

# Paper's Literature Review : Urgency making OHN Sciences at Indonesian Nursing Institution to preparation Profetionality of OHN Manpower

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## ABSTRACT

*The OHN (Occupational Health Nurse) profession or what we may know as nurses who work in industry/companies is a scope of work for nurses which is currently only becoming a trend and issue for the nursing profession. Not a few fellow nurses and students are interested in becoming OHN, especially regarding more guaranteed welfare. However, up to now there are still very few nursing campuses or universities that provide lecture courses on OHN, because there is no specific curriculum that mentions OHN courses up to Master's Degree level, currently there are 2 groups that include this course in Community nursing cluster and K3 and Patient Safety courses. Based on existing phenomena, most students and even fellow nurses know and understand the OHN profession after attending HIPERKES Paramedic training. So it is hoped that through this research in the future OHN courses will be held in Indonesian Nursing education institutions. Through this research, it is hoped that at the same time, professional Indonesian OHN human resources will be prepared in line with the country's goal of becoming a resilient industry by 2030, which will result in many opportunities for nurses to work in industry.*

**Keywords:** OHN; Nursing; Industry

## INTRODUCTION

Most work accidents are triggered by unsafe worker conditions and unsafe behavior. In addition, the role of occupational health nurses is still considered less than optimal in implementing occupational health and safety (K3), which has implications for the high incidence of work accidents. Theoretically and practically, Occupational Health Nurses (OHN) in Indonesia do not yet have a clear career path despite the availability of 30,381 medium-large industries (BPS, 2019). Occupational Safety and Health (K3) is a program packaged for workers, entrepreneurs and companies as an effort to maximize production by preventing accidents and work-related diseases (Lestari & Trisuliyanti, n.d). This effort is carried out by recognizing things that have the potential to cause work-related accidents and illnesses as well as anticipating actions if accidents and illnesses occur (Lestari & Trisuliyanti, n.d). In the next recommendation, it is very important that the role of employees is to actively participate and collaborate both with fellow employees and with management. For company management, providing information on K3 steps also needs to be delivered through appropriate training (ILO, 2014, Online).

Taking into account the above, nurses, as an integral part of the health profession, have a vital role in K3 efforts. Nurses are professionals in the health sector who have a very big role in efforts to improve occupational health and prevent accidents or illnesses caused by work. Nurses play an important role in implementing comprehensive K3 in achieving optimal worker health status. Nurses in the industrial sector mostly play roles as clinician, educator, manager/advisor, consultant, and case manager (Strasser et al.,

2009). Therefore, occupational health nurses need to develop new techniques in providing industrial health services to maintain and control the health and safety of workers. Considering that companies are part of the community within an industrial scope, in comprehensive health services, nurses need to be included in K3 programs in community health services.

Occupational health nurses currently still use standard K3 analysis approaches in general in preventive, curative and rehabilitative efforts (McKeown et al., 2003; Lang, 2010; Trianggoro Wressell, J. A., Rasmussen, B., & Driscoll, A. (2018) However, on the other hand, there is a K3 model concept that is easier to apply, namely the Loss Causation Model as an approach to controlling work accidents (Chua & Goh, 2004; Tarwaka, 2008). The similarity of the process with nursing care. Therefore, this research aims to determine the role of occupational health nurses in reducing the number of work accidents in the industrial sphere by using the Loss Causation Model accident stages as a reference.

This article aims to analyze the extent to which the content of occupational health nursing (OHN) material needs to be included in the Community of Nursing course as a new paradigm in enriching the competency of Indonesian nurses in this era of the rapid industrial world.

## METHOD

This writing method is a literature study quoted from various current sources including: journals, articles, conferences, webinars & workshops. There is very little literature related to occupational health nurses in Indonesia. In this regard, it is hoped that this literature review can be a reference for the creation of Occupational Health and Safety courses in Nursing in Indonesia if we look at neighboring countries such as the Philippines, Malaysia, Singapore and Australia. There is a lot of literature and OHN courses that have been taught in nursing education.

