Dear Colleagues,

One of the most important parts of our work here at Wagner College is to ensure that it is done safely and effectively. To help you do that, we have created these new guidelines to provide procedures and checklists that can make your work safer, and prevent mishaps. I would encourage you to familiarize yourself with the pages that follow, especially those that have to do with the work you do in your specific areas. There are a range of procedures that are covered in here from repairs and maintenance to office space safety and even tips on identity fraud and the safe use of chemicals.

With your help, we can take Wagner to a higher level of safe operations.

Thanks for all you do.

Joe Romano
Vice President for Administration
Wagner College Workplace Safety Committee Members
(3/2017)

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Meeting Schedule 2017

Wednesday, April, 2017
Wednesday, June, 2017
Wednesday, September, 2017
Wednesday, December, 2017
Wagner College Workplace Safety Program

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What Is Workplace Safety

Workplace safety is about preventing injury and illness to employees in the workplace. Therefore, it’s about protecting Wagner College’s most valuable asset: its workers. By protecting the employees’ well-being, the college reduces the amount of money paid out in health insurance benefits, workers’ compensation benefits and the cost of wages for temporary help. Also factor in saving the cost of lost-work hours (days away from work or restricted hours or job transfer), time spent in orienting temporary help, and the programs and services that may suffer due to fewer employees, stress on those employees who are picking up the absent workers’ share or, worse case, having to suspend or shut down a program due to lack of personnel.

Addressing Safety and Health Hazards in the Workplace

To make the workplace safer, the college has to acknowledge which potential health and safety hazards are present. Or determine where and what and how a worker is likely to become injured or ill. It starts with analyzing individual workstations and worksites for hazards—the potential for harm—be it a frayed electrical cord, repetitive motion, toxic chemicals, mold, lead paint or lifting heavy objects.

Job hazard analysis

OSHA describes a job hazard analysis as a technique that focuses on job tasks to identify hazards before they occur. Wagner College thinks of it as looking at the parts to strengthen the whole. From either view, the analysis examines the relationship between the worker, the task, the tools and the work environment.

Senior Staff may have to help workers manage specific hazards associated with their tasks:

- chemical (toxic, flammable, corrosive, explosive)
- electrical (shock/short circuit, fire, static, loss of power)
- ergonomics (strain, human error)
- explosion (chemical reaction, over pressurization)
- fall (condition results in slip/trip from heights or on walking surfaces—poor housekeeping, uneven surfaces, exposed ledges)
- fire/heat (burns to skin and other organs)
- mechanical (vibration, chaffing, material fatigue, failure, body part exposed to damage)
• noise (hearing damage, inability to communicate, stress)
• radiation (microwave ovens, microwave towers for radio or wireless technology)
• struck by (falling objects and projectiles injure body)
• struck against (injury to body part when action causes contact with a surface, as when screwdriver slips)
• temperature extreme (heat stress, exhaustion, hypothermia)
• visibility (lack of lighting or obstructed vision that results in error or injury)
• weather phenomena (snow, rain, wind, ice that increases or creates a hazard)

Workplace safety program

Any policy, procedure or training used by the college to further the safety of employees while working for the college is considered part of a workplace safety program. Workplace safety programs to reduce work-related injury and illness are concerned with:

• promoting and rewarding safe practices at work
• reducing injuries and illnesses at work
• eliminating fatalities at work

Workplace injury and illness prevention

According to OSHA, work-related injury and illness prevention falls into three categories in order of priority: engineering controls, administrative controls, and personal protective equipment controls.

Workplace safety initiatives can be as simple as closing and locking the door; replacing burned out lights inside and out; closing drawers before walking away from the desk or file cabinet; knowing and using proper lifting techniques; providing adjustable workstations to accommodate differences in people’s stature and weight to eliminate repetitive motion, back, neck and shoulder injury; and using the proper tool for the job in an appropriate fashion. These and other basics should be universally adopted safety procedures in any workplace.

Size does not matter

Workplace safety programs are important to all Wagner College Departments no matter how few or many employees they have. Remember: employees are the college’s most important asset.

Create ownership of the program

Wagner College employee’s health and safety are affected not only by their own actions but by those of their co-workers. Senior Staff must help employees manage hazards associated with their work (tasks or responsibilities). They also need to make certain employees are fit for work. Fitness for work involves drug and alcohol issues, physical and emotional well-being, fatigue, and stress.
People need to be engaged with the creation and implementation of the safety program for it to succeed. For example, the college is responsible for supplying employees with appropriate safety equipment, but workers are responsible for wearing it at the right times and places. The college should provide employees with training to help them carry out their assignments, but these workers are responsible for attending this training, asking questions and telling supervisors if they do not understand what is being explained. This may require staff members to act assertively—to speak up for themselves—and say: ‘I do not understand how to use these, could you please show me.’ Senior Staff are instrumental in encouraging and supporting such behavior.

**Measure performance**

In safety and health, continuous improvement involves seeking better ways to work, measuring performance and reporting against set targets. It is also about systematically evaluating compliance with procedures, standards and regulations; understanding the causes of incidents and injuries; and openly acknowledging and promptly correcting any deficiencies. Performance can be measured by:

- reduction in lost-time injury frequency
- reduction in medical treatment injury frequency (beyond first aid care)
- reduction in sick days used
- lower workers’ compensation costs
- lower medical benefits payments (doctor’s visits, prescription drugs
Fact Sheet

Workplace Safety Policy Statement

It is up to the management of Wagner College to vigilantly protect staff safety. Implementing a safety policy for the college is a top priority. Staff should be encouraged to report any unsafe conditions right away and should be trained how to react in an emergency involving potential violence at the workplace.

Goals of Policy

1. A primary goal of the workplace safety policy is to establish the expectation that it is the responsibility of all personnel to create and maintain a safe work environment.
2. State and local government workers are excluded from federal coverage under the Occupational Safety and Health Act of 1970 (OSHA), therefore the entity’s safety policy should address the organization’s obligations under their state’s state workplace safety and health programs. There are three categories of plans:
   - State programs that are under plans approved by the U.S. Department of Labor are required to extend their coverage to public sector (state and local government) workers in the state. Twenty-two (22) states and territories operate plans covering both the public and private sectors.
   - States without approved USDOL plans are allowed to develop plans that cover only public sector workers: Connecticut, New Jersey, New York and the Virgin Islands operate public-employee only plans.
   - States without OSHA-approved state job safety and health plans may voluntarily provide safety and health protection to their governmental workers. Many states without approved safety and health programs do provide coverage to public employees, to varying degrees, through programs that do not receive federal funding and are not subject to federal OSHA oversight. (See resources at www.osha.gov/fso.osp/Public/Sector.html for more information.)
3. It is good risk management for workplaces to train their staff annually concerning workplace hazards, such as hazardous chemical substances and blood borne pathogens.
4. Wagner College workers’ compensation insurance policies require the organization to report a work-related injury or illness within a certain number of days, or risk loss of coverage.
5. To ensure proper coverage, it is the college’s policy to require employees to report any incidents resulting in work-related illness or injury immediately or within 24 hours.
6. If the college’s activities include taking care of children, the elderly or other vulnerable populations, employees run the risk of being exposed to diseases from these people and precautions should be taken to protect them.

7. The college’s workplace safety policy requires employees to use universal precautions when applying first-aid or providing personal care to anyone within the workplace/worksite. Exposure at the workplace to diseases that are transmitted by body-fluids, such as Hepatitis and AIDS, is regulated by OSHA.

It is the intent of Wagner College to provide a safe environment for employees. It is also our intent to properly manage any incidents that occur so as to minimize injury and other forms of loss. A well-managed workplace safety program can benefit our college and its people in countless ways.

In order for Wagner College to achieve our goals, we have developed a workplace safety program outlining the policies and procedures regarding employee health and safety. Each and every individual must become familiar with the program, follow and enforce the procedures, and become an active participant in this workplace safety program.

While management [the workplace safety officer and workplace safety committee] will be responsible for developing and organizing this program, its success will depend on the involvement of each employee. We look forward to your cooperation and participation.
Fact Sheet

Workplace Safety Job Descriptions

Vice President of Administration

The Vice President of Administration is ultimately responsible for having an effective workplace safety program in place.

Workplace Safety Coordinator/Campus Operations Director

Although safety is everyone’s responsibility, it is important that workplace safety oversight be assigned specifically to one person. The role of “workplace safety coordinator” at Wagner College is the Campus Operations Director. The college empowers the workplace safety coordinator to act as needed to safeguard employees, and provide the training and resources needed to manage these risks effectively.

Responsibilities

- Leads all safety committee functions.
- Facilitates all safety committee meetings.
- Directly reports to the Vice President of Administration.
- Serves as the primary contact for any city, state or federal government-related safety inspections.

Workplace Safety Committee

The workplace safety committee carries out the policies, creates procedures, analyzes data and makes recommendations for change under the leadership of the workplace safety coordinator.

Responsibilities
Meetings—the committee meet four times a year. The agenda for these meetings will include: reviewing all accidents, accident investigation reports, inspection reports, training and other safety issues.

Accident/Incident analysis—the committee conducts an accident/incident analysis to note trends and take corrective action.

Monthly safety inspections—the committee oversees monthly safety inspections.

Annual training schedule—the committee develops and carries out annual training schedule to address safety requirements or areas of accident frequency.

Annual report—the committee submits an annual report to the Vice President of Administration to include: accident analysis, safety accomplishments, and outstanding safety issues.

Annual safety objectives—the committee establishes annual workplace safety objectives for the coming year based on the current annual report.

Accountability—the safety committee is basically responsible for having an effective safety program in place.

**Area Supervisors**

Area Supervisors are fundamentally responsible for ensuring safety in their own departments.

**Responsibilities**

- Are active members of the workplace safety committee.
- Assist in developing workplace safety procedures for their respective departments.
- Enforce and promote workplace safety procedures in their departments.
- Conduct investigations of any accidents/incidents occurring in their departments. Immediately report any unsafe acts, conditions or accidents in their departments.
Fact Sheet

Workplace Safety Committee

Wagner College believes that workplace safety must be everyone’s concern. Various members of the Wagner College community must be able to perform specific steps to identify and control hazards. While in formation the Campus Operations Director is responsible for the workplace safety program and works in conjunction with a workplace safety committee to assist in implementing the workplace safety program.

Membership

Membership in the workplace safety committee is determined by the nature of the college’s operations. Other employees and special advisors may be invited to attend.

Committee Chair

The committee is chaired by the workplace safety coordinator. The chair leads the committee, schedules safety meetings, and serves as the contact with outside agencies on safety matters. The Public Safety Office retains all safety-related documents. The chair is able to function best with direct access to the Vice President of Administration at the college.

Committee Functions

- Create, carry out and watch over safety-specific programs.
- Hold safety meetings.
- Hold monthly workplace safety inspections.
- Run annual loss analysis. (Review injury records).
- Provide safety-related in-services.
- Make advisory recommendations to the college’s Senior Staff.

Specific Safety Programs

Those safety programs that are required by law (applicable OSHA requirements, fire codes, and city or state departments of health) or required by the safety committee in response to high accident frequency or potential at the college.
Specific safety programs include:

- Back Injury Prevention
- Blood borne Pathogen
- Fire Evacuation
- Hazard Communication
- Fleet Safety (transportation)
- Emergency Response
- Accident Investigation

Workplace safety programs are included in the college’s safety manual. The programs will be reviewed and updated at least annually to ensure quality, effectiveness and compliance with all applicable codes.

Safety Meetings

Meetings should be documented and kept on file for at least three years for reference. To keep meetings on target and timely, an agenda will be distributed to committee members before each meeting. Record and file minutes of each meeting.

The safety committee’s meeting agenda could include:

- Review or accident and investigation reports
- Overview of accident/incident trends
- Summation of in-service training sessions
- Results/findings of inspections
- New and outstanding safety issues
- A safety topic of the meeting

Facility Safety Inspections

Monthly workplace safety inspections and documentation help monitor adherence to workplace safety programs. A member of the safety committee should lead the inspection. Department representatives should participate in the inspection of their departments. Focus inspections on physical hazards and unsafe acts or operations. Start with areas or operations that show up as causes of accidents/incidents in previous monthly safety inspections and in the loss analysis. Include fire hazards, security and other life-threatening areas. Correct any unsafe acts or conditions. Report the inspection results at the safety committee meeting. Create a “To Do” list of the committee’s recommendations and assign people to correct them.

Loss Analysis Report

Before the committee can make the workplace safer, it needs to identify accident trends and causes making it unsafe. This is the role of the loss analysis report, which goes into more detail than the loss analysis that is part of the safety meeting. The committee should follow-up on and correct any cause or trend identified.
Safety In-Services

In-service training sessions increase safety and health awareness among staff, educate them about changes in procedure, and address specific areas of concern identified by the safety inspection. An annual schedule will be developed to ensure all content is covered. Additional in-services can be provided as necessary, prompted by such factors as high frequency of accidents, turnover of employees, or expansion or reduction of staff. Document all training and attendance and keep it on file. In addition, each employee’s personal file should have a cumulative record of the in-service meetings attended.

Annual Safety Report

The safety committee will produce a report at the end of each school year that summarizes its action. The reports serve as guideposts for future committee members. Submit the report to the Vice President of Administration for review and comment. Include:

- Year’s accomplishments
- Continuing accident and incident trends
- Action plans to modify trends or significant safety issues
- In-service schedule for the next year
Fact Sheet

Why Do Accidents Happen?

What is it about people, an office, or a work scenario that causes accidents? The U.S. Census Bureau reported in the year 2000 that the following general categories of causes resulted in fatal work injuries:

- Transportation—43%
- Assaults & violent acts—16%
- Contacts with objects—17%
- Falls—12%
- Exposure to harmful substances or environment—8%
- Fires—3%
- Other—1%

Some of the factors associated with accidents and loss have been identified as those relating to management style and beliefs, human resource policies, operational procedures, and storage of supplies and merchandise. Let us examine how each of these factors contributes to workplace accidents.

Management style and beliefs

The way a manager approaches obligations, and the beliefs about personnel and the nature of work affect the way in which the person manages. Managers, as leaders, work within two dimensions—1) attention to task (i.e., what needs to be done), and 2) attention to relationships (i.e., interaction with subordinates). A manager’s beliefs about what really matters has a great impact on how she or he chooses to exert leadership. The issue of safety and the costs of accidents and injuries generally are not apparent to managers unless their organization provides clear data identifying these costs—and the financial impact of accidents and injuries on their chapter, department or, sometimes, on their individual performance evaluations. Some of the management styles and beliefs that contribute to breakdown in safety include:

Arrogance
Many managers believe that accidents are something that happen to other people, and therefore, workplace safety is not a priority. Without a genuine commitment to establishing and maintaining a culture of safety, management will try to remain ignorant of the cost of accidents and injuries. Worse yet—management knows too well how the reporting of claims will impact their workers’ compensation insurance and has instituted a culture of intimidation in which employees and volunteers will be encouraged not to report injuries or accidents. They believe that no news is good news, and that by exerting their influence, they can suppress these reports.

“Clueless” Managers

Yogi Berra once said, “Ignorance isn’t what you don’t know, it’s what you know wrong.” Managers who are clueless display a lack of understanding about the costs—human and financial—of injury, illness and unsafe conditions. Some managers do not even know that their state or local government must obtain workers’ compensation insurance. Perhaps they think that if they ignore it long enough, it will go away. Refusing to address workplace safety issues can have devastating results—financially and morally.

Lack of Accountability

Managers, who are not held accountable for insurance costs, generally ignore the incidence of accidents, injuries and/or other claims. Their belief is: “We have insurance—who cares?” This attitude will not change unless there are significant and unpleasant consequences associated with it. A safety conscious public entity needs to start at the top, literally. The Vice President of Administration needs to adopt and enforce consequences for unsafe conditions and pass this mindset down through the ranks.

Other Factors That Contribute to Unsafe Conditions

It is one thing to expect that employees will contribute to the safety in the workplace. It is another thing to provide direction, guidance and consequences that spell out exactly what is expected, how the public entity expects staff members to achieve this safe environment, and what will happen if individuals do not do what is expected.

Human Resource Policies and Practices

Workplace safety begins with the college’s human resource policies and practices. The rule should be that everyone working for the college is required to behave in a manner that promotes safety and follow the rules to ensure a safe environment.

For example, the college has a fleet (i.e., cars, vans, trucks or a combination of vehicles), or requires employees to drive on behalf of the public entity, it is necessary to require acceptable department of motor vehicles records for all drivers in addition to a valid driver’s license. The license must be appropriate for the type of vehicle(s) that the applicant will be required to drive on the job: personal car or truck, chauffeur’s license or commercial. The cost of obtaining the DMV record could be borne by the applicant. If the person wishes employment with the college, he or she must provide documentation that proves fitness for the position.
Similarly, the college must take proactive steps to investigate the cause of an accident, including considering substance abuse tests. As part of an accident investigation, these tests are not necessarily an invasion of privacy. Drug testing is subject to numerous federal, state and local laws; investigate thoroughly before you implement a drug-testing program.

Cooperation with all law enforcement is essential. As part of any employee handbook and new employee orientation, there should be a clear description of the process that will take place in the investigation of any accident whether on-site, or driving a vehicle on behalf of the entity. Establishing and enforcing policies is an important step in developing a safety-conscious workplace.

In the screening process, make certain that interviewers and HR staff are trained to listen for clues of potential trouble, such as adverse comments from a reference, when evaluating an applicant. Once on board, employees need to be supervised to ensure that they understand responsibilities and performance expectations. If employees are demonstrating a history of mishaps on the job, then steps need to be taken immediately to identify the source(s) of the problem(s).

**Operational Procedures—The Nature of the Workplace Activities**

Regardless of the nature of the college’s work, safety needs to be built into all activities and functions: office space, workstations, work sites, buildings, warehouses and equipment—from photocopiers and computers to backhoes and refuse trucks—among others.

Others safety issues pertain specifically to the demographics of each entity’s staff. For instance, public entity’s whose employees include more seniors, youth or physically or mentally challenged would have heightened safety concerns.

**Storage of Supplies and Merchandise**

A belief that Newton’s Law of Gravity does not apply to the college’s storage arrangement is a precursor to injuries that can be very serious. If storage cabinets are packed with supplies; halls, space in front of seldom-used emergency exit doors, and stairwells are used as auxiliary storage areas these are harbingers of injury, accident, and even death in case of emergencies.

