



## OHS 001 – OCCUPATIONAL HEALTH AND SAFETY

### UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

### UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

### UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

### INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

### PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of the BlndTech program can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. Analyze broadly defined industrial technology processes by using analytical tools that enhance creativity, innovativeness, and intellectual curiosity to improve methods, processes, and systems that meet the industry standards;	✓	✓				✓	
b. Design and implement broadly defined industrial systems, components, products, or processes to meet specific industry needs with proficiency and flexibility in the area of specialization in accordance with global standards;	✓	✓		✓		✓	

c. Apply appropriate techniques, resources, and state-of-the-art industrial technology tools to meet current industry needs and use these modern tools and processes to improve and increase entrepreneurial activities upholding the safety and health standards of business and industry;	✓	✓	✓	✓	✓		
d. Communicate with diverse groups of clientele the appropriate cultural language with clarity and persuasion, in both oral and written forms, including understanding and giving of clear instructions, high comprehension level, effectiveness in delivering presentations and writing documents, and articulating technological innovation outputs;	✓	✓	✓	✓	✓		
e. Develop leadership and management skills in a team-based environment by making informed decisions, keeping the team motivated, acting and delegating responsibility, and inspiring positive changes in the organization by exercising responsibility with integrity and accountability in the practice of one's profession;	✓	✓	✓	✓	✓		
f. Practice the moral responsibilities of an industrial technologist to manage and balance wider public interest and uphold the norms and safety standards of the industrial technology profession;			✓	✓	✓	✓	✓
g. Demonstrate enthusiasm and passion for continuous personal and professional development in broadly defined industrial technology and effecting positive changes in the entrepreneurial and industrial endeavor; and	✓	✓	✓	✓	✓	✓	✓
h. Recognize the need for, and an ability to engage in lifelong learning.	✓	✓	✓	✓	✓	✓	✓

1 COURSE CODE OHS 001

2 COURSE TITLE Occupational Health and Safety

3 PREREQUISITE None

4 CREDITS 3 units

### 5 COURSE DESCRIPTION

This course introduces students to the basic concepts of occupational safety and health. It covers work practices and principles aimed at preventing accidents, injuries, and illnesses in the workplace. Students will learn about the Philippine governing laws on OHS and the key concepts, principles, and practices that enhance safety and health in professional environments. The course emphasizes the identification of effective OHS programs and the skills necessary for recognizing hazards and corresponding controls in the workplace.

### 6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

#### Course Learning Outcomes (CLO)

At the end of the course, a student can:

	a	b	c	d	e	f	g
a. Understand SKSU-VGMO, Classroom Policies, Course Overview, Course Requirements and Grading System;	✓	✓	✓	✓	✓	✓	✓
b. Demonstrate knowledge of the basic concepts and principles of occupational safety and health, including regulatory frameworks and standards	✓	✓	✓	✓	✓	✓	✓
c. Apply appropriate safety practices and principles to minimize risks and enhance workplace safety;	✓	✓	✓	✓	✓	✓	✓
d. Advocate and contribute to a positive health and safety culture within the workplace.	✓	✓	✓	✓	✓	✓	✓
e. Understand and explain the legal and ethical responsibilities of employers and employees in maintaining workplace safety.	✓	✓	✓	✓	✓	✓	✓
f. Effectively identify and assess various workplace hazards and risks associated with different industries	✓	✓	✓	✓	✓	✓	✓

g. Identify, select, and demonstrate the correct usage of personal protective equipment relevant to specific workplace scenarios.	✓	✓	✓	✓	✓	✓	✓
h. Conduct basic risk assessments and evaluations to ensure compliance with occupational health and safety regulations.	✓	✓	✓	✓	✓	✓	✓

