



COURSE OUTLINE: MPF0103 - WORK PRACTICES

Prepared: Josh Boucher

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	MPF0103: WORK PRACTICES FOR CIE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	20F
Course Description:	Upon successful completion of this course, you will, with the assistance of a Learning Specialist, be able to describe the legal responsibilities of employees and employers relating to safe work practices, protection of the environment, and operation of lifting rigging, and blocking equipment according to government safety and environmental legislation, be able to use precision measuring tools, be able to perform fastening device installation and removal procedures, be able to describe the repair procedures for bearings, seals, and sealants, be able to identify and perform proper cleaning methods, be able to select and use proper hand tools including electric and pneumatic tools and be able to identify and perform proper lifting techniques using powered lift trucks and all in accordance to and following manufacturers` recommended procedures, government regulations and safe work practices.
Total Credits:	6
Hours/Week:	12
Total Hours:	84
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Course Evaluation: Passing Grade: 50%, D
 A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Other Course Evaluation & Assessment Requirements: The following semester grades will be assigned to students:
 Grade
 Definition Grade Point Equivalent
 A+ 90 - 100% 4.00
 A 80 - 89%
 B 70 - 79% 3.00
 C 60 - 69% 2.00
 D 50 - 59% 1.00
 F (Fail) 49% and below 0.00
 CR (Credit) Credit for diploma requirements has been awarded.
 S Satisfactory achievement in field /clinical placement or non-graded subject area.
 U Unsatisfactory achievement in field/clinical placement or non-graded subject area.
 X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
 NR Grade not reported to Registrar's office.
 W Student has withdrawn from the course without academic penalty.

Books and Required Resources: Heavy Duty Truck Systems by Bennett
 Publisher: Cengage Learning Edition: 7th
 Automotive Technology a Systems Approach by Restoule
 Publisher: Nelson Education Edition: 3rd Canadian

Course Outcomes and Learning Objectives: Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Use the correct safety and environmental practices associated in a motive power shop.	1.1 List the safety equipment required to operate a motive power shop 1.2 Describe the potential dangers associated with in the motive power repair industry 1.3 Describe the rights and responsibilities of the employer and employees under the Occupational Health and Safety Act. (OHS/A). 1.4 Outline the proper procedures to defuse potentially hazardous situations in the work place 1.5 Exhibit knowledge and understanding of the WHMIS Safety Act 1.6 Demonstrate proper use of cleaning equipment 1.7 Explain the laws and proper handling of air conditioning refrigerants 1.8 Fire Safety 1.9 Proper Personal Protective Safety Equipment 1.10 Outline Hybrid safety guidelines and precautions 1.11 Be able to identify potential safety hazards in a motive

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	<p>power environment:</p> <ul style="list-style-type: none"> • electrical hazards • proper ventilation • glove requirements • slipping hazards • tripping hazards • lifting techniques • eye hazards • hearing hazards • rings and jewelry
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Demonstrate the use of proper jacking and lifting equipment used in the motive power industry.	<p>1.1 Demonstrate the proper method of raising and lowering vehicles using hoists, fork lifts, jacks, blocking and safety stands:</p> <ul style="list-style-type: none"> • Use safety stands and jacks • Perform vehicle placement and movement • Find the lifting points • Outline equipment maintenance • State lifting capacities of hoisting equipment • Use adapters & extensions • Describe types of hoists and lifting equipment • Operate safety locks and releases • Position vehicle / wheel chocks • Check overhead environment • Verify correct engagement of lift points • Verify balance • Verify correct use of safety locks
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Identify and safely use hand and power tools common to the motive power industry.	<p>3.1 verify thread strengths and torque requirements for wet and dry</p> <p>3.2 repair damaged threads</p> <ul style="list-style-type: none"> • free seized threads, remove broken studs / cap screws • install helicoils and keenserts • apply thread locker and anti-seize <p>3.3 perform metal working tasks related to</p> <ul style="list-style-type: none"> • drilling • tapping • hack sawing • filing <p>3.4 Identify hand and power tools used the repair of motive power vehicles and equipment.</p> <p>3.5 Perform component removal and installation using proper tools.</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Define the purpose and fundamentals of fasteners and tightening procedures	<p>4.1 identify fastener grades and applications</p> <p>4.2 demonstrate the ability to identify SAE vrs SI</p> <p>4.3 explain tensile, yield, shear strength and how they differ</p> <p>4.4 choose the proper grade pitch threads per inch for the job being performed</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

	4.5 explain the factors that affect torque such as thread condition, lubrication, temperature and fastener composition
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate a working knowledge of the purpose, construction, principals of operation, and calibration of precision and non-precision measuring tools	5.1 metric and imperial measurements and conversions 5.2 demonstrate use of micrometers (inside and outside) 5.3 use small hole gauges, calipers. Verniers and telescoping gauges 5.4 measure brake drums with metric and imperial drum gauges 5.5 apply torque wrenches to the trade (click, dial, and beam)
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Upon successful completion, the student will be able to operate heating and cutting equipment following manufacturers' recommendations, government regulations, and safe work practices.	6.1 oxy-fuel gases 6.2 eye, face, hand, foot, and clothing protection 6.3 set-up, ignition, and shutdown sequence 6.4 cylinder handling/storage 6.5 fire prevention 6.6 combustible material (eg. Butane lighter risks) 6.7 flashback 6.8 backfire 6.9 removing damaged or broken fasteners 6.10 using heat to free seized fasteners 6.11 cylinders 6.12 identification features 6.13 pressure regulator 6.14 manual valves 6.15 gauges and hoses 6.16 cutting attachments 6.17 tips 6.18 cutting metals 6.19 heating 6.20 torch body 6.21 heating tips 6.22 flashback arresters 6.23 equipment set-up, ignition, and shutdown sequence 6.24 Oxygen and acetylene pressure settings 6.25 ignition procedures 6.26 select heating and cutting tips 6.27 observe tip angle, travel speed, and gap 6.28 demonstrate awareness of potential damage from heating or cutting to surrounding materials 6.29 identify potential risks for altering metallurgical properties 6.30 perform appropriate pressure settings, ignition, and flame adjustments for specific heating and cutting tasks 6.31 remove damaged fasteners 6.32 heating and removing procedures of seized fasteners
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Identify various types and styles of equipment utilized in the Motive Power	7.1 Complete assigned project

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.

Industry.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments/Theory	10%
Employability Skills	10%
Shop/Assigned/Tasks	45%
Tests/Theory	35%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

September 10, 2020

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554