No	Judul	Author/Jurnal/Tahun	Metode	Results
1	The Implementation of Occupational Health Nursing Practice Indonesia-Papua New Guinea Borders: Present and Future Challenges	Isak Jurun Hans Tukayoa, Frans Manangsang, Moh. Saljan, Jems KR Maay, International Journal of Innovation, Creativity and Change. www.ijicc.net Volume 13, Issue 12, 2020	Qualitative Explorative	124 nurses (83%) had never received OHN training. Only 26 nurses (17%) had attended practical Health and Safety related training. Most nurses acquired OHN knowledge through independent learning. During the study, it was found that most of the nurses were unaware of the duties of OHNs (63%). In the Health Promotion Program, only 35% have experience doing it. In Case Management, only 29% are involved, but 71% never know about it. In health surveillance, 69 didn't have the idea, and in Fitness to Work, 85% never did. On average, only 27.6% (41 nurses) of 150 nurses have knowledge and skills in activities related to occupational health.
2	Technical Skills Overwhelming Social Skills Of Occupational Health Nursing On Teaching Methods	Syaifoel Hardy; Isak Jurun Hans Tukayo; Rijal Maulana; Ridha Afzal, Jurnal Riset Kesehatan, 10 (2), 2021, 114- 122, DOI: 10.31983/jrk.v10i2.7542, Jurnal Riset Kesehatan, <a href="http://ejournal.poltekkes-smg.ac.id/ojs/index.php/jrk">http://ejournal.poltekkes-smg.ac.id/ojs/index.php/jrk</a>	Quantitative Approach With Cross-Sectional Study	The SPSS T-Test results showed that 95 respondents (73.1%), perceived that technical skills dominated OHN working in industry, and 35 respondents (26.9%) in the field of social skills, with a p-value of 0.000. In other words, the dominance of technical skills is very closely related to the system's teaching and learning process. The need for technical skills is much more dominant than social skills, OHN teaching needs to emphasize technical skills, not social areas.
3	New Paradigm of Occupational Health Nursing In Community Nursing	Syaifoel Hardy MN	Literature study combined with empirical experience.	From the conclusions of Hennessy et al. (2006), it is clear that during college, occupational health nursing courses were not provided adequately. Likewise with practical experience during college. Of course, all this happens for a number of reasons. One of the biggest according to Hennessy et al. (2006) is different perceptions. There are two sub versions of Community Nursing with K3 and Patient Safety. Considering the needs of students, the competencies expected of these teachers still

				<p>need to be reviewed. Considering that the market need for nurses who are competent in the field of K3 is increasing. In addition, the current lecturer-student ratio is still high, namely 1:20 (Soebekti, Y, 2011, Pers. Comm.). In itself, student coaching by competent lecturers or an effective K3 expert, becomes a worthy need. laboratory interests for occupational health nursing activities are not must be as complete or have status as reference laboratory. At least, you can provide supporting facilities practical learning of the four basic pillars occupational health nursing: fitness to work, health promotion, health surveillance and management of ill health. This component is the part that needs to be included occupational health nursing education (Oakley,2003).</p> <p>However, the laboratory concept so far still emphasizes the clinical role of nurses in hospitals. There is no laboratory concept that emphasizes the role of nurses in industry..</p>
4	Knowledge and Perception of Nurses about Occupational Hazard with Nurse Characteristics	Agung Setiyadi, Levyda, Kohar Sulistyadi, Tatan Sukwika ; Journal for Quality in Public Health Vol. 5, No. 2, May 2022, pp: 586-592	Study Analyzes, a quantitative research method using cross-sectional figures	The level of knowledge of nurses about dangers is very important to maintain the safety of patients and nurses themselves. as many as 52 nurses work at the RSUD Kanjuruhan Malang. This research shows a strong relationship between nurses' knowledge and perceptions about occupational hazards with a positive correlation with $R = 0.836$ .
5	The Role of Occupational Health Nurses to Reduce Working Accidents in the Industrial Area of Surabaya	Ahmad An Naufal, Sulistiawati, Sylvia Dwi Wahyuni ; Journal of Health (JoH) - Vol. 9 No. 2 (2022), 88-99	Phenomenology study with Qualitative design ; 13 nurses in the industrial area of Surabaya, Indonesia. The data collection process was obtained through in-depth interviews and field observations. Data analysis used 6 Van Manen methods and NVIVO software.	The low effectiveness of the implementation of occupational health and safety (K3) by occupational health nurses has led to a high number of work accidents, especially in the Indonesian industrial sector. This non-optimization results from inadequate guidelines for analyzing K3 among workers. Utilizing protocol industrial nursing care needs in the context of controlling work accidents, one of which is using the Loss Causation Model approach. Nurses prioritize preventing work accidents, identifying work accident risks, and maintaining work health and safety for workers according to the work accident stages of the Cause of Loss Model. In addition, nurses play a role in reviewing and finding accident information chronologically from a health perspective.
6	Theoretical Perspectives Of Occupational Health Nurses (OHN) Career In Indonesia: A Critical Review And Future Exploration	Syaifoel Hardy,Isak JH Tukayo, Ridha Afzal, Noor Hadi ; Jurnal Berita Ilmu Keperawatan Vol. 14 (2), Tahun, 2021	The method used is the Meleis Assessment Model to review selected documents by applying three types of career paths, namely the Career Framework, Change Model and Nursing Career Framework from 2016 to 2020.	In terms of education, where OH nursing specialization in Indonesia is still very limited, OHN careers in the corporate nursing profession need to be analyzed and explored. Meleis' model provides a deeper understanding of OHN careers. Meanwhile, reviewing career theoretical frameworks also contributes to the career path of OH Nurses, both in practice, research, education and administration in various dimensions of nursing care in the industrial environment.

