

Program Curriculum
**BS WORKPLACE HEALTH AND
SAFETY PROMOTION**
4 YEAR PROGRAM



**Department of Public Health (DPH), Institute of Social and
Cultural Studies (ISCS)**
University of the Punjab
Lahore

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Programme	BS Workplace Health and Safety Promotion (WHSP)				
Duration	4 Years	Semesters	8	Credit hours	124
Department	Department of Public Health (DPH), Institute of Social & Cultural Studies (ISCS)				
Faculty	Faculty of Behavioral & Social Sciences				

Department Introduction

The Department of Public Health was established in 2013 under the umbrella of the Institute of Social and Cultural Studies with the collaboration of the Department of Public Health, Bielefeld University, Germany. The Department of Public Health is a student-centered and research-oriented institution offering a range of high-quality educational programs at undergraduate, graduate, and postgraduate levels.

The Department of Public Health is comprehensively covering a wide range of courses, aiming to empower in the field of health promotion, prevention, nutrition, dietetics, occupational health, safety, epidemiology, and environmental health. Imparting knowledge on global health quality initiatives and driving students' application of learned concepts to current public health issues as well as emphasizing public health administration. In addition to this a general overview of different diseases, their incidence and prevalence in different countries, and the strategies developed by these countries to cope with these problems can broaden the aptitude of our graduates to develop an intervention program on a community level or a large scale.

The Department of Public Health has also played an active and a leading role in policy through its direct engagement in policymaking and published research. The expertise of our graduates can be applied in many areas of health; they may specialize in preventing the spread of disease, promoting health services, developing new policies and practices, creating safer work environments, and encouraging communities to adopt healthy lifestyle choices. Our researchers collect and analyze data on health trends within a certain locality or focus their efforts on education and health promotion in the community. This will result in the research for the scientific development of health policies, translation of policies into feasible action plans, and executing such plans. The team lead of our department is one of the leading figures in the Public Health domain to guide policy affairs in Pakistan. Other faculty members work in the areas of health and have done considerable work in the policy domain.

Department Vision

To provide a holistic education as such an approach has a twofold benefit. The first is that young people are nurtured to be sensitive, tolerant, humane, and capable of thinking creatively and critically.

Department Mission

The mission of the public health department is to assess and monitor the health of all kinds of populations on national, regional, and local levels as well as sub-populations within all levels i.e., age groups, risk groups, and vulnerable groups. Assessment and monitoring aim to identify health problems and the core instrument to do this is epidemiology, the scientific method used to describe and analyses the distribution of health within a population.

Department/Institute Goals

- Students shall be academically prepared for careers both in academia and administrative.
- Faculty and students shall be encouraged and supported for national and international academic collaboration for academic scholarship.
- Students and Alumni shall be successful in applying analytical and research skills in their organizational endeavours or in other advanced studies.
- Students graduating from the ISCS shall have the necessary attitudes and skills to become more productive employees, and to continue learning.
- Graduates of ISCS shall be managerial leaders in a variety of organizations.
- The faculty shall demonstrate teaching effectiveness by employing appropriate and creative pedagogical techniques in the classroom.
- The program faculty actively participates in a wide range of professional and scholarly activities.

Program Introduction

BS Workplace Health and Safety Promotion (WHSP) (4 Year) program is an undergraduate degree, which aims to provide an introduction to major concepts and issues in occupational health and safety. The program provides the conceptual framework for working with populations of workers and apply public health principles regarding the work-related hazards and mitigation strategies of prevention and control of these risks. The major courses of this program rely on the synthesis of knowledge in the public health, behavioral sciences, industrial hygiene, injury epidemiology, safety promotion, risk management, toxicology and epidemiology.

The BS WHSP program is designed to equip the students with the knowledge, understanding and skills necessary to work at strategic level within organizations and industries, undertaking effective health, safety and workplace management based around principles of best practice and integrated risk management. The safety promotion component of the WHSP program aims to provide a qualified analysis and understanding of measures which promote safety and prevent injuries from

a local, national and international perspective. Students learn to plan, carry out and assess public safety work.

In addition to the class room learning of theoretical and conceptual framework related to the health, safety and risk management students will also participate in an observational visit to a local manufacturing plants, heavy industries and government institutions/organization working in the field of emergency, rescue and public safety.

The BS WHSP program is a four year (08-semester) degree program comprising of a mixture of core, foundation/ basic, major elective, minor elective and general courses with 124 credit hours to be completed in eight semesters. The students will also be working on different research project for enhancing their research skills.

Initially, this BS (4 Year) program will be offered at the DPH, ISCS and will move to Faculty of Health Sciences when Department of Public Health moved to Faculty of Health Sciences.

Program Objectives

The objectives of BS WHSP (4 Year) Program are to:

1. Enable students to develop the knowledge, understanding and skills necessary to apply appropriate health, safety and risk management techniques at strategic and other levels with organizations and industries
2. Enable students to review and critically evaluate methods and techniques of health, safety and risk management
3. Develop understanding of safe workplace environment and risk associated with wellbeing of workers in industry to enhance awareness of the ways in which health, safety and the risk management integrate with the sustainability agenda
4. Enable students to evaluate and advise upon appropriate strategic and sustainable policies for organizations and industries, including implementation processes
5. Conduct basic and applied research relevant to the description, risk factors and interventions for the resolution of health, safety problems in workers and labor.

Market Need / Rationale of the Program

The Rationale of BS WHSP program is to:

- Provide leadership in managing a diverse and complex range of organizational and industries risks, adopting a strategic, analytical and creative approach to problem solving
- Develop students' abilities to interpret and advice upon policy and legislation within the scope of health, safety and risk management.
- Enable students to develop the research and management skills required to collect, analyze, evaluate and present information in the context of health, safety and risk management.
- Demonstrate specific understanding of key technical options for the prevention, treatment, mitigation and measurement of pollution emissions and waste and identify the best available techniques.
- Assess and critically evaluate risk management methods and techniques within the context of corporate governance and business continuity systems.

•Identify and apply behavioral theories and models in order to understand and enhance health, safety and risk management performance in organizations and industries.

Core Competencies:

At the end of the program, the graduate is expected to:

- Interpret and analyze relevant national and international policy and legislation applicable to organizations within the sphere of health, safety and the risk management.
- Develop and evaluate techniques which can be employed to influence change within organizations and industries in the subject area.
- Engage as a reflective practitioner, self-assess own competency levels for health, safety and risk management, and ensure continuous professional development by identifying and evaluating options for self-improvement.
- Analyze and evaluate a diverse and complex range of health, safety and risk management issues within complex industrial settings, and recommend cost effective solutions.
- Research and investigate health and safety incidents/issues and critically evaluate findings with a view to providing cost effective recommendations for improvement.
- Communicate complex health, safety and risk management issues to both experts and general public.
- Design and undertake an independent research project related to health, safety and risk management issues issues/concerns and write a substantive piece of work

POTENTIAL STUDENTS FOR THE PROGRAM

The candidate having F. Sc. or equivalent qualification with minimum 2nd division and age not more than 24 years are eligible for admission in this program

POTENTIAL EMPLOYERS

- Rescue Department (1122), Government of Punjab
- Labor Department, Government of Punjab
- Environment Protection Department, Government of Pakistan/Punjab
- Health Department such as Primary and Secondary Healthcare Department Specialized Health Education and Healthcare department and Ministry of National Health Services.
- Multinational Companies, Heavy Industries, Large Production Units and other private industries/firms and companies
- International: industry sector in United Arab Emirates and globally.
- NGO's such as ILO, WHO, UNOSHA, Global Road Safety Partnership (GRSP), IOM, UNICEF, USAID, World Bank, and UNFPA.
- Universities and colleges offering this degree program in future

Academic Projection

The following Foreign and Pakistani universities are offering a degree in WORKPLACE HEALTH PROMOTION/ SAFETY PROMOTION AND OCCUPATIONAL HEALTH at BS level.

Foreign Universities

- Johns Hopkins University, USA
- University of Liverpool, United Kingdom

- University of Toronto, Canada
- University of Melbourne, Australia
- Karolinska Institute, Sweden
- Erasmus University Rotterdam, Netherlands
- University of Queensland Australia, Australia
- University of Copenhagen, Denmark
- Heidelberg University, Germany

Pakistani's Universities

- Hamdard University, Karachi
- The Aga Khan University, Karachi
- Preston University, Islamabad
- Pakistan Institute of Management, Karachi

Faculty

The Institute offers M.Phil. & PhD Public Health since 2014. A large body of the permanent faculty has interest and expertise of teaching various courses in the field of public health. In addition, the Institute also hires experts in the said field as visiting faculty for subject areas where there is no faculty available. The Institute already has a large pool of visiting faculty from within the university and outside for teaching some selected courses in this program.

Physical Facilities

ISCS has large infrastructure and resources available to run this program. This includes well equipped class rooms, computer lab, and a library. All class rooms have multimedia available for lectures and other audio visuals. The computer lab has large number of computers with all required software e.g. SPSS, software for GIS with a full time lab attendant. The Institute library also has a large collection of new books and journals in soft and hard form for the students and faculty. In addition to the full time faculty, the Institute has office space assigned for visiting faculty. The Institute has one large auditorium with a seating capacity of around 133 and four conference rooms. These spaces are used regularly for conferences and seminars.

Admission Eligibility Criteria

- **Years of Study completed:** FSC (pre-medical or pre-engineering) or equivalent qualification with minimum 2nd division and age not more than 24 years are eligible for admission in this program. However, No age limit for Self Supporting, Replica, Afternoon & Evening programs.
- **Study Program/Subject :** BS Workplace Health and Safety Promotion
- **Percentage/CGPA:** as per University of the Punjab admission requirements
- **Entry Test (if applicable):** Yes, as per university admission criteria
- **Any other (if applicable)**

Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category(Credit Hours)				
		General Education Courses	Major	Interdisciplinary	Any Other (Quran, Internship & Capstone project)	Semester Load Credit Hours
1	7	9	6	0	0	15
2	7	9	6	0	1	16
3	6	6	9	0	0	15
4	6	6	9	0	1	16
5	6	0	9	6	0	15
6	6	0	9	6	1	16
7	6	0	12	0	3	15
8	6	0	12	0	4	16
PU	50 Courses	30	72	12	10	124
HEC Guidelines	50 Courses	36	72	12	4	124
Difference (HEC & PU)	--	--	-	--	--	

**Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization*

Note: The course/column heads are customizable according to nature and level of the program.

BS Workplace Health and Safety Promotion (4 Years: 8 Semesters)

Course Category	Credit Hours
General Education Courses	30
Major	72
Interdisciplinary	12
Field Experience /Internship	3
Capstone Project/Thesis	3
Quran/others	4
Total Credit Hours	124

Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Credit hours
Semester I				
1	WHP 101	General (Arts & Humanities)	General Education	2
2	WHP 102	Functional English	General Education	3 (2+1)
3	WHP 103	Civics	General Education	2
4	WHP 104	Islamic Studies/ Ethics	General Education	2
5	WHP 105	Fundamentals of Environment & Occupational Health	Major	3
6	WHP 106	Introduction to Workplace Health and Safety Promotion	Major	3 (2+1)
7	WHP 107	Quran	Other	0
Total Credit Hours				15
Semester II				
1	WHP 201	General (Social Sciences)	General Education	2
2	WHP 202	Quantitative Reasoning I	General Education	3 (2+1)
3	WHP 203	Entrepreneurship	General Education	2 (2+1)
4	WHP 204	Ideology & Constitution of Pakistan	General Education	2
5	WHP 205	Fundamentals of Public Health	Major	3
6	WHP 206	Introduction to Fire Safety	Major	3 (2+1)
7	WHP 207	Quran	Other	1
Total Credit Hours				16
Semester III				
1	WHP 301	Application of Information and Communication Technology	General Education	3 (2+1)
2	WHP 302	Expository Writing	General Education	3 (2+1)
3	WHP 303	Bio-Statistics	Major	3 (2+1)
4	WHP 304	Industrial Fire Safety Management Systems	Major	3 (2+1)
5	WHP 305	Introduction and Principles of Risk Management	Major	3 (2+1)
6	WHP 306	Quran	Other	0
Total Credit Hours				15
Semester IV				
1	WHP 401	General (Natural Science)- Human Anatomy	General Education	3 (2+1)
2	WHP 402	Quantitative Reasoning II	General Education	3 (2+1)
3	WHP 403	Emergency and Disaster Management	Major	3 (2+1)

#	Code	Course Title	Course Type	Credit hours
4	WHP 404	Ergonomics	Major	3 (2+1)
5	WHP 405	Environment Science and Sustainability	Major	3 (2+1)
6	WHP 406	Quran	Other	1
Total Credit Hours				16
Semester V				
1	WHP 501	Interdisciplinary I - Mass Communication	Interdisciplinary	3
2	WHP 502	Interdisciplinary II- Sociology of Health and Illness	Interdisciplinary	3
3	WHP 503	Quantitative Research Methods	Major	3 (2+1)
4	WHP 504	First Aid and Trauma Management	Major	3 (2+1)
5	WHP 505	Road Safety and Injury Prevention	Major	3 (2+1)
6	WHP 506	Quran	Other	0
Total Credit Hours				15
Semester VI				
1	WHP 601	Interdisciplinary III - Principles of Psychology	Interdisciplinary	3
2	WHP 602	Interdisciplinary IV- Total Quality Management	Interdisciplinary	3 (2+1)
3	WHP 603	Workplace Health Education and Wellness Programmes	Major	3 (2+1)
4	WHP 604	Principles and Practices of Safety Management System	Major	3 (2+1)
5	WHP 605	Qualitative Research Methods	Major	3 (2+1)
6	WHP 606	Quran	Other	1
Total Credit Hours				16
Semester VII				
1	WHP 701	Fieldwork/Internship	Field Work/others	3
2	WHP 702	Policy, Laws and Regulations in Occupational Safety & Health	Major	3
3	WHP 703	Toxicology and Waste Management	Major	3 (2+1)
4	WHP 704	Occupational and Environmental Hygiene	Major	3 (2+1)
5	WHP 705	Basic Epidemiology	Major	3
6	WHP 706	Quran	Other	0
Total Credit Hours				15
Semester VIII				
1	WHP 801	Capstone Project/Thesis	Capstone Project/Others	3

#	Code	Course Title	Course Type	Credit hours
2	WHP 802	Thesis	Major	3
3	WHP 803	Monitoring and Evaluation of Occupational Safety and Health (OSH)	Major	3 (2+1)
4	WHP 804	Prevention of Communicable, non-communicable diseases and Injuries at workplace	Major	3
5	WHP 805	Disability and Rehabilitation	Major	3
6	WHP 806	Quran	Other	1
Total Credit Hours				16