- Cleaning materials, toner or other toxic chemicals should not be stored with such supplies as paper and pens.
- Cluttered work areas are safety hazards. Sharp instruments such as letter openers, scissors, hypodermic needles, box cutters and other “sharps” could be layered among the papers and documents on a cluttered work surface.

**Sanitation**
Haphazard trash removal can create unsafe conditions. Rubbish that includes days’ old food is unsanitary and can cause health problems, and attract vectors (an organism, such as an insect or rat, that transmits a pathogen), and vermin (small common harmful or objectionable animals, such as lice or fleas) that are difficult to control.

Spilled liquids need to be wiped up promptly to reduce slips and falls and the development of mold.

**Maintenance and Repair**

Lack of maintenance and/or repair of power hand tools, vehicles, HVAC systems, and motorized equipment to name a few can result in accidents and injuries.
Fact Sheet

Framework for Safety Culture

The college’s culture provides the framework for introducing safety education and safe practices. Organizational culture is not something that you can photograph or download from the Internet. However, you can see traces of it, and you can feel it when you enter some workplaces. Here are some clues that you can use to identify the college’s “culture”.

**Language/customs/rituals**

Every organization has its own “language”—terms that are part of what goes on within the entity. These words and ideas also signify the way people are expected to behave at the college and with members of the community. “Customs” can be described as the routines for giving and obtaining service, and “rituals” describe the events that take place on a regular basis. Is “safety” part of the language of Wagner College? Or is safety considered something that is just the cleaning crew’s, building engineer’s or safety coordinator’s job?

**Being part of a team—group norms**

Group norms describe the ways in which people are expected to work together in groups—what behaviors are OK, what is not OK, and what is taboo. Behavioral expectations are some of the key aspects of organizational culture. What types of behavior are expected in the college’s realm of safety?

**Values and beliefs**

An organization’s mission reflects the college’s core values and beliefs. Treatment of members of the community, and the stewardship of resources reflect these values and beliefs. Is safety part of your college’s value structure? Are people rewarded in a tangible, visible way for promoting safety and working safely?

**Rules of the game**

These are the rules that are not written down, but must be understood if a person is to get along in the organization. These “rules” also indicate what is considered of value within the entity. Are good safety practices among the unwritten rules of the college?
Climate

“Climate” describes the feeling that is conveyed by the physical layout and the way in which members of the organization interact with each other and members of the public. How does the physical layout of the college make a statement about your commitment to safety? Are safety concerns evident in the interaction among employees and in staff interaction with members of the college?

The Way Things Are Done—Patterns of Problem Solving

The ways people are “shown the ropes” of the college including how problems are identified and solved within the college illustrate patterns of problem solving. How are newcomers told about the college’s commitment to safety? Are new employees briefed on safety procedures? Do they know that there are consequences for ignoring safety practices or engaging in unsafe behavior? Are the consequences enforced?
Fact Sheet

Characteristics of Safety Culture

Introducing change within the college can be challenging. Effective and lasting change generally comes about when the President and senior staff not only commit to adopting safety as a top priority, but at the same time provide compelling evidence that change must be made now. Evidence is usually provided as the amount of money accidents are costing the entity.

Change comes when the reward structure is changed to recognize those managers, departments, employees whose behavior contributes to safety goals. Acknowledgements of days without incidents or accidents will be noted. Similarly, immediate and meaningful consequences need to be applied when careless behavior or negligence causes an accident or injury.

Just as every organization has its own unique “culture,” there is no specific set of standards for a safety culture. However, there are some observable characteristics that identify a safety culture.

Employees observe and correct hazards

In a safety culture, employees are able to observe and correct hazards. Once a hazard is identified, the correction is made and reported. This level of documentation facilitates an ongoing safety program within the entity.

Correct personal protective equipment is worn.

In a safety culture, employees always “dress for success” by wearing the appropriate protective equipment. Employees know which PPE to use for which task, how to use the appropriate equipment to do the task, how to keep PPE well maintained, when to dispose of it and how to dispose of it safely.

The safety committee is respected.

In a safety culture, there is an active safety committee. The committee meetings are scheduled on a regular basis and well-attended. The overall agenda of the committee is clear with goals and performance expectations presented on at least an annual basis. The committee offers regular training in basic safety methods, and also specialized in-service training to deal with safety issues specific to the entity, a department or a program.
There is buy-in from bottom to top

In a safety culture, the process has been worked within the college over time. Because individual motivations are different, the process of infusing a safety culture needs to address an array of motivations. Management will want to see the safety culture reduce the cost of insurance, and employees will want to feel safer and less prone to injuries. Employees will want to feel valued for their contributions in terms of identifying and correcting hazards. In determining if you have a safety culture, it is important to have employees at various levels measure activities versus performance.

Recommendations

Here are some examples of best practices that have facilitated organizational change to a culture of workplace safety. These examples can be put into practice in virtually any entity. One of the most important ways to successfully embed safety into an entity’s culture is to have a safety coordinator with authority to enforce safety standards or look for ways to share responsibility for safety within the organization. Another important factor is the presence of an active safety committee to conduct a periodic reviews and training.

Collaborating with your insurance provider is important in reducing the cost of workers’ compensation claims. Being an active partner with your provider will put both your entity and the insurer on the same page. One of the most important components of this partnership is the timely reporting of claims, using online claims management, if available. Insurance providers need to know as soon as possible if there is even the possibility of a claim.

It is important to manage a workers’ compensation claim closely. Stay in touch with those employees who are out on disability and, if possible, institute a flexible return to work or light duty program. Make accident investigation forward-looking rather than punitive. It is much more important to maintain a level of openness and receptivity to determine the root cause of the incident.

The Vice President of Administration needs to include safety as an agenda item at least once a semester. The official needs to know the progress that is being made in establishing a culture of workplace safety. He or she also needs to know how much accidents and injuries are costing the entity on a quarterly and annual basis.
Fact Sheet

Recognizing Some Barriers to Implementing Workplace Safety Programs

Top management support

Unless the Vice President of Administration and Senior Staff make a visible commitment to institutionalizing workplace-safety practices, Wagner College will remain at status quo. Senior staff support means changing the reward structure and imposing difficult consequences for those employees who do not engage in safety practices. Senior Staff’s modeling the desired behavior is essential for a workplace-safety program to become institutionalized.

Lack of understanding/appreciation

People at all levels of the college need to understand why safety is a crucial issue and how to actively and effectively participate in a workplace safety program. It can be difficult to convey that knowledge and appreciation to an entire organization. Training is one way of beginning the process. Another way is to identify the amount of time and money that accidents/injuries are costing the college—money that could be used to purchase needed resources.

Time

Implementing a workplace safety program is an investment of time and energy that is well spent. Time, however, can act as a barrier to designing and delivering a quality program. Because time is always at a premium, senior management commitment and priorities need to be set to allow the rest of the entity to invest the necessary amount of time and energy to design and maintain an effective program.

Communication

Lack of clarity about the issues surrounding safety and the consequences of accidents and injuries to the entity’s overall well-being are often barriers to workplace safety. Wagner College needs to clearly and consistently communicate performance expectations about safety. Spell out the college’s goals and objectives in terms of reducing the cost and frequency of accidents and injuries. The potential cost of accidents and injuries need to be addressed as well.
Organizational structure

The college’s organizational structure and location of offices can present a barrier to an effective workplace safety program. If workplaces and worksites are located in multiple sites, it may be difficult to ensure a standard approach to workplace safety. A highly decentralized organization also presents challenges in carrying out safety goals.

Recommendations

Although it is helpful to identify potential barriers to implementing an effective workplace safety program, it is more important to identify ways to overcome those barriers. Senior staff support for workplace-safety strategies often come about because of a benchmarking: a standard or point of reference by which others may be measured or judged. “Benchmarking” is a private-sector tool that can also be a valuable public-sector tool. It can be used to illustrate how each department compares to others in terms of safety.

Establishing a benchmark is a valuable way to leverage the natural internal competition that exists within any organization. Internal competition to “measure up” can be the catalyst for change within the entity. Publicizing how much accidents and injuries are costing the college can underscore the serious nature of safety. For example, stating: The money what the money paid in claims this year would have funded, makes the consequences of the actions tangible. Comparing departmental cost of accidents/injuries such as those reflected in insurance premium experience can be used to spur a change in behavior. Additionally, when managers are associated with their programs’ or departments’ scores, they begin to own the costs of injuries and accidents within their departments. Similarly, comparing cost of insurance to cover safety among the various buildings of the college can begin to quantify safety issues.

By linking performance reviews and financial incentives with safety goals and objectives, employees and managers can observe senior staff’s commitment to change. Safety can also be a conduit that shows the link between efficiency and employee morale. Emphasis on safety shows employees that their employer cares about their well-being, and can open the door to better management/employee relations. Management also achieves the same objectives by demonstrating how commitment to safety is commitment to the state or local government’s citizens.
Fact Sheet

Injuries and Accidents

The college should first prepare for accidents, then develop procedures for responding to accidents on construction/rehabilitation job sites.

Recommendations

Preparing for an Accident

Preparing for an accident requires that the entity have four things in place: planning, attitude, supplies, and communications.

Planning Ahead

The college will never know in advance what accidents will occur or when, but it can plan ahead to know what the most likely risks are in a given situation to prepare for and, hopefully, avoid them. Having specific plans in place for various types of accidents and regularly training employees to work within those plans is one of the most effective means of ensuring that accidents will be avoided when possible and handled appropriately when they do occur. The college should assign a safety committee to regularly monitor and update the entity’s accident plans, recommend training for employees and volunteers, and walk through the entity’s work sites to check for potentially unsafe conditions.

Attitude of Safety

In addition to planning for accidents and responding to them, instilling an attitude of safety among employees reduces the risk of having accidents occur. Workplace safety training instructs workers on best practices and helps avoid common mishaps. Policies and procedures should also reflect that safety is a priority within the college. If employees are encouraged to cut corners to reduce costs or get a job done more quickly, the attitude of safety is undermined and an accident is more likely to occur. Having a safety committee in place that has the authority to make changes where unsafe conditions or practices are found shows that the entity is dedicated to providing a safe environment.

The Right Supplies
An important part of preparing for an accident is having the right supplies available if an accident does occur. Minor accidents can become major ones if the entity does not keep basic emergency first aid kits and other job-specific emergency medical supplies on hand at all times. A member of the safety committee should be designated as a “Safety Officer” to regularly monitor and maintain the first aid kits, emergency car kits, and job-specific emergency supplies as needed. Accident preparation and response training for college employees should include training on the proper use of emergency equipment. Depending on the nature of the entity, the work done, and the proximity to medical facilities, the entity may need to provide first aid and CPR training for some or all employees.

**Emergency Contacts and Communications**

Another essential component of preparing for an accident is having emergency contact information and communication plans in place. During training, employees should be told who to contact and how to contact the person in case of an accident. In the case of an auto or other offsite accident, the employee may need to call 911 or other emergency response professionals first and then contact the entity designee regarding the accident. Employees on work sites may require wireless communications devices or other emergency communications equipment and should be trained in their safe and appropriate use.

**Responding to an Accident**

Depending on the situation, the college may or may not need all the steps listed below, but this outline works in nearly all situations:

- **Get to a safe place**
  Regardless of the situation, getting to a safe place after an accident will help prevent any additional accidents of injuries from occurring. This will allow senior staff to assess the situation and proceed.

- **Assess the situation**
  Is anyone injured? Do you need to call 911? Has any property been damaged? Answering these basic questions will determine the next steps.

- **Call for help**
  In any case of injury, getting professional help immediately will minimize the risks of the situation and prevent injuries from getting worse. Know the limits of what can and cannot be handled internally. If anything beyond very simple first aid is required, always get EMS or other professionals involved right away.

- **Assist the injured**
  Provide first aid where possible; stabilize those with major injuries.

- **Get information**
  Record the details of the accident while they are fresh in the minds of those involved and who witness the event. Time can change the way the incident is viewed and people’s memories of it, so write down all information immediately. Get contact information from others involved whenever possible, and get insurance information where necessary.
• *Keep the evidence*
  Never destroy potential evidence in an attempt to prevent further accidents. Always keep people away from potentially hazardous equipment, but do not discard or destroy it.

• *Prevent further accidents*
  Following an accident, a Public Safety Officer should quickly take action to assess the situation to prevent any further injuries. The Safety Committee may recommend long-term changes, but the entity management should always do what they can to keep others safe in the short term, as well.

• *Follow up*
  File the appropriate paperwork as required by federal or state OSHA and the entity’s insurance company, and provide any assistance necessary as requested the Human Resources department.
Fact Sheet

Accident Reporting Policy and Procedure

There must be a process put in place to report accidents or incidents for immediate action and to help track causes. The college needs to identify what needs to be reported, to whom it is to be reported, and how to report it, then put this process into a written procedure.

For example:

*Any accident or incident, no matter how slight the injury or damage, must be reported to the department supervisor immediately for appropriate action.*

*The supervisor is responsible for taking appropriate follow-up action, including getting medical attention for the injured, completing an investigation report and recommending or implementing appropriate corrective actions.*

The primary purpose of the accident investigation is to identify the cause(s) of the accident or incident and take action to prevent a similar occurrence in the future. In some instances, an employee’s failure to follow recognized safety procedures requires disciplinary action to protect co-workers.

Remember: **One person’s actions can jeopardize the safety of others in the workplace.**

**Disciplinary Program**

A disciplinary program can be effective for addressing “repeat offenders” who often account for a high percentage of accidents, incidents and near misses.

The nature of the disciplinary action should be in line with such factors as severity, prior history, adequacy of prior training, and length of service to the state or local government, and time on this job. For example, general guidelines will call for:

- First offense—counseling/retraining/written warning
- Second offense—suspension
- Third offense—dismissal
Fact Sheet

Accident Analysis

Now that you know what a safety culture looks like, how can you get there? Researchers attempt to determine the real cause of an accident. Finding the cause of accidents in the college can offer means by which accidents can be reduced in frequency and/or severity. In other words, root cause analysis looks beyond whether the first aid box has adhesive bandages and antibiotic. Root cause analysis looks at the who, what, where, why, and how the accident occurred.

W. Edwards Deming’s work in Total Quality Management found that studying “mistakes” was valuable, because the mistake generally took place because of a problem in the process. These factors can include the time of day that the accident occurred, weather conditions, level of training of the employee, availability or condition of tools and vehicles, or safety standards.

Root cause analysis can be effectively used in the process of accident/injury investigation. Examining the factors that contributed to the situation can often go beyond just the facts of the incident. Consider the college’s cultural and attitudinal issues in developing an overall picture.

Samples of several forms on which data can be collected for future analysis follow. Adapt these to cover the entity’s specific requirements, i.e. it may not have a fleet, but it may have employees who occasionally use their own vehicles to transact entity business (running errands, picking up a VIP, taking a co-worker to a business meeting or conference).
Fact Sheet

Loss/Accident Analysis

Log and analyze accidents on a periodic basis. Look for trends by such characteristics as type of injury, department, location, accident cause, etc. Refer to OSHA forms 300, 300A and 301 that apply, or to state forms to make certain you track information that they require. The safety committee should complete and review a loss analysis report at once each semester. Proper action should be taken to address the most frequent and severe injury trends.

Complete a detailed loss analysis annually. From this analysis write safe workplace objectives for the coming year that can guide the college's training and in-service content and affect the college’s workers’ compensation costs.

Accident Log

The electronic version has the advantage of easily creating reports based on specific fields. For instance, it is easy to pull all the accidents meeting specific parameters. Or the search could be for all vehicle accidents involving mini-buses in a specific time frame within a specific facility. Or it could pull just the information needed for a state or federal OSHA report.

Think through what types of reports the college will need and create appropriate fields in the database. Each field or column named will be searchable: one separate field each for city, state, and zip code will allow reports that pull just the city or state or zip or a combination of any of those. If city, state and zip code are in one field, they cannot be searched separately. Fields might include:

- Type of injury
- Department
- Location
- Accident cause

The fields can reflect all the questions asked in the Accident Investigation Form, or identify the
information required by OSHA, NIOSH or other reporting agency. The goal is to simplify the task to collect and tabulate all the needed data (but not excess data) that will help the organization improve its workplace safety.
Fact Sheet

Accident/Incident Investigation

One of the best ways to avoid further accidents is to understand how an accident occurred and how to avoid that type of accident in the future. Accident investigation is a tool. *The goal is not to lay blame.*

The goal in an accident investigation is to:

- Satisfy legal requirements (National Institute for Occupational Safety and Health—NIOSH, and Occupational Safety and Health Administration—OSHA)
- Find out what happened and determine immediate and underlying or root causes.
- Rethink the safety hazard.
- Introduce ways to prevent a reoccurrence
- Establish training needs.

An accident, a near miss and an incident should all be investigated.

- Accident investigations are a tool for uncovering hazards that either were missed earlier or require new controls (policies, procedures or personal protective equipment).
- Near-miss reporting and investigation identify and control safety or health hazards before they cause a more serious incident.
- Incident investigations should focus on prevention.

**ACCIDENT**—an undesired event or sequence of events causing injury, ill-health or property damage.

**INCIDENT**—an incident is an unplanned, undesired event that hinders completion of a task and may cause injury or other damage.
Recommendations

• Conduct an investigation as soon as possible following the event to gather all the necessary facts, determine the true causes of the event, and develop recommendations to prevent a recurrence.
• Get there as quickly as possible.
• Ensure area is safe to enter.
• Make sure injured person has first-aid or medical attention required.
• Look for witnesses.
• Record the scene with photos (ideally date and time printed) or sketches.
• Safeguard any evidence.
• Establish what happened.

Equipment that may come in handy:

• Pens and notebook
• Measuring tape
• Specimen containers
• Mobile phone for camera, video or voice recording
• Copies of accident report forms, checklists
• Telephone numbers
• Personal protective equipment

Investigate

The investigation should answer six questions:

1. Who?
2. What?
3. When?
4. Where?
5. Why?
6. How?

Interview

Interview all people involved. Look for all the causes. Do not fall into the trap of blaming the employee, even if the person admits causing the event. Investigate the procedures, supervisor’s directives, training, machinery, weather, you get the idea. The college’s accident, incident and near-miss reporting forms should be designed to give guidance.
Document

Properly document all accident investigations using the college’s approved investigation form. The form should make it simple to remember what questions to ask, be easy to understand and complete, and be filed and retained in chronological order.

Protect Privacy

Investigation reports are not to be released to anyone without authorization.

