

Dear OHS educators and researchers

I have just realised that it is nearly 12 months since I last sent an update of our activities in the OHS Body of Knowledge. The previous two educators' updates (July, 2020 and October 2020) are available at [educators-introduction-and-update](#). These earlier updates give important information, especially for educators on the role of the OHS Body of Knowledge in education and on the accompanying resources including the learning outcomes.

My apologies, for the long time between updates. It has been a busy time.

The OHS Body of Knowledge is important to educators as it is linked to criteria for accreditation of OHS programs. Students should be aware of the OHS Body of Knowledge as a resource and the various chapters should be included on reading lists for relevant units and topics. The students should see the OHS BoK as a 'first port of call' that gives them an overall perspective on a topic from which they can use other references to drill down on the topic. The video for students at <https://www.ohsbok.org.au/> gives a quick introduction. The OHS BoK chapters can be accessed at <https://www.ohsbok.org.au/bok-chapters/> and the The Guide to OHS BoK chapters - Key words and abstracts <https://www.ohsbok.org.au/bok-chapters/> can help in finding relevant chapters.

One of the key roles of the OHS Body of Knowledge is to make the outcomes of OHS research accessible and support the translation of research to practice. Researchers and educators play an important role in the OHS Body of Knowledge as authors and by communicating with us about their research and enabling us to keep the profession informed. This engagement with educators and researchers has been evident in our work over the last 12 months.

There is a table on the website that lists the new and updated chapters and nature of the changes. This table will assist educators in tracking the changes to identify any updates to required teaching material or references <https://www.ohsbok.org.au/bok-chapters/> Please, rather than placing specific chapters on your LMS can you require students to go to the web site to download copies. This not only ensures that they have the most up-to-date versions but they can see the resources and we get to track the downloads.

Since October last year we have published three new chapters and updated a further five chapters.

The new chapters are;

3 The Generalist OHS Professional: International and Australian perspectives

Authored by Pam Pryor, David Proven, Tristan Casey and Xiaowen Hu

This chapter should be essential reading for all current and prospective OHS professionals. It examines the status of OHS as a profession from both an international and Australian perspective. It presents results of recent Australian research on the professional identity of OHS professionals and the impact of the COVID-19 pandemic on the experiences of OHS

professionals and the status of the profession. It offers a view of the future and practical suggestions for improving the organisational experiences of generalist OHS professionals.

6 Global Concept Health

Authored by David Beaumont

Along with 'work' and 'safety', 'health' is one of the global concepts of OHS practice. With increasing attention given to 'psychological health' it is vital that current and developing OHS professionals do not treat psychological health and safety as something divorced and different from how we approach and manage OHS generally. Rather we need to promote an integrated approach. This new chapter explains how the concept of health has expanded to include psychological health as well as physical health. It differentiates between the biomedical model that defines health negatively as 'absence of disease' and the biopsychosocial model that inspires positive health, linkage of 'health' and 'wellbeing,' and replacement of the traditionally dominant safety paradigm with a holistic health paradigm inclusive of safety. It provides a conceptual model of workplace health that OHS professionals can adapt to their organisational circumstances and draws on the workplace impacts of the COVID-19 pandemic to illustrate application of the model.

10.1 The Organisation

Authored by Debra Burlington and Michael Griffiths

Generalist OHS professionals need to work within organisations and contribute to overall organisational goals rather than attempt to impose OHS change from outside the organisational context. To do this they need to understand their organisation. This chapter discusses the complexity of organisations and the scope of relevant theory before exploring three 'lenses' – metaphorical, structural and integral – which OHS professionals can apply to assist their understanding of organisations.

We have also updated chapters on;

7 The Human as a biological system

18 Biological hazards

19 Psychosocial hazards

21 Bullying and violence

24 Ionising radiation.

We will shortly be publishing new chapters on:

12.1 Systems and systems thinking

12.2 OHS management systems

16 Work-related MSDs.

There are a number of other chapters in progress and some chapters from 2012 that still have to be reviewed or rewritten.

I am always keen to talk with educators and researchers on how they use the OHS BoK, their suggestions for how we might develop further and, from researchers, about your work and how we may incorporate it into the OHS BoK.

Educators, you may wish to pass on information to your students on student membership of the AIHS which is free. See <https://www.aihs.org.au/membership/student-membership-benefits>. Among other things, students get a copy of the biannual OHS Professional magazine.

Best wishes to all in these challenging times.

(Should you wish to stop receiving these updates please advise by return email.)

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