1. Type of course may be General Education , major, etc.

Research Thesis / Project /Internship		
Internship of 3 Credit Hours in Semester VII Thesis of 6 Credit Hours in Semester VIII		
Award of Degree		
Degree awarding criteria: CGPA Percentage required to qualify for degree award as per Punjab University semester rules for BS Programs		
NOC from Professional Councils (if applicable)		
N/A		
Faculty Strength		
Degree	Area/Specialization	Total
PhD	<ol style="list-style-type: none"> 1. Prof. Dr. Rubeena Zakria (Public Health) 2. Prof. Dr. Farhan Navid Yousaf (Human Trafficking) 3. Prof. Dr. Ahmed Usman (Gender and Cultural Studies) 4. Dr. Akhlaq Ahmad (contemporary sociological theories) 5. Dr. Rahla Rahat (Globalization) 6. Dr. Jafar Riaz Kataria (Political Sociology) 7. Dr. Muhammad Ramzan (Violence, Adolescence, Child Protection, Conflict, 	12

		Mental Health and Social Wellbeing) 8. Dr. Rizwan Safdar (Media Sociology) 9. Dr. Muhammad Siddique Akbar (Sociology of disaster and crisis) 10. Dr. Numan Ali Ch. (Public Health) 11. Dr. Navid Tahir (Public Health) 12. Dr. Fauzia Sadaf (Deviance)	
MPhil		1. Ms. Ayesha Saddiqa (Gender Inequalities) 2. Ruhma Shahzad (Public Health)	2
Total			14
Present Student Teacher Ratio in the Department			
Total Faculty	14	Total Students	2286
		Ratio	163:1
BS Workplace Health & Safety Promotion Course Outlines separately for each course			

Semester I: BS Workplace Health & Safety Promotion

#	Code	Course Title	Course Type
1.		General (Arts & Humanities)	General Education
2.		Functional English	General Education
3.		Civics	General Education
4.		Islamic Studies/ Ethics	General Education
5.	WHSP 101	Fundamentals of Environment & Occupational Health	Major
6.	WHSP 102	Introduction to Workplace Health and Safety Promotion	Major
7.		Quran	Other
Total Credit Hours			15

**Department of Public Health
Institute of Social & Cultural Studies
Faculty of Behavioral & Social Sciences
University of the Punjab, Lahore**

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP	Credit Hours	2
Course Title	General (AH)				
	Same As provided by University				

GENG-101: FUNCTIONAL ENGLISH

General Education Course

Credits:	03
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 3 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

COURSE LEARNING OUTCOMES

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

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

SYLLABUS

1. Foundations of Functional English:

- Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
- Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation, etc.)
- Sentence structure (simple, compound, complex and compound-complex)
- Sound production and pronunciation

2. Comprehension and Analysis:

- Understanding purpose, audience and context

- Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
- Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

3. **Effective Communication:**

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
- Structuring documents (introduction, body, conclusion and formatting)
- Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
- Public speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. “Understanding and Using English Grammar” by Betty Schramper Azar.
2. “English Grammar in Use” by Raymond Murphy.
3. “The Blue Book of Grammar and Punctuation” by Jane Straus.
4. “English for Specific Purposes: A Learning-Centered Approach” by Tom Hutchinson and Alan Waters.
5. “Cambridge English for Job-hunting” by Colm Downes.
6. “Practical English Usage” by Michael Swan.
7. “Reading Literature and Writing Argument” by Missy James and Alan P. Merickel.
8. “Improving Reading: Strategies, Resources, and Common Core Connections” by Jerry Johns and Susan Lenski.
9. “Comprehension: A Paradigm for Cognition” by Walter Kintsch.
10. “Communication Skills for Business Professionals” by J.P. Verma and Meenakshi Raman.

GCCE-201: CIVICS AND COMMUNITY ENGAGEMENT

General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. Students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

COURSE LEARNING OUTCOMES

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful coexistence.

SYLLABUS

- 1. Introduction to Civics and Citizenship:**
 - Definition of civics, citizenship, and civic engagement.
 - Historical evolution of civic participation.
 - Types of citizenship: active, participatory, digital, etc.
 - The relationship between democracy and citizenship.
- 2. Civics and Citizenship**
 - Concepts of civics, citizenship, and civic engagement.
 - Foundations of modern society and citizenship.
 - Types of citizenship: active, participatory, digital, etc.
- 3. State, government and Civil Society**
 - Structure and functions of government in Pakistan.
 - The relationship between democracy and civil society.
 - Right to vote and importance of political participation and representation.
- 4. Right and Responsibilities**
 - Overview of fundamental rights and liberties of citizens under Constitution of

Pakistan 1973.

- Civic responsibilities and duties.
- Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)

5. **Community Engagement**

- Concept, nature and characteristics of community.
- Community development and social cohesion.
- Approaches to effective community engagement.
- Case studies of successful community driven initiatives.

6. **Advocacy and Activism**

- Public discourse and public opinion.
- Role of advocacy in addressing social issues.
- Social action movements.

7. **Digital Citizenship and Technology**

- The use of digital platforms for civic engagement.
- Cyber ethics and responsible use of social media.
- Digital divides and responsible (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.

8. **Diversity, Inclusion and Social Justice:**

- Understanding diversity in society (ethnic, cultural, economic, political etc.).
- Youth, women and minorities' engagement in social development.
- Addressing social inequalities and injustices in Pakistan.
- Promoting inclusive citizenship and equal rights for societal harmony and peaceful coexistence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

1. **Community Storytelling:** Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentationsthat capture the lived experiences and perspectives of diverse individuals.
2. **Community Event Planning:** Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service-Learning:** Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. **Cultural Exchange Activities:** Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings,performances, and presentations that promote cross-cultural understanding.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Civics Today: citizenship, Economics, & You" by McGraw-Hill Education.
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities: by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
6. "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
7. "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie-Monique Steckel.

GISL-101: ISLAMIC STUDIES

General Education Course

Credits:	02
Pre-	Nil
Requisite:	
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a comprehensive overview of the fundamentals aspects of Islam, its benefits, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue.

COURSE LEARNING OUTCOMES

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

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, fundamental sources of Shiarah, spiritual values and ethical principles.
2. Describe basic sources of Islamic law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

SYLLABUS

حصہ اول

1 قرآن مجید

- 1- قرآن مجید: معنی و مفہوم، اہمیت و قہمیلیب، آداب و شرائط تلاوت
- 2- وحی کا معنی و مفہوم، وحی کی اقسام
- 3- قرآن مجید کی جمع و تدوین، حفاظت قرآن
- 2- حبیبہ نبوی صلی اللہ علیہ وآلہ وسلم
- 1- حبیبہ کا معنی و مفہوم، اقسام حبیبہ (قولی - فعلی - تقریری)
- 2- ضرورت و اہمیت حبیبہ
- 3- مطالعہ حبیبہ (ترجمہ 6 + تشریح 4 = 10 نمبر)

1. عَنْ عُمَرَ بْنِ الْخَطَّابِ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ سَمِعْتُ رَسُولَ اللَّهِ ﷺ يَقُولُ: «يَهْدِي الْأُمَّةَ إِلَى الْبِرِّ وَالْإِيمَانِ وَالْإِسْلَامِ وَالْإِسْلَامُ بِمَنْعَةِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ» وَفِيهَا قَوْلُهُ: «وَمَنْ كَانَتْ دُنْيَا يَصُحُّهَا، أَوْ عَمَلٌ أَقْبَرُ وَجْهَهَا فَهَجَرْتُهُ إِلَى مَا هَاجَرَ إِلَيْهِ» (صحيح بخاری: 1)

2. عن عثمان بن عفان بن عمر بن عبد الله عن النبي ﷺ قال: **يَبْرُؤُكُمْ كُمْزٌ مِّن تَعْلَمُ الثَّوَانِ وَعَلَيْهِمُ** (صحيح بخاري: 502)
3. عن مالك بن سنان بن يحيى - الله عنه قال: قال رسول الله ﷺ: **تَرَكْتُ لَكُمْ لِيَكْفِيَكُمْ مِمَّنْ يَنْتَهِي عَنِ مَنِّهِ** (صحيح مسلم: 113)
4. عن عبد الله بن عمر بن عبد الله عن النبي ﷺ قال: قال رسول الله ﷺ: **لَا يَزَالُ لَكُمْ لِيَكْفِيَكُمْ مِمَّنْ يَنْتَهِي عَنِ مَنِّهِ** (صحيح بخاري: 6011)
5. عن الثعلبي بن يحيى - الله عنه قال: قال رسول الله ﷺ: **تَرَى الْيَوْمَ مَنِّي تَرَى الْيَوْمَ مَنِّي** (صحيح بخاري: 6011)
6. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
7. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
8. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
9. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
10. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
11. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
12. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
13. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
14. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)
15. عن ابن عمر بن عبد الله عن النبي ﷺ قال: **أَتَذَرُونَ مَا يُنْفِلُ قَالَوا: أَلَيْسَ فِيمَا مِنْ لَكُمْ هَمَلَةٌ** (صحيح بخاري: 6011)

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 101	Credit Hours	3
Course Title	Fundamentals of Environment and Occupational Health				
Course Title					

WHSP 101: Fundamentals of Environment and Occupational Health

Course Description

- This course introduces the principles of environmental health and occupational health.
- This course will examine the short- and long-term effects of environmental hazards on worker’s health. Students consider their own interactions with natural and human made environments to assess the impact of chemical, physical, biological, and social elements on their health.

Course Objectives

After studying this course, students should be able to:

1. Describe effects of environment on health
2. Identify Enforcement Policy
3. Highlight demands of the Health and Safety Service
4. Inspect Environmental Protection Inspection Service
5. Understand licensing and Regulatory rule

Course Content

1. Introduction to Environment

- Air Pollution
- Noise Pollution
- Water Pollution
- Water Purification
- Radiation, its Hazards and Prevention
- Waste Management

2. Ozone Layer Depletion

- Climate Change and Global Warming

3. Introduction to Occupational Health

- Evolution of Occupational Health (Labor Movements)
- Occupational Health Hazards and its Prevention

- Workplace Safety
- Prevention of hospital based health hazards in hospital workers
- Personal Protective Equipment (PPE)
- Social Security

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Friis, R. (2012). Essentials of Environmental Health. (2 ed.). Burlington, MA: Jones and Bartlett Learning. ISBN#: 9780763778903 (print), 9781449632380 (e-text).
2. Koh, D.(Author) & Takahashi, K. (Ed.) (2011). Textbook of Occupational Medicine Practice (3rd Edition). ISBN-10: 9814329576.
3. Pedro, M. A., João, S. B., Mónica, P. B., Paula, C., Néilson, C., Rui, B. M., Sérgio, M. A., & Gonçalo, P. (2019). Occupational and Environmental Safety and Health edited
4. Barry, S. L., David, H. W., Sherry, L. B., & Rosemary, K. S. (2018). Occupational and Environmental Health: Recognizing and Preventing Disease and Injury 7th edition.
5. Barry, S. L., David, H. W., Sherry, L. B., & Rosemary, K. S. (2011). Occupational and Environmental Health: Recognizing and Preventing Disease and Injury 6th edition.
6. Moore, G. S. (2002). Living with the earth: Concepts in environmental health science, 2nd Edition. Boca Raton, FL: Lewis Publishers.
7. Sellers, C. C. (1997). Hazards of the job: from industrial disease to environmental health science. Chappel hill: University of North Carolina Press.
8. Vesilind, P. A., & Pierce, J. J. (1983). Environmental Pollution and Control, 4th Education Boston MA: Butter worths Publishers.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 102	Credit Hours	3
Course Title	Introduction to Workplace Health and Safety Promotion				

Introduction to Workplace Health and Safety Promotion

Course Description

- This course introduces the student to basic fundamentals of health and safety in the workplace, sound environmental procedures in and around the workplace and home safety.
- It will enable students to review the basic legislations and rules and regulations, government or institution based, governing employee, employer, and public safety and assist the students in identifying personal health and safety concerns.

Course Objectives

After completing this course, students will be able to:

1. Identify health and safety concerns in the workplace, the home, and the environment
2. Interpret existing legislation on health and safety matters.
3. Gain knowledge in designing, implementing, and evaluating effective health promotion strategies and programs, and managing programs in accordance with organizational policies and procedures
4. Create and implement a plan to reduce or eliminate health and safety concerns in the workplace and the surrounding environment.
5. Choose effective incentives & create a supportive healthy and safe environment
6. Demonstrate effective use of core concepts such as employee involvement, health management, programming across all health and safety dimensions, presentism, and work-life balance.

Course Contents

1. Introduction to Health and Safety

- Health and safety
- Workplace health and safety
- Health and safety promotion
- Legislation on Health and Safety
- Strategies to promote individual and organizational health and safety

2. Assessing Health Risks at Work

- Factors Influencing Health Risks
- Workplace Risk Assessment
- Reducing and Eliminating Health & Safety risks

3. Designing layout for safe workplaces

4. Cost effective incentives and supportive safe environment

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Kirsten.W & Karch.R.C (2001), "Global Perspectives In Workplace Health Promotion", Jones & Bartlett. Edition 1.
2. O'Donnell.M.P (2001), "Health Promotion in the Workplace", Delmar Cengage Learning; 3 edition. International Journal of Workplace Health Management
3. Dhillon, B.S. (2003). Engineering Safety: Fundamentals, Techniques and Applications (Series on Industrial & Systems Engineering) Paperback – Import.
4. Joseph, F. L & Daniel, A. C. (2011). Chemical Process Safety: Fundamentals with Applications (3rd Edition) [Paperback] Paperback.
5. Brauer, R. (1990). Textbook of Safety and Health for Engineers. Online ISBN 9780471750932.
6. Manuele, F.A. (2008). Textbook of Advanced Safety Management. Online ISBN 9781118840900
7. Stewart, J.H (2000). Textbook of Occupational Safety Calculations. Kirsten.W & Karch.R.C (2001), "Global Perspectives In Workplace Health Promotion", Jones & Bartlett. Edition 1.
8. O'Donnell, M. P. (2001), "Health Promotion in the Workplace", Delmar Cengage Learning; 3 edition.
9. International Journal of Workplace Health Management
10. American Journal of Health Promotion.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP	Credit Hours	0
Course Title	Quran				
	Same As provided by University				

Semester II: BS Workplace Health and Safety Promotion

No	Course Code	Course Title	Category	Cred. Hours
1.		General (Social Sciences)	General Education	2
2.		Quantitative Reasoning I	General Education	3 (2+1)
3.		Entrepreneurship	General Education	2 (1+1)
4.		Ideology & Constitution of Pakistan	General Education	2
5.	WHSP-103	Fundamentals of Public Health	Major	3
6.	WHSP 104	Introduction to Fire Safety	Major	3 (2+1)
7.		Quran	Other	1
Total Credit Hours			16	

CODE GSS-000 GENERAL (SOCIAL SCIENCES)

1. **GOR-101: QUANTITATIVE REASONING (I)**

General Education Course

Credits:	03
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

Quantitative Reasoning (I) is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

SYLLABUS

1. **Numerical Literacy**
 - Number system and basic arithmetic operations;
 - Units and their conversions, area, perimeter and volume;
 - Rates, ratios, proportions and percentages;
 - Types and sources of data;
 - Measurement scales;
 - Tabular and graphical presentation of data;
 - Quantitative reasoning exercises using number knowledge.
2. **Fundamental Mathematical Concepts**
 - Basics of geometry (lines, angles, circles, polygons etc.);
 - Sets and their operations;
 - Relations, functions, and their graphs;
 - Exponents, factoring and simplifying algebraic expressions;
 - Algebraic and graphical solutions of linear and quadratic equations and inequalities;
 - Quantitative reasoning exercises using fundamental mathematical concepts.