Review

Review all accident and incident investigations occurring since the last safety committee meeting at the next safety meeting.
Fact Sheet

Four Elements of a Workplace Safety Program

Element #1 Management Leadership and Employee Involvement

- Employer and employee involvement and communication on workplace-safety and health issues are essential
- Post the college’s written safety and health policy for all to see.
- Involve employees in policy making on safety and health issues.
- Take an active part in safety activities.

Element #2 Workplace Analysis

- Analyze all workplace conditions to identify and eliminate existing or potential hazards.
- Perform analysis on a regular and timely basis.
- Make certain all employees know and understand current hazard analysis for all jobs and processes.
- Focus workplace design on all physical aspects of the work environment, including the following:
  - Size and arrangement of work space
  - Physical demands of the tasks to be performed
  - Design of tools and other devices people use
  - The fundamental goal of workplace design is to improve people’s ability to be productive, without error or accident, for extended time periods. Proper workplace design improves both safety and productivity.

Element #3 Hazard Prevention and Control

- Regularly and thoroughly maintain equipment and vehicles.
- Ensure that employees know how to use and maintain personal protective equipment.
- Train employees in proper procedures for handling specific situations.

Element #4 Safety and Health Training and Education

- It is important that everyone in the workplace be properly trained:
  - Managers and supervisors and outside contractors
Part-time and temporary employees

- Allow only properly authorized and instructed employees to do any job.
- Make sure no employees do any job that appears unsafe.
- Hold emergency-preparedness drills for employees.
- Pay particular attention to employees learning new operations to make sure they have the proper job skills and awareness of hazards.
- Train supervisors and managers to recognize hazards and understand their responsibilities.
Fact Sheet

Elements of a Workplace Safety

Element 1—Management leadership and employee involvement

- Statements on the value of workplace safety and why management is committed to it
- A list of the locations where written safety and health policies are posted for all employees to see
- A schedule of when and where regular meetings are held that address employee safety and health issues
- A stipulation that abiding by all safety and health rules is a condition of employment

Element 2—Workplace Analysis

- An analysis of workplace conditions to identify and eliminate existing and potential hazards
- An outline of the procedure for reporting hazards
- What employees should expect to see in terms of investigation and relief
- Assignments for trained personnel to conduct inspections of the worksite and correct hazards
- Policy that any changes in process or new high-hazard facilities are reviewed by a competent person, and that the entity seeks assistance, if necessary, from safety and health experts.
- A schedule for future analyses (on a semester basis)
- An outline of hazards within the scope of the entity’s responsibilities
- A brief glossary of relevant safety terms
- Appropriate Forms

Element 3—Hazard Prevention and Control

- Process for training employees in proper procedures for handling specific situations
- Procedure for ensuring that employees know how to use and maintain personal protective equipment and gear
- Clear simple steps for hazard-correction procedures.
- Process for checking that hazard correction procedures are being carried out
• Process for reviewing any occurrences for underlying causes and considering how additional corrective actions might reduce the potential for future incidents
• List of ways the emergency response system can be activated
• Accident investigation procedures; how to analyze data as it relates to:
  o New process or equipment
  o Apparent accident/injury trends
  o High absenteeism and turnover
  o Employee complaints
  o Employees with reduced or limited capabilities

Element 4—Safety and health education

• Policy to allow only properly authorized and trained employees to do any job
• Process to make sure that no employees do any job in an unsafe manner, or do a job that is inherently unsafe
• Provision to hold emergency-preparedness drills using a range of scenarios for employees on a regular basis over the year
• Method to ensure that particular attention is paid to employees learning new operations to make sure they have the proper job skills and awareness of the hazards related to a particular job
• Method for training supervisors and managers to recognize hazards and understand their responsibilities in regards to workplace safety
• Accountability to ensure that supervisors and managers take their roles in workplace safety seriously
Fact Sheet

Designing Workplace Safety Training

Why Train?

It is important to educate all personnel about safety rules, workers’ compensation and their duties and responsibilities in the workplace. The more education and training you give employees, the more you will find that problems are reduced with injured workers.

Supervisors should be counseled on helping injured workers fill out the necessary workers’ compensation forms along with keeping track of injured workers and their return to work.

Components

Workplace safety training needs to address general safety topics and safety topics specific to a particular work area or department.

- General topics include:
  - Why workplace safety is essential—statistics on accidents/deaths on the job.
  - Description of the most common types of workplace injuries and how these injuries might have been prevented

A “Top Ten” or “Top Five” list of the most important things to remember about workplace safety—tailor these to fit the type of workplace safety injuries most common at your place of work.

Specific topics would affect:

Work Area

- Mechanical or storage areas
- Maintenance or shop areas
- Swimming pool and athletic facilities
- Theatre facilities
- Custodial Areas
- Other
Department

- Finance
- Academic
- Athletics
- Central Services
- Human Resources
- Campus Operations
- Public Safety
- Residential Education
- Admissions
- Other

Staff Demographics

- Language(s) spoken
- Literacy levels
- Age (senior, youth)
- Mental or physical challenges

Plan for Everyone to Be Trained

Ensure that where it is appropriate everyone in the workplace is properly trained, including: managers; supervisors; full-time, part-time and temporary employees.

Training schedules need to accommodate the entity’s operating and staffing schedules. For example, an entity operating with three shifts and on weekends, would need to make training available to reach all personnel on all shifts and days. Sessions need to target new employees and current employees who need refresher courses. Schedules need to be flexible to accommodate new equipment and rising safety considerations.

Guidelines for Training

- Allow only properly authorized and instructed employees to do any job—provide detailed safety training customized for a specific job area.
- Make sure no employees do any job that appears unsafe—describe the factors that would make a job unsafe and provide guidelines for reporting the condition to the supervisor or management.
- Hold emergency preparedness drills for employees—the training should include the nature of the drill and expectations for employee during a drill.
- Pay particular attention to employees learning new operations to make sure they have the proper job skills and awareness of hazards—provide guidelines for learning new tasks and describe expectations.
- Train supervisors and managers to recognize hazards and understand their responsibilities—provide guidelines for reporting and correcting hazards.
Fact Sheet

Keeping the Plan and the Training Up to Date

Like any ongoing project, the workplace safety plan and training need to be evaluated at regular intervals to ensure that both address the most current workplace-safety issues. To establish a process for this, the college will establish a workplace-safety committee.

The committee needs to be responsible for surveying the types of accidents and injuries that took place in the previous time segment on a quarterly, semi-annual or annual basis.

After each survey, the committee will present a report that is disseminated throughout the organization. If possible, the safety “results” for each department should be posted to identify those departments that need additional training or supervision.

Training will be scheduled for these departments and the design should include the issues pertaining to the accidents or injuries. If the survey shows one department or a small percentage of the departments are experiencing the accidents and injuries, those employees will be given special hands-on training. A shorter, general refresher course could also be given to the other employees in the department.

Routine in-service training for all departments will keep staff alert and sharp as to safety policies, procedures and expectations.

Supervisors and managers are responsible for daily monitoring of workplace safety practices and should be held accountable for mentoring, advising and counseling employees who are not performing up to par. The supervisors and managers should have the authority to recommend an employee for remedial training, as required. Supervisors have their own budgets for sending the person offsite for training; perhaps a manufacturer or sales representative of any of the equipment used on campus has free or inexpensive training programs.
## 2017 Wagner College Training Plan

<table>
<thead>
<tr>
<th>Topic</th>
<th>Trainer</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Protection Equipment</td>
<td>Campus Operations</td>
<td></td>
</tr>
<tr>
<td>Ladders, Elevators, Stairways, Slip &amp; Falls</td>
<td>Campus Operations</td>
<td></td>
</tr>
<tr>
<td>Construction Equipment, LockOut/TagOut</td>
<td>Campus Operations</td>
<td></td>
</tr>
<tr>
<td>Water Leakage, Mold</td>
<td>Campus Operations</td>
<td></td>
</tr>
<tr>
<td>Blood Bourne Pathogens and Body Fluids</td>
<td>Health Services</td>
<td></td>
</tr>
<tr>
<td>Basic First Aid</td>
<td>Health Services</td>
<td></td>
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<tr>
<td>Stress, Harassment</td>
<td>Human Resources</td>
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</tr>
<tr>
<td>Mail, Packages, Lift and Stretch</td>
<td>Central Services</td>
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<td>Office Environment, Ergonomics,</td>
<td>Campus Operations, Information Technology</td>
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</tr>
<tr>
<td>Credit Card and Identity Theft</td>
<td>Campus Operations and Business Office</td>
<td></td>
</tr>
<tr>
<td>Chemical Hazards, SDS, Toxic Substances</td>
<td>Campus Operations, Custodial Services and Sciences Staff</td>
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<tr>
<td>Offsite Assignments</td>
<td>Admissions and Athletics</td>
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<tr>
<td>Fleet</td>
<td>Public Safety</td>
<td></td>
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<tr>
<td>Emergency Response Plan</td>
<td>Public Safety</td>
<td></td>
</tr>
<tr>
<td>Hostile Intruder</td>
<td>Public Safety</td>
<td>3/9/17</td>
</tr>
</tbody>
</table>
Fact Sheet

OSHA

Federal

The mission of the Occupational Safety and Health Administration (OSHA) is to save lives, prevent injuries and protect the health of U.S. workers. To accomplish this, federal and state governments must work in partnership with the more than 100 million working men and women and their 6.5 million employers who are covered by the Occupational Safety and Health Act of 1970.

OSHA and its state partners have approximately 2,100 inspectors, plus complaint discrimination investigators, engineers, physicians, educators, standards writers, and other technical and support personnel distributed throughout more than 200 offices across the country. This staff establishes protective standards, enforces those standards, and reaches out to employers and employees through technical assistance and consultation programs.

Nearly every working man and woman in the nation comes under OSHA’s jurisdiction (with some exceptions: such as many public employees who are covered by state programs). Other users and recipients of OSHA services include: occupational safety and health professionals, the academic community, lawyers, journalists, and personnel of other government entities.

The U.S. Department of Labor’s online Employment Law Guide: Laws, Regulations, and Technical Assistance Services is offered as a public resource. “It does not create new legal obligations and it is not a substitute for the U.S. Code, Federal Register, and Code of Federal Regulations as the official sources of applicable law. Every effort has been made to ensure that the information provided is complete and accurate as of the time of publication and this will continue. Later versions of this guide will be offered at www.dol.gov/compliance or by calling DOL’s toll-free service at 1 (866) 487-2365.

State OSHA Organizations

State OSHA organizations are not just about enforcement! State OSHA organizations can provide consultation services on workplace safety.

OSH Act 1970

Section 18 of the Occupational Safety and Health Act of 1970 encourages states to develop and operate their own job safety and health programs. OSHA approves and monitors state plans and provides up to 50 percent of an approved plan’s operating costs.

Participants
There are currently 22 states and jurisdictions operating complete state plans (covering both the private sector and state and local government employees)

Alaska   Arizona   California   Hawaii   Indiana
Iowa     Kentucky   Maryland   Michigan   Minnesota
Nevada   New Mexico   North Carolina   Oregon   Puerto Rico   South Carolina
Tennessee   Utah   Vermont   Virginia   Washington   Wyoming

In addition, four—Connecticut, New Jersey, New York and the Virgin Islands—cover public employees only.

Equal to or Greater Than

States must set job safety and health standards that are “at least as effective as” comparable federal standards. (Most states adopt standards identical to federal ones.) States have the option to promulgate standards covering hazards not addressed by federal standards.

Duties

A state must conduct inspections to enforce its standards, cover public (state and local government) employees, and operate occupational safety and health training and education programs. In addition, most states provide free on-site consultation to help employers identify and correct workplace hazards. Such consultation may be provided either under the plan or through a special agreement under section 21(d) of the Act.

How does a state establish its own program?

To gain OSHA approval for a “developmental plan,” the first step in the state plan process, a state must assure OSHA that within three years it will have in place all the structural elements necessary for an effective occupational safety and health program. These elements include: appropriate legislation; regulations and procedures for standards setting, enforcement, appeal of citations and penalties; and a sufficient number of qualified enforcement personnel.

Once a state has completed and documented all its developmental steps, it is eligible for certification. Certification renders no judgment as to actual state performance, but merely attests to the structural completeness of the plan.

At any time after initial plan approval, when it appears that the state is capable of independently enforcing standards, OSHA may enter into an "operational status agreement" with the state. This commits OSHA to suspend the exercise of discretionary federal enforcement in all or certain activities covered by the state plan.

The ultimate accreditation of a state’s plan is called “final approval.” When OSHA grants final approval to a state under section 18(e) of the act, it relinquishes its authority to cover
occupational safety and health matters covered by the state. After at least one year following certification, the state becomes eligible for final approval if OSHA determines that it is providing, in actual operation, worker protection “at least as effective” as the protection provided by the federal program. The state also must meet 100 percent of the established compliance staffing levels (benchmarks) and participate in OSHA’s computerized inspection data system before OSHA can grant final approval.

Employees finding workplace-safety and health hazards may file a formal complaint with the appropriate plan state or with the appropriate OSHA regional administrator. Complaints will be investigated and should include the name of the workplace, type(s) of hazard(s) observed and any other pertinent information.

Anyone finding inadequacies or other problems in the administration of a state program may file a Complaint About State Program Administration (CASPA) and with the appropriate OSHA regional administrator. The complainant’s name is kept confidential. OSHA investigates all such complaints, and where complaints are found to be valid, requires appropriate corrective action on the part of the state.
Workplace Injuries

Whenever an employee suffers a work place injury, the employee must contact his/her supervisor and the Public Safety Office immediately. In a case where the employee is unable to do so, the first person to arrive at the scene should assess the situation and notify the injured employee’s supervisor. With any injury situation where he/she questions if the severity of the injury requires a 911 emergency response, the call should be made.

Upon Notification of an Accident

The supervisor assesses the situation. The supervisor calls Public Safety at extension 3148, the Center for Health and Wellness at extension 3158 and the Claims Administrator at extension 3187.

If 911 has been called

The supervisor remains with the employee until medical help arrives. Public Safety arranges to direct the emergency services vehicle and staff to the location and then out of campus.

The supervisor should make arrangements for a college representative to accompany the employee to the Emergency Room.

During normal business hours (M-F, 9-5), the Office of Human Resources will contact the employee’s emergency contact. After hours, the Office of Public Safety will handle the notification responsibility.

If 911 has not been called

The employee provides the supervisor with an account of the accident and the injury.

The supervisor completes a report of injury.

The supervisor advises the employee that unless he/she wishes to go to a private doctor, he/she will be taken to Heartland Medical Clinic. The supervisor explains that the employee will be seen quickly by a staff member who specializes in occupational medicine.
If the employee wishes to be taken to Heartland

The supervisor arranges for the employee to be transported to the clinic by calling the taxi service contracted by the college for this purpose.

The supervisor arranges for someone to accompany the employee to the clinic.

The supervisor has the employee sign the record of injury form and makes a copy for the claims administrator.

The supervisor gives the original report of injury form to hand over to the doctor who will be seeing him/her.

The claims administrator calls Heartland Clinic and advises them that there is an injured employee on the way, and gives them a preliminary report of the accident.

If the employee does not wish to be taken to Heartland

The supervisor arranges for the employee to be transported to his/her doctor; either by calling the taxi service at the employee’s expense or employee’s emergency contact.

The supervisor arranges for someone to accompany the employee to the doctor.

The supervisor has the employee sign the report of injury form and makes a copy for the claims administrator.

The supervisor gives the original report of injury form to the employee to hand over to the doctor who will be seeing him/her.

The claims administrator calls the employee's doctor to see if the employee can be seen. If so, she gives them a preliminary report of the accident and if not, suggests to the employee that he/she should go to Heartland.

If the employee refuses transport and/or medical attention, the supervisor and the Public Safety Officer must indicate it when filling out the reports.

Public Safety completes an incident report.

Public Safety addresses any safety concerns that may require immediate corrective action.
**IMPORTANT:** After hour injuries, when a supervisor is not on campus, the duties normally assigned to the supervisor will be handled by the Public Safety Officer responding to the injury.

**At the Doctor’s Office**

Employee gives the doctor the report of injury and requests that it be filled out.

The employee is examined by medical staff for the injury and receives treatment.

The employee follows the doctor’s instructions. Depending on the severity of the injury the doctor:

1. May advise the employee that he/she can return to work with restrictions, or
2. May advise the employee that he/she cannot return to work for a specific number of days, or
3. May advise the employee that he/she needs to see a specialist.
4. The employee may be able to return to the College with restrictions and work in transitional duty.

**24/48 Hours**

Employee is responsible for returning back to supervisor.

Employee fills out an Employment Statement
**Wagner College**  
**Accident Reporting & Treatment (ART) Form - Part 1: Supervisor’s Report of Injury**

<table>
<thead>
<tr>
<th>Employee’s Name:</th>
<th>Mailing Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address:</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact #:</td>
<td>Home Phone:</td>
</tr>
<tr>
<td>Work Location:</td>
<td>Date Reported:</td>
</tr>
<tr>
<td>Injury Date:</td>
<td>Time:</td>
</tr>
<tr>
<td>Last Day Worked:</td>
<td></td>
</tr>
</tbody>
</table>

**Describe what employee was doing when injured and how the injury occurred (be specific about body part injured):**

When and to whom did the employee first report the incident:

**Witnesses:**

**Supervisor Signature:**

**INFORMATION RELEASE**

Any information related to this injury will be used for the purpose of evaluating and handling my claim for injury as a result of an incident occurring on or about the above date of injury and for no other purpose now or in the future. I hereby authorize [Employer] or any of its representatives to be furnished any information and facts regarding this injury including reports and records, results of diagnosis, treatment prognosis, estimates of disability and recommendations for further treatment.

**Employee Signature:**

**Name of Medical Provider:**

**Nature of Injury:**

- [ ] New Injury
- [ ] Injured/illness found
- [ ] Work-related
- [ ] Non-work-related

**Type of Injury/Illness:**

**Arrival Time:**

**RECOMMENDATIONS FOR WORK:**

<table>
<thead>
<tr>
<th>Regular Work</th>
<th>Restricted duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 lbs.</td>
<td>6-15 lbs.</td>
</tr>
<tr>
<td>6-15 lbs.</td>
<td>16-25 lbs.</td>
</tr>
<tr>
<td>26-40 lbs.</td>
<td>41-50 lbs.</td>
</tr>
<tr>
<td>41-50 lbs.</td>
<td>Over 50 lbs.</td>
</tr>
</tbody>
</table>

- [ ] No lifting
- [ ] Over 50 lbs.