7	Occupational Health Nursing Education for the 21st Century	Marjorie C. McCullagh, PhD, RN, PHCNS-BC, COHN-S	Case Studies	The demand for occupational health nurses is huge, expected to increase, and the supply of occupational health nurses is not expected to keep pace. Consequently, new strategies must be developed to prepare nurses to create a safe and healthy work environment. This strategy should include students in pre-licensure programs as well as nurses currently in professional practice. Funding for programs designed to prepare occupational health nurses will be critical to meeting this demand. Additionally, continuing education programs for occupational health nurses must demonstrate effectiveness in developing occupational health nursing skills and minimizing the time nurses spend away from the workplace.
8	Occupational Health Nurse Education (Instagram Digital Platform)	Ns. Devanda Faiqh Albyn, M.Kep (OHN Practitioner at Holding PT Perkebunan Nusantara/Founder @ohnurseedu), <a href="http://www.firstindonesiamagazine.com">www.firstindonesiamagazine.com</a>	This writing method is a literature study combined with the empirical experience of the author who has been an occupational health nurse for many years.	<p>Many disciplines and professions related to K3, Occupational Health and Safety professionals have been applied by companies and industries in 49 countries, including: Occupational Health Doctor, Occupational Health Nurse, Occupational Hygiene Expert, Safety Engineer, Ergonomist/Physiotherapist, and Psychologist (ILO, 2018), We all need to know that nurses also have a role in organizing occupational health in a company agency or are often referred to as Occupational Health Nurses.</p> <p>Attached to the 2022 National K3 Profile, there is still a high number of PAK and KK based on global data released by the International Labor Organization (ILO), that the number of KK and PAK cases in the world reached 430 million per year, consisting of 270 million (62.8 %) KK cases and 160 million (37.2%) PAK cases, and caused the death of 2.78 million workers. every year. Meanwhile, 40% of KK and PAK cases occur in young workers.</p> <p>August 2019 BPS numbered 135.61 million workers from the 144.01 million workforce or around 50% of the total population of 270.2 million people, (BPJS) Employment total work accident insurance for 2019 to 2019. In 2021, there were 210,789 people (4,007 people died), 221,740 people (3,410 people died), and 234,370 people (6,552 people died).</p>
9	Education for elementary school students to increase safety and health awareness at school and home	Fandita Tonyka Maharani, Dyah Utari Universitas Pembangunan Nasional Veteran Jakarta, Jakarta, Indonesia	This community service is carried out through the stages of socialization, training (lectures and questions and answers), and mentoring. Socialization is carried out by providing direct notification to elementary school students. Training is carried out by means of lectures and question and answer sessions.	Knowledge about occupational safety and health (K3) must be possessed by everyone, including elementary school age children. Elementary students must be able to understand the dangers and risks that can interfere with their health and safety in their daily lives, which are spent mostly at school and home. Poor ergonomic sitting positions, inappropriate use of bags, and the presence of gas cylinders at home are some of the dangers that can affect the health and safety of elementary school students. After community service, elementary school students have better knowledge regarding K3 aspects at school and home, which includes a better understanding of sitting positions in class, selecting ergonomic bags, the characteristics of leaking gas cylinders, what to do if there is a leak gas, as well as how to avoid fires caused by sockets.