3. Fundamental Statistical Concepts

- Population and sample; Graphical presentation of data
- Summarizing data; Measures of central tendency, dispersion and their applications;
- Rules of counting (multiplicative, permutation and combination);
- Basic concept of probability; Applications of a priori and relative frequency approach
- Quantitative reasoning exercises using fundamental statistical concepts

SUGGESTED INSTRUCTIONAL / READING MATERIALS

1. “Quantitative Reasoning: Tools for Today’s Informed Citizen” by Bernard L. Madison, Lynn and Arthur Steen.
2. “Quantitative Reasoning for the Information Age” by Bernard L. Madison and David M. Bressud.
3. “Fundamentals of Mathematics” by Wade Ellis.
4. “Quantitative Reasoning: Thinking in Numbers” by Eric Zaslow.
5. “Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis” by Ehtan Bueno de Mesquita and Anthony Fowler.
6. “Using and Understanding Mathematics: A Quantitative Reasoning Approach” by Bennett, J. O., Briggs, W.L., & Badalamenti, A.
7. “Discrete Mathematics and its Applications” by Kenneth H. Rosen.
8. “Statistics for Technology: A Course in Applied Statistics” by Chatfield, C.
9. “Statistics: Unlocking the Power of Data” by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

GENT-201: ENTREPRENEURSHIP

General Education Course

Credits:	02
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge; skills and abilities, enabling them seize the identified opportunities for initiating of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation, overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Knowledge of fundamental entrepreneurial concepts, skills and process:
2. Understanding of different personal, social and financial aspects associated with entrepreneurial activities:
3. Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on exports;
4. Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

SYLLABUS

- 1. Introduction to Entrepreneurship**
 - Definition and concept of entrepreneurship;
 - Why to become an entrepreneur?
 - Entrepreneurial process;
 - Role of entrepreneurship in economic development.
- 2. Entrepreneurial Skills;**
 - Characteristics and qualities of successful entrepreneurs (including stories of successes and failures):
 - Areas of essential entrepreneurial skills and abilities such as creative and critical thinking innovation and risk taking.
- 3. Opportunity Recognition and Idea Generation:**
 - Opportunity identification, evaluation and exploitation;
 - Innovative ideas generation techniques for entrepreneurial ventures.

- 4. Marketing and sales**
 - Four P's of Marketing;
 - Developing a marketing strategy;
 - Branding.
- 5. Financial Literacy:**
 - Basic concepts of income, savings and investments;
 - Basic concepts of assets, liabilities and equity;
 - Basic concepts of revenue and expenses;
 - Overview of cash-flows;
 - Overview of banking products including Islamic modes of financing;
 - Sources of funding for startups (angel financing, debt financing, equity financing etc.)
- 6. Team Building for Startups:**
 - Characteristics and features of effective teams
 - Team building and effective leadership for startups.
- 7. Regulatory Requirements to Establish Enterprises in Pakistan:**
 - Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.);
 - Intellectual property rights and protection;
 - Regulatory requirements to register an enterprise in Pakistan, with special emphasis on exports firms;
 - Taxation and financial reporting obligation.

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and abilities acquired in the course to develop a feasible business plan and where possible explore the possibility of implementing the plan with support and assistance from established business- persons and entrepreneurs.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringers and R. Duance Ireland.
2. "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko.
3. "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffry A. Timmons, Stephen Spinelli Jr., and Rob Adams.
4. "Entrepreneurship: A Real-World Approach" by Rhonda Abrans.
5. "The Lean Startup: How Today's Entrepreneurs use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
6. "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valcric Ohlsson.

GICP-101: IDEOLOGY AND CONSTITUTION OF PAKISTAN

General Education Course

Credits:	02
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistan citizens to enable them function in a socially responsible manner.

COURSE LEARNING OUTCOMES

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

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding father of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistan citizens as enshrined in the Constitution of Pakistan 1973.

SYLLABUS

- 1. Introduction to the Ideology of Pakistan:**
 - Definition and significance of ideology.
 - Historical contest of the creation of Pakistan (with emphasis on socio-political religious and cultural dynamics of British India between 1857 till 1947).
 - Contributions of founding fathers of Pakistan of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.
 - Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
- 2. Two-Nation Theory:**
 - Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).
- 3. Introduction to the Constitution of Pakistan:**
 - Definition and importance of a constitution.
 - Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
- 4. Constitution and State Structure:**

- Structure of Government (executive, legislature, and judiciary).
- Distribution of powers between federal and provincial governments.
- 18th Amendment and its impact on federalism.

5. Fundamental Right, Principles of Policy and Responsibilities:

- Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
- Overview of Principles of Policy (Articles 29-40).
- Responsibilities of the Pakistan citizens (Article 5).

6. Constitutional Amendments:

- Procedures for amending the Constitution.
- Notable Constitutional amendments and their implications

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jala.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Lan Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan" by G.W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 103	Credit Hours	3
Course Title	Fundamentals of Public Health				
Course Title					

WHSP 103- Fundamentals of Public Health

Course Objectives:

After studying this course, you should be able to:

- i. Define and understand concept of health
- ii. Identify determinants of health
- iii. Enumerate the indicators of health
- iv. Understand the concept of disease causation
- v. Understand the levels of prevention
- vi. Cover basic definitions and historical background of public health
- vii. Identify relationship of personal hygiene with disease
- viii. Describe how personal hygiene improves health of individuals

Course Contents:

Introduction

- i. Concept of health
- ii. Types/Dimensions of health
- iii. Definition of health
- iv. Determinants of health
- v. Responsibility of health
- vi. Indicators of health

Disease and Prevention

- vii. Concept of disease
- viii. Disease classification
- ix. Concept of causation
- x. Levels of prevention

Public Health

- xi. What is public health
- xii. Historical background of public health
- xiii. Evolution of public health
- xiv. Definitions of common public health terms

Introduction to Personal Hygiene

- xv. Body hygiene: Hand wash, Oral, Hand, Eye, Hair and Feet hygiene
- xvi. Role of personal hygiene in communicable and non-communicable diseases
- xvii. Personal hygiene at home, school and workplace

Recommended Books/Readings:

1. Global Health 101, Fourth Edition By Richard Skolnik 2019.
2. Fundamentals of Biochemistry: Life at the Molecular Level by Donald Voet, Judith G. Voet, Charlotte W. Pratt 2016.
3. Polyphenols in Human Health and Disease Volume-1 edited by Ronald Ross Watson, Victor R. Preedy, Sherma Zibadi 2014.
4. Basch PF. Textbook of international health, 2nd edition New York, NY: Oxford University Press 2003.
5. Brownson RC, Baker BA, Leet TL, Gillespie KN. Evidence-based public health. New York, NY: Oxford University Press; 2003.
6. Detels R, McEwen J, Beaglehole R, Tanaka H, (eds.). Oxford textbook of public health: the practice of public health, 4thed. Oxford: Oxford University Press; 2002.
7. Personal Hygiene care first edition 2010 Willey Blackwell
8. Personal Hygiene and sexual health 2010 by Camilla De la Bédoyère
9. Healthy Living. Web Health Center
10. Sharon O Neil. Personal Hygiene Basic. Live Strong.com
11. Beth W Ornstein. A Guide to good personal hygiene. Everyday health.com
12. Virginia Smith. Clean: A History of Personal Hygiene and Purity. Oxford University Press

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 104	Credit Hours	3
Course Title	Introduction to Fire Safety				

WHSP 104- Introduction to Fire Safety

Course Description

- The Fire Safety Training Course is designed to raise awareness of fire hazards at the workplace and how to act safely in the event of an emergency fire situation, including selecting and using the correct fire extinguisher.

Course Objectives

After studying this course, students should be able to:

1. Describe the physics and chemistry of fire
2. Identify fire hazards at the workplace
3. Learn about evacuation procedures
4. Select and use of appropriate firefighting equipment

Course Contents

Introduction to Fire safety

- Fire safety
- Fire chemistry
- Principles of Fire and Explosion
- Characteristics of Fire
- Flammable and combustible materials
- Types/classification of fire

Fire Safety Hazards and Prevention

- Major reasons/causes of fire
- Lithium-Ion Batteries
- Fire prevention
- Actions in the event of a fire
- Fire safety equipment
- Fire extinguishers
- Fire Extinguisher Assessment
- Using a Fire Extinguisher

- Fire Alarms
- Smoke Alarm
- Sprinklers
- Fire blankets
- Fire safety signage
- Exit routes (internal & external)
- Exit Signs
- Emergency lighting
- First aid kit
- Fire safety evacuation plan

Practical Contents

- Hands-on training on the use of Fire extinguishers
- Development of fire safety and prevention plan
- Fire drill

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work and practical demonstrations. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, hand-on practical exercises and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Muckett, M., & Furness, A. (2007). *Introduction to fire safety management*. Routledge.
2. Sang-Pil, H., & Mu-Heon, J. (2013). A Study on Introduction of Fire Prevention Sub-Manager for Efficient Fire Safety Management. *Journal of Korean Institute of Fire Science and Engineering*, 27(3), 80-84.
3. James, D. (2016). *Fire prevention handbook*. Elsevier.
4. Drysdale, D. (2011). *An introduction to fire dynamics*. John wiley & sons.
5. Ferguson, L. H., & Janicak, C. A. D. (2005). *Fundamentals of fire protection for the safety professional*. Government Institutes.
6. Diamantes, D., & Jones Jr, A. M. (2020). *Principles of fire prevention*. Jones & Bartlett Learning.

7. Della-Giustina, D. E. (2014). *Fire safety management handbook*. CRC Press.
8. The Occupational Safety and Health Administration (OSHA). Fire Protection and Prevention. <https://www.osha.gov/sites/default/files/2019-03/fireprotection.pdf>
9. The National Fire Protection Association (NFPA). <https://www.nfpa.org/About-NFPA>
10. The National Examination Board in Occupational Safety and Health (NEBOSH). <https://www.nebosh.org.uk/home/>

**Department of Public Health
Institute of Social & Cultural Studies
Faculty of Behavioral & Social Sciences
University of the Punjab, Lahore**

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 201	Credit Hours	1
Course Title	Quran (Semester II)				
	Same as provided by University				

Semester III: BS Workplace Health and Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.		Application of Information and Communication Technology	General Education	3 (2+1)
2.		Expository Writing	General Education	3 (2+1)
3.	WHSP 201	Bio-Statistics	Major	3 (2+1)
4.	WHSP 202	Industrial Fire Safety Management Systems	Major	3 (2+1)
5.	WHSP 203	Introduction and Principles of Risk Management	Major	3 (2+1)
6.		Quran	Other	0
Total Credit Hours				15

GICT-101: APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

General Education Course

Credits:	03 (Class Credits: 02; Lab Credits: 01)
Pre-Requisite:	Nil
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	1 – 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

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

1. Explain the fundamental concepts, components, and scope of information and communication Technologies (ICT)
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand and ethical and legal considerations in use of ICT platforms and tools.

SYLLABUS

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basic of hardware, software, ICT platforms, networks, local and cloud data storage etc.)
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.)
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.)
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft

integration).

- Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
- Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
- Social media applications (LinkedIn, Facebook, Instagram, etc.).

3. ICT in Education

- Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
- Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
- Interactive multimedia and virtual classrooms.

4. ICT in Health and Well-being:

- Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiami Mi Band, Runkeeper, etc.).
- Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).

5. ICT in Personal Finance and Shopping:

- Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, 1Link and MNET, Keenu Wallet, etc.)

6. Digital Citizenship and Online Etiquette:

- Digital identity and online reputation.
- Netiquette and respectful online communication.
- Cyberbullying and online harassment.

7. Ethical Considerations in Use of ICT Platforms and Tools:

- Intellectual property and copyright issues.
- Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.
- Content accuracy and integrity (ensuring that the content share through ICT platforms is free from misinformation, fake news, and manipulation).

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, the course will include:

1. Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software, (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
2. Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
3. The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. "Discovering Computers" by Vermaat, Shaffer, and Freund.
2. "GO! With Microsoft Office" Series by Gaskin, Vargas, and McLellan.
3. "Exploring Microsoft Office" Series by Grauer and Poatsy.
4. "Computing Essentials" by Morley and Parker.
5. "Technology in Action" by Evans, Martin and Poatsy.

GENG-201: EXPOSITORY WRITING

General Education Course

Credits:	03
Pre-Requisite:	Functional English
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	2 – 4 Semesters
Type:	General Education
Fields:	All

DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

COURSE LEARNING OUTCOMES

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

- Understand the essential of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
- Demonstrate mastery of diverse expository types to address different purposes and audiences.
- Uphold ethical practices to maintain originality in expository writing.

SYLLABUS

1. Introduction to Expository Writing:

- Understanding expository writing (definition, types, purpose and applications)
- Characteristics of effective expository writing (clarity, coherence and organization)
- Introduction to paragraph writing

2. The Writing Process:

- Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
- Drafting (three stage process of drafting techniques)
- Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
- Proof reading (fine-tuning of the draft)
- Peer review and feedback (providing and receiving critique)

3. Essay Organization and Structure:

- Introduction and hook (engaging readers and introducing the topic)
- Thesis statement (crafting a clear and focused central idea)
- Body Paragraphs (topic sentences, supporting evidence and transitional devices)
- Conclusion (types of concluding paragraphs and leaving an impact)
- Ensuring cohesion and coherence (creating seamless connections between paragraphs)

4. Different Types of Expository Writing:

- Description
- Illustration
- Classification
- Cause and effect (exploring causal relationships and outcomes)
- Process analysis (explaining step-by-step procedures)
- Comparative analysis (analyzing similarities and differences)

5. Writing for Specific Purposes and Audiences:

- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
- Writing for academic audiences (formality, objectivity, and academic conventions)
- Writing for public audiences (engaging, informative and persuasive language)
- Different tones and styles for specific purposes and audiences

6. Ethical Considerations:

- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation and referencing (APA, MLA, or other citation styles)
- Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
- Avoiding plagiarism (ethical considerations and best practices)

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. “The St. Martin’s Guide to Writing” by rise B. Axelrod and Charles R. Cooper.
2. “They Say / I Say: The Moves That Matter in Academic Writing” by Gerald Graff and Cathy Birkenstein.
3. “Writing Analytically” by David Rosenwasser and Jill Stephen.
4. “Style: Lessons in Clarity and Grace” by Joseph M. Williams and Joseph Bizup.
5. “The Elements of Style” by William Strunk Jr. and E.B. White.
6. “Good Reasons with Contemporary Arguments” by Lester Faigley and Jack Selzer.
7. “Writing to Learn; How to Write – and Think – Clearly About Any Subject at All” by William Zinsser.
8. “The Norton Field Guide to Writing” by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
9. “The Art of Styling Sentences” by Ann Longknife and K.D. Sullivan.
10. “Writing Today” by Richard Jonson-Sheehan and Charles Paine.