- [ ] No pushing/pulling

**Position Limitation:**

- [ ] No repetitive motion
- [ ] No reaching above shoulders
- [ ] No reaching below waist
- [ ] No repetitive stooping, twisting or bending
- [ ] No pinching or forceful gripping

**Standing limited to:**

- [ ] 5 hours
- [ ] Sitting limited to:

**Body Part Injured:**

**Treatment:**

**Treatment Plan:**

Follow up appointment on ___________ with ___________.

**PATIENT DISPOSITION:**

- [ ] Return to supervisor; no restrictions
- [ ] Return to supervisor; with restrictions for ___________ days
- [ ] Return to supervisor; send home
- [ ] Employee can return to work on ___________ (date)

**Medical Provider Signature:**

**RETURN TO WORK**

The above mentioned restrictions (if applicable) have been reviewed and the employee:

- [ ] Has been placed in an appropriate transitional duty position
- [ ] Other

**Supervisor Signature:**

**Employee Signature:**
Wagner College

Accident Reporting & Treatment (ART) Form - Part 2: Employee Statement

My name is: ____________________________________________

Date of injury: ____________________________ Time of Injury: ____________________________

This is what happened (include what, when, where, how and why): ____________________________________________

________________________________________________________________________

________________________________________________________________________

Do you recall anything unusual or unexpected that happened? ____________________________________________

________________________________________________________________________

Are there work conditions that contributed to this injury? ____________________________________________

________________________________________________________________________

How would you explain why you were injured? ____________________________________________

________________________________________________________________________

Did the supervisor ask you to perform an unsafe act? ____________________________________________

How would you prevent this injury from occurring again? ____________________________________________

________________________________________________________________________

When did you first notice the injury or illness? ____________________________________________

________________________________________________________________________

When did you tell your supervisor? ____________________________________________

________________________________________________________________________

When did you first notice the pain? ____________________________________________

________________________________________________________________________

Did pain develop suddenly or gradually? ____________________________________________

________________________________________________________________________

Have you ever had this pain before? Yes, when and how often: ____________________________________________

________________________________________________________________________

Employee Signature: ____________________________________________ Date: ____________________________
## Wagner College
### Accident Reporting & Treatment (ART) Form - Part 3: Accident Investigation

#### Causal Factors

<table>
<thead>
<tr>
<th>Environment</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
<th>Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Did the work area design contribute to the injury?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.2 Was the area cluttered?</td>
<td></td>
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<tr>
<td>1.3 Did the employee have to be in this area to complete the job?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.4 Were other conditions (noise, air contaminants, extreme temperatures, etc.) a contributing factor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Equipment/Tools</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
<th>Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Was the correct equipment being used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Was the correct equipment readily available?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Did any defects or change in equipment/material contribute to hazardous conditions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Is regular maintenance done on machinery/equipment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Are there any maintenance logs?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.6 Was the employee using PPE (Shoes, apron, goggles)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method</th>
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<th>No</th>
<th>Comments</th>
<th>Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Was the employee performing according to SOP?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Was there a better method to perform task?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employee</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
<th>Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Was safety equipment specified for this job? (List all)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Was this equipment being used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Have safety procedures been established for this task?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 Were safety procedures being followed? If no, why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.5 Was the employee trained on necessary equipment?</td>
<td></td>
<td></td>
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<tr>
<td>4.6 Was the employee authorized to operate the equipment?</td>
<td></td>
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<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
<th>Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Were the behaviors that caused the injury/illness observed before?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 If so, What was done?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Does management require safe work practices related to this task?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Does management follow/support safety procedures?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5 Have safety related changes been made/suggested in this area?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### To Correct Unsafe Acts
- Review/ change procedures
- Instruct injured person
- Instruct others
- Process Improvement
- Explain
- Other
- Discipline injured person
- Oral
- Written

#### To Correct Unsafe Conditions
- Eliminate condition
- Install safety guard
- Warn others of hazards
- Implement inspections
- Request repairs
- Vendor:
- Initiate Ergonomic Review
- Other

#### Corrective Actions

<table>
<thead>
<tr>
<th>Corrective Actions</th>
<th>Action</th>
<th>Assigned To</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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</tbody>
</table>

Corrective Actions completed: Yes No

**Employee:** ____________________________ **Date:** ____________________________

**Supervisor/Dept. Head:** ____________________________ **Date:** ____________________________
Accident Reporting, Investigation and Analysis

All accidents and injuries occurring to Wagner College property or involving college-related activities must be reported to the Public Safety Office immediately. If a workers' compensation claim is evident, the Human Resource Department should contact the college's insurance agent.

Accident Investigation Procedures

The Public Safety Officer available at the accident scene should complete the appropriate investigation reporting form (accident, incident). The completed form should be submitted to the Public Safety Office, which will forward a copy of the report to the appropriate party for review. When an employee is injured:

1. Get the person professional medical attention.
2. Protect others.
3. Minimize property damage.
4. Stabilize the situation.
5. Conduct an investigation.

General guidelines for investigating accidents:

- Go to the scene of the accident while the facts are fresh.
- Inspect and record any changed physical characteristics or conditions of the accident site.
- Preserve any physical evidence, such as potentially defective equipment.
- Take photos to help preserve the scene (i.e., puddles on the floor, overturned storage shelves and spilled contents).
- Talk to the injured person, if possible.
- Talk to any eyewitnesses.
- Ask simple open-ended questions, one question at a time, and attempt to have events related chronologically to ensure thorough coverage.
- Distinguish a person’s actual knowledge from hearsay.
- Ask when, where, who, how, and what was said or done.
- Avoid opinions, judgments or conclusions and be as objective as possible.
- Avoid commenting on the information gathered except to confirm your understanding or to clarify.
- Stress getting the facts.
• Do not comment on liability or fault during the investigation, but listen for clues in the conversation around you.
• Unsolicited comments often have merit.
• Review and finalize any notes immediately upon completion of your inspection and any interview or other communication with those involved.
• Fill out the appropriate accident, incident or near-miss form, giving an accurate account of the facts.
• Send the form to the Human Resources and Public Safety Offices for their review.
Safety Violations Reporting Form

Department ________________________________

Date ________________________________

Name of the employee ___________________________

Name of the departmental supervisor ________________

Nature of violation ________________________________

Consequences for this violation ________________________________

Was the employee put on notice ________________

Why or why not? ________________________________

Remedial activities or training recommended ________________

______________________________

______________________________
Workplace Safety Rules

Your safety is the constant concern of Wagner College. Every precaution has been taken to provide a safe workplace. The Workplace Safety Coordinator makes regular inspections and holds regular safety meetings. The Coordinator also meets with management to plan and implement further improvements in our safety program. Common sense and personal interest in safety are still the greatest guarantees of your safety at work, on the road, and at home. We take your safety seriously and any willful or habitual violation of safety rules will be considered cause for dismissal. Wagner College is sincerely concerned for the health and well-being of each employee.

The cooperation of every staff member is necessary to make this entity a safe place in which to work. Help yourself and others by immediately reporting unsafe conditions or hazards to your supervisor or to a member of the safety committee. Give earnest consideration to the rules of safety presented to you by posters, signs, discussions with your supervisor, posted department rules, and regulations published in the handbook. Begin right by always thinking of safety as you perform your job, or as you learn a new one.

Accident reporting

Any injury at work—no matter how small—must be reported immediately to your supervisor and receive first-aid attention. Serious conditions often arise from small injuries if they are not cared for at once.

Safety rules and guidelines

To ensure your safety, and that of your co-workers, please observe and obey the rules and guidelines appropriate to the general populace or specific jobs:

- Observe and practice the safety procedures established for the job.
- In case of sickness or injury, no matter how slight, report at once to your supervisor. In no case should an employee treat his or her own or someone else’s injuries or attempt to remove foreign particles from someone else’s eye.
- In case of injury resulting in possible fracture to legs, back, or neck, or any accident resulting in an unconscious condition, or a severe head injury, the employee is not to be moved until medical attention has been given by authorized personnel.
• Do not wear loose clothing or jewelry around machinery. It may catch on moving equipment and cause a serious injury.
• Never distract the attention of another person, as you might cause him or her to be injured. If necessary to get the attention of another person, wait until it can be done safely.
• Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.
• Safety equipment such as restraints, pull backs, and two-hand devices are designed for your protection. Be sure such equipment is adjusted for you.
• Pile materials, skids, bins, boxes, or other equipment so as not to block aisles, exits, firefighting equipment, electric lighting or power panel, valves, etc. Fire Doors and Aisles Must be Kept Clear!
• Keep your work area clean.
• Use compressed air only for the job for which it is intended. Do not clean your clothes with it, and do not fool around with it.
• Observe “No Smoking” regulations.
• Shut down your machine before cleaning, repairing, or leaving it.
• Tow motors and lift trucks will be operated only by authorized personnel. Walk-type lift trucks will not be ridden and no one but the operator is permitted to ride the tow motors.
• Do not exceed a speed that is safe for existing conditions.
• Running and horseplay are strictly forbidden.
• Do not block access to fire extinguishers.
• Do not tamper with electric controls or switches.
• Do not operate machines or equipment until you have been properly instructed and authorized to do so by your supervisor.
• Do not engage in such other practices as may be inconsistent with ordinary and reasonable common sense safety rules.
• Report any unsafe condition or acts to your supervisor.
• Help to prevent accidents.
• Use designated passages when moving from one place to another; never take hazardous shortcuts (i.e., between moving equipment or across roadways).
• Lift properly—use your leg muscles, not your back muscles. For heavier loads, ask for assistance.
• Do not adjust, clean, or oil moving machinery.
• Keep machine guards in their intended places.
• Do not throw objects.
• Clean up spilled liquid, oil, or grease immediately.
• Wear hard-sole shoes and appropriate clothing (i.e., shorts or mini dresses are not permitted).
• Place trash and paper in proper containers and not in cans provided for cigarette butts.
Safety checklist

It is every employee’s responsibility to be on the lookout for possible hazards. If you spot one of the conditions on the following list—or any other possible hazardous situation—report it to your supervisor immediately.

- Slippery floors and walkways
- Tripping hazards, such as hose links, piping, etc.
- Missing (or inoperative) entrance and exit signs and lighting
- Poorly lighted stairs
- Loose handrails or guard rails
- Open, loose or broken windows
- Dangerously piled supplies or equipment
- Unlocked doors and gates
- Electrical equipment left operating
- Open doors on electrical panels
- Leaks of steam, water, oil, other liquids
- Blocked aisles
- Blocked fire extinguishers, hose sprinkler heads
- Blocked fire doors
- Evidence of any equipment running hot or overheating
- Oily rags
- Evidence of smoking in non-smoking areas
- Roof leaks
- Directional or warning signs not in place
- Safety devices not operating properly
- Machine, power transmission, or drive guards missing, damaged, loose, or improperly placed

Safety equipment

Your supervisor will see that you receive the protective clothing and equipment required for your job. Use them as instructed and take care of them. You will be charged for loss or destruction of these articles only when it occurs through negligence.

Safety shoes

The organization will designate which jobs and work areas require safety shoes. Under no circumstances will an employee be permitted to work in sandals or open-toe shoes.

Safety glasses

The wearing of safety glasses by all shop employees and volunteers is mandatory. Strict adherence to this policy can significantly reduce the risk of eye injuries.
Seat belts

All staff must use seat belts and shoulder restraints (if available) whenever they operate a vehicle on organization business. The driver is responsible for seeing that all passengers in front seats are buckled up.

Good housekeeping

Your work location should be kept clean and orderly. Keep machines and other objects (merchandise, boxes, carts, etc.) out of the center of aisles. Clean up spills, drips, and leaks immediately to avoid slips and falls. Place trash in the proper receptacles. Stock shelves carefully so merchandise will not fall over upon contact.
Checklist

Characteristics of a Safety Culture

*Answer “Yes” or “No.”*

Safety and safety terms are part of the language of the college. Workplace safety practices are part of everyone’s job description.

Safe and unsafe behaviors are specified and enforced.

Employees are rewarded in a tangible, visible way for promoting safety.

Safety concerns are evident in the interaction among staff and in their interaction with members of the public.

New employees are briefed on safety procedures and on the consequences for ignoring safety practices or engaging in unsafe behavior.

The consequences for ignoring safety practices are enforced.

Employees observe and correct hazards.

Employees always “dress for success” by using the appropriate protective gear and equipment.

There is an active safety committee and meetings are well attended.
Checklist

Framework for Safety Culture

Answer “Yes” or “No.”

“Safety” is part of the language of the college.

Safety is part of your entity’s value structure.

Safety is considered something that is everyone job.

Employees are rewarded in a tangible, visible way for promoting safety.

Safe practices are part of the unwritten rules of the college.

Safety concerns are evident in the interaction among staff and in their interaction with members of the public.

New employees are briefed on safety procedures.

New employees know that there are consequences for ignoring safety practices or engaging in unsafe behavior.

Consequences for ignoring safety practices or engaging in unsafe behavior are enforced.
Checklist

Keeping the Plan and the Training Up to Date

*Answer “Yes” or “No.”*

A workplace-safety committee is in place to review and update the plan and training.

Routine “in-service” training sessions are held to bring employees up to date on latest safety issues and best practices.

The workplace-safety plan results, identified by department, are distributed throughout the organization.

Unsafe practices are corrected immediately and all employees understand the consequences for failing to adhere to correct safety practices.
Checklist

Organization Safety Culture

Answer “Yes” or “No”

Wagner College has adopted a workplace safety policy.

The President, Senior Staff and Area Supervisors and employees understand that workplace safety is an essential element in safeguarding the entity’s workers.

Procedures are in place to ensure that workplace safety practices are identified and adhered to in each department.

Workplace safety policies are communicated clearly and reinforced in everyday activities.

Workplace safety training is ongoing.

Supervisors are held accountable for workplace safety and the number of accidents in their departments.

Safety committee meets on a regular basis and is well-attended.

There are rewards for excellence in workplace safety (i.e., least accidents by person/department per month/quarter/year; and/or accountability, such as part of annual evaluation reflecting job description responsibilities).
Checklist

Safe Behaviors

*Answer “Yes” or “No.”*

Employees are trained in safe procedures for all tasks associated with their job description.

Employees understand how to prevent accidents and injuries.

Safety procedures are part of all new employee orientation.

Unsafe behaviors are identified immediately by supervisors and corrective actions are specified and enforced.

Employees know what Personal Protection Equipment (PPE) is necessary for their tasks, and that they are required to wear the relevant PPE.

Employees know how to maintain and store tools and other equipment.

Employees are trained in how to safely lift and transport heavy or bulky items.

Employees know how to handle money and other valuables in a way that does not invite theft or crime.

Safety is in your goals and objectives.

The language used in the overarching goals, objectives and performance expectations reflect safety.

Safety issues and expectations are clearly articulated in various defining documents.
Checklist

Safety and Health Program

Do you have an active safety and health program in operation that deals with general safety and health program elements as well as management of hazards specific to your worksite?
Is one person clearly responsible for the overall activities of the safety and health program?
Do you have a safety committee or group made up of management and labor representatives that meets regularly and reports in writing on its activities?
Do you have a working procedure for handling in-house employee complaints regarding safety and health?
Are you keeping your employees advised of the successful effort and accomplishments you and/or your safety committee have made in assuring they will have a workplace that is safe and healthful?
Have you considered incentives for employees or workgroups who have excelled in reducing workplace injuries/illnesses?
Checklist

State OSHA

*Answer “Yes” or “No.”*

Our state has its own Occupational Safety and Health program.

Our state OSH program covers state and local government employees.

Training manuals, employee handbooks, and information on the entity’s safety program in general is available for state OSHA consultants to review.

Management has a list of questions and/or concerns to present to state OSHA consultants to identify priority areas for review.
## Chart

### Why do accidents happen?

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Causes of loss</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complacency</td>
<td>Auto accident</td>
<td>Inadequate training</td>
</tr>
<tr>
<td>Arrogance</td>
<td>Slips and falls</td>
<td>Poorly maintained floor or floor covering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carrying too much; can’t see.</td>
</tr>
<tr>
<td>Ignorance</td>
<td>Equipment related</td>
<td>Distracted driving</td>
</tr>
<tr>
<td>It’s the organization’s problem</td>
<td>Exposure to harmful substance or environment</td>
<td>Insufficient training</td>
</tr>
<tr>
<td></td>
<td>Struck by object</td>
<td>Work overload</td>
</tr>
<tr>
<td></td>
<td>Homicide</td>
<td>Unfamiliarity</td>
</tr>
</tbody>
</table>
Fact Sheet

ADA Compliance and Safety Issues

Title II of the Americans with Disabilities Act covers “public entities.” Public entities are defined as any state or local government and any of its departments, agencies, or other instrumentalities. All activities, services, and programs of public entities are covered, including activities of state legislatures and courts, town meetings, police and fire departments, motor vehicle licensing, and employment. Title II extends to all the activities of state and local governments whether or not they receive federal funds.

Public transportation services operated by the state and local governments are covered by regulations of the U.S. Department of Transportation. DOT’s regulations establish specific requirements for transportation vehicles and facilities, including a requirement that all new buses must be equipped to provide services to people who use wheelchairs.

Communications

State and local governments must ensure effective communication with individuals with disabilities.

Where necessary to ensure that communications with individuals with hearing, vision or speech impairments are as effective as communications with others, the public entity must provide appropriate auxiliary aids.

“Auxiliary aids” include such services or devices as qualified interpreters, assistive listening headsets, television captioning and decoders, telecommunications devices for deaf persons (TDDs), video test displays, readers, taped texts, materials in Braille and large print materials.

Wagner College is not required to provide auxiliary aids that would result in a fundamental alteration in the nature of a service, program, activity or undue financial and administrative burdens. However, Wagner College will attempt to furnish another auxiliary aid, if available, that does not result in a fundamental alteration or undue burden.

New Construction and Alterations
Wagner College will ensure that newly constructed buildings and facilities are free of architectural and communication barriers that restrict access of use by individuals with disabilities.

When Wagner College makes alterations addressing over 50% of a building, it will ensure that the altered portions are accessible.

The ADA does not required retrofitting existing buildings to eliminate barriers, but does establish a high standard of accessibility for new buildings.

Wagner College may choose between two technical standards for accessible design:

1. The Uniform Federal Accessibility Standard (UFAS),
2. The Americans with Disability Act Accessibility Guidelines.

The elevator exemption for small buildings allowed in #2 would not apply to public entities covered by title II.