## 7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	<b>Course Orientation</b> SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the week, the student can: a. Discuss the University's VMGO, classroom policies, course overview, requirements, and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	a. Participation in discussions	abcdefg
2	<b>Introduction to Occupational Safety and Health (OSH)</b> a. Overview of the OSH Situationer. b. Historical context and importance of OSH.	At the end of the week, the students can: a. Explain the fundamental principles of occupational safety and health. b. Demonstrate the ability to identify workplace hazards and assess risks using appropriate methodologies. c. Apply ergonomic principles to enhance workplace design and improve employee well-being and productivity.; d. Explore strategies for fostering a positive safety culture and engaging employees in safety initiatives.	a. Video/PowerPoint presentation b. Interactive Lecture on Introduction to Occupational Safety and Health (OSH) c. Group Activity d. Activity 2.1 Risk Assessment Simulation e. Developing Safety Protocols	a. Conduct hazard identification b. Risk assessment in various work environments. c. Group presents their findings. d. Actual Simulation e. Hands-On Workshop	abcdefg
3	<b>OSH Framework</b> a. Basic Safety and Health (BOSH) Framework b. Roles and responsibilities in safety management.	At the end of the week, the students can: a. Describe the key components and structure of the Occupational Safety and Health (OSH) framework, including its purpose and significance. b. Formulate and propose effective OSH policies that align with the framework and address specific workplace needs. c. Understand the strategies for implementing the OSH framework within an organization, including stakeholder	a. Video/PowerPoint presentation b. Lecture and Interactive Discussion about OHS Framework c. Group Research Activity d. Work in teams to develop an OSH policy.	a. Present the key components of the OSH b. quiz c. Each group researches specific OSH regulations d. Hands-On output	abcdefg

		engagement and resource allocation. d. Apply risk management processes as outlined in the OSH framework to identify, assess, and control workplace hazards.			
4	<b>Hazard Identification and Risk Assessment</b> a. Techniques for identifying hazards. b. Risk assessment methodologies	At the end of the week, the students can:  a. Identify and categorize different types of hazards (physical, chemical, biological, ergonomic, and psychosocial) present in the workplace. b. Conduct thorough hazard identification assessments using appropriate tools and techniques, such as checklists, inspections, and surveys. c. Assess the potential risks associated with identified hazards, considering factors such as likelihood, severity, and exposure frequency d. Evaluate the effectiveness of implemented risk control measures and develop strategies for ongoing monitoring and review of workplace hazards.	a. Video/PowerPoint presentation b. Lecture and Interactive Discussion on Hazard Identification and Risk Assessment c. Group Activity d. Risk Assessment Methods e. Presentation and Feedback	a. Present to class the importance of HIRA in various industries. b. Introduce the fundamental concepts of hazard identification and risk assessment. c. Each group will present and discuss the implications. d. Each group presents their risk assessment findings. e. Quiz	abcdefg
5	<b>Safety in Industry</b> a. Principles of safety in industry b. Tools and techniques for safety analysis	At the end of the week, the students can:  a. Explain the fundamental principles of safety in industrial settings, including the importance of safety culture and employee involvement. b. Demonstrate the ability to identify common hazards specific to various industries, such as manufacturing, construction, and healthcare. c. Apply risk assessment techniques to evaluate potential hazards in industrial environments and recommend appropriate control measures.	a. Video/PowerPoint presentation b. Interactive Lecture on Safety in Industry c. Group Activity c. Hands-on Lab and Demonstration d. <b>Activity 5.1 Developing Safety Protocols</b>	a. Quiz b. Participation c. Each group presents its findings. d. Group Project	abcdefg

**MIDTERM EXAM**

7	<b>Material Handling and Storage</b> a. Safe practices for material handling b. Storage safety protocols	At the end of the week, the students can: a. Explain the fundamental principles of material handling, including the importance of ergonomics and safety in the movement and storage of materials. b. Apply safe techniques for lifting, carrying, and moving materials to minimize the risk of injury and ensure compliance with safety standards. c. Evaluate various storage methods and systems, including shelving, racking, and inventory management, to optimize space and improve safety.	a. Video/PowerPoint presentation b. Interactive Lecture on Material Handling and Storage c. Hazard Identification in Material Handling. d. laboratory hands on activity	a. quiz b. participation c. Group Activity d. hands-on outputs abcdefg
8	<b>Personal Protective Equipment (PPE)</b> a. Types of PPE b. Proper use and maintenance of PPE	At the end of the week, the students can: a. Understand the correct procedures for the proper use, maintenance, and storage of PPE to ensure its effectiveness and longevity. b. Identify various types of personal protective equipment (PPE) and explain their specific uses and applications in different work environments. c. Demonstrate the ability to select appropriate PPE based on risk assessments, job requirements, and potential hazards present in the workplace.	a. Video/PowerPoint presentation b. Interactive Lecture on Personal Protective Equipment (PPE) c. Group Lecture and Discussion on PPE Demonstration and Practice d. Hands-On Workshop	a. Quiz b. participation c. Hands-On Workshop d. activity out-puts abcdefg
9	<b>Emergency Preparedness and Response</b> a. Emergency action plans b. Response procedures for various emergencies	At the end of the week, the students can: a. Understand the importance of resource management during emergencies, including personnel, equipment, and supplies needed for effective response. b. Explain the fundamental principles of	a. Video/PowerPoint presentation b. Lecture and Discussion on Emergency Preparedness and Response c. Emergency Kit Creation d. group discussion e. role-playing activity about the responses procedure	a. Quiz b. participation c. reflection essay d. activity out-puts e. hands-on report abcdefg