**Department of Public Health
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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 201	Credit Hours	3
Course Title	Bio-Statistics				

WHSP 201- BIO-STATISTICS

Course Objectives:

After studying this course, you should be able to:

- i. Present & Interpret data in tabular and graphical forms
- ii. Apply the basic rules of probability
- iii. Summarize data using the appropriate measures of central tendency and variation
- iv. Apply the principles of normal distribution on a population and on sample means
- v. Determine the required sample size for a given level of significance
- vi. Determine & interpret the confidence interval for sample means and proportions
- vii. Apply the appropriate test of significance to test the hypothesis on a given data set

Course Contents:

- i. Introduction to Biostatistics and its Application in Research
- ii. Data: its Types, Sources and uses
- iii. Organizing and Displaying Data
- iv. Measures of Central Tendency and Measures of Dispersion
- v. Introduction to Statistical Software
- vi. Probability
- vii. Normal Distribution
- viii. Sampling Techniques
- ix. Confidence Intervals for Mean
- x. Confidence Intervals for Proportion
- xi. Hypothesis Testing
- xii. Introduction to Tests of Significance
- xiii. Correlation and Regression

Practical Contents

1. Frequency distribution
2. Stem-and-leaf diagram
3. Various types of graphs
4. Mean,
5. Geometric mean harmonic mean,
6. Median,
7. Quartiles deviation,
8. Mean deviation.
9. Standard deviation,
10. Variance,
11. Coefficient of variation,
12. Skewness and kurtosis
13. Regression analysis
14. ANOVA

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Sessional Work

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Books/Readings:

1. Bio Statistics Bush, Heather M 2012.
2. Fundamentals of Biostatistics 7th edition by Bernard Rosner 2011.
3. Bio Statistics Daniel, Wayne W 2009.
4. Bio Statistics Rao, K Visweswara (ed) 2009.
5. Pagano, Gauvreau Principles of Biostatistics 2nd Thomson
6. Rosner Fundamentals of Biostatistics 6th Thomson
7. Daniel WW Biostatistics: A Foundation for analysis in Health Sciences 5th (1990) John Wiley and Sons

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 202	Credit Hours	3
Course Title	Industrial Fire Safety Management Systems				

WHSP 202- Industrial Fire Safety Management Systems

Course Description

- The goal of this course is to give knowledge and comprehension of key fire safety principles, as well as the technical, legislative, and practical skills needed to support the function of fire safety managers and to provide a solid foundation for additional learning.
- Fire Safety Management is concerned with the comprehensive study of fire prevention, fire development, fire containment, fire dynamics, fire decay and suppression, and the means by which fire safety measures are managed to limit the human, environmental, and financial effects of fire.

Course Objectives

After studying this course, students should be able to:

- Know about the Safety management systems
- Industrial fire safety management systems
- Develop a fundamental understanding of health and safety management along with the skills and knowledge required for all those responsible for fire safety in their workplace.
- Understanding about the fire legislation, risks, causes and preventative measures, as well as how to ensure the safety of people at various workplaces in the event of fire.

Course Contents

Introduction to Fire Safety Management Systems (FSMS)

- Health and safety management systems
- Fire safety management systems
- Industrial fire safety management systems (IFSMS)
- Major components of IFSMS
- Accident related models and organizational models to establish FSMS
- Fire safety risk assessment

- Fire safety audit
- Responsibilities of various stakeholders in establishment of FSMS
- Hierarchy of compliance and control in effective management of FSMS
- Development of Documentation/paper work and written materials (SOPs, guidelines for safety, Safety data sheets etc.) required for establishment and management of FSMS

Development of Fire Safety Management Systems (FSMS) across various industries

- Requirement for development and management of FSMS across small, medium and large size industries
- Requirement for development and management of FSMS at local, national and multinational levels industries
- Legislations (local, national and international) for development and management of FSMS
- Development and management of FSMS at:
 - Textile industry
 - Chemical industry
 - Oil and gas industry
 - Electronics
 - Mining and metals
 - Food and beverages
 - Energy industry
 - Pharma & biotech
 - Aviation and airports
 - Construction industry
 - Health care industry (primary, secondary and tertiary care hospitals)
 - Agriculture and Forestry
 - Domestic fires
 - Any other industry(s)

Practical Contents

- Industrial visits to observe FSMS
- Fire risk assessment and Development of FSMS for different industries (Assignment)
- Fire safety audit course

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work and practical demonstrations. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, hand-on practical exercises and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Davletshina, T. (1998). *Industrial Fire Safety Guidebook*. Elsevier.
2. Muckett, M., & Furness, A. (2007). *Introduction to fire safety management*. Routledge.
3. Li, Y., & Guldenmund, F. W. (2018). Safety management systems: A broad overview of the literature. *Safety science*, *103*, 94-123.
4. Chen, C. Y., Wu, G. S., Chuang, K. J., & Ma, C. M. (2009). A comparative analysis of the factors affecting the implementation of occupational health and safety management systems in the printed circuit board industry in Taiwan. *Journal of Loss Prevention in the Process Industries*, *22*(2), 210-215.
5. Liu, Z., Xie, K., Li, L., & Chen, Y. (2020). A paradigm of safety management in Industry 4.0. *Systems Research and Behavioral Science*, *37*(4), 632-645.
6. Rashoyan, I. (2024). Theoretical aspects of designing an integrated management system of industrial, fire and environmental safety of the organization. In *E3S Web of Conferences* (Vol. 471, p. 03007). EDP Sciences.
7. Lui, G. C., & Chow, W. K. (2007, October). Fire safety management for small and medium enterprise offices in old industrial buildings. In *Proceedings of the 6th International Conference on Indoor Air Quality, Ventilation and Energy Conservation in Buildings* (pp. 929-936).
8. Benichou, N., Kashef, A., Torvi, D. A., Hadjisophocleous, G. V., & Reid, I. (2002). *FIERAsystem: a fire risk assessment model for light industrial building fire safety evaluation*. NRC, Institute for Research in Construction.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 203	Credit Hours	3
Course Title	Introduction and Principles of Risk Management				
Course Title					

WHSP 203- Introduction and Principles of Risk Management

Course Description

- This course covers risk assessment from an occupational risk management perspective with an emphasis on decision tree methodologies and their potential to facilitate the analysis and identification of optimum remedial risk management alternatives.
- Students will understand the use and limitations of risk assessment in establishing exposure standards, acceptable concentrations, and the environmental criteria for hazardous substances that present a risk of health effects and the suitability of risk assessment for such purposes.

Course Objectives

After studying this course, student should be able to:

1. Describe general principles and concepts of occupational risk management
2. Explain basic legal concepts associated with health care risk management
3. Describe key structural elements of a risk management program
4. List the steps in the risk management process
5. Explain risk exposures related to documentation and the medical record
6. Describe the concept of risk financing, insurance and claims administration
7. Explain risk exposures associated with occupational health, safety and the environment
8. Analyze a comprehensive risk management and patient safety program

Course Content

1. Introduction

- Risk management understanding and assessments
- Types of Hazards and Risks
- Risk Assessment Process

2. Identification of Occupational Risks and Ethics

- Clinical laboratory and radiation risk management
- Hospital waste risks

3. Development of a Risk Management Program

- The Process of Professional Regulation

4. Risk Financing Insurance

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Robson, M. G. & Toscano, W. A. (Ed.) (2007). Risk Assessment for Environmental Health Paperback. ISBN-10: 1118424069.
2. Carroll, R. (Ed.). (2009). Risk management handbook for health care organizations (Vol. 30). John Wiley & Sons.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 208	Credit Hours	0
Course Title	Quran (Semester III)				
	Same as Provided by University				

Semester IV: BS Workplace Health & Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.		General (Natural Science)- Human Anatomy	General Education	3 (2+1)
2.		Quantitative Reasoning II	General Education	3(2+1)
3.	WHSP 204	Emergency and Disaster Management	Major	3 (2+1)
4.	WHSP 205	Ergonomics	Major	3 (2+1)
5.	WHSP 206	Environment Science and Sustainability	Major	3 (2+1)
6.		Quran	Other	1
Total Credit Hours			16	

GNS 00: Natural Science Subject

Human Anatomy

Course Description

The Human Anatomy course is designed to provide student with an overview of common terminology and present the major anatomical structures of the human body's systems.

Course Objectives

After studying this course, students will be able to:

1. Acquire knowledge about structural components of body
2. Understand about histology and blood composition for the identification of diseases

Content - Theory

1. Introduction

- Grass anatomy,
- Histology

2. Terminology

- Bones & joints, muscles, cartilage,
- Body structure, tissue, cell, organs

3. Digestive system

- Oral cavity,
- Stomach,
- Small & large intestine

4. Urinary system/ excretory

- Kidneys,
- Ureter,
- Bladder,
- Urethra

5. Cardio-vascular system

- Heart and Pericardium,
- Arteries system, venous system
- Major arteries & veins;

6. Respiratory system

- Upper respiratory- Pharynx, Larynx, Trachea sinuses;
- Lower respiratory- Bronchus, Lungs, Diaphragm;

7. Reproduction system:

- Male-Testis, Spermatic cord, Penis, Prostate, Bulbourethral gland/ other glands
- Female- Ovaries, Fallopian tubes, Uterus, Vagina, Vulva, Breast

8. Endocrinology

- Pituitary,
- Thyroid, Parathyroid,
- Thymus
- Adrenal, Renal, super renal

9. Lymphatic system

- Lymph,
- Lymph vessel,
- Lymph node;

10. Nervous system

- Brain,
- Spinal cord,
- Cranial nerves,
- Brachial plexus,
- Sciatic nerve;

11. Sensory organs

- Eyes,
- Ears,
- Taste buds,
- Smell,
- Touch.

Content- Practical

1. Four primary tissues of body
2. Epithelium tissues: Introduction, types, epithelial glands - endocrine & exocrine,
3. Connective tissues: loose connective tissue, collagenous, elastic and reticular fiber;
4. Tissue cells of loose cartilage (fibroblast, fat cell, plasma cell, macrophages, mast cell);
5. Blood: leukocytes, WBC, RBC & Platelets;
6. Cartilage and its types; Muscle and its types;
7. Histology in: GIT, respiratory, urinary systems, breast, uterus.
8. Microscopy and preparation of histological slides.

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Tortora, G.J. & Derrickson B.H. (2010). Essentials of Anatomy and Physiology. 9th edition. John Wiley & Sons.
2. Agur, A. M., & Dalley, A. F. (2009). Grant's atlas of anatomy. Lippincott Williams & Wilkins.
3. David, C. (2007). Anatomy of Hatha Yoga: A Manual for Students, Teachers and Practitioners. National Banarisdass Publishers (Pvt.) Ltd., New Delhi, India.
4. Tortora, G. J., & Petti, K. (2002). Principles of human anatomy. John Wiley & Sons.

GQR-102: QUANTITATIVE REASONING (II)

General Education Course

Credits:	03
Pre-Requisite:	Quantitative Reasoning (I)
Offering:	Undergraduate Degrees (including Associate Degrees)
Placement:	2 – 4 Semesters
Type:	Mandatory
Fields:	All

DESCRIPTION

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling / analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identifying fallacies, think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

SYLLABUS

1. Logic, Logical and Critical Reasoning

- Introduction and importance of logic;
- Inductive, deductive and adductive approaches of reasoning;
- Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
- Logical fallacies;
- Venn Diagrams;
- Predicates and quantifiers;
- Quantitative reasoning exercises using logical reasoning concepts and techniques.

2. Mathematical Modeling and Analyses;

- Introduction to deterministic models;
- Use of linear functions for modeling in real-world situations;

- Modeling with the system of linear equations and their solutions;
- Elementary introduction to derivatives in mathematical modeling;
- Linear and exponential growth and decay models;
- Quantitative reasoning exercises using mathematical modeling.

3. Statistical Modeling and Analyses

- Introduction to probability models; Basic concept of Normal distribution and Binomial distribution with simple applications
- Bivariate analysis, scatter plots; Pearson correlation; Simple linear regression
- Concept of statistical Inference in decision making; Chi-square test of association
- Quantitative Reasoning exercises using statistical modeling.

SUGGESTED INSTRUCTIONAL / READING MATERIAL

1. “Using and Understanding Mathematics: A Quantitative Reasoning Approach” by Bennett, J. O., Briggs, W. L., & Badalmenti, A.
2. “Discrete Mathematics and its Applications” by Kenneth H. Rosen.
3. “Discrete Mathematics with Applications” by Susanna S. Epp.
4. “Applied Mathematics for Business, Economics and Social Sciences” by Frank S Budnick.
5. “Elementary Statistics: A Step by Step Approach” by Allan Bluman.
6. “Introductory Statistical Modeling” by Prem S. Mann.
7. “Applied Statistical Modeling” by Salvatore Babones.
8. “Barrons SAT” by Sharvon Weiner Green, M.A and Ira K. Wolf.

