checkbox"/> SAT: Activity 7.1 (Forum): What Would You Do? – Secondary Posts</li> </ul>

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
	<ul style="list-style-type: none"> <li data-bbox="548 220 1312 289">☐ SAT: Activity 7.2 (Forum): Reflection and Reaction Discussion – Secondary Posts</li> <li data-bbox="548 310 1149 340">☐ SUN: Activity 7.3: Case Study Analysis</li> </ul>

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

## You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## **Comments or Concerns**

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).