		<p>emergency preparedness and the importance of effective planning in various scenarios.</p> <p>c. Demonstrate the ability to identify potential emergencies specific to different environments, including natural disasters, industrial accidents, and hazardous material spills.</p> <p>d. Analyze strategies for promoting a culture of emergency preparedness within organizations, encouraging proactive engagement from all employees.</p>			
10	<b>Health and Safety Inspections</b> <ul style="list-style-type: none"> <li>a. Conducting effective health and safety inspections.</li> <li>b. Reporting and follow-up procedures</li> </ul>	<p>At the end of the week, the students can:</p> <ul style="list-style-type: none"> <li>a. Understand the importance of accurate documentation during inspections and will be able to prepare clear and detailed inspection reports.</li> <li>b. Explore ways to foster a culture of safety within organizations, emphasizing the role of regular inspections in promoting safe practices.</li> <li>c. Demonstrate the ability to prepare for health and safety inspections, including gathering necessary documentation and identifying potential areas of concern.</li> <li>d. Analyze the legal responsibilities of employers and employees regarding health and safety inspections and understand the implications of non-compliance.</li> </ul>	<ul style="list-style-type: none"> <li>a. Video/PowerPoint presentation</li> <li>b. Interactive Lecture on Health and Safety Inspections</li> <li>c. Identifying Hazards workshop</li> <li>d. Role-Playing Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>a. Quiz</li> <li>b. Participation</li> <li>c. Activity outputs</li> <li>d. report in responding to safety issues</li> </ul>	abcdefg
11	<b>FINAL EXAMINATION</b>				

Total No. of Hours: 54

## 8 COURSE REQUIREMENTS AND COURSE POLICIES

**COURSE REQUIREMENTS**

Each student is required to:

1. submit accomplished assignments, and activities;
2. make a PowerPoint presentation, and a written summary of the assigned report;
3. participate actively in all discussion;
4. discuss an assigned topic to report and participate in class discussions; and
5. pass the major exams (midterm and final)

**COURSE POLICIES**

**Attendance:** A student will be marked late if he/she enters the class 5 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

**Missed work or exam:** Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

**Cheating and Plagiarism:** Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

**Use of Technology:** Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed. A scientific calculator (e.g. Casio fx-991ES) shall be utilized in solving.

**9 GRADING SYSTEM AND RUBRICS FOR GRADING**

**GRADING SYSTEM**

**Midterm Grade**

Midterm Examination	50%
Attendance/ Class Participation	5%
Quizzes	5%
Recitation	5%
Activity	20%
Report	15%
<b>TOTAL</b>	<b>100%</b>

**Final Term Grade**

Final Term Examination	50%
Attendance/Class Participation	5%
Quizzes	5%
Recitation	5%
Activity	20%
Report	15%
<b>TOTAL</b>	<b>100%</b>

**FINAL**

Midterm Grade	50%
Final Term Grade	50%
<b>TOTAL</b>	<b>100%</b>

**Materials used:**

Laptop, PowerPoint presentations, and video clips  
Books, Magazines, Online slides, Teacher-made slides

**References:**

- Occupational Safety and Health Administration (OSHA). (2021). **OSHA Standards**.
- Philippine Department of Labor and Employment. (2018). **Occupational Safety and Health Standards**.
- National Institute for Occupational Safety and Health (NIOSH). (2020). **Essential Elements of an Effective Safety and Health Program**.
- Gonzalez, A. J., & Santos, R. M. (2019). **Fundamentals of Occupational Safety and Health**. Manila: Safety Press.

Prepared

  
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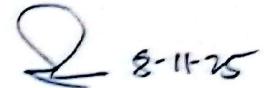
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2025 -08- 11

Noted:

  
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