**Department of Public Health
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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 204	Credit Hours	3 (2+1)
Course Title	Emergency and Disaster Management				

WHSP 204- Emergency and Disaster Management

Course Description

- This course provides an introduction to disaster and emergency management.
- It addresses the roles and responsibilities of local, regional, and national agencies, as well as interagency coordination and collaboration.
- The course will focus on the planning, preparedness, response, and recovery phases of disaster and emergency management.
- This course addresses the roles and responsibilities of local, regional, and national agencies, as well as interagency coordination and collaboration.
- The course will focus on the planning, preparedness, response, and recovery phases of disaster and emergency management.
- Legal requirement, planning formats, and response procedures are presented.
- Special focus community risk assessment: hazard analysis, vulnerability assessment, and community response capability assessment

Course Objectives

After studying this course, students should be able to:

1. Define basic Disaster Concepts
2. Phases of disaster management
3. Plan for disaster management
4. Apply post disaster rehabilitation
5. Demonstrate the capability to implement Emergency Planning Concepts and Metrics
6. Develop and evaluate the components of a Hazard Vulnerability Analysis and Risk Assessment
7. Develop and evaluate the components of an Emergency Operations Plans and Continuity of Operations Plans

8. Demonstrate the capability to implement an Incident Command System
9. Demonstrate the capability to implement Exercises

Course Contents

1. Definition, Concept, Objectives

- Concept of Disaster
- Types of Disaster
- Elements at Risk in Disaster
- Interdisciplinary Disaster Planning

2. Elements and Significance of Disaster Management

- Disaster Management, Response, Preparedness
- Disaster Management Cycle
- Disaster preparedness
- Mitigation, Relief, Rescue, Recovery and Rehabilitation
- Community Level Preparedness
- Disaster Mitigation and Post-Event Response
- Monitoring and Evaluation of Recovery Efforts

3. Disaster Management in Health Sectors

- Effect of Disaster on Health
- Role of Public Health in Disaster
- Health Education for Disaster Safety
- Public Health Review
- Epidemics
- Mental Health Challenges of a Disaster
- Environmental Health Degradation

4. Legislation, Policy and Institutions of Disaster Management in Pakistan

- Role of Rescue 1122, PDMA, NDMA in Managing Disaster
- Policy Development in Disaster Management

Emergency Preparedness Rescue and Response

- Types of emergencies
- Cornerstone of Emergency Response Plan
 - Prevention
 - Preparedness
 - Response
 - Recovery
- Developing the Plan
 - Step 1: Establish the Planning Team
 - Step 2: Assess the Risks and Company Capabilities
 - Step 3: Develop the Plan
 - Step 4: Implement the Plan
 - Step 5: Evaluate Effectiveness of the Plan
 - Step 6: Improve the Plan Continuously
- Incident Command System
- Personnel Training
- Drills and Exercises
 - Full-Scale Exercise
 - Tabletop Exercises
 - Drill Preparation
 - Scenario Planning
 - Drill Notification
 - After the Drill
 - Post-exercise evaluation
 - Tips for continuous improvement

Course Practical Component

Community Action for Disaster Response Course (CADRE) at Emergency Services Academy (ESA) Rescue
1122 Lahore

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

- 1 Landesman, L. (2011). *Public Health Management of Disasters: The Practice Guide*. (3rd Ed). eISBN: 978-0-87553-263-9, Print ISBN:978-0-87553-004-8
- 2 Hunter, N. (2009). *The Law of Emergencies: Public Health and Disaster Management Hardcover*.
- 3 Landesman, L. Y. (2011). *Public Health Management of Disasters: The Practice Guide Paperback*.
- 4 Kapur, G. R. & mith, J. P. (2010). *Emergency Public Health: Preparedness And Response*.
- 5 Coppola, D. P. (2011). *Introduction to International Disaster Management*.
- 6 Narayan, B. *Disaster Management APH*
- 7 Singh, S. R. *Disaster Management APH*.
- 8 Emergency Response Planning Guide 1st Edition, Revised
<https://www.ccohs.ca/products/publications/pdf/emergResponse.pdf>

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 205	Credit Hours	3
Course Title	Ergonomics				

WHSP 205- Ergonomics

Course Description

- The aim of this course is to let students understand the basic ergonomics and to enable them to understand that how certain postures and muscular position affect health

Course Objectives

Upon completing this course, students will be able to:

1. Increase awareness of the need for and role of ergonomics in occupational health.
2. Obtain basic knowledge in the application of ergonomic principles to design of industrial workplaces and the prevention of occupational injuries.
3. Understand the breadth and scope of occupational ergonomics

Course Content

1. Introduction to Ergonomics,

- Definition and History of Ergonomics,

2. Introduction to Systems Design and Task Analysis Definitions of ergonomics and its history

- Ergonomics in systems design, and steps to performing a task analysis.

3. Muscle Use and Anthropometry and Workspace Design

- Use of anthropometric data in ergonomics.
- Principles of workspace design, including seated work, standing work, work reaches and
- Working heights, the office environment and visual work.

4. Activity-related soft tissue disorders (ASTDs)

- Definition of astds, examples of astds accepted by WCB
- how injuries are adjudicated
- Pathology of disorders

- Psychosocial factors
 - Risk factors (repetition, awkward posture, forceful exertions, hand-arm vibration, etc.)
 - Defined, and guidelines in literature for risk factors.
- 5. Analysis of Risk of ASTDs in the Workplace Assessing a workplace for risk of ASTDs**
- Various tools and techniques available qualitative to quantitative.
 - Developing solutions to jobs with ASTD risks.
 - Psychosocial and Organizational Aspects of Work Discussion of the influence of work organization and psychosocial factors such as control over work, supervisory support and skill discretion in the workplace
- 6. Analysis of Risk for Back Injuries in the workplace**
- Mechanism of injury for back and shoulder overexertion injuries,
 - compensation for such injuries,
 - Major risk factors (eg. manual materials handling, awkward postures, prolonged standing and sitting, whole body vibration, etc).
- 7. Assessing the Risk of Back Injuries in the Workplace Assessing a workplace for risk of overexertion injuries**
- Tools and techniques for quantifying injury risk (NIOSH, Snook tables, Mitel tables) - advantages and disadvantages.
 - Developing risk control solutions for overexertion injury risk.
- 8. Skilled Work, Control-Display Design and Mental Activity;**
- Shiftwork Stages of information processing,
 - skilled behavior,
 - Memory, attention, and stereotypes.
- 9. Analysis of information processing demands and minimizing cognitive overload and under-load**
- Design of systems considering mental workload.
 - Design of controls and displays, including coding and inspection.
- 10. Ergonomics Programs**
- How to develop an ergonomics program?
 - Overview of WCB Ergonomics Regulations.

Practical Contents

- Industrial visits to observe implementation of ergonomics concepts

- Ergonomics risk assessment and development and designing a workplace as per the ergonomics standards (Assignment)

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Bridger, R.S. (2009). Introduction to Ergonomics, Third Edition. CRC Press.
2. Kroemer, K. H. (2008). *Fitting the human: Introduction to ergonomics*. CRC Press.
3. Konz, S. & Johnson, S. Work Design: Occupational Ergonomics (Paperback).
4. Feyen, R., Liu, Y., Chaffin, D., Jimmerson, G., & Joseph, B. (2000). Computer-aided ergonomics: a case study of incorporating ergonomics analyses into workplace design. *Applied ergonomics*, 31(3), 291-300.
5. Halpern, M. (1992). Prevention of low back pain: basic ergonomics in the workplace and the clinic. *Baillière's clinical rheumatology*, 6(3), 705-730.
6. Corlett, E. N., & McAtamney, L. (1988). Ergonomics in the Workplace. *Physiotherapy*, 74(9), 475-478.
7. Reinhold, K., Tint, P., Tuulik, V., & Saarik, S. (2008). Innovations at workplace: improvement of ergonomics. *Engineering economics*, 60(5).
8. Afroz, S., & Haque, M. I. (2021). Ergonomics in the workplace for a better quality of work life. In *Ergonomics for Improved Productivity: Proceedings of HWWE 2017* (pp. 503-511). Springer Singapore.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 206	Credit Hours	3
Course Title	Environment Science and Sustainability				

WHSP 206- Environment Science and Sustainability

Course Description

- This course introduces the principles of environmental health and examines the short- and long-term effects of environmental hazards on human health.
- Students consider their own interactions with natural and human-made environments to assess the impact of chemical, physical, biological, and social elements on their health.
- Students explore the potential impact of climate change on population health, emerging global health threats related to the environment, and environmental factors involved in the aetiology and transmission of both communicable and non-infectious disease.
- Explains the concept of sustainability and its social, political, and cultural challenges

Course Objectives

Upon completion of the course, students will be able to:

1. The importance of Environmental Science in human life, its relationship with various segments of society and sectors of development.
2. Identify major environmental hazards at various workplaces
3. Explain the concept of sustainability and its social, political, and cultural challenges
4. Identify with current national, regional and global challenges for sustainable development.

Course Content

1. Basic principles

- convergence of ecology with economic and sociology to evolve as environmental science, its nature, history, scope and the contribution to society

2. Environmental aspects

- Physic-chemical, biological, socio-economic, socio-cultural, moral and ethical, and philosophical thinking.
- 3. Environmental problems**
 - Local, regional and global level.
 - 4. Occupational Environmental challenges**
 - 5. Environmental Risk Assessment**
 - Hazards assessment – including physical (e.g., noise, extreme heat or cold), ergonomic (e.g., repetitive motion), chemical (e.g., gases and vapors), biological (e.g., animals and plants), and psychosocial (work load; hours worked) hazards
 - Safety Environment °Review of Material Safety Data Sheets (MSDS)
 - Job specific safety training
 - 6. Environmental Impact Assessment**
 - 7. Sustainability of resources for development**
 - Efficiency of energy and water resources, current and future trends in growth and resultant environmental pollution, poverty and resource depletion, development in industry, agriculture and urbanization.

Practical Contents

Industrial/occupational environment risk assessment – including physical (e.g., noise, extreme heat or cold), ergonomic (e.g., repetitive motion), chemical (e.g., gases and vapors), biological (e.g., animals and plants), and psychosocial (work load; hours worked) hazards

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Sessional Work

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Botkin, D. B & Keller, E. A. (2013). Environmental Science: Earth as a Living Planet, Botkin. (9th Ed). John Wiley & Sons.
2. McKinney, M. L., Schoch, R. M. & Yonavjak, L. Environmental Science: systems and solutions. (5th Ed). Jones & Bartlett Publishers, 2013
3. Wright, R. T. & Nebel, B. J. (2007). Environmental Science: Toward a Sustainable Future. (10th Ed). Pearson Educational.
4. Miller, G. (2005). Environmental Science: working with the Earth.. Cengage Learning.
5. Moeller, D. W. (2011). Environmental Health. (4th Ed). ISBN-10: 0674047400.
6. Yassi, A., Kjellstron, T., Kok, T. D. & Guidotti, T. (2001). Basic Environmental Health. ISBN-10: 019513558X.
7. Papadopoulos, G., Georgiadou, P., Papazoglou, C., & Michaliou, K. (2010). Occupational and public health and safety in a changing work environment: An integrated approach for risk assessment and prevention. *Safety science*, 48(8), 943-949.
8. Pinto, A., Nunes, I. L., & Ribeiro, R. A. (2011). Occupational risk assessment in construction industry—Overview and reflection. *Safety science*, 49(5), 616-624.
9. Sui, Y., Ding, R., & Wang, H. (2020). A novel approach for occupational health and safety and environment risk assessment for nuclear power plant construction project. *Journal of Cleaner Production*, 258, 120945.
10. Gul, M. (2018). A review of occupational health and safety risk assessment approaches based on multi-criteria decision-making methods and their fuzzy versions. *Human and ecological risk assessment: an international journal*, 24(7), 1723-1760. Băbuț, G. B., & Moraru, R. I. (2018).
11. Occupational Risk Assessment: Imperatives for Process Improvement. *Quality-Access to Success*, 19(166).

**Department of Public Health
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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 301	Credit Hours	1
Course Title	Quran (Semester IV)				
	As provided by University				

Semester V: BS Workplace Health and Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.	WHSP 301	Interdisciplinary I- Mass Communication	Interdisciplinary	3
2.	WHSP 302	Interdisciplinary II- Sociology of Health and Illness	Interdisciplinary	3
3.	WHSP 303	Quantitative Research Methods	Major	3 (2+1)
4.	WHSP 304	First Aid and Trauma Management	Major	3 (2+1)
5.	WHSP 305	Road Safety and Injury Prevention	Major	3 (2+1)
6.		Quran	Other	0
Total Credit Hours			15	

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 301	Credit Hours	3
Course Title	Interdisciplinary 1- Mass Communication				
Course Title					

WHSP 301- Mass Communication

Course Description

- This course is an examination of the effect and impact of mass media on contemporary life and society.
- The course covers both the historical evolution of media as well as contemporary developments and issues.
- Areas of coverage include, newspapers and journalism, magazine and book publishing, radio and television broadcasting, motion pictures, music recording, Internet and social media, cable and satellite communication, advertising and public relations; media law and ethics

Course Objectives

Upon completion of this course, students should be able to:

1. Critically analyze and discuss media message content;
2. Identify economic and cultural influences affecting mass media messages;
3. Discuss the juxtaposition of factual information and entertainment demands on media content in light of economic and technological imperatives;
4. Understand media history and technology and their effects on contemporary messages;
5. Develop an increased understanding and awareness of media influences on perceptions of multiculturalism and diversity;
6. Understand the evolving roles of social media messages on politics, behavior, and culture; and
7. Understand the effects of globalization and consolidation on the media.

Course Content

1 Introduction

- Mass Communication, concept and process of Communication, oral vs written Communication
- Two step flow of Communication, role of opinion leader
- Dynamic of Communication – Different meanings of Communication

2 Information and Journalism

- Functions, news function, education function, opinion for motives and entertainment function

3 Mass Media

- Components, functions and effects
- Mass media in Pakistan, size and dispersion
- Role of mass media in national development, prospects and problems

4 Public Relations

- Definition, purpose and scope, ethics
- Public relations in Pakistan, duties of PRO
- Public relations procedures and process

5 Press laws in Pakistan

- Press laws in Pakistan, concepts of press freedom and responsibility
- Ethics of journalism

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Sessional Work

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. DeFleur, M. L., & DeFleur, M. H. (2016). *Mass communication theories: Explaining origins, processes, and effects*. Routledge.
2. McQuail, D., & Windahl, S. (2015). *Communication models for the study of mass communications*. Routledge.
3. Baran Stanley J (2000). *Mass Communication Theory: Foundations, Ferment, and Future*. London: Wadsworth Publishing Company.
4. Day, Louis. (2005). *Ethics in Media Communications: Cases and Controversies*. London: Wardworths Publishing Company.
5. Pember Don. (2004). *Mass Media Law*. New York: Mcgraw-Hill.
6. Wileox Dennis L. (2004). *Public Relations Writings and Media Techniques*. London: Allyn and Bacon.

WHSP 302-SOCIOLOGY OF HEALTH & ILLNESS

Course Objective:

After studying this course, you should be able to:

- i. Discuss the social contexts of wellness and illness
- ii. Explain the patient's perspective on the experience of illness including meaning making and interaction with care providers
- iii. Examine the social-historical transformation of the medical system in the U.S., including the changing role of physicians and other health care providers
- iv. Interpret visual and written depictions of indicators and trends in population health over time
- v. Identify the socio-cultural aspects of health and illness, particularly as relating to the definitions of health, illness behavior and social epidemiology
- vi. Investigate the social causes of disease and illness related to disparities due to social stratification and unequal access
- vii. Describe the historical role of women in the medical system as patients, practitioners and health care providers
- viii. Differentiate the current ethical issues and debates about new medical technologies and their impact on doctor-patient relationships and on access to health care

Course Contents:

- i. Evolution of Health & Healing,
- ii. Body, Mind, Illness and Environment
- iii. Theories, research and debates of medical sociology.
- iv. Social, environmental and occupational factors in health and illness;
- v. The meaning of health and illness from the patient's perspective;
- vi. The historical transformation of the health professions and the health work force;
- vii. The social and cultural factors surrounding the creation and labeling of diseases;
- viii. Disparities in health, access to healthcare, and the quality of healthcare received;
- ix. Organizational and ethical issues in medicine including rising costs and medical technology; and health care reform.

Recommended Books:

1. Dania, K., Rachel, C., Rebecca, H., Marcus, R., & Ben-Shlomo, Y. (2014). A life course approach to healthy ageing edited by Oxford press.
2. Link, B., & Jo, P. (2010). "Social Conditions as Fundamental Causes of Health Inequalities." Pp. 3-17 in Handbook of Medical Sociology, Sixth Edition,

WHSP 303- QUANTITATIVE RESEARCH METHODS

Course Learning Outcomes:

The aim of this course is to introduce

- i. A number of issues involved in the conduct of empirical public health research.
- ii. Essential concepts in public health research, sampling, surveys and designs of research
- iii. Hands on training data analysis techniques by using statistical softwares.