10	Occupational Health and Safety Management System (SMK3) at the	Adilla Desy Rizbudiani, , Amat Jaedu. Universitas Negeri Yogyakarta, Indonesia	This research is qualitative in nature using data collection techniques in the form of interviews, observation, and documentation of data validity using source triangulation. Data analysis uses qualitative descriptive.	The research results show that the workshop building at one of the vocational schools in Central Java has been well planned in implementing K3. The implementation of K3 is categorized as being implemented quite well. Evaluation of the implementation of K3 is categorized as quite good. Therefore, the Occupational Health and Safety (K3) management system in Vocational Schools needs to be improved. Schools can collaborate with stakeholders to follow up on the K3 management system
11	The Relationship Of Occupational Health And Safety Knowledge With The Work Attitude Of Culinary Students At Smk Negeri 6 Padang	Meliza Wahyu Miranti (Universitas Negeri Padang) Asmar Yulastri (Universitas Negeri Padang)	This type of research is quantitative with a correlational approach. The population of this research was class XII culinary students at SMK Negeri 6 Padang for the 2020/2021 academic year, totaling 95 people. The sampling technique used is saturated sampling, that is, all members of the population are taken as samples. Data collection was carried out using test instruments and questionnaires via Google Form. The test instrument uses a system without fines and the questionnaire uses a Likert scale. The test instrument has been tested for validity, reliability, difficulty index and distinguishing power of questions, while the validity and reliability of the questionnaire have been tested.	The research results show that overall K3 knowledge is in the medium category with a percentage of 32%. Students' work attitudes are in the very high category with a percentage of 28%. The results of the correlation test can be concluded that there is a positive and significant relationship between K3 knowledge and the work attitudes of culinary arts students at SMK Negeri 6 Padang with the tcount value
12	Occupational Health Nurses Education (@ohnurseedu) Pembuka Paradigma Ruang Lingkup Kerja Perawat Di Indonesia	Devanda Faiqh Albyn, Founder Occupational Health Nurses Education (@ohnurseedu), www.mediaperawat.co.id	This writing method is a literature study combined with the empirical experience of the author who has been an occupational health nurse for many years.	The number of OH Nurses is still very limited, apart from the lack of nursing education institutions that organize OHN specialization programs, OHN teaching staff are not yet available, and OHN training in universities in Indonesia also does not exist (Tukayo et al., 2021). OHN plays an important role in managing the occupational health and safety of industrial workers. Nurses can also provide recommendations to related parties in making policies to improve worker welfare as an effort to reduce physical and material losses due to work accidents. Occupational Health Nurses (OHN) are an established nursing practice known in many western and developed countries throughout the world. However, it is still considered a new field in less industrialized countries, including Indonesia. The Royal College of Occupational Health Nursing Society of England estimated that there were 7500 nurses working in the UK in occupational health settings in 1996. Philosophically, the basic principles of OH nursing practice remain unchanged; namely to improve health in the workplace and to protect workers' health (Devanda F.A, 2023). To accommodate the OHN profession, the author and team have created a digital platform Instagram @ohnurseedu which has IPR and is also

part of the Indonesian Network of Occupational Safety and Health Professionals (INOSHPRO) as a forum for developing the OHN or corporate nurse profession in Indonesia.