Safety

When considering the ADA in light of workplace safety, consider the safety of the employee who is a qualified individual with disabilities under the ADA, as well as the safety of his or her co-workers. For instance, hallways whose width barely allows passage of a wheelchair or a person with crutches will definitely not permit a non-disabled co-worker going in the opposite direction to pass safely. Or consider the disabled employee who in trying to comply with hand-washing regulations but is unable to turn the faucet on to get water or reach the soap dispenser.

Inexpensive Solutions

Easy steps that can be done without much difficulty or expense include ramping one step; installing a bathroom grab bar; lowering a paper towel dispenser; rearranging furniture to allow movement in between and around; installing offset hinges to widen a doorway; or painting new lines to create an accessible parking space. Accommodation can also include providing safety information in large-print format or in Braille.
Fact Sheet

Blood borne Pathogens Defined

Blood borne pathogens are disease-causing microorganisms present in human blood and certain other body fluids. Blood borne diseases are transmitted when pathogens from infectious body fluids enter the bloodstream through breaks in the skin or through mucous membranes. Blood borne pathogens are not transmitted by casual contact.

Some infections that can be transmitted through contact with blood and body fluids include: HIV, hepatitis A, B, C, staph and strep infections, Gastroenteritis-salmonella, and shigella, Pneumonia, Syphilis, TB, malaria, measles, chicken pox, herpes, urinary tract infections, and blood infections. The greatest risks are from HIV and Hepatitis B and C.

HIV

HIV infection has been reported following occupational exposures to HIV-infected blood through needle sticks or cuts; splashes in the eyes, nose, or mouth; and skin contact. Most often, however, infection occurs from needle stick injury or cuts.

HCV

Hepatitis C virus infection is the most common chronic blood borne infection in the United States, affecting approximately 4 million people. Hepatitis C infection is caused most commonly by needle stick injuries. HCV infection often occurs with no symptoms, but chronic infection develops in 75 percent to 85 percent of patients, with 70 percent developing active liver disease, according to the Center for Disease Control in 1998.

HBV

Hepatitis is an inflammation of the liver that can lead to liver damage and/or death. The CDC states that HBV can survive for at least one week in dried blood on environmental surfaces or on contaminated needles and instruments. Hepatitis is much more transmissible than HIV. The CDC estimates 800 health-care workers became infected with hepatitis B virus in 1995, a 95 percent decrease in new infections from the 1983 figures. The decrease is attributed to better preventive measures and better education of those whose jobs expose them to blood.

Hazards
Needle stick injuries account for up to 80 percent of accidental exposures to blood. Other exposures are from incorrectly handled glass capillary tubes that break, used disposable razors contaminated with blood and I.V. connector systems that use needles to connect I.V. setups.
Fact Sheet

Protect Staff from Blood borne Pathogen Contamination

Any worker handling sharp devices or equipment is at risk. This would include all employees who provide first aid, clean up blood and other body fluid spills, wash contaminated laundry, decontaminate surfaces where human tissue, blood or body fluids are handled, or who handle regulated waste.

Wagner College will need to evaluate the possibility that employees will encounter needle stick contamination before thinking this doesn’t pertain to their staff. For instance, workers cleaning up the grounds or housekeeping staff who empty trash and bag it; as well as staff who work with people who have infections that can be transmitted through contact with blood and body fluids; and any employees who are required to provide first aid as part of their jobs (e.g., child care or athletic workers) are at risk.

Write an exposure plan

- The purpose of the plan is to limit employee’s occupational exposure to blood and other potentially infections materials (i.e., recreation staff providing first aid versus an employee assisting a co-worker with a nosebleed. The first is an occupational exposure, the second is not). Review and update the plan annually.
- Identify safety hazards that the entity’s employees face.
- Consider what can be done to remove, eliminate or isolate hazards.
- Determine how the organization will proceed to treat staff members who have been exposed to blood borne pathogens or other potentially infectious materials (OPIM).
- Name a person who will be responsible for writing up an exposure incident and reporting it to OSHA, as appropriate.
- Track who was trained and when.
- Refer to www.osha.gov and read up on hazards and potential solutions.

Provide training

- Include all employees whose job responsibilities expose them to blood.
• Offer training at no cost to staff members during their normal working hours.
• Include information about ways staff might be exposed, what personal protective equipment (PPE) to wear, how to dispose of the PPE and any infected items, how to identify biohazard waste containers, what to do immediately if they are contaminated.
• Make certain employees receive training before they are placed in a situation where it could be reasonably anticipated that they would be exposed to blood borne pathogens as part of their job responsibilities.

Prevent exposure

Labels

• Label individual units of blood or blood products.
• Label regulated waste containers prominently with universal biohazard sign. Red bags or containers may be substituted for the labels.

PPE

• Provide personal protective equipment for exposure to blood (i.e., gloves, gowns, laboratory coats, masks, face shields, eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices).
• Purchase appropriate PPE that does not permit blood or other potentially infectious materials to pass through to or reach the employee’s work clothes, street clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
• Insist that gloves be worn when contact with blood, mucous membranes, other potentially infectious materials (OPIM), or non-intact skin is anticipated, and when performing vascular access procedures, or when handling contaminated items or surfaces.
• Provide designated area or container for PPE storage, washing, decontamination or disposal.

Behaviors

• Prohibit eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses in work areas where there is the potential for exposure to blood borne pathogens.

Needle Devices

• Select needle devices with safer design features (i.e., a self-sheathing needle) to help prevent injuries before, during and after use.

Treat exposure
• Require that staff members wash hands and other exposed skin with soap and hot water immediately after contact.
• Provide antiseptic cleaner and paper towels where sinks and soap are not available.
• Instruct staff to flush mucous membranes with water (15 minutes) if come in contact with blood or other potentially infectious materials.

NOTE: People who do not work in clinical settings (hospitals, medical, dental or emergency clinics) will usually have less personal protective equipment than those who do. For instance, personnel picking up trash where used intravenous needles might be scattered with litter and garbage or in weeds can be provided with heavy-duty work gloves and mechanical devices that allow them to pick up objects from the ground.

Housekeeping staff should be instructed only to remove trash by: lifting up a trash bag liner and sealing it, or dumping the waste container into a larger trash bag or container for disposal. They should be instructed NEVER to reach into a waste container to pull out or retrieve the contents.

Employees who work with members of the public who have a blood borne disease (HIV, hepatitis A, B, or C or others) should be educated about safety issues, provided appropriate PPE, soap and sinks or antiseptic cleansers, and methods to interact with them without ostracizing them or endangering themselves.

**Report Exposure Incidents**

• Require employees report exposure incidents right away to permit immediate medical follow-up.
• Employers must provide free medical evaluation and treatment to employees who experience an exposure incident,
• OSHA standard requires the employer make the hepatitis B vaccine available, at no cost to the employee, to all employees who have occupational exposure to blood and other potentially infectious materials.
• Medical records must remain confidential between the employee and health care provider; they are not available to the employee.

**Track Training**

Create a chart with person’s name; date of first training; HBV vaccination acceptance or rejection; date of annual in-service refresher training.
Fact Sheet

Needle sticks and Sharps Injuries

As defined by the Occupational Safety & Health Administration (OSHA): Blood borne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV).

OSHA reports that HCV infection is the most common chronic blood borne infection in the United States, affecting approximately 4 million people. Hepatitis C infection is caused most commonly by needle stick injuries. HCV infection often occurs with no symptoms, but chronic infection develops in 75 percent to 85 percent of patients, with 70 percent developing active liver disease, according to the Centers for Disease Control in 1998. Although few cases of AIDS have been documented from occupational exposure to blood borne pathogens, approximately 8,700 health care workers each year contract HVB; about 200 will die as a result, states OSHA. The standards covering blood borne pathogens specify measures to reduce infection from handling “sharps.”

Recommendations

Identify all employees whose job exposes them to blood

- Housekeeping
- Health Services
- Public Safety
- Campus Operations
- Athletics
- Central Services
- Theatre Department

Write an exposure plan

Provide training to all employees and volunteers whose job responsibilities expose them to blood at no cost to them and during their normal working hours.

Prevent exposure

- Personal Protective Equipment (gloves, mask, shoes)
• **Universal Precautions**
  o Wash hands with soap and water or antiseptic cleanser.
  o Flush mucous membranes with water (for 15 minutes) if come in contact with blood.
• Dispose of personal protective equipment (gloves, masks, shoes) in designated area or container for storage, washing, decontamination or disposal.
• Use **safe needles**.
• Properly dispose of **used needles**.
Fact Sheet

Blood borne Pathogen Standard

The full text of OSHA’s Blood borne Pathogens standard, published in Title 29 of the Code of Federal Regulations (29 CFR) 1910.1030, spells out what employers must do to protect workers whose jobs put them at risk of coming into contact with blood and other body fluids that can carry infectious materials. According to OSHA’s Blood borne Pathogen Fact Sheet, the standard requires employers to:

• Establish a written exposure control plan, which will eliminate or minimize employee exposures. Update the plan annually to include safer medical devices that reduce or eliminate the exposure. Document in the plan which devices have been considered and incorporated, and that frontline workers have been asked to identify, evaluate and select engineering controls.
• Use engineering controls (i.e., sharps disposal containers, self-sheathing needles, and sharps with engineered sharps-injury protection or needleless systems.
• Enforce work practice controls. These change the way the task is performed to reduce risk of exposure; such things as appropriate procedures for washing hands, disposing of sharps, packaging lab specimens, handling laundry and cleaning contaminated material.
• Provide personal protective equipment (PPE), i.e., gloves, gowns and masks. Employers must clean, repair and replace this equipment as needed.
• Make available Hepatitis B vaccinations to all employees with occupational exposure to blood borne pathogens within 10 days of assignment to the job.
• Provide post-exposure follow-up to any worker who experiences an exposure, as no cost to the worker. Items included in the follow-up can be found on OSHA’s Web site.
• Use labels and signs to communicate hazards. The standard requires warning labels affixed to containers used to store or transplant blood or other potentially infectious materials. Facilities may use red bags or containers instead of labels. Employers must also post signs to identify restricted areas.
• Provide information and training to employees. Employers must ensure workers receive training that covers the dangers of blood borne pathogens, preventive practices, and post-exposure procedures. This training must be given on initial assignment to the job and at least annually thereafter. Lab and production facility workers must receive specialized initial training.
• Maintain employee medical and training records. The employer also must keep a Sharps Injury Log unless classified as an exempt industry under OSHA’s standard of Recording and Reporting Occupations Injuries and Illnesses.

Blood borne Pathogen Standard 1910.1030(d) (1) requires:
• Employees to observe Universal Precautions to prevent contact with blood or other potentially infectious materials (OPIM).
• Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.
• Employees treat all blood and other potentially infectious materials with appropriate precautions such as:
  o Use gloves, masks, and gowns if blood or OPIM exposure is anticipated.
  o Use engineering and work practice controls to limit exposure.

OPIM is defined in 1910.1030(b) as:

• The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids;
• Any unfixed tissue or organ (other than intact skin) from a human (living or dead); and
• HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and blood, organs, or other tissues from experimental animals infected with HIV or HBV.
Fact Sheet

Blood borne Pathogens Universal Precautions

Universal precautions is an approach to infection control to treat all human blood and certain human body fluids as if they were known to be infectious for HIV, HBV and other blood borne pathogens.

The Center for Disease Control recommends Standard Precautions for the care of all patients, regardless of their diagnosis or presumed infection status. Standard Precautions apply to:

- blood;
- all body fluids, secretions, and excretions, except sweat, regardless of whether or not they contain visible blood;
- non-intact skin; and
- mucous membranes.

Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals.

Standard precautions include the use of:

- hand washing, and
- appropriate personal protective equipment such as gloves, gowns, masks, whenever touching or exposure to patients' body fluids is anticipated.
Blood borne Pathogen Exposure Control Outline

This applies to medical and clinical settings. For a non-medical/non-clinical setting, the plan would be much less involved.

Plan purpose and Scope

Limit to employee’s occupational exposure to blood and other potentially infectious materials. Plan applies to any employee who can be reasonably expected to have contact with blood or other bodily fluids in performance of their job duties.

Employees

List employees and volunteers (these could include volunteer medical providers in free clinics) who meet requirements listed in the scope.

Written Plan

List job classifications (or titles) that fall under the scope of the plan.

Methods of compliance

(Universal Precautions, OSHA standard, other)
Engineering controls (hand sinks in areas/departments where affected employees/volunteers work; antiseptic hand cleaner and paper towels in other situations; limiting personal activities in areas where blood borne pathogen exposure likely; how to reach professional medical attention when needed; who will train employees new to the job or the organization.)

Personal protective equipment

(Who provides and maintains it; requirements for the PPE; what type of PPE is to be used for what job)

Disposal of contaminated items

(how to disinfect work surfaces or PPE, where to place contaminated PPE; where to place regulated waste—needles, I.V. tubing, used gloves; state, federal and local laws regarding disposal; use of biohazard bags and labels; sample of biohazard label).
Housekeeping

(how to maintain work areas in a clean and sanitary condition; how to pick up potentially contaminated broken glass; specifics for handling contaminated laundry; how to handle reimbursement for contaminated uniforms or personal clothing).

Exposure incident

(Definition; who to contact and how; post-exposure evaluation and follow-up per OSHA)

Training

(When provided; when repeated; when it’s offered; contents of the session)

Recordkeeping

(Medical records per OSHA standards: confidential and retained for employment period plus 30 years).

Labels and Marking Systems

Include special labels and markings for blood contaminated material, bio hazardous waste and medical waste.

Emergency Procedures

Information about emergency procedures: general and site-specific.

Vaccination

According to OSHA Standard, Hepatitis B vaccine must be offered to employees who may come into contact with contaminated body fluids as part of their job responsibilities. The employee has the right to decline. Identify who to contact to arrange for HBV.

Vaccination Information

Provide sample chart for documenting acceptance or rejection of HBV by employee name and date. The actual data could be kept electronically.

Training Records

Keep class rosters, sign-in sheets and tests.
Checklist

Blood borne Pathogens

*Answer “Yes” or “No.”*

Blood borne pathogens can enter the skin from a needle stick, through a cut or by improperly handling equipment.

Blood borne pathogens are a hazard for employees and volunteers.

We have an exposure plan.

The plan includes training, prevention, treatment and reporting procedures. All employees and volunteers whose job responsibilities expose them to blood receive training.

Training is offered at no cost to employees during normal working hours.

Training covers how employees might be exposed, what personal protective equipment to wear, how to dispose of the PPE and any infected items, how to identify biohazard waste containers, what to do immediately if they are contaminated.

Blood and approved waste containers are appropriately labeled.

Appropriate personal protective equipment to protect against contamination by blood is provided to employees.

Designated areas or containers are provided for PPE storage, washing, decontamination or disposal.

Staff members are trained in and use Universal Precautions.
Checklist

Blood borne Pathogens Disposal Container

Appropriate disposal containers must be:

- closable, puncture-resistant, and leak-proof on sides and bottom;
- accessible, maintained upright, and not allowed to overfill;
- labeled or color coded:
  - colored red or labeled with the biohazard symbol.
  - labeled in fluorescent orange or orange-red, with lettering and symbols in a contrasting color. Red bags or containers may be substituted for labels.
Checklist

Blood borne Pathogens PPE Guidelines

Some general PPE Guidelines include:

- Wear gloves when handling chemicals and/or body fluids.
- Wear safety shoes/boots/covers if hazardous substance is likely to splash.
- Wear an apron/a gown/coveralls if hazardous substance is likely to splash.
- Use a respirator when hazardous substance, such as tuberculosis, is airborne.
- Remove PPE carefully to avoid contaminating yourself.
- Dispose of PPE in designated containers before leaving area.
Checklist

Characteristics of Needle Device Safety Features

Desirable characteristics of safety devices include:

- The device is needleless.
- The safety feature is an integral part of the device.
- The device is easy to use and practical.
- The device performs reliably.
- The safety feature cannot be deactivated and remains protective through disposal.
- The devices work effectively and reliably, and are acceptable to the health care worker, and do not adversely affect patient care.

NOTE: Needleless system is a device that does not use a needle for the collection or withdrawal of body fluids after initial access to a vein or artery is established, or to administer medication.
Elevators and Stairways

Elevators and stairways, as with any pathway, need to be kept well-lit, in good working order, and free of trash and debris.

Elevators

Entering and exiting an elevator can be hazardous, particularly if the floors are not level. If the elevator doors start to close, there exists the potential for a hand, leg or piece of clothing to be caught. It is important to maintain the mechanics so that the elevator cars stop level with the floors. Employees should report any cars and the floors where they do not so that they may be adjusted.

The safest doors are ones with protective edges designed to reopen when touched. Make certain that the “door open” button, which reverses the doors to allow a slow moving person the time to enter or exit, has an easily understood icon or graphic symbol, to avoid someone pushing “door close” by mistake.

A clearly marked alarm button inside the car should ring when pushed to signal that there is a problem with the elevator. In addition, each car should be equipped with a phone to call for help. Both of the safety features should be checked during regular maintenance.

Regular Maintenance

Elevators have many moving parts that must be serviced on a regular basis to remain safe. The entity should have a regular maintenance schedule and a procedure to report malfunctions. Maintenance includes lubrication of moving parts, and repairing or replacing faulty or non-operating components. Temporary signs, barriers and operator-control covers should be used to prevent unauthorized escalator use during maintenance operations.

Safety Code

According to the Elevator Escalator Safety Foundation, History of Elevators, “the American Society of Mechanical Engineers (ASME) A17.1 Safety Code for Elevators an American
National Standard is the base document for elevators. It is accompanied by A17.2, which is a guide for inspecting elevators, and A17.3, which is a recommended code for existing elevators. This later is necessary since most codes, not only elevator, are seldom retroactive and a guide for minimum safety considerations is considered necessary given that elevators up to 100 years old are still in everyday use.

Code rules are enforced by local jurisdictions through building departments, private inspectors and the elevator companies themselves. Safety violations can result in fines and, in extreme cases, shutting the equipment down. Most inspectors are members of the National Association of Elevator Safety Authorities (NAESA) and are certified as Qualified Elevator Inspectors (QEI).”