Content-Theory:

1. Introduction, objectives, types of research:

- Basic and applied,
- Quantitative and qualitative,
- Clinical and diagnostic;

2. Research designs:

- Observational studies,
- Cross-sectional,
- Case-control,
- Cohort (prospective, retrospective, time-series);

3. Types of sampling:

- Probability and non-probability;
- Sampling frame and sampling Size

4. Survey Research

- Planning
- Questionnaire Development
- Fieldwork
- Coordination and Monitoring
- Editing, Coding and Data Entry

5. Scales and Indexes

- Indexes and Scaling
- Scaling: Issues and types

6. Write – up

- Key elements
- Formatting
- References and Appendices

7. Statistical analysis

- Introduction to Stastical Softwares (with data analysis training and exercise)

8. Experimental data analysis:

- Incidence/ prevalence rate

Recommended Readings:

1. Awan, J.A. (2015). Scientific Presentations. Unitech Communications, Faisalabad, Pakistan.
2. Lovegrove, J.A., Hodson, L., Sharma, S. & Lanham-New, S.A. (2015). Nutrition Research Methodologies. Wiley-Blackwell, John Wiley & Sons Ltd., Chichester, West Sussex, UK.
3. Lowe, M. (2007). Beginning Research: A Guide for Foundation Degree Students, (1st ed.) Routledge Publications, New York, USA.
4. Starks, T.P. (2006). Trends in Nutrition Research. Nova Science Publishers, Inc., New York, USA.
5. Walliman, N. (2005). Your Research Project, A Step by Step Guide for The First-time Researcher, (2nd ed.) Sage Publications, Thousand Oaks, CA, USA.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 304	Credit Hours	3
Course Title	Road Safety and Injury Prevention				
Course Title					

WHSP 304- Road Safety and Injury Prevention

Course Description

- This course aims to provide basic understanding to students on the road safety and injury prevention concepts and principles that are used to prevent road traffic crashes.

Course Objectives

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

1. Understand the concepts and types of C.Ds and road injuries
2. Identify the major risks factors for RTCs
3. Recognize road traffic crashes(RTCs) as a major public health and development challenge
4. Use different approaches used in road safety to prevent RTCs.

Course Content

- 1. Non-communicable diseases- Injuries**
- 2. Unintentional and intentional- Injuries**
- 3. Road traffic crashes**

- Definition
- Difference between accident and crash
- RTC- global public health issue & development challenge
- RTC- Local perceptive
- RTC- Risk factors
- Vulnerable Road Users

2- Road Safety and Injury Prevention

- Introduction to Road Safety and injury prevention
- Sweden’s Vision Zero
- The Safe System Approach

- Global Plan for Decade of Action for road safety
- Global Performance Targets
- 5 pillars of road safety
 - Road safety management
 - Safer roads and mobility
 - Safer vehicles
 - Safer road users
 - Post-crash response
- Data Sources for Road Traffic Crashes, Injuries & Fatalities

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. WHO. (2018). Global status report on road safety.
2. World status report on road safety, (2004). CHAPTER 3 Road traffic Crashes-Risk factors
3. World health organization management of non-communicable diseases, disability, violence and injury prevention (nvi).
4. Pedestrian safety: a road safety manual for decision-makers and practitioners.
5. FIA. (2009). Seat-belts and child restraints: a road safety manual for decision-makers and practitioners London, FIA Foundation for the Automobile and Society.
6. WHO. (2007). Drinking and Driving: a road safety manual for decision-makers and practitioners. Geneva, Global Road Safety Partnership.
7. WHO. (2016). Drug use and road safety: a policy brief. Geneva, Switzerland, World Health Organization.
8. Zero Road Deaths and Serious Injuries Leading a Paradigm Shift to a Safe System.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 305	Credit Hours	3
Course Title	First Aid and Trauma Management				
Course Title					

WHSP 305- First Aid and Trauma Management

Course Description

- This course is about managing trauma and providing first aid, from minor injury to humanitarian emergencies, including injuries in women, children and the elderly, with the principal goal of improving quality of care and patient safe.

Course Objectives

Upon completing this course, students will be able to:

1. Understand the difference between different types of injuries and traumas
2. Deal with health emergencies situations
3. Apply effective trauma care management
4. Recognize the different care needed in different types of traumas and injuries
5. Understand the systematic way of dealing with traumas
6. Provide first aid in minor and major injuries

Course Contents

1. Types of Injuries and Traumas

- Head and Face injuries
- Spine and spinal cord trauma
- Thoracic injuries
- Abdominal and pelvic trauma
- Upper and lower extremity trauma
- Peripheral vascular injuries
- Thermal injuries
- Complications of Trauma
- Major and Minor Trauma

2. Management of trauma

- Management Goals
- Trauma care management
- casualty reception and initial management
- Operative Management of Injuries

3. Six phases of Trauma care management

- Triage
- Primary survey
- Secondary Survey
- Stabilization
- Transfer
- Definite Care

4. Emergency Procedures

- Trauma in children
- Trauma in women
- Dealing with Rape Cases
- Dealing with the cases of physical and sexual Violence

5. First Aid

- Establishing and maintaining adult airway patency.
- Performing adult breathing resuscitation.
- Performing adult circulatory resuscitation.
- Performing choking assessments and appropriate first aid interventions.
- Resuscitating the drowning victim.
- First Aid Priorities
- Managing Incidents
- Basic Life Support
- Examination of a Casualty
- Unconsciousness
- Control of Bleeding
- Fractures
- Burns and Scalds
- Common Illnesses
- Heart Attacks
- Eye Injuries

- Dressings
- Recording and Reporting
- Regulations
- First Aid Kit

Practical Contents

- First aid hands-on training
- Triage training
- CPR adult and infant training
- AED training

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. WHO. (2004). Guidelines for Essential Trauma Care. World health organization (Geneva, Switzerland)
2. WHO. (2013). Hospital Care for Children. World health organization (Geneva, Switzerland)
3. WHO. (2018). Quick Check and emergency treatments for adolescents and adults. Quick Check and emergency treatments for adolescents and adults. World health organization (Geneva, Switzerland)
4. WHO. (2005). Emergency Triage Assessment and Treatment. World health organization (Geneva, Switzerland)
5. WHO. (2007). Guidelines on Emergency Health Care. World health organization (Geneva, Switzerland)
6. WHO. (1993). Oxygen Therapy for Acute Respiratory Infections in Young Children in Developing Countries. World health organization (Geneva, Switzerland)

7. WHO. (2007). Mass Casualty Management Systems. World health organization (Geneva, Switzerland)
8. WHO. Prevention and Management of Wound infections. World health organization (Geneva, Switzerland)
9. WHO. (2009). Safe Surgery. World health organization (Geneva, Switzerland)
10. WHO. (2020). Clinical Management of Rape Survivors. World health organization (Geneva, Switzerland)
11. WHO. (2003). Guidelines for Medico-legal Care for Victims of Sexual Violence. World health organization (Geneva, Switzerland)

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	0
Course Title	Quran (Semester V)				

Semester VI: BS Workplace Health and Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.	WHSP 306	Interdisciplinary III- Principles of Psychology	Interdisciplinary	
2.	WHSP 307	Interdisciplinary IV- Total Quality Management	Interdisciplinary	3 (2+1)
3.	WHSP 308	Workplace Health Education and Wellness Programs	Major	3 (2+1)
4.	WHSP 309	Principles and Practices of Safety Management System	Major	3 (2+1)
5.	WHSP 310	Qualitative Research Methods	Major	3 (2+1)
6.		Quran	Other	1
Total Credit Hours			16	

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 306	Credit Hours	3
Course Title	Interdisciplinary III- Principles of Psychology				
Course Title	Provided by University				

WHSP 306- Principles of Psychology

Course Description

- This course focuses on the basic concepts of psychology.
- This course surveys the basic concepts of psychology.
- This course covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations.
- This course includes topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology.

Course Objectives

After studying this course, students should be able to:

1. Identify the major parts of the nervous system including the brain and explain how they reciprocally influence emotion, behavior, and mental processes.
2. Explain how people change physically, mentally, emotionally, and socially over the course of the life span using the major concepts of development
3. Differentiate between sensation and perception; articulate the major sensory pathways and how/where perceptual modifications can/does occur.
4. Explain how organisms learn through classical conditioning, operant conditioning, and observational learning.
5. Explain how people think using concepts, solving problems, and making judgments;
6. Identify the major theoretical perspectives of personality and articulate their similarities and differences
7. Differentiate between abnormal and normal behavior; identify the symptoms of major psychological disorders and explain what roles biological, psychological, and sociocultural factors play in causing these disorders.

Course Contents

1. Introduction

- The Scope of Psychology
- The Functions of the Brain
- On Some General Conditions of Brain-Activity.

2. Theory

- The Automaton-Theory
- The Mind-Stuff Theory

3. Methods

- The Methods and Snares of Psychology
- The Relations of Minds to Other Things.

4. The Stream of Thought.

- The Consciousness of Self.
- Attention.
- Conception.
- Discrimination and Comparison.
- Association.

5. The Perception of Time.

- Memory.
- Sensation.

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. James, W. (2018). The Principles of Psychology Volume-I 2018 published by Creative Media Partners, LLC.
2. Taylor. (2005) - Health Psychology – 5th Edition – McGraw-Hill
3. Balim, A. Tracy A. Revenson. (2001) – Handbook of Health Psychology
4. Jess, F., & Brannon, L. – Introduction to Behavior and Health 5. Flexner, W. (2005). Principles of Psychology 1st Edition.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 307	Credit Hours	3
Course Title	Interdisciplinary IV- Total Quality Management				
Course Title					

WHSP 307- Total Quality Management

Course Description

- This course has been developed to cater for the present and future needs of the national and international industries / organizations. In the present day industry around the globe, there is a need for graduates who have both the technical and management abilities to manage the technical / industrial organizations. Only engineering or management education independently is now considered insufficient. Therefore, the combination of both the engineering and management aspects of industries are essential to cater for the needs of progressing industries.
- This course is especially designed to provide a broad-based knowledge and skills to students to build their technical and management abilities in industries. It provides a sound foundation in the fundamentals of manufacturing technologies, engineering and management.

- **Course Objectives**

After studying this course, students should be able to:

- Know about the Total Quality Management (TQM)
- Evaluate and apply various statistical quality control techniques used in manufacturing and service industries and effectively apply tools and techniques for the quality improvement.
- Understand the processes, tools, techniques and technologies to make their organization more competitive and profitable.
- Address the challenges of management in an industrial environment through excellent leadership and managerial skills.

Course Contents

- Fundamentals of Quality
- Total Quality Management (TQM)

- Major components/elements of TQM
- Macro and micro Economics
- Introduction to Metrology
- Introduction to Business Finance
- Environmental Management
- Information System
- Business Ethics
- Financial Accounting
- Procurement Management
- Principles of Marketing
- Marketing Management
- Basics of Project Management
- Financial Management
- Operations Management
- Organizational Behavior
- Business Research Methods
- Quality Management System Standards
- Process Control
- Lean Six Sigma
- Production Planning and Control
- Manufacturing Processes

Practical Contents

- Industrial visits to observe TQM
- TQM assessment and Development of TQM plan for different industries (Assignment)

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work and practical demonstrations. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, hand-on practical exercises and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Dahlgaard, J. J., Kanji, G. K., & Kristensen, K. (2008). *Fundamentals of total quality management*. Routledge.
2. José Tarí, J. (2005). Components of successful total quality management. *The TQM magazine*, 17(2), 182-194.
3. Ross, J. E. (2017). *Total quality management: Text, cases, and readings*. Routledge.
4. Kujala, J., & Ullrank, P. (2004). Total quality management as a cultural phenomenon. *Quality management journal*, 11(4), 43-55.
5. Ghobadian, A., & Gallear, D. N. (1996). Total quality management in SMEs. *Omega*, 24(1), 83-106.
6. Canbay, K., & Akman, G. (2023). Investigating changes of total quality management principles in the context of Industry 4.0: Viewpoint from an emerging economy. *Technological Forecasting and Social Change*, 189, 122358.
7. Coelho, C., Mojtahedi, M., Kabirifar, K., & Yazdani, M. (2022). Influence of organisational culture on total quality management implementation in the Australian construction industry. *Buildings*, 12(4), 496.
8. Sotirelis, P., & Grigoroudis, E. (2021). Total quality management and innovation: Linkages and evidence from the agro-food industry. *Journal of the Knowledge Economy*, 12(4), 1553-1573.
9. Babu, F., & Thomas, S. (2020). The relationship between total quality management practices and organisational image in the hospital industry: An empirical examination. *International Journal of Productivity and Quality Management*, 29(1), 1-23.
10. Alzoubi, H. M., In'airat, M., & Ahmed, G. (2022). Investigating the impact of total quality management practices and Six Sigma processes to enhance the quality and reduce the cost of quality: the case of Dubai. *International journal of business excellence*, 27(1), 94-109.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHSP 308	Credit Hours	3
Course Title	Workplace Health Education and Wellness Programs				

WHSP 308- Workplace Health Education and Wellness Programs

Course Description

- Employees are invaluable assets of any company, and ensuring their excellent mental and physical health sets them up to perform well. The health and wellness of its employees usually have a direct effect on the productivity and profits of a company. Many employers understand this and are ready to spend money on such programs.
- Workplace initiatives intended to improve employees' health and overall well-being. Workplace wellness programs are programs undertaken by an employer in order to improve employee health and also to help individual employees overcome particular health-related problems. The employer can offer compulsory employee training, staff seminars, or even work with a third-party provider offering a variety of wellness programs.

Course Objectives

After studying this course, students should be able to:

1. Appraise the origins and concepts of workplace wellness
2. Develop a case for implementing workplace wellness programs
3. Build a sound program infrastructure, implement effective program promotion strategies & evaluate program outcomes.
4. Choose effective incentives & create a supportive wellness environment
5. Demonstrate effective use of core concepts such as employee involvement, changing the corporate culture, program integration, return on investment, health management, programming across all wellness dimensions, presentism, and work-life balance.
6. Apply fundamental knowledge and skills of designing, planning and evaluating a basic workplace wellness program

7. Conduct and report on a workplace needs assessment
8. Prepare a proposal to implement a sustainable, comprehensive, and integrated workplace health and wellness program.

Course Contents

1. Origin and concepts of Workplace Wellness

- Infrastructure programs for Workplace Wellness

2. Workplace needs Assessment

- Concepts of Employee involvement
- Designing Workplace Wellness Programs

Health Literacy and Health Communication

- Introduction of Health Education
- Introduction to Health Promotion
- Ottawa Charter, Jakarta Declaration, Healthy Cities 2000

3. Mental Health

4. Gender considerations at workplace

5. Advocacy, Community Participation, Enablers and Healthy Public Policy

- Approaches to Health Promotion
 - Cultural Diversity in Health Promotion
 - Intervention Programs
 - Social Mobilization

Below are a few examples of employee wellness initiatives that can be adopted in the workplace:

1. Healthy lunch and snacks

With only a few minutes to take lunch, many workers opt to eat fast food. Employers can provide enough time for their team members during lunchtime to hit the gym, play a sport, or even head home to eat a healthy homemade lunch. Companies such as Google manage cafeterias that offer catered snacks and lunches to their workers in the course of the day, where employees from different teams can interact and make new friends. There are also healthy snack delivery services that have emerged lately. Such services deliver healthy snacks to employee offices instead of them having to go out looking for food. Since everyone needs to eat, good snack and lunch programs and the promotion of healthy eating at the workplace appeals to everyone.