13	Webinar Karir Nurse dalam K3 Oil & Gas Soroti Fakta Industri yang Kompleks	SUTRISNO – OHN OFFSHORE BELAIT SHIPPING COMPANY SDN BHD HASDAR – OHN OFFSHORE MEDCO EP NATUNA YULI NURDIANSYAH – OHN ONSHORE PT DONGGI SENORO LNG. <a href="http://www.firstindonesiamagazine.com">www.firstindonesiamagazine.com</a>	webinar & workshop	It is hoped that this live webinar will provide extensive benefits and valuable insight for individuals, especially nurses who are interested in exploring careers in the oil and gas industry.
14	Literature Review: The Urgency Needs of Occupational Health Nurses Profession for SMK3 Implementation to Workers at Indonesian Company	Devanda Faiqh Albyn. Holding PT Perkebunan Nusantara	This literature review uses comprehensive methods such as finding sources from research theses, training modules, journals, training materials, ministry websites and laws and rules by skimming, which is useful for help readers understand the overall theme, using Google Shoolar with keyword "Occupational Health Nurse" and Occupational Health and Safety "Occupational Health Safety Environment" 47 article sources used as databases, database searches used included: from SAGE's, ScienceDirect, MDPI, PubMed, ResearchGate, Springer (Occupational Health Sciences), Taylor &	From the literature explanation reviews in this case can be concluded that it is clear that the urgency of the role and Functions of occupational health nurses for companies and workers is clear. As we know that we spend 1/3 of our time days at work, so we really need to get occupational health services, both promotive, preventive, curative and rehabilitative perspective, for Minimize company and worker costs cost of treatment. And create health and productive workers, and implement a safety culture for all parties aspects of our lives.

Francis, American  
Journal of  
Epidemiology,  
International Journal  
of Advanced Health  
Sciences and  
Technology  
(IAHST),

Tabel 1 : Literatur review

## RESULTS AND DISCUSSION

Netting 14 recent journals, articles, conferences, webinars and workshops, it was found that not all nursing education institutions include "Occupational Health Nurse" lecture material, considering the urgency of this course related to the fact that there are still many nurses who are not yet aware of K3 in their profession "nurse" for Currently, there are several campuses that include community courses, but there are also those that include K3 and patient safety courses in the curriculum. If it is included in the community, only a small amount or a few will enter the science, but it is more suitable to be included in the K3 and patient safety courses because it is more comprehensive, even though in fact K3 and patient safety are identical to hospitals and clinics, the K3 scientific element is very broad and complete. This is to address the lag in occupational health nurse education compared to neighboring countries. It would be more ideal to hold a Masters in Occupational Health Nurse education considering that This science is very specific considering the many scientific disciplines covered as conceptualized by Bonnie Rogers:

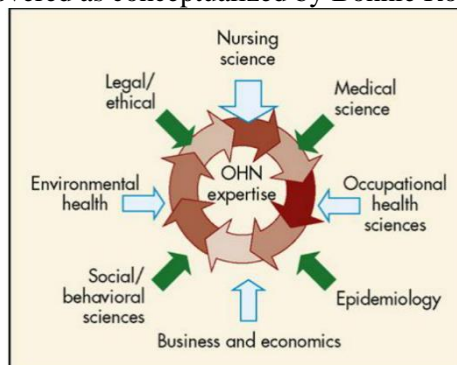


Figure 1. Occupational health nursing knowledge domains, (Bonnie Rogers, 1998).

Occupational health nursing, a subspecialty of public health nursing, is defined by the American Association of Occupational Health Nurses (AAOHN) as follows: Specialized practice that focuses on the promotion, prevention, and restoration of health in the context of a safe and healthy environment. This includes preventing adverse health impacts from occupational and environmental hazards. This company

provides and implements occupational and environmental health and safety programs and services to clients. Occupational and environmental health nursing is an autonomous specialty and nurses make independent nursing judgments in providing health services (AAOHN, 2004, p. 2). As depicted in Figure 30-1, occupational health nursing derives its theoretical, conceptual, and factual framework from a multidisciplinary basis. These basic multidisciplinary elements include the following (Rogers, 1998, 2003b):

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- The science of nursing, which provides the context for the delivery of health services and recognizes the needs of individuals, groups, and populations within the framework of prevention, health promotion, and care management of disease and injury, including risk assessment, risk management, and risk communication
- Special medical science for the treatment and management of occupational health diseases and injuries, which is integrated with nursing health surveillance activities
- Occupational health sciences, including toxicology, to identify exposure pathways, assess the relationship between occupational exposure to chemicals and acute and latent health effects such as burns or cancer, and understand dose-response relationships; industrial hygiene, to identify and evaluate workplace hazards so that control mechanisms can be implemented to reduce exposure; safety, to identify and control workplace injuries through active protection and worker training and education programs on occupational safety; and ergonomics, to match the job to the worker, emphasizing abilities and minimizing limitations
- Epidemiology, to study health and disease trends and characteristics of working populations, investigate work-related episodes of illness and injury, and apply epidemiological methods to analyze and interpret risk data to determine causal relationships and to participate in epidemiological research
- Business and economic theories, concepts, and principles for strategic and operational planning, for assessing quality and cost-effective services, and for managing occupational health and safety programs
- Social and behavioral sciences, to explore the influence of various environmental (e.g., work and home), relationships, and lifestyle factors on worker health and determine interactions that influence worker health
- Environmental health, to systematically examine the reciprocal relationship between workers and the surrounding environment as a basis for developing prevention and control strategies
- Legal and ethical issues, to ensure compliance with regulatory mandates and address ethical issues that may arise in a competitive environment