**Stairways**

There must be a stairway or ladder at points of access where there is an elevation of 19 inches or more. At least one point of access must be kept clear. Rails must be able to withstand a force of 200 pounds. Stairways with four or more risers (steps), or higher than 30 inches, must be equipped with at least one handrail. Stairways with four or more risers or more than 30 inches high must have a stair rail along each unprotected side or edge. Stairways landings must be at least 30 inches deep and 22 inches wide at every 12 feet or less of vertical rise. Stairway parts must be free of projections that may cause injuries or snag clothing.

**In case of fire, use the stairs.**

Building codes require exit stairwells to provide a good measure of protection in case of fire. Stairwell doors are heavy and usually totally enclosed and well lighted and designed to protect people from smoke and fire. In addition, on stairs you control the option of going up or down to avoid the fire and smoke.

Elevator shafts are often not sealed and act as a chimney, thereby attracting the smoke. Most modern elevators are programmed to automatically return to the ground floor when the alarm is triggered. They will shut down and remain available only for firefighters.

Only trained specialists know how to safely remove passengers or restart the elevator. Chances of the elevator falling are extremely rare as any one of the many required cables can individually hold a fully loaded elevator in place.

Exit plans for handicapped individuals should be incorporated into the organization’s emergency plans. Some options are having more able-bodied employees assigned to carry people down the stairs, or indicating a room to congregate where a point-person from the staff will hang a flag out the window to indicate to firefighters that special help is required for people in that room to exit the building. Those in authority may direct otherwise and their instructions should be followed.
Fact Sheet

Equipment Maintenance

Maintenance is vital to any public facility if it is to operate in a safe and effective manner. Maintenance can be a costly element of facility operations in terms of dollars and impact on operations. Maintenance can also be a potential workplace safety issue if not properly addressed.

There are three common types of maintenance:

- emergency repairs when something breaks
- preventative maintenance, which is carried out on a piece of equipment at a certain interval
- predictive maintenance, which is carried out when tests indicate that maintenance is needed.

Regardless of the type of maintenance, a number of important activities must take place if the maintenance is to be carried out in a safe manner:

- Equipment selected to have maintenance carried out must be isolated. This includes insuring that all sources of electrical power to the equipment are disconnected and tagged “OFF” (The power source should be tagged “OFF—UNIT UNDER REPAIR” with date and signature of person authorizing the procedure.) so someone does not turn the power on until work is completed. The equipment must also be isolated from the other equipment in the same system.
- Maintenance procedures must be developed for all equipment. These procedures should follow the manufacturer’s recommendations and include all instructions, drawings and list of parts needed.
- Maintenance activities must be planned, even emergency repairs. The time it takes to plan a job, read the maintenance procedures and get the needed safety equipment will be made up in the safety of the job and the ease in completing the job. A little planning goes a long way in doing safe maintenance. To rush into an emergency repair is to invite disaster.
- Maintenance personnel must be trained on the equipment. The proper equipment must be used to safely carry out maintenance. Proper safety equipment such as gloves, eye protection, foot protection and hard hats should always be used.
- Any safety devices or shields removed during maintenance MUST be reinstalled on the equipment prior to completion of maintenance. Any shields and safety devices originally
installed on a piece of equipment must not be left off to “make it easier to fix the next time.”

- Prior to returning the equipment to service, a supervisor who is familiar with the equipment and the maintenance, should check the equipment to insure that the maintenance is complete, the equipment is properly reassembled, all safety equipment and any tools used in the maintenance have been removed.

**Recommendations**

Have a plan for every maintenance activity. This plan should include the safety procedures for isolating the equipment, the equipment needed for the maintenance including safety equipment, identification of who will do the maintenance including qualification and identification of the supervisor to sign off when the job is finished and the equipment restored to “ready for operation” status. If the maintenance is carried out repeatedly, this plan can be reused. If it is an emergency or one-time repair, the plan should be made up before maintenance is started.

Have a procedure for filing manufacturer’s recommendations for maintaining and repairing each piece of equipment the entity owns. Include the name of the equipment, its serial number, date purchased, who it was purchased from, its location in the entity. This can be a paper file in a 3-ring notebook or an electronic file.
Floor Maintenance and Repair

Floor covering contributes to both the attractiveness and the functionality of a building. The appropriate floor covering, from carpeting to painted cement, must be selected with functionality as well as attractiveness in mind. Floor covering has the highest use of any part of a building; thus, it must also be maintained if its usefulness is to be continued.

Assuming that the appropriate floor covering was originally installed, the maintenance and repair of the floor covering should:

Reduce dirt and water to preserve the floor covering.
- Increase the useful life of a floor covering.
- Preserve the attractiveness of the floor covering.

Keep the floor covering safe for use.
- Wet floors are a slipping hazard. Loose edges of floors become a tripping hazard.
- Loose rugs can slip and create a falling situation.
- Broken tiles can be a tripping hazard.
- Improperly waxed floors can be a slipping hazard.

Eliminate health hazards.
- Mold can build up in wet carpeting.
- Dirt and dust can cause allergic reactions.

When conducting floor maintenance, the following should be done to insure maintenance is not creating a personnel hazard:
• Have the appropriate signs, such as “wet floor,” posted while maintenance is being done.
• Many times hazardous chemicals are used, either as a cleaner or adhesives, in floor maintenance. Whenever hazardous chemicals are used proper personnel protective equipment, such as gloves, respirators and eye protection, must be used.
• The area where the maintenance is being performed should be well ventilated and closed to anyone except maintenance personnel.
• Many floor maintenance activities can be very noisy. Hearing protection should be used.

Recommendations

• Ensure spills are reported and cleaned up immediately.
• Use no-skid waxes and surfaces coated with grit to create non-slip surfaces in slippery areas such as toilet and shower areas.
• Use waterproof footgear to decrease slip/fall hazards when maintaining floor.
• Re-lay or stretch carpets that bulge or have become bunched to prevent tripping hazards.
• Aisles and passageways should be sufficiently wide for easy movement and should be kept clear at all times. Temporary electrical cords that cross aisles should be taped or anchored to the floor.
• Use prudent housekeeping procedures such as cleaning only one side of a passageway at a time, and provide good lighting for all halls and stairwells, to help reduce accidents.
• Eliminate uneven floor surfaces.
Fact Sheet

Landscape and Exterior Lighting

Landscaping and lighting can add beauty and value to public property. More importantly from a safety viewpoint, if landscaping and lighting are used properly, they can add security for both the property and the people who work in the building. Landscaping and lighting when improperly used can create a safety hazard.

Landscaping

Landscaping can create a number of safety-related problems if not properly installed and maintained.

Trees and Bushes

Branches near a building must be kept trimmed and the ground under these trees and bushes kept clean.

Overgrown bushes can damage the exterior structure of a building, provide breeding places for unwanted pests such as rats and insects, and provide hiding places for people who would break into the facility or harm the people working in the building.

Trees must be professionally maintained. Trees that get out of control can cause a hazard in high winds. The roots of trees can cause a great deal of damage to structures, roads and walkways. Additionally, falling limbs and debris can be hazardous to people, and to vehicles.

Leaves

Leaves from trees must be removed from walkways and steps to prevent slipping hazards.

Watering Systems

Watering systems for landscaping must be maintained properly. A broken water system can cause flooding and damage to structures in the area.

Exterior Lighting
Lighting can be both decorative and functional. The proper use of lighting can create a safer place to work. Some essentials of good lighting include:

- Insure that all steps and walkways are well lighted. This light should come from more than one direction to prevent shadows. A set of steps that is not properly lighted can be very dangerous. Walkway should be well lighted not only to prevent slipping but also to provide safety to anyone using the walkway after dark. Attacks on people can be reduced with good lighting.
- Parking lots and parking areas must be well lighted. This provides safety for personnel going to and coming from automobiles
- Control lighting by a light-sensitive switch to save money and insure that the lighting is on when needed.
- Lighting must be properly installed and maintained. As the lighting circuits are outdoors and exposed to weather, cabling and connections designed for exterior use must be installed. “Ground fault” switches should be used, and all switches, connections and fixtures should be checked on a regular basis to verify they are in good repair.

**Recommendations**

Landscaping and exterior lighting are an important part of the beauty and functionality of a building. Both require regular and careful maintenance to maintain safety and security of the employees. Trees and bushes must be kept trimmed. Leaves must be removed. Lighting systems must be maintained.
Fact Sheet

Roof Maintenance and Repair

Roof maintenance is a vital part of the overall maintenance of a building. Proper roof maintenance will not only preserve the roof and reduce costs of replacement but minimize the damage to the interior of the building and any equipment in the building.

Many times leaks caused by failures of the roof do not become apparent until there is major damage to both the roof and to the building or its contents. If routine inspections are conducted in normally inaccessible areas such as roof crawl spaces, these small leaks can be discovered and repaired. The most common area of roof failure is at joints in the roof. Areas of particular importance are:

- around sky lights
- around chimneys
- around any vent pipes or exhaust fan ducts
- at the edges of the roof
- at the connection of two roof levels

Drainage of water from the roof is important if roof failure is to be prevented. Gutters and drains must be kept clear. If gutters are blocked with leaves or other debris, the water will come up under the edge of the roof and flood the inside of the wall. Additionally, if water is allowed to stand on a roof and then freeze, this can cause a great deal of damage. Snow and water accumulation also creates a large weight load on the roof and its supporting structure. This can cause a roof failure that can have catastrophic results both in terms of loss of the structure and its potential for personnel injuries.

Except in the event of extreme winds, weather-related damage to roofs can be minimized with proper maintenance. Prior to the start of the extreme weather season, roofs should be inspected and repairs made.

Recommendations

As with any major system of the facility, the key to minimizing the impact of roof failure on a building and its contents is proper inspections and repair when the problems are still small. Even the catastrophic failure of a roof due to snow or water build up started because the gutters were
not cleaned or small leaks in the roof were not fixed. Do not ignore that water spot on the ceiling of an office. It is an indication of further potential damage.
Tip Sheet

Recommendations to Staff Using Elevators

When you approach the elevator, make sure you:

- Know your destination. Push elevator CALL button for the direction you want to go.
- Stand aside for exiting passengers.
- Wait for the next car, if the elevator is full.
- Don’t try to stop a closing door. Wait for the next elevator.

When you enter and leave the elevator:

- Enter and exit carefully.
- Step up or down if the elevator floor and hall floor are not level.
- Stand clear of the doors—keep clothes and carry-ons away from the opening.
- Push and hold the DOOR OPEN button if doors need to be held open, or ask someone to push the button for you.

When riding on the elevator:

- Stand next to the elevator wall.
- Hold the handrail, if available.
- Pay attention to the floor indications.
- If the doors do not open when the elevator stops, push the DOOR OPEN button.
- Watch your step.
- Leave closing doors alone.
- If doors don’t open, ring alarm button and wait.
- If there is a fire in the building, use the stairs.
Checklist

Elevators and Stairways

Answer “Yes” or “No.”

**Elevators**

Is the elevator inspected and serviced on a regular schedule?

Is the elevator capacity posted in the elevator car?

Is there an emergency phone in the elevator?

Are turnaround spaces in elevators 51-inches wide to conform to the Americans with Disabilities Act?

**Stairways**

Do all stairways with four or more risers have standard stair rails or handrails?

Are all stairways at least 22 inches wide?

Do stairs angle no more than 50 and no less than 30 degrees?

Are stairway handrails located between 30 and 34 inches above the leading edge of the stair treads?

Where stairs or stairways exit into areas where vehicles are operated (side roads, warehouses, parking structures or lots) are there adequate barriers and warnings provided to keep employees from stepping into the path of traffic?

Are interior and exterior stairways and ramps and handrails inspected, evaluated and repaired?

Do interior stairways have safety edges or rubber treads?

Are stairways kept free of debris and clutter?
Are stairway surfaces cleaned regularly to remove sticky substances that could cause trips and falls?

Are spills mopped up immediately to prevent slips and falls?
Checklist

Equipment Maintenance Issues

*Answer “Yes” or “No.”*

Are maintenance procedures developed for each piece of equipment?

Is there a “Tag Off” procedure for the facility?

Is there a requirement for a supervisor to inspect the equipment prior to placing it back in operation? Does this inspection include checking that all safety devices are properly reinstalled?

Are personnel trained in the use of proper safety equipment? Are there consequences for failure to use proper safety equipment?

Is there a checklist for tools used in maintenance so that none is left in the equipment?
Checklist

Floor and Wall Openings

Are floor openings guarded by a cover, a guardrail, or equivalent on all sides (except at entrance to stairways or ladders)?

Are toe boards installed around the edges of permanent floor openings (where persons may pass below the opening)?

Are skylight screens of such construction and mounting that they will withstand a load of at least 200 pounds?

Is the glass in the windows, doors, glass walls, etc., which are subject to human impact, of sufficient thickness and type for the condition of use?

Are grates or similar type covers over floor openings such as floor drains of such design that foot traffic or rolling equipment will not be affected by the grate spacing?

Are unused portions of service pits and pits not actually in use either covered or protected by guardrails or equivalent?

Are manhole covers, trench covers and similar covers, plus their supports designed to carry a truck rear axle load of at least 20,000 pounds when located in roadways and subject to vehicle traffic?

Are floor or wall openings in fire resistive construction provided with doors or covers compatible with the fire rating of the structure and provided with a self-closing feature when appropriate?
Checklist

Landscaping and Exterior Lighting

Answer “Yes” or “No.”

Is exterior lighting checked once a week for defective bulbs?

Are any exterior lights that are reported not working repaired immediately?

Are exterior lighting circuits checked once a month for proper operation?

Are “ground-fault interruption” switches used with all exterior lighting circuits?

Are snow and ice removed from walkways promptly?

Are leaves and debris from trees promptly removed from walkways?

Are trees trimmed and maintained on a regular schedule?

Are landscape irrigation systems checked regularly to prevent flooding?

Are bushes and trees near building kept trimmed?
Checklist

Roof Maintenance and Repair

Answer “Yes” or “No.”

- Is any minor or major roof leak quickly reported to proper personnel?
- Are gutters and downspouts cleaned and inspected at a regular interval?
- Are ceiling and attic spaces checked on a regular basis for water accumulation?
- Is roof maintenance carried out by trained personnel?
Checklist

Stairs and Stairways

- Are standard stair rails or handrails on all stairways having four or more risers?
- Are all stairways at least 22 inches wide?
- Do stairs have landing platforms not less than 30 inches in the direction of travel and extend 22 inches in width at every 12 feet or less of vertical rise?
- Do stairs angle no more than 50 and no less than 30 degrees?
- Are step risers on stairs uniform from top to bottom?
- Are steps on stairs and stairways designed or provided with a surface that renders them slip resistant?
- Are stairway handrails located between 30 and 34 inches above the leading edge of stair treads?
- Do stairway handrails have at least 3 inches of clearance between the handrails and the wall or surface they are mounted on?
- Where doors or gates open directly on a stairway, is there a platform provided so the swing of the door does not reduce the width of the platform to less than 21 inches?
- Where stairs or stairways exit directly into any area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Do stairway landings have a dimension measured in the direction of travel, at least equal to the width of the stairway?
Checklist

Walkways

Are aisles and passageways kept clear?
Are aisles and walkways marked as appropriate?
Are wet surfaces covered with non-slip materials?
Are holes in the floor, sidewalk or other walking surface repaired properly, covered or otherwise made safe?
Is there safe clearance for walking in aisles where motorized or mechanical handling equipment is operating?
Are materials or equipment stored in such a way that sharp projectives will not interfere with the walkway?
Are spilled materials cleaned up immediately?
Are changes of direction or elevation readily identifiable?
Are aisles or walkways that pass near moving or operating machinery, welding operations or similar operations arranged so employees will not be subjected to potential hazards?
Is adequate headroom provided for the entire length of any aisle or walkway?
Are standard guardrails provided wherever aisle or walkway surfaces are elevated more than 30 inches above any adjacent floor or the ground?
Are bridges provided over conveyors and similar hazards?
Fact Sheet

Construction

One of every five workplace-related fatalities is a construction worker. The leading causes of death among construction workers are falls from elevations, motor vehicle crashes, electrocution, machines, and struck-by falling objects.

According to the National Institute for Occupational Safety and Health, during the period from 1980 through 1995, at least 17,000 construction workers died from injuries suffered on the job. Construction lost more workers to traumatic injury death than any other major industrial sector during this time period. Construction has the third highest rate of death by injury: 15.2 deaths per 100,000 workers.

Construction health and safety is divided into general concerns, heavy construction (bridges, tunnels, pile driving and structural steel), and road construction (building and maintenance, and traffic control)

NIOSH has published a number of Alerts on hazards that are faced by workers in the construction industry, which would apply to public entities doing their own construction or contracting with construction companies to do work for their entity. Public entities would be wise to check that these companies take proper safety precautions and provide proper insurance for their workers.

The Alerts provide brief overviews of the problems, present case descriptions of fatal incidents, outline relevant safety standards and practices, and summarize NIOSH recommendations for prevention.

Carbon Monoxide
Electrical Energy
Homicide
Ladders and Overhead Power Lines
Motor Vehicles
Scaffolds
Skylights and Roof Openings
Telecommunication Towers
Some other construction issues to consider:

- Lead toxicity in bridge workers
- Asphalt fume exposures during paving
- Injuries and deaths due to falls
- Drywall sanding dust

**Recommendations**

Policies, procedures, training and supervision are the best strategies the college can use to keep employees safe and healthy in the workplace. Since there are so many aspects to construction health and safety, each entity needs to identify what is priority for its workers.

There is wealth of detailed information for specific topics on both the [OSHA Technical Links to Safety and Health Topics](https://www.osha.gov), alphabetical by topic with links and the [NIOSH Workplace Training and Health Topics](https://www.cdc.gov/niosh/topics/), an alphabetical listing with links.

OSHA provides many eTools on various construction topics. These tools allow the user to get training and in some cases customize policies for their entities. The eTools are listed below and are listed with links on the OSHA homepage, [www.osha.gov](http://www.osha.gov).
Fact Sheet

Chemical Hazards

The following links list tools, publications, and other resources to help prevent the most common injuries and illnesses in the construction industry.