2. Assistance programs

Employee wellness programs should cater not only to the bodies of the employees but also to their minds. Employers can provide personal support for issues such as substance abuse, stress, anxiety, and depression. Many work-related stress issues experienced by employees can be addressed through guided support programs outside

the workplace. Such programs help employees to achieve peace of mind so that they can perform at their best. They boost confidence and satisfaction between the employer and the employees.

3. Naps

A siesta after lunch during a hectic day always leaves one feeling reinvigorated. For this reason, innovative companies such as Asana, Zappos, and Facebook usually have specialized nap rooms where workers who want to take a brief nap after lunch can go. Employees can return to their projects with renewed energy after catching a quick nap. Naps have been clinically proven to provide benefits in productivity.

4. Fitness activities

Employees who sit long hours in an office need time to exercise or move around. Some companies provide on-site gym services and fitness classes to help their employees keep fit. Some even have after-work exercise groups, swimming pools, and sports grounds for their staff.

5. Community service activities

Doing good deeds and helping others usually make many people feel good and fulfilled. Employers can organize a day where staff can volunteer in the community. Employees can form fundraisers and groups for causes they feel passionate about. Such programs also help facilitate closer relationships among employees.

Steps to Launching an Employee Wellness Program

1. Set goals that will benefit both the company and the staff
2. Set up a dedicated team
3. Collect data
4. Make a plan
5. Communicate the program
6. Acquire feedback and adjust the wellness program

Practical Contents

- Industrial visits to observe implementation of health education and workplace wellness programs
- Development of health education and workplace wellness programs for different industries (Assignment)

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work and practical demonstrations. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, hand-on practical exercises and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Kirsten.W & Karch.R.C (2001), “Global Perspectives In Workplace Health Promotion”, Jones & Bartlett. Edition 1.
2. O'Donnell, M. P. (2001), “Health Promotion in the Workplace”, Delmar Cengage Learning; 3 edition.
3. International Journal of Workplace Health Management
4. Employee Wellness Programs <https://corporatefinanceinstitute.com/resources/management/employee-wellness-programs/>
5. Peñalvo, J. L., Sagastume, D., Mertens, E., Uzhova, I., Smith, J., Wu, J. H., ... & Mozaffarian, D. (2021). Effectiveness of workplace wellness programmes for dietary habits, overweight, and cardiometabolic health: a systematic review and meta-analysis. *The Lancet Public Health*, 6(9), e648-e660.
6. Baid, D., Hayles, E., & Finkelstein, E. A. (2021). Return on investment of workplace wellness programs for chronic disease prevention: a systematic review. *American journal of preventive medicine*, 61(2), 256-266.
7. Unsal, N., Weaver, G., Bray, J., & Bibeau, D. (2021). A scoping review of economic evaluations of workplace wellness programs. *Public health reports*, 136(6), 671-684.
8. Reif, J., Chan, D., Jones, D., Payne, L., & Molitor, D. (2020). Effects of a workplace wellness program on employee health, health beliefs, and medical use: a randomized clinical trial. *JAMA internal medicine*, 180(7), 952-960.
9. Rezai, R., SantaBarbara, N., Almirol, E., Shedd, K., Terry, E., Park, M., & Comulada, W. S. (2020). Efficacy and costs of a workplace wellness programme. *Occupational Medicine*, 70(9), 649-655.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Principles and practices of Safety Management System				
Course Title					

Principles and Practices of Safety Management System

Course Description

- This course introduces effective safety programs in industry; covers the causative factors of industrial accidents, the basic elements in safety management for accident control, risk management and insurance programming.

Course Objectives

After completion of the course, students will be able to:

1. Develop an interest in and appreciation for careers in the field.
2. Understand different safety management theories.
3. Understand different elements of safety programming and their rationale.

Course Content

1. **History of the safety movement**
 - Safety and health programs
 - Accident causes and types of accidents
2. **Occupational safety and health performance measurement**
 - Responsibility for occupational safety and health
 - Safety inspections
 - Audiometry- hearing test
 - Spirometer – lung function tests
 - Health check-up (BMI, BP, Heart rate, Blood Sugar, Hematology etc.)
 - Occupational safety and health training at workplace
 - Occupational safety and health standards
 - OSHA’s role in occupational safety and health
3. **Role of the promotional program and its implementation**

- Safety committees and safety teams
- Accident investigation
- The role of insurance and risk management/ loss control in occupational safety and health

Practical Contents

Hands on training of students on spirometry, audiometry, BP measurements etc.

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Fuller, C., & Vassie, L. H. (2004). *Health and safety management: principles and best practice*. Pearson Education.
2. Möller, N., Hansson, S. O., Holmberg, J. E., & Rollenhagen, C. (Eds.). (2018). *Handbook of safety principles* (Vol. 9). John Wiley & Sons.
3. Koren, H. (1980). *Handbook of environmental health and safety: principles and practices*. Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Qualitative Research Methods				

Qualitative Research Methods

Course Learning Outcomes:

- i. To understand the philosophical, ethical, and political issues involved in the practice of social science within public health.
- ii. Learning qualitative social research in public health.
- iii. Acquiring the strategies and techniques needed to conduct qualitative research on human behavior.

Course Contents

- i. Philosophical basis of qualitative research applied to health settings

Major assumptions in qualitative research:

- ii. Subjectivism
- iii. Interpretivism
- iv. Social constructionism

The role of theory in the research process

- v. Inductive vs. deductive research

Major qualitative methodologies

- vi. Ethnography Method
- vii. Narrative Method
- viii. Phenomenological Method
- ix. Grounded Theory Method
- x. Case Study

Introduction to data collection methods

- xi. Observation and its types
- xii. Qualitative interviews with individuals in the arena of health care
- xiii. The principles and practice of ethnography
- xiv. Focus groups methods
- xv. Documents analysis

Approaching analysis

- xvi. Narrative analysis and thematic analysis
- xvii. Research ethics in qualitative research
- xviii. Introduction to NVivo.

Recommended Readings:

1. Awan, J.A. (2015). *Scientific Presentations*. Unitech Communications, Faisalabad, Mason, Jannifer. (2018). *Qualitative Researching* (2nd ed.). United States: Sage Publisher.
2. Yin, Robert. (2015). *Qualitative Research from Start to Finish* (2nd ed.). New York: Guilford Press.
3. Flick, UWE. (2014). *An introduction to Qualitative Research* (5th ed.). Sage Publisher.
4. Priscilla, Uli., Elizabeth, Robinson., & Elizabeth, Tolley. (2005). *Qualitative Methods in Public Health: A Field Guide for Applied Research*. Jossey Bass Publisher.
5. Ritchie, Jane & Lewis, Jane. (2003). *Qualitative research practice: A guide for social science students and researchers*. London, Thousand Oaks, New Delhi: Sage Publication
6. Fischman, MW. (2000). "Informed consent." In: BD Sales & S Folkman (Eds.), *Ethics in research with human participants*. Washington, DC: American Psychological Association. pp. 35-48
7. Folkman, S. (2000). "Privacy and confidentiality." In: BD Sales & S Folkman (Eds.), *Ethics in research with human participants*. Washington, DC: American Psychological

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Quran (Semester- VI)				

Semester VII: BS Workplace Health & Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.	WHSP 401	Fieldwork/Internship	General Education	3 (2+1)
2.	WHSP 402	Policy, Laws and regulations in Occupational Safety & Health	Major	3 (2+1)
3.	WHSP 403	Toxicology and Waste Management	Major	3 (2+1)
4.	WHSP 404	Occupational and Environmental Hygiene	Major	3 (2+1)
5	WHSP 405	Basic Epidemiology	Major	3 (2+1)
6.		Quran	Other	0
Total Credit Hours			15	

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 303	Credit Hours	3
Course Title	Policy Laws and regulations in Occupational Safety & Health				

Policy Laws and regulations in Occupational Safety & Health

Course Description

- This course presents an overview of Occupational policymaking.
- The course will examine different types of Occupational health policy, policy development processes and theories that underpin them. Interest groups and the challenges they pose to decision-making processes will be discussed.
- The social and political impacts of health policy will be explored, as well as the jurisdictional responsibilities held by different levels of government for health policies.

Course Objectives

Upon completion, students will be able to:

1. Develop an understanding of health policy as a key dynamic element of the determinants of health, with effects on the health of populations and societies.
2. Understand the policies, laws and regulations in occupational health and safety.
3. Explain the role of government and their agencies, NGOs and the community in the development and implementation of health policy
4. Understand the importance of OSH policies, laws and regulations
5. Understand the guiding principles of OSH
6. Understand OSH laws in Pakistan and worldwide

Course Content

1. Introduction

- Scope and Importance of Occupational Policies, Laws and Regulations
- Important Terms
- Subjects of Application
- Adjustments for Victims

2. Principles for Guaranteeing Occupational Safety and Health

- Rights and obligations of workers
- Rights and obligations of employers
- Rights and Obligations of organizations, social organizations and its members
- Rights and responsibilities of trade unions
- Rights and responsibilities of establishments trade unions
- Prohibited Acts

3. Occupational Health and Safety Laws and Regulations

- Factory Act 1934
- Occupational Health and Safety Laws Worldwide
- Occupational Health and Safety Laws in Pakistan
- Pakistan Occupational Health and Safety Act 2018
- The Punjab Occupational Safety and Health Act 2019
- Labor laws in Pakistan
- The Provincial Employees' Social Security Ordinance, 1965
- Punjab Employees Social Security Institution
- Social Security Schemes for Labor in Pakistan
- Social Security hospitals for Labor in Pakistan
- Punjab Healthcare Commission Laws and regulations and act related to quality assurance and patients' safety at health care industry

4. Law and Governance

5. History of Occupational Safety and Health Policy

6. Policy Advocacy through Argument

7. Standards and the Occupational Safety and Health Act

8. Enforcement and the Occupational Safety and Health Act

9. International Policy

10. Workers' Compensation and Work as an Economic Activity

Practical Contents

Visit of Labor and PESSI institute to understand labor laws and social security network for labor in Punjab/Pakistan

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Myers, M. L. (2015). Occupational Safety and Health Policy. ISBN: 978-0-87553-271-4 eISBN (PDF): 978-0-87553-272-1 <https://doi.org/10.2105/9780875532714>
2. Teitelbaum, J. B. & Wilensky, S.E. (2011). Essentials of Health Policy and Law. Jones & Bartlett Learning, LLC.
3. <https://pessi.punjab.gov.pk/>

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Toxicology and Waste Management				

Toxicology and Waste Management

Course Description

- This Course introduces student to the basic principles of toxicology and the application of toxicology to the environment, food, forensics, and occupational settings. Biochemical interactions of industrial, agricultural, and household chemicals with elements of soils, plants, animals, and humans.

Course Objectives

After completion of the course, students will be able to:

1. Describe the chemical properties and the biological processes which modulate the toxicokinetics of chemical agents of public health importance
2. Explain the significance of biotransformation reactions as a determinant of the toxicokinetic and toxicodynamic activities of chemicals
3. Describe molecular, cellular and pathophysiological responses resulting from exposure to chemical agents relevant to human health
4. Identify underlying susceptibility factors which contribute to the ability of chemicals to elicit bio effects which contribute to human disease
5. Explain the science underlying testing for the ability of chemicals to elicit adverse human health effects
6. Put into perspective the role of toxicology in the risk assessment process
7. Discuss in depth the toxicology of selected organs and agents

Course Content

1. Basic principles: factors that affect toxicity

- Toxicokinetics: absorption, distribution, excretion, and biotransformation
- Toxicity testing, dose response and risk assessment

2. Environmental carcinogenesis

- Biomarkers of exposure and susceptibility factors
- Approaches to primary and secondary prevention
- Hepato and renal toxicology: basic principles and specific examples

3. Reproductive and developmental toxicology: basic principles and specific examples (e.g., endocrine disruptors, thalidomide)

- Immunotoxicology: basic principles, cutaneous and pulmonary hypersensitivity
- Persistent organic pollutants (POPs) and dioxins
- Bone marrow toxicity: benzene as a case study
- Neurotoxicology
- Metal toxicology: mercury, cadmium
- Ozone, a criteria air pollutant
- Nanoparticle toxicology
- Effluent and emission control

4. Waste Management

- Solid waste management
- Water waste management
- Conventional and natural ways of managing water and solid waste
- Hospital waste management

5. Industrial Waste Management Systems

Practical Contents

- Visit of industry (including hospitals) to observe waste management systems
- Development of waste management systems for various industries (assignment)

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Casarett & Doull. (2013). *Essentials of Toxicology*, (8th Ed). .D. Klaassen and J.B. Watkins III, eds. McGraw Hill Medical, NY.
2. Hayes, W. (2008). *Principles and Methods of Toxicology*. (5th Ed) CRC Press, Boca Ratan.

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Occupational and Environmental Hygiene				

Occupational and Environmental Hygiene

Course Description

- This course introduces students to the field of occupational health and hygiene. Health and safety practitioners and professionals require knowledge of key principles and concepts to address the wide range of hazards and risks of illness and disease at the workplace.
- Students will consider the relationship between the body and occupational illness and diseases. Topics include, occupational diseases and physical agents, hazardous substances and harm to health and accessing harm from exposure to environmental agents

Course Objectives

After studying this course, students should be able to:

1. Describe the role of occupational health and hygiene at the workplace
2. Anticipate, recognize, evaluate, and control factors in the workplace and the environment that may cause illness, injury, or impairment
3. Demonstrate an understanding of major occupational and disease at the workplace
4. Discuss the harm of hazardous substances and physical agents at work.
5. Demonstrate an understanding of occupational hygiene concepts and principles at the workplace
6. Outline strategies for assessing and controlling physical and environmental hazards

Course Contents

- Understanding the Human Body
- Introduction to Toxicology
- Occupational Exposure Limit Values
- Hazardous Substances
- Biological Hazards
- Vibration and Noise

- Exposure assessment
- Radiation protection
- Personal protective equipment
- Respiratory protection
- Contaminant Control Ventilation
- Quality of the indoor environment
- Noise reduction
- Sampling and instrumentation
- Thermal Environment
- Ergonomics
- Assessing Health Risks
- Monitoring Airborne Contaminants
- Biological Monitoring
- Understand, interpret, and apply occupational and environmental standards and regulations
- Behavior and Culture
- Control Methods
- Workplace Stress

Practical Contents

- Industrial visits to observe implementation of occupational and environmental hygiene (OEH) standards
- OEH assessment and Development of OEH plan for different industries (Assignment)

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work and practical demonstrations. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, hand-on practical exercises and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Gardiner, K., & Harrington, J. M. (Eds.). (2008). *Occupational hygiene*. John Wiley & Sons.
2. Tranter, M. (2020). *Occupational hygiene and risk management*. Routledge.
3. Aitken, R. J., Creely, K. S., & Tran, C. L. (2004). *Nanoparticles: an occupational hygiene review* (Vol. 274). London: HSE books.