as ABOHN (American Board for Occupational Health Nurses) [www.abohn.org](http://www.abohn.org) determines how an OHN must fulfill several competencies that must be mastered by an OHN practitioner: specific practices that provide health, safety, welfare programs and services to workers, worker populations and groups public. Focuses on the promotion and restoration of health, prevention of illness and injury, and protection from work-related and environmental hazards (AAOHN, 2016). It is a dynamic public health nursing specialty that has tremendous growth, professional development, and leadership opportunities. What an Occupational Health Nurse (OHN) should do: Clinician/Primary Care, Assessment and Supervision, Consultant, Case Management, Health Promotion, Administration and Research, OHNs have an important role in ensuring the confidentiality of medical information workers.

Table 2. The OHN job description

Aktivitas OHN					
Clinician/Primary Care	Surveillance & Controls	Consultant	Case Management	Health Promotion	Administration & Research
<ul style="list-style-type: none"> <li>- Injury/illness care</li> <li>- Monitoring :</li> <li>• Hearing</li> <li>• Blood pressure</li> <li>• Cholesterol</li> <li>• Vision</li> </ul>	<ul style="list-style-type: none"> <li>- Medical Surveillance Testing</li> <li>- Communicable/Infectious Diseases</li> <li>• Exposure control</li> <li>- Hazard Control</li> <li>• Engineering Controls</li> </ul>	<ul style="list-style-type: none"> <li>• Pre placement Examination</li> <li>• Exposure assessment of workers and environment</li> </ul>	<ul style="list-style-type: none"> <li>- Coordination of injury/illness care and safe return to work</li> <li>- Workers' Compensation</li> </ul>	<ul style="list-style-type: none"> <li>• Program Development &amp; Delivery</li> <li>• Education</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Primary, Secondary and Tertiary Prevention</li> <li>• Workplace Violence</li> </ul>



<ul style="list-style-type: none"> <li>• Spirometry</li> <li>• PPE</li> <li>• Records</li> </ul>	<ul style="list-style-type: none"> <li>• Work Practice</li> <li>• Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Interpretation of results</li> <li>• Lab testing</li> </ul>	<ul style="list-style-type: none"> <li>• Wage replacement benefits</li> <li>• Medical treatment</li> <li>• Vocational rehabilitation</li> <li>- Personal Illness/injury</li> <li>• Assist with access and appropriate use of health care</li> <li>• Facilitate return to work</li> </ul>	<ul style="list-style-type: none"> <li>-Health Risks</li> <li>-Safety</li> <li>• CPR and First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiology</li> <li>• Injury Prevention</li> <li>• Pandemic Planning &amp; Emergency Response</li> <li>• Leader</li> <li>• Team Member</li> <li>• Responder</li> <li>• Coordinator</li> </ul>
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Table 3. The OHN Competency

KOMPETENSI OHN, Kurikulum, & MODUL (USA – Malaysia)			
Durham College, Certificate Occupational Health Nursing RN (Certificate), USA	Colorado School of Public Health, OHN Prep Course Package, USA	NATIONAL INSTITUTE OF OCCUPATIONAL SAFETY AND HEALTH, Occupational Health Nurse, Malaysia	
<ul style="list-style-type: none"> <li>• Ergonomics &amp; Disability Management</li> <li>• Health &amp; Safety Management for Occupational Health Nurses</li> <li>• Health Assessment</li> <li>• Health and Safety Legislation for Occupational Health Nurses</li> <li>• Health in the Workplace</li> <li>• Occupational Health &amp; Health Surveillance</li> <li>• Occupational Health Nursing Introduction</li> <li>• Occupational Health Nursing Project</li> </ul>	<ul style="list-style-type: none"> <li>• Case Management (1 hour)</li> <li>• Chemical Hazards (1 hour)</li> <li>• Direct Care (1 hour)</li> <li>• Epidemiology &amp; Research (1.5 hours)</li> <li>• Exam Prep* (45 min)</li> <li>• Health Promotion (1 hour)</li> <li>• Hearing Conservation (1 hour)</li> <li>• Industrial Hygiene &amp; Safety (0.5 hour)</li> <li>• Infectious Disease Epidemiology &amp; Control (1.25 hours)</li> <li>• Injury Prevention &amp; Ergonomics (1 hour)</li> <li>• Legal &amp; Ethical Issues (0.75 hours)</li> <li>• Legal and Regulatory Considerations (0.5 hours)</li> <li>• Occupational Health Programs (0.75 hours)</li> <li>• Occupational History &amp; Physical Assessment (0.5 hours)</li> <li>• Physical Hazards - Coming Soon</li> <li>• Recordkeeping - (1 hour)</li> <li>• Respiratory Protection (1.25 hours)</li> <li>• Role of the OEHN** (37 min)</li> <li>• Toxicology (1 hour)</li> </ul>	<b>Module 1</b> <ol style="list-style-type: none"> <li>Intro to OSH.</li> <li>FMA and Health Regulations.</li> <li>OSHA.</li> <li>USECHH.</li> <li>NADOPOD.</li> <li>Intro to OHN.</li> <li>Structure &amp; OHN Unit.</li> <li>Occupational Health Nursing process.</li> <li>Role and Responsibilities of OHN.</li> <li>Needlestick Injuries Management.</li> <li>Chemical Hazards.</li> <li>Ergonomics Hazards.</li> <li>Biological Hazards.</li> <li>Psychosocial Hazards.</li> <li>Physical Hazards.</li> <li>IHL Investigation.</li> <li>Intro to Occupational Diseases.</li> <li>Musculoskeletal Disorders.</li> <li>Occupational Lung Diseases.</li> <li>Occupational Skin Disorders.</li> <li>Occupational Reproductive Disorders.</li> <li>Liver &amp; Kidney Disorders.</li> <li>Neurological Disorders.</li> <li>SOCOS.</li> <li>Occupational Epidemiology.</li> <li>Occupational Toxicology.</li> <li>Industrial Hygiene.</li> </ol>	<b>Module 2</b> <ol style="list-style-type: none"> <li>OSHMS.</li> <li>Intro to HIRARC.</li> <li>Risk Management.</li> <li>Principles of Control: Prevention, Mitigation &amp; Recovery.</li> <li>Emergency Response Plan and Preparedness.</li> <li>Chemical Health Risk Assessment.</li> <li>Medical Surveillance.</li> <li>Fitness for Work.</li> <li>Disability Assessment.</li> <li>Return to Work.</li> <li>Preparation for Medical Board.</li> <li>Health promotion and Wellness Programme.</li> <li>Drug and Alcohol-Free Workplace Programme.</li> <li>Management of Common Blood Borne Pathogens.</li> <li>Travel Health.</li> <li>Counselling.</li> <li>Code of Professional Conduct for Nurses.</li> <li>Radiation Hazard.</li> <li>Audiometric Test.</li> <li>Lung Function Test.</li> </ol>

## CONCLUSION

So it can be concluded that currently the "Occupational Health Nurse" course should be included in the "Occupational Health and Patient Safety" course. While waiting for the establishment of the Occupational Health Nurse curriculum. Considering that there is very little scope of scientific coverage if it is included in community nursing, it will tend to promote health, groups and families, whereas not all workers on site

bring their families into their work environment. Remembering that if you enter the K3 and Safety courses, patients will have more freedom regarding the discussion of Occupational Health and Safety. Just adding the Nurse Sciences aspect, along with the publication of this article, it is hoped that OHN courses will be held in the K3 and Patient Safety course curriculum in Nursing Education agencies in Indonesia as an initial breakthrough in changing the paradigm of nursing graduates only working in FASYANKES (Hospitals, Community Health Centers, Clinics, and Laboratories) only but can work in the Industrial sector supported by the many various kinds of industries that exist in Indonesia and Indonesia's goal of becoming a Resilient Industrial Country by 2030 in line with the 2024 National K3 Profile is to produce K3 human resources who are competent and able to have competitiveness in Domestic and foreign companies.

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