Asbestos is well recognized as a health hazard and is highly regulated. OSHA and EPA asbestos rules are intertwined. For more information, click on the following:

- OSHA Asbestos Self-Inspection Checklist
- OSHA Asbestos Standard for the Construction Industry
- OSHA Software Expert Systems: Asbestos Advisor 2.0, an interactive compliance assistance tool

Drywall Sanding Dust and respirable silica are problems for workers who sand drywall joint compound. Over time, breathing the dust from drywall joint compounds may cause persistent throat and airway irritation, coughing, phlegm production, and breathing difficulties similar to asthma. Smokers or workers with sinus or respiratory conditions may risk even worse health problems. When silica is present, workers may also face an increased risk of silicosis and lung cancer. For more information click on the following:

- Control of Drywall Sanding Dust Exposures, NIOSH

Lead overexposure is a leading cause of workplace illness. Therefore, OSHA has established the reduction of lead exposure to be a high strategic priority. Sources include paint, urban dust, and folk remedies. For more information click on the following titles:

- Lead: Preventing Exposure at Work
- Lead in Construction, OSHA 3142-09R 2003

OSHA Safety and Health Topics:

- Construction—Lead
- OSHA Safety and Health Topics: Toxic Metals—Lead
- Preventing Lead Poisoning in Construction Workers
**Wood Dust** from power tools needs to be controlled. NIOSH has studied the problems and issues Hazard Controls for individual tools.

- automated routers,
- horizontal belt sanders,
- large-diameter disc sanders,
- random-orbital hand sanders,
- orbital hand sanders,
- shapers,
- table saws
Fact Sheet

Ladders

Ladders are a very handy tool for reaching and climbing. However, the potential for injury or even death can be enormous. Ladders must be kept in a safe condition through basic maintenance. Appropriate training in how to use a ladder for tasks is key to safety, as well.

Recommendations

It is important that all staff understand the proper use of ladders, including these recommendations:

- Do not use bookshelves, chairs, tables or other makeshift “ladders.”
- Use a ladder with the correct type of safety feet for the surface.
- Check the ladder for weak or damaged rails and loose or broken rungs.
- Discard wooden ladders if side rails or steps are broken. Do not paint or repair them.
- Ensure rungs, cleats, and steps are level and uniformly spaced.
- Ensure rungs are spaced 10 to 14 inches apart.
- Use ladders only for their designed purpose. Avoid using metal ladders when working on or near electrical equipment.
- Keep the area around the top and bottom of a ladder clear.
- Keep ladders free from slipping hazards.
- Position ladders at an angle where the horizontal distance from the top support to the foot of the ladder is 1/4 the working length of the ladder.
- Face the ladder and use both hands when climbing up or down.
- Stay within safe limits of balance and never shift a ladder while standing on it.
Fact Sheet

Lifting

Construction often involves bending, lifting and carrying supplies. It is particularly important that the public entity helps its employees prevent injury to the lower back.

Recommendations

The rules for safe bending, lifting and carrying are important, even for lifting light objects:

- Place feet apart for good balance
- Bend knees
- Hold the objects as close to the body as possible
- Lift smoothly and slowly
- Pivot with feet; don’t twist the back
- Push, rather than pull a load
- Share the load, work with a partner
- Get mechanical assistance for heavy loads.
Checklist

Construction Orientation Training Safety

Answer “Yes” or “No.”

General Housekeeping

• It is everyone’s responsibility to pick up trash, debris and materials.
• All spills are cleaned appropriately immediately after they occur to avoid slips.
• Worksites are vacuumed/sweep when finished for the day to gather stray materials and debris.
• Proper air circulation is provided throughout interior worksites, especially in areas that have come into contact with paint, sawdust, or other materials that could be hazardous when inhaled.

Slips & Falls

• Walking/working surfaces are inspected to make sure they are clean and dry, if possible.
• Signs are posted to alert workers to wet, icy, greasy or otherwise slippery areas.
• The worksite is cleaned up at day’s end to avoid creating tripping hazards.
• A clear pathway is kept through a work area at all times.
• Ladders and step stools are inspected to ensure that they are in sound working order.
• Workers do not compromise their safety while on a roof or other high area by reaching, leaning, or otherwise being without sure footing.

Ladder Safety

• Ladders are inspected before use to make sure they are clean and undamaged.
• Ladders are only set up on a dry, stable surface.
• Employees are to position ladder so that its feet are approximately one (1) foot from the base of the building for every four (4) feet of the building’s height.
• If there’s any chance the ladder’s feet will slip, dig a small trench for the feet or secure them another way.
• Proper ladder use instruction tell employees to extend the top of the ladder three (3) feet above the top of the roof, or whatever surface it is leaning against.
• Employees tie off the ladder to prevent it from slipping.
• Employees are trained to face the ladder when climbing and keep both hands on the ladder.
• Employees are instructed not stretch or reach while on the ladder—come down and move the ladder to the desired location.
• Employees are instructed to hold the base of the ladder as someone descends. And if someone else is descending without support to assist them.

Material Handling

• Posters on site remind workers about proper lifting techniques: Bend at the knees, grab an object securely, hold it close to the body.
• Employees are warned to be cognizant of health and ability to handle heavy objects/labor intensive or strenuous tasks and not take on more than they are physically able to handle.
• Employees are instructed when they are transporting heavy/awkward objects to confirm that pathway is clear of debris and safe to walk on.
• Employees are instructed to keep an eye on both ends of long objects like wood beams, ladders, and railings whether carrying them or working near them. They are told not to back up with object in hand without checking for obstacles such as windows, ladders, or people.
• When putting debris from upper levels into dumpsters on the ground, appropriate closed shoots are used.
• Trash is carefully handled to avoid lacerations from glass or contact with other unsafe items within the bag.

Personal Protective Equipment

• Appropriate PPE are provided for each task.
• For any job that requires specific types of PPE, employees are told what they should wear and to make sure they receive the proper PPE and any necessary instruction on how to use the equipment.
• PPE is replaced if its effectiveness is compromised.
• PPE is discarded appropriately; any hazardous material encountered could also be on the equipment.

Hazardous Materials

• Employees are instructed what to do in the event of a mishap.
• Materials are kept in proper containers and labeled properly.
• Gloves, masks or other PPE are provided and worn by employees as appropriate.
• MSDSs are available on the work site; a person is assigned to this task.
• Materials are discarded in appropriate manner—many materials require special disposal and should not be flushed down sinks, poured into the ground, or thrown in the trash.
• Employees are instructed to thoroughly wash hands and work area after handling hazardous materials, even if wearing PPE. There is still the danger of transporting the material to their eyes, mouth, or someone else unless everything is cleaned.
Electrical Safety

- Tools are inspected to make sure they have guards, grounding prongs, and are undamaged.
- Power tools are only used by those trained to operate each specific tool.
- Extension cords are inspected to make sure they are undamaged and are three-pronged.
- Power is turned off before working on lighting or other wiring projects.
- Employees know to watch for overhead power lines when working outside.

Power Tool Safety

- Employees are instructed how to use tools prior to use; only employees trained on a specific tool are allowed to operate that tool.
- Employees check that power cord does not pose a tripping or electrical hazard.
- Employees stay focused on task at hand; no horseplay is allowed on the site.
- Employees do not shoot nails in wood when there are people behind wood beam, check walls for wiring/plumbing before contact, and do not operate anything electrical in the rain.
- Employees avoid wearing loose fitting clothes that could get caught in a tool or machinery.
- Employees are taught to use caution in “wind-down” mode—when most power tool accidents happen.
- Employees are instructed not use cords to hoist or lower tools.
- Employees make sure the tool is in the OFF position before plugging in the cord, passing to another worker, or setting the tool on the ground.

Fire Prevention

- Do not smoke on a work site.
- Be aware of the nearest fire extinguishers on site.
- Employees using gas-powered equipment let engines or motors cool before refueling.
- Electricity and gas are shut off before starting major construction projects.

Water Damage Prevention

- Employees clean up spills immediately after they occur.
- Water is shut off before working on any plumbing job.
- Locate water pipes before beginning major construction (doorway widening, replacing dry wall, installing fixtures or grab bars, replacing appliances, etc.)

Environmental Awareness

- Employees know to check the condition of the floor, steps, or other materials before putting weight on them.
- Employees pay attention to traffic or other neighborhood hazards.
• Sensitive employees know to check for plants such as poison ivy/oak, thorns, or other items that might cause an allergic reaction (bees, pollens, etc.) and carry appropriate medications, such as albuterol and Epinephrine auto-injector.
• Employees watch for tripping hazards inside and out, including pipes, loose bricks, roots, extension cords, hoses and uneven ground.
• Employees use caution when entering/leaving work area in a motor vehicle—check for other cars and people, as well as tools, lumber, or other worksite material that might be in the way.
• When removing tree limbs or beams overhead, employees’ check what is below that could be damaged by falling materials—including other people.
• Many accidents happen while someone is angry or distracted. Those who stay cool and focus on the job at hand remain safer. Supervisors know when to intercede and tell an employee to take time out and cool down.
• If paint is suspected of being lead-based, supervision is notified.
• Proper hardhats, work shoes, gloves, respirators, goggles, face shields are used for the assigned task.
**Checklist**

**Electrical Safety OSHA**

<table>
<thead>
<tr>
<th>OK</th>
<th>Needs Help</th>
<th>N/A</th>
</tr>
</thead>
</table>

Are qualified maintenance employees instructed to make preliminary inspections and/or appropriate tests to determine what conditions exist before starting work on electrical equipment?

When electrical equipment is to be serviced, maintained, or adjusted, are necessary switches open, locked out and tagged whenever possible?

Are electrical tools and fixed equipment grounded or of the double-insulated type?

Are electrical appliances such as vacuum cleaners, polishers, vending machines, etc., grounded?

Are exposed wiring and cords with frayed or deteriorated insulation repaired or replaced promptly?

Are flexible cords and cables free of splices?

In wet or damp locations, are electrical tools and equipment protected?

Are all energized parts of electrical circuits and equipment guarded against accidental contact by approved cabinets or enclosures?

Is sufficient access and working space provided and maintained about all electrical equipment to permit ready and safe operations and maintenance?

Are employees who regularly work on or around energized electrical equipment or lines trained in CPR?
Checklist

Elevated Surfaces

OK  Needs Help  N/A

Are signs posted, when appropriate, showing the elevated surface load capacity?
Are surfaces elevated more than 30 inches above the floor or ground provided with standard guardrails?
Are all elevated surfaces (beneath which people or machinery could be exposed to falling objects) provided with standard 4-inch toe boards?
Is a permanent means of access and egress provided to elevated storage and work surfaces?
Is required headroom provided where necessary?
Is material on elevated surfaces piled, stacked or racked in a manner to prevent it from tipping, falling, collapsing, rolling or spreading?
Are dock boards or bridge plates used when transferring materials between docks and trucks or rail cars?
Checklist

Fall from Elevations Prevention

Below are safety checklists, taken from Habitat for Humanity’s “Construction Safety Policy,” to prevent falls from scaffolding and from ladders.

Scaffolding

- All scaffolding that is elevated 10 feet or more must be equipped with a safety railing.
- All scaffolds must be equipped with a toe board to eliminate the possibility that tools or debris will be kicked or pushed onto people below.
- A scaffold must be designed to support four times the weight of the workers and the materials resting on it.
- Scaffolding components that are not designed to be compatible should not be mixed.
- Inspect all scaffolding each day before using it. Never use damaged or defective equipment and avoid rusted parts since their strength is unknown.
- When erecting scaffolding, provide adequate sills for the scaffold posts and use base plates. Use adjusting screws, not blocks, when on an uneven grade.
- Make sure to plumb and level scaffolding and do not force end braces when constructing the scaffolding.
- Many scaffolding accidents are caused by defective planking. Use only properly graded and inspected lumber for planking. Inspect planking daily for splits and knots, and remove defective or damaged planking.

Ladders

- Inspect a ladder before you use it. If the ladder is unsafe, don’t use it. Look for wear and tear, loose rungs and defects.
- Use a ladder that will reach the work. An extension ladder should reach 3 feet above the work level.
- Move your ladder with your work. If both of your shoulders are extended outside the ladder while you are working, you are reaching too far.
- When using an extension ladder, use the “4-to-1” rule: For every 4 feet of height, move the bottom of the ladder 1 foot away from the wall. A ladder is pitched at the proper, safe angle if you can grasp a rung at shoulder height.
• Place your ladder on solid footing. If there is a danger of the ladder moving while you work, tie it down. If there is a danger that the ladder will be hit, barricade it. If the feet of the ladder are not level, dig the ground out under one foot with the claw of a hammer rather than raise one foot with blocks.
• Never use a ladder outdoors during inclement weather or on very windy days.
• Carry tools and materials in proper carrying devices and keep your hands free for climbing. When climbing, always face the ladder.
Checklist

Ladders

*Answer “Yes” or “No.”*

Are employees prohibited to place ladders on boxes, barrels or other unstable bases to obtain additional height?

Are employees prohibited from placing a ladder in front of doors opening toward the ladder, unless the doors are blocked, locked or guarded?

Are employees instructed not to use the top step of ordinary stepladders as a step?

Are staff prohibited from tying ladders together to make longer sections or using ladders as guys, braces, skids, gin poles or for other than intended uses?

Are staff warned not to load ladders beyond the maximum load for which they were built, or beyond the manufacturer’s rated capacity? Are there consequences for this unsafe behavior?

When portable ladders are used to access elevated platforms, roofs, shelving and so forth, do employees know the ladder must extend a minimum of three feet beyond the elevated surface?

Are portable metal ladders marked with a warning: Do not use when working near electrical equipment?

Are ladders secured to prevent accidental movement due to workplace activity?

Are ladders used on slippery surfaces only when secured or provided with slip-resistant feet?

Are ladders inspected before use for cracks, dents, and missing rungs?

Are all ladders maintained in good condition with tight joints between steps and side rails, all hardware and fittings securely attached, and moveable parts operating freely without binding or undue play?

Are ladders rungs free of grease and oil?
Are rungs designed or treated to minimize slipping?

Do staff know that ladders must support four (4) times the maximum load?
Fact Sheet

Drug-Free Workplace

America’s businesses pay a high price for alcohol and drug abuse. Some costs—increased absences, accidents and errors—are obvious. Others, such as low employee morale and high illness rates, are less so, but the effects are equally harmful to workplace safety. The good news is that employers have enormous power to protect their organizations from alcohol and drug abuse by educating employees and volunteers about its dangers and encouraging individuals with alcohol and drug problems to seek help.

The term “drug-free workplace” is used generally to describe employer-sponsored substance abuse prevention programs. A comprehensive drug-free workplace program generally includes five components:

1. a drug-free workplace policy,
2. supervisor training,
3. employee education,
4. employee assistance and
5. drug testing.

Although employers may choose not to include all five components, it is recommended that all be explored and considered when developing a drug-free workplace program. Research does show a positive relationship between the number of components included and a program’s overall effectiveness. However, it should be noted that drug testing is only one part of a comprehensive drug-free workplace program and may not be necessary or appropriate for many work sites.

A drug-free policy with enforceable consequences for disregarding the policy contributes to a safe workplace, because others’ behavior affects the safety of fellow workers. In some cases, the organization may be required by the Drug-Free Workplace Act of 1988 to instigate such a policy.

Online Help
Working Partners for an Alcohol- and Drug-Free Workplace is a U.S. Department of Labor initiative that raises awareness about the impact drugs and alcohol have on the workplace and provides information on how to establish drug-free workplace programs that protect worker safety and health. The online Drug-Free Workplace Advisor helps employers create drug-free workplace programs.

The U.S. Department of Labor’s online Drug-Free Workplace Advisor includes a powerful feature—the Program Builder. The Program Builder gives employers the ability to develop customized drug-free workplace programs for their companies. This interactive tool guides employers through the components of a written drug-free workplace policy and generates a policy statement based on their selection of options offered by the Program Builder. See the sample policy created using the Program Builder.

Other features include supervisor training and employee education resources on alcohol and drug abuse, including ready-to-use presentation and training materials that feature PowerPoint slides, overheads and handouts. In addition, the Advisor contains information about Employee Assistance Programs (EAPs) and drug testing services.

Program Planning and Philosophy

The Drug-Free Workplace Advisor provides some general advice to help structure the organization’s program. Since every organization is different and has unique issues, the policy and program your design should match your workforce and the needs of your organization.

The college’s philosophy concerning alcohol and other drug problems sets the tone for the policy and defines the drug-free workplace program components. Some organizations focus on detection, apprehension and discharge and apply a strong law enforcement model that treats employees who use drugs as criminals. Other organizations focus on performance and emphasize deterrence and assistance, because they view alcohol and drug use as causing impairment of otherwise capable employees. The most effective drug-free workplace programs strike a balance between these two philosophies. They send a strong clear message and, at the same time, encourage employees to seek assistance if they are struggling with alcohol and other drug problems. The college’s drug-free workplace program should:

- balance the rights of employees and the rights of employers,
- balance the need to know and rights to privacy,
- balance detection and rehabilitation, and
- balance the respect for employees and the safety of all.

The college’s drug-free workplace policy, which serves as the foundation for its program, should accomplish two things:

1. send a clear message that use of alcohol and drugs in the workplace is prohibited.
2. encourage employees to voluntarily seek help with alcohol and drug problems.

The college should also pay close attention to the following legally sensitive areas:
• safeguarding employees’ confidentiality,
• communicating the policy to all employees,
• establishing procedures to thoroughly investigate alleged violations,
• providing due process and ample opportunity for employees to answer allegations,
• ensuring quality control of testing process, including confirmation of positive tests if testing is selected,
• conforming to union contracts, and
• conforming to applicable federal and state laws.

The policy should lay the groundwork for the entity’s program and should answer the following questions, which the Program Builder can lead you through:

• What is the purpose/goal of your program?
• Who will be covered by your policy?
• When will your policy apply?
• What behavior will be prohibited?
• Will employees be required to notify you of drug-related convictions?
• Will your policy include searches?
• Will your program include drug testing?
• What will the consequences be if your policy is violated?
• Will there be Return-to-Work Agreements?
• What type of assistance will be available?
• How will employee confidentiality be protected?
• Who will be responsible for enforcing your policy?
• How will your policy be communicated to employees? (Also should examine the policies surrounding the entity’s sponsorship of any activities that involve alcohol and establish clear guidelines. Some public entities require that the serving or consuming of alcoholic beverages at entity-sponsored events, whether on or off the premises, have prior formal management approval.)
Fact Sheet

Drug-Free Workplace Policy

Purpose and Goal

Wagner College is committed to protecting the safety, health and well-being of all employees and other individuals in our workplace. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug-free environment.

Covered Workers

Any individual who conducts business for the college, is applying for a position or is conducting business on the entity’s property is covered by our drug-free workplace policy. Our policy includes, but is not limited to CEO, supervisors, full-time employees, part-time employees.

Applicability

Our drug-free workplace policy is intended to apply whenever anyone is representing or conducting business for the entity. Therefore, this policy applies during all working hours.

Prohibited Behavior

It is a violation of our drug-free workplace policy to use, possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants.

Consequences

One of the goals of our drug-free workplace program is to encourage employees to voluntarily seek help with alcohol and/or drug problems. If, however, an individual violates the policy, the consequences are serious.
In the case of applicants, if he or she violates the drug-free workplace policy, the offer of employment can be withdrawn. The applicant may not reapply. If an employee violates the policy, he or she will be terminated from employment.

**Return-to-Work Agreements**

Following a violation of the drug-free workplace policy, an employee may be offered an opportunity to participate in rehabilitation. In such cases, the employee must sign and abide by the terms set forth in a Return-to-Work Agreement as a condition of continued employment.

**Assistance**

Wagner College recognizes that alcohol and drug abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees, our drug-free workplace policy:

- Encourages employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.
- Allows the use of accrued paid leave while seeking treatment for alcohol and other drug problems.
- Treatment for alcoholism and/or other drug use disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

**Confidentiality**

All information received by the college through the drug-free workplace program is confidential communication. Access to this information is limited to those who have a legitimate need to know in compliance with relevant laws and management policies.

**Shared Responsibility**

- A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. Both employees and management have important roles to play.
- All employees are required to not report to work or be subject to duty while their ability to perform job duties is impaired due to on- or off-duty use of alcohol or other drugs. In addition, employees are encouraged to:
  - Be concerned about working in a safe environment.
  - Support fellow workers in seeking help.
  - Report dangerous behavior to their supervisor.
- It is the supervisor’s responsibility to:
  - Inform employees of the drug-free workplace policy.
  - Observe employee performance.
  - Investigate reports of dangerous practices.
  - Document negative changes and problems in performance.
  - Counsel employees as to expected performance improvement.
Clearly state consequences of policy violations.

**Communication**

Communicating our drug-free workplace policy to both supervisors and employees is critical to our success. To ensure all employees are aware of their role in supporting our drug-free workplace program:

- All employees will receive a written copy of the policy.
- The policy will be reviewed in orientation sessions with new employees.
- The policy and assistance programs will be reviewed at safety meetings.
- All employees will receive an update of the policy annually with their paychecks.
Fact Sheet

Return-to-Work Agreements

Whenever there is a possibility of an employee injury from a work-related accident, the staff member should report to the designated physician, either the staff member’s own doctor or one recommended by the college, accompanied by the supervisor to get proper medical attention. The physician should provide proper medical treatment, review the job description with the supervisor and determine if the employee can return to regular duties.

If the employee cannot return to full job duties:

- The treating physician must clearly outline all medical limitations.
- Based on a review of the medical limitations, the physician and supervisor should evaluate job changes to allow the employee to return to work.

It is critical for physician, employee and supervisor to understand the importance of returning the employee back to work as soon as possible. If the employee is to return under modified or light-duty, all job changes should be clearly established beforehand and enforced. In addition, an action plan or return-to-work agreement should be written to get the employee back to full potential as soon as possible.

If the employee must remain out of work:

- The personnel director of person handling these responsibilities should contact the employee within one day of the injury and explain all workers’ compensation benefits and encourage the employee to call with questions or problems.
- The personnel director should call the injured employee weekly to check on progress, treatment, payments or any concerns or questions the employee may have. These phone contacts should follow a basic format (See sample at University of Oregon, and responses should be documented.)
- Based on the injured employee’s progress, action plans should be revised to provide a timely return to work.

Light Duty/Modified Duty
Reassignment to light or modified duty can help reduce the overall costs and length of disability. It is usually offered for limited time. Starting with less work and fewer hours than regular job requirements and are gradually increasing as abilities return until the person is able to fully function in the job. Employer, manager and employee must agree in advance what the restrictions will be and what the target date is for resuming full responsibilities. To make the return-to-work program successful, carry out ongoing evaluations, updates and review of the employee’s progress. Smaller entities usually monitor progress less formally than larger entities that may employ experts to evaluate progress.

**Accommodation**

“Under the ADA, the employer must first attempt to accommodate the employee in his/her current position. Light duty must be considered as a reasonable accommodation only if an employer has light duty jobs in general or if an employer reserves (vs. creates) light duty jobs for employees with occupational injuries. Reassignment must be considered as an accommodation of last resort,” says Ted Clark’s Legal Corner, *Light Duty Under the Americans with Disabilities Act*, from the NPERLA newsletter.

**Considerations**

**Laws:**

Workers’ Compensation, Long-term disability, Short-term disability

**Costs:**

Number of programs needed: One-size-fits all or customized Top management support Time limits: four-, six- and eight-week goals;

**Policies:**

Leave of absence

**Drug Free Workplace**

A Return-to-Work Agreement is a written document that sets forth the expectations that the employer and the employee assistance/medical professional have of an employee who has completed mandated treatment for alcohol and/or drug problems. It also sets forth the consequences if the expectations are not met. This agreement should be used if an employee has violated the drug-free workplace policy and has been provided the opportunity to participate in rehabilitation as a condition of continued or re-employment. Use the sample Drug and Alcohol Return-to-Work Agreement in this document or others to create one for the public entity to be reviewed by legal counsel prior to use.

Developing a RTWA requires:
• Coordination between the employee, employer, union, employee assistance program (EAP) and/or treatment professionals.
• Compliance with the entity’s policies and legal obligations, as well as medical recommendations.
• Prior notification through entity policy that a RTWA would be expected as a condition of continued employment.

Contents

The Return-to-Work agreement is a contract in writing drawn up between the employee and the employer with the help of the treating physician. It may include:

• Light or modified duty—at the start, for a certain number of days or weeks;
• A staged return—starting with a few hours or days each week and finally to full schedule;
• Practical details—travel plans, salary level, scheduled start and finish times, training, support from a mentor at work, tasks and responsibilities; and
• A review period—every week, after two weeks, etc.
Frequently Asked Questions

Drug-Free Workplace

The following are frequently asked questions and answers on drug-free workplace issues. Each answer provides links to more detailed information about the topic found elsewhere on the U.S. Department of Labor’s Working Partners Web site.

How do I identify employees who have a substance abuse problem?

The following performance and behavior problems are common to many employed individuals who abuse alcohol and/or other drugs; however, it is important to note that if an employee displays these symptoms, it does not necessarily mean he or she has a substance abuse problem:

Performance

- inconsistent work quality
- poor concentration
- lowered productivity
- increased absenteeism
- unexplained disappearances from the jobsite
- carelessness, mistakes
- errors in judgment
- needless risk taking
- disregard for safety
- extended lunch periods and early departures

Behavior

- frequent financial problems
- avoidance of friends and colleagues
- blaming others for own problems and shortcomings
- complaints about problems at home
- deterioration in personal appearance
- complaints and excuses of vaguely-defined illnesses
It is important to note that diagnosis of an alcohol or other drug problem is not the job of a supervisor. However, remaining alert to changes in employee performance is a core component of every supervisor’s job. Because substance abuse seriously affects an employee’s ability to fulfill his/her responsibilities, supervisors play a key role in keeping a workplace alcohol and drug free. The Supervisor Training section of the Drug-Free Workplace Advisor Program Builder offers more extensive information about on-the-job indicators of alcohol and drug abuse.

What do I do if I have an employee who I believe has a substance abuse problem?

The following principles of intervention may be followed by supervisors who need to confront an employee about a performance problem that may be related to substance abuse. The supervisor does not need to be an expert on alcohol and drug abuse to do so because the intervention should be focused on the employee’s performance problem.

Maintain control

• Stick to the facts as they affect work performance.
• Do not rely on memory; have all supporting documents and records available.
• Do not discuss alcohol or drug use.

Be clear and firm

• Explain entity policy concerning performance.
• Explain entity drug-free workplace policy.
• Explain consequences if performance expectations are not met.

Be supportive, but avoid emotional involvement

• Offer help in resolving performance problems.
• Identify resources for help in addressing personal problems.

It is important to note that diagnosis of an alcohol or other drug problem is not the job of a supervisor. However, remaining alert to changes in employee performance is a core component of every supervisor’s job. Because substance abuse seriously affects an employee’s ability to fulfill his/her responsibilities, supervisors play a key role in keeping a workplace alcohol and drug free. The Supervisor Training section of the Drug-Free Workplace Advisor Program Builder offers more extensive information about intervention techniques.

What is a drug-free workplace?

The term “drug-free workplace” is used generally to describe employer-sponsored substance abuse prevention programs. A comprehensive drug-free workplace program generally includes five components:

1. a drug-free workplace policy,
2. supervisor training,
3. employee education,
4. employee assistance and
5. drug testing.

Although employers may choose not to include all five components, it is recommended that all be explored and considered when developing a drug-free workplace program. Research does show a positive relationship between the number of components included and a program’s overall effectiveness. However, it should be noted that drug testing is only one part of a comprehensive drug-free workplace program and may not be necessary or appropriate for many work sites.

The Drug-Free Workplace Advisor Program Builder provides the fundamental information employers need to establish comprehensive drug-free workplace programs.

**What is the Drug-Free Workplace Act of 1988?**

The Drug-Free Workplace Act of 1988 is legislation that requires some federal contractors and all federal grantees to agree that they will provide drug-free workplaces as a condition of receiving a contract or grant from a federal agency. DOL does not regulate the Drug-Free Workplace Act, but the Drug-Free Workplace Advisor provides information about the act based on the Office of Management and Budget’s (OMB) government-wide non-regulatory guidance and can help employers determine whether or not the act applies to them and, if so, what specifically is required. The Advisor’s Program Builder section also provides the fundamental information employers need to establish comprehensive drug-free workplace programs.
Fact Sheet

Office Electrical Safety

Electrical equipment used in an office is potentially hazardous and can cause serious shock and burn injuries if improperly used or maintained.

Electricity travels through electrical conductors which may be in the form of wires or parts of the human body.

Most metals and moist skin offer very little resistance to the flow of electrical current and can easily conduct electricity. Other substances such as dry wood, porcelain, or pottery offer a high resistance and can be used to prevent the flow of electrical current.

If a part of the body comes in contact with the electrical circuit, a shock will occur. The electrical current will enter the body at one point and leave at another.

The passage of electricity through the body can cause great pain, burns, destruction of tissue, nerves, and muscles and even death.

Factors influencing the effects of electrical shock include the:

- type of current,
- voltage,
- resistance,
- amperage,
- pathway through body and
- duration of contact.
The longer the current flows through the body, the more serious the injury. Injuries are less severe when the current does not pass through or near nerve centers and vital organs.

Electrical accidents usually occur as a result of faulty or defective equipment, unsafe installation, or misuse of equipment on the part of office workers.

**Types of electrical hazards found in an office environment**

**Ungrounded Equipment**

Grounding is a method of protecting users of electrical equipment from electric shock. Grounding an electrical system intentionally creates a low-resistance path to earth through a ground connection. When properly created, this path offers sufficient low resistance and has sufficient current-carrying capacity to prevent the build-up of hazardous voltages.

Most fixed equipment, such as large, stationary machines, must be grounded. Equipment connected to electricity by cord and plug must be grounded if located in hazardous or wet locations, if operated at more than 150 volts to ground, or if a certain type of equipment (such as refrigerators and air conditioners). Smaller office equipment, such as typewriters and coffee makers, would generally not fall into these categories and therefore would not have to be grounded. However much of the newer office equipment is manufactured with grounded three-prong plugs as a precaution. In such cases, the equipment should be used in accordance with the manufacturer’s instructions. In any case, never remove the third (grounding) prong from any three-prong piece of equipment.

**Overloaded Outlets**

Avoid not having enough outlets or overloading the electrical outlets available. A sufficient number of outlets will eliminate the need for extension cords. Overloading electrical circuits and extension cords can result in a fire. Floor-mounted outlets should be carefully placed to prevent tripping hazards.

**Unsafe/Non-Approved Equipment**

The use of poorly maintained or unsafe, poor-quality, non-approved (by national testing laboratory) coffee makers, radios, lamps, space heaters, etc. (often provided by or used by employees) should be discarded. Such appliances can develop electrical shorts creating fire and/or shock hazards. Equipment and cords should be inspected regularly, and a qualified individual should make repairs.

**Defective, frayed or improperly installed cords for electrically-operated office equipment**

When the outer jacket of a cord is damaged, the cord may no longer be water-resistant and the insulation can absorb moisture, which may then result in a short circuit or excessive current leakage to ground. If wires are exposed, they may cause a shock to a worker who contacts them. These cords should be replaced. Electric cords should be examined on a routine basis for fraying and exposed wiring.
Improper Placement of Cords

A cord should not be pulled or dragged over nails, hooks, or other sharp objects that may cause cuts in the insulation. In addition, cords should never be placed on radiators, steam pipes, walls, or windows, or under carpets, rugs or furniture. Particular attention should be placed on connections behind furniture, since files and bookcases may be pushed tightly against electric outlets and severely bend the cord at the plug.

Electrical Cords across Walkways and Work Areas

An adequate number of electrical outlets should be provided. Extension cords should only be used in situations where fixed wiring is not feasible. However, if it is necessary to use an extension cord, avoid running it across walkways where it poses a potential tripping hazard. If it is unavoidable to run a cord across a walkway, either tape it down with duct or other industrial tape made for the purpose, or purchase a cord runner.

Live Parts Unguarded

Wall receptacles should be designed and installed so that no current-carrying parts will be exposed, and outlet plates should be kept tight to eliminate the possibility of shock.

Pulling of Plugs to Shut Off Power

On/off switches should be provided either on the equipment or on the cords to avoid having to pull the plug to shut off the power. Never pull a plug out by the cord. To remove a plug from an outlet, take a firm grip on and pull the plug itself.

Working on “Live Equipment”

Disconnect electrical machines before cleaning, adjusting, or applying flammable solutions. If a guard is removed to clean or repair parts, replace it before testing the equipment and returning the machine to service.

Blocking Electrical Panel Doors

If an electrical malfunction should occur, the panel door, and anything else in front of the door will become very hot. Electrical panel doors should always be kept closed, to prevent “electrical flashover” in the event of an electrical malfunction.

Recommendations

Electrical appliances can be fire hazards. Be sure to turn off all appliances at the end of the day. Use only grounded appliances plugged into grounded (three prong plugs) outlets.
If electrical equipment malfunctions or gives off a strange odor, disconnect it and call the appropriate maintenance personnel. Promptly disconnect and replace cracked, frayed, or broken electrical cords.

Keep extension cords clear of doorways and other areas where they can be stepped on or chafed and never plug one extension cord into another.

Don’t fasten extension cords with staples, hang from nails, or suspend by wire.

Use special insulated tools when working on fuses with energized terminals.

Don’t use equipment with worn or frayed cords and cables.

Plugs should fit securely into outlets, but never force a plug into an outlet if it doesn’t fit.

Check for outlets that have loose-fitting plugs, which can overheat and lead to fire.

Ensure extension cords and electrical products are listed by an independent testing facility such as Underwriters Laboratories Inc. (UL), CSA, and ETL or MET labs, and are properly rated for their intended use, indoor or outdoor, and meet or exceed the power needs of the appliance or tool being plugged into it.

Ensure all appliances are all certified by an independent testing laboratory such as UL, CSA, and ETL or MET Labs, and read and follow the manufacturer’s instructions carefully.
Checklist

OSHA Electrical Safety Standards

OK Needs Help N/A Checklist Issue

- Are qualified maintenance employees instructed to make preliminary inspections and/or appropriate tests to determine what conditions exist before starting work on electrical equipment?
- When electrical equipment is to be serviced, maintained, or adjusted, are necessary switches open, locked out and tagged whenever possible?
- Are electrical tools and fixed equipment grounded or of the double-insulated type?
- Are electrical appliances such as vacuum cleaners, polishers, vending machines, etc., grounded?
- Are exposed wiring and cords with frayed or deteriorated insulation repaired or replaced promptly?
- Are flexible cords and cables free of splices?
- In wet or damp locations, are electrical tools and equipment protected?
- Are all energized parts of electrical circuits and equipment guarded against accidental contact by approved cabinets or enclosures?
- Is sufficient access and working space provided and maintained about all electrical equipment to permit ready and safe operations and maintenance?
- Are employees who regularly work on or around energized electrical equipment or lines trained in CPR?
Checklist

Safety and Electricity

*Answer “Yes” or “No.”*

Office equipment which is manufactured with grounded plugs as a precaution (three prong plugs) is used in accordance with the manufacturer’s instructions. The third (grounding) prong is never removed from any three-prong piece of equipment.

Because electrical appliances can be fire hazards, all appliances are powered down at the end of the day.

Workers are trained that if electrical equipment malfunctions or gives off a strange odor, disconnect it and call the appropriate maintenance personnel. Cracked, frayed, or broken electrical cords are promptly disconnected and replaced.

Extension cords are kept clear of doorways and other areas where they can be stepped on or chafed.

Extension cords are never plugged one into another or fastened with staples, hung from nails, or suspended by wire.

Worn or frayed cords and cables are removed from service.

Cords are not pulled or dragged over nails, hooks, or other sharp objects that may cause cuts in the insulation.

Cords are never placed on radiators, steam pipes, walls, and windows, or under carpets or rugs.

Electrical panel doors are kept closed, to prevent "electrical flashover" in the event of an electrical malfunction.

Wall receptacles are designed and installed so that no current-carrying parts will be exposed, and outlet plates should be kept tight to eliminate the possibility of shock.

Electrical machines are disconnected before cleaning, adjusting, or applying flammable solutions.
Checklist

**Electrical**

Do you specify compliance with OSHA for all contract electrical work?

Are all employees required to report as soon as practicable any obvious hazard to life or property observed in connection with electrical equipment or lines?

Are employees instructed to make preliminary inspections and/or appropriate tests to determine what conditions exist before starting work on electrical equipment or lines?

When electrical equipment or lines are to be serviced, maintained or adjusted, are necessary switches opened, locked-out and tagged whenever possible?

Are portable electrical tools and equipment grounded or of the double insulated type?

Are electrical appliances such as vacuum cleaners, polishers, and vending machines grounded?

Do extension cords being used have a grounding conductor?

Are multiple plug adaptors prohibited?

Are ground-fault circuit interrupters installed on each temporary 15 or 20 ampere, 120 volt AC circuit at locations where construction, demolition, modifications, alterations or excavations are being performed?