4. MAIDMENT, S. C. (1998). Occupational hygiene considerations in the development of a structured approach to select chemical control strategies. *The Annals of Occupational Hygiene*, 42(6), 391-400.
5. Zisook, R. E., Monnot, A., Parker, J., Gaffney, S., Dotson, S., & Unice, K. (2020). Assessing and managing the risks of COVID-19 in the workplace: Applying industrial hygiene (IH)/occupational and environmental health and safety (OEHS) frameworks. *Toxicology and Industrial Health*, 36(9), 607-618.
6. Reed, S., Pisaniello, D, Benke, G, Ed. (2019). Principles of Occupational Health and Hygiene: An Introduction. Australia, Allen & Unwin.
7. The American Industrial Hygiene Foundation (AIHF). Basic Principles of Occupational Hygiene. <https://www.aiha.org/education/elearning/online-courses/basic-principles-of-occupational-hygiene>
8. Bratanegara, A. S., Somantri, L., Astari, A. J., Ihsan, M. H., & Aliyan, S. A. (2022, November). The important of environmental awareness and industrial hygiene for workers. In *IOP Conference Series: Earth and Environmental Science* (Vol. 1089, No. 1, p. 012073). IOP Publishing.
9. Lindström, I., Lantto, J., Karvala, K., Soini, S., Ylinen, K., Suojalehto, H., & Suuronen, K. (2021). Occupations and exposure events in acute and subacute irritant-induced asthma. *Occupational and environmental medicine*, 78(11), 793-800.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Basic Epidemiology				

Basic Epidemiology

Course Description

- This course will focus on introducing concepts of epidemiology, using principles and methods of both descriptive and analytical epidemiology to address public health problems and issues.
- Emphasis will be placed on examining the trend and patterns of major public health epidemic and endemic infectious and chronic diseases and environmental health and emerging diseases in populations and communities using epidemiological study designs.

Course Objectives

After studying this course, students should be able to:

1. Outline epidemiological measures of disease occurrence, calculate basic measures and describe patterns of disease occurrence.
2. Demonstrate an understanding of routine sources of data used in descriptive epidemiology, and appreciate their strengths and limitations accordingly.
3. Differentiate epidemiological study designs, recognize the most appropriate circumstances in which to use each design, and describe the measures of disease occurrence that can be generated using each design.
4. Recognize potential threats to correctly interpreting results from epidemiological studies, and identify those most relevant to each study design.
5. Distinguish the difference between association and causation, and appreciate relevant issues in inferring causation from observational designs.
6. Demonstrated ability to review and critically appraise observational studies.

Course Contents

1. History of Epidemiology

- Natural history of disease and levels of prevention
- Distribution and determinants of disease
- Measures of disease frequency
- Overview of epidemiologic study designs
- Measures of association

2. Types of studies

- Cross sectional studies
- Case control studies
- Cohort studies
- Experimental and Intervention Studies
- Population dynamics

2. Introduction to surveillance

- Investigation of an outbreak
- Screening for disease

3. Ethics in epidemiologic practice

4. Critical appraisal of epidemiologic literature.

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks
Midterm Exam: 35 marks
Final Exam: 40 marks

Recommended Readings

1. Carneiro, I. & Howard, N. (2011). Introduction to Epidemiology (Understanding Public Health) Paperback. 2nd Ed. ISBN-10: 0335244610.
2. Rothman, K. J. (2012). Epidemiology: An Introduction Paperback.
3. Bonita, R., Beaglehole, R. & Kjellstrom, T. (2006). Basic epidemiology, World Health Organization. (2nd Ed).

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Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	0
Course Title	Quran (Semester-VII)				

Semester VIII: BS Workplace Health and Safety Promotion

No	Course Code	Course Title	Category	Credit Hours
1.	WHSP 406	Capstone Project/Thesis	Capstone Project/Others	3
2.	WHSP 407	Thesis	Major	3
3.	WHSP 408	Monitoring and Evaluation of Occupational Safety and Health (OSH)	Major	3 (2+1)
4.	WHSP 409	Prevention of Communicable, non-communicable diseases and Injuries at workplace	Major	3
5.	WHSP 410	Disability and Rehabilitation	Major	3
6.		Quran	Other	1
		Total Credit Hours		16

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Monitoring and Evaluation of Occupational Health and Safety (OSH)				

Monitoring and Evaluation of Occupational Health and Safety (OSH)

Course Description

- The course gives an introduction to occupational organizational questions, focusing on unsafe and dangerous work.

Course Objectives

Upon completion of the course, students will be able to:

1. Understand conceptual framework of monitoring,
2. Measure and evaluate the occupational safety and health
3. Enable to apply the framework in practical world.

Course Content

1. **World of occupational safety and health (OSH)**
 - Role of a labor inspectorate in improving OSH
 - Performance measurement
 - Problems in performance measurement
2. **Conceptual framework for performance measurement**
 - Important definitions - vision, goals, objective
 - Inputs
 - Activities
 - Outputs
 - Outcomes
 - Efficiency and effectiveness
 - Attribution
3. **Applying the conceptual performance measurement model**
4. **Connecting the steps of conceptual framework**

5. Performance measurement in action- Case studies

6. Audits and Evaluation

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Tösine, H., & Wedege, N. P. (2013). Measuring performance of the occupational safety and health function—A handbook for labour inspectorates. International association of labour inspection (IALI).
2. Stem, C., Margoluis, R., Salafsky, N., & Brown, M. (2005). Monitoring and evaluation in conservation: a review of trends and approaches. *Conservation biology*, *19*(2), 295-309.
3. Crawford, P., & Bryce, P. (2003). Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation. *International journal of project management*, *21*(5), 363-373.
4. Shapiro, J. (2007). Monitoring and evaluation.
5. Diallo, K., Zurn, P., Gupta, N., & Dal Poz, M. (2003). Monitoring and evaluation of human resources for health: an international perspective. *Human resources for health*, *1*, 1-13.
6. Tremblay, A., & Badri, A. (2018). Assessment of occupational health and safety performance evaluation tools: State of the art and challenges for small and medium-sized enterprises. *Safety science*, *101*, 260-267.
7. Mohammadfam, I., Kamalinia, M., Momeni, M., Golmohammadi, R., Hamidi, Y., & Soltanian, A. (2017). Evaluation of the quality of occupational health and safety management systems based on key performance indicators in certified organizations. *Safety and health at work*, *8*(2), 156-161.

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Prevention of Communicable, non-communicable diseases and Injuries at workplace				
Course Title					

Prevention of Communicable, non-communicable diseases and Injuries at workplace

Course Description

- The aim of the course is to develop the understanding of global burden of diseases, regional and national pattern of global burden of major diseases and their risks.
- The aim of the course is to let students understand the concept of non-communicable diseases and ways how they can be controlled in Pakistan.

Course Objectives

After studying this course, student should be able to:

1. Develop a critical understanding of the concepts and measures used in studies of global burden of diseases.
2. Understand regional and national patterns of global burden of major diseases and their risk factors.
3. Apply critical knowledge in global burden studies to disease monitoring, intervention, health promotion, and policy implications in topical areas.
4. Discuss the strategies of control of common injuries and non -communicable Diseases in Pakistan

Course Content

1. Diseases and Traditional Categories

- Non-Communicable Diseases
- Communicable Disease

2. Introduction to the Global Burden of Disease

- Historical Background for Global Health and Global Burden of Diseases
- International Disease Classification Systems
- Group I are the pre-transitional causes: communicable, maternal, perinatal and nutritional
- Group II are the non-communicable causes
- Group III are the intentional and unintentional injuries.

- IHME GBD visualization tools
 - GBD basic measures:
 - YLL- Years of life lost
 - YLD - Years of life lost due to disability
 - DALY- Disability-adjusted life years
- 3. Basic Models of Global Burden of Disease**
- Basic Models of Global Burden of Disease
 - Methods & Practices
 - Major WHO-initiated studies
 - The Global Burden of Disease, Injuries and Risk Factors 2020
- 4. Global Burden of Disease and Risk Factors**
- Burden of Disease Attributable to Risk Factors
 - Risk Factor Selection
 - Burden of Disease Attributable to Individual Risk Factors
 - Joint Effects of Multiple Risk Factors
 - Burden of Disease Attributable to Multiple Risk Factors
- 5. Injuries: Types and Global Burden**
- A. Unintentional injuries**
- Road traffic accidents
 - Poisonings
 - Falls
 - Fires
 - Drownings
 - Other unintentional injuries
- B. Intentional injuries**
- Self-inflicted injuries
 - Violence
 - War
 - Other intentional injuries

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Sessional Work

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Hyder, A. A., Puvanachandra, P., Morrow, R. H. (2012). Measures of health and disease in populations. In Merson MH, Black, RE, Mills AJ (Eds.) Global Health. Diseases, Programs, Systems, and Policies. Third Edition. Jones & Bartlett Learning, 2012 (Chap 1).
2. World Health Organization (2001): National Burden Of Disease Studies: A Practical Guide <https://www.who.int/healthinfo/nationalburdenofdiseasemanual.pdf>
3. World Health Organization. The Global Burden of Disease concept (Chap 3).
4. Lopez, A. D., Mathers, C. D., Ezzati, M., Jamison, D. T., & Murray, C. J. L. (Eds.). (2006). Global Burden of Disease and Risk Factors. Washington, DC: Oxford University Press and World Bank, 2006 (Chap 1).
5. Keating C. (2018). The art of medicine: the genesis of the Global Burden of Disease study. *Lancet* 2018; 291:2317.
6. Solberg, C. T., Norheim, O. F., Barra, M. (2017). The disvalue of death in the global burden of disease. *J Med Ethics*: 2017:0:1-7.
7. Voigt, K., King, N. B. (2014). Disability weights in the global burden of disease 2010 study: two steps forward, one step back? *Bull World Health Organ*, 92:226-228.
8. Kasenga, F. (2016). Epidemiology of Communicable and Non-Communicable Diseases: Attributes of lifestyle and Nature of Humankind.
9. Thakur, J. S. (2015). Public Health approaches to non-communicable diseases.
10. Thakur, J.S. (2015). Non-communicable diseases.
11. Ministry of Health, Government of Pakistan, World Health Organization, Heartfile. (2004). National action plan for prevention and control of non-communicable diseases

Course Outline

Programme	BS Workplace Health & Safety Promotion	Course Code	WHP 305	Credit Hours	3
Course Title	Disability and Rehabilitation				
Course Title					

DISABILITY AND REHABILITATION

Course Description

- This course provides a comprehensive overview of disability management, including its philosophy and principles and the role of disability management personnel
- This course outlines Pakistan’s disability policies and related programs, as well as the development of vocational rehabilitation professions

Course Objectives

Upon completion of the course, students will be able to:

1. Explore the social, vocational, economic and family issues that impact people with disabilities, as well as the concepts of rehabilitation, vocational rehabilitation and disability management.
2. Understand foundational theories, historical practices, and current trends related to rehabilitation and disability management.

Course Content

1. Concepts and Definitions

- Current concepts in disability
- Rehabilitation
- Nature of disability
- Impact of disability
- Disability management

2. Models of disability

3. Philosophy of rehabilitation

4. Disability policies and practices in Pakistan

- Values, principles and practices of vocational rehabilitation and disability management

5. Development of disability management and its components

- Roles of disability management personnel and the skills required
- Current trends in disability management
- Issues of disclosing disabilities to employers

6. Tools and strategies related to vocational rehabilitation and disability

Teaching-Learning Strategies

Teaching will be a combination of class lectures, class discussions, and group work. Short videos/films will be shown on occasion.

Assignments

The sessional work will be a combination of written assignments, class quizzes, presentation, and class participation/attendance.

Assessments and Examination

Sessional Work: 25 marks

Midterm Exam: 35 marks

Final Exam: 40 marks

Recommended Readings

1. Escorpizo, R., Brage, S., Homa, D., & Stucki, G. (2016). *Handbook of vocational rehabilitation and disability evaluation*. Springer International Pu.
2. Loisel, P., & Anema, J. R. (2013). *Handbook of work disability. Prevention and management.:* Springer.
3. Bültmann, U., & Brouwer, S. (2013). Individual-level psychosocial factors and work disability prevention. In *Handbook of work disability* (pp. 149-162). Springer, New York, NY.
4. Ståhl, C., Costa-Black, K., & Loisel, P. (2018). Applying theories to better understand socio-political challenges in implementing evidence-based work disability prevention strategies. *Disability and rehabilitation, 40*(8), 952-959.

ASSESSMENT EVALUATION AND EXAMINATIONS:

Sr. No.	Elements	Weightage
1.	Mid-term Assessment	35%
2.	Sessional Marks on Presentation, Attendance, Assignments and Participation	25%
3.	Final-term Assessment	40%

A semester comprises of 16-20 weeks. There is midterm examination after 8 weeks of study and final examination after 16 weeks of study. Promotion to the next semester will be based on results of both semesters and decision to be taken at the end of the semester. If a student fails in a course, he/she will be provided two chances to pass a course by registering for the course again in the same semester of the subsequent years. If a student fails to pass the course after availing these two chances, he/she will be dropped from the rolls of the program.

GRADING SYSTEM:

PERCENT MARKS	LETTER GRADE	GRADE POINTS
85 & Above	A	4.00
80-84	A-	3.70
75-79	B+	3.30
70-74	B	3.00
65-69	B-	2.70
61-64	C+	2.30
58-60	C	2.00
55-57	C-	1.70
50-54	D	1.00
Below 50	F	0.00

THESIS WRITING

Students have to complete a research thesis of any topic of health, safety and environmental health and submit it to their designated supervisor before final term examination otherwise student will not be allowed to appear in final term examination (8th semester). This will carry 6 credit hours as prescribed by HEC for BSPH. The conduct and assessment of the thesis will be as per Punjab University rules/policies.

Checklist for a New Academic Program

Parameters	YES/NO	
1. Department Mission and Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Program Introduction	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Program Alignment with University Mission	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Program Objectives	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Market Need/ Rationale	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Admission Eligibility Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Duration of the Program	YES <input type="checkbox"/>	NO <input type="checkbox"/>
8. Assessment Criteria	YES <input type="checkbox"/>	NO <input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	YES <input type="checkbox"/>	NO <input type="checkbox"/>
10. Curriculum Difference	YES <input type="checkbox"/>	NO <input type="checkbox"/>
11. Study Scheme / Semester-wise Workload	YES <input type="checkbox"/>	NO <input type="checkbox"/>
12. Award of Degree	YES <input type="checkbox"/>	NO <input type="checkbox"/>
13. Faculty Strength	YES <input type="checkbox"/>	NO <input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Program Coordinator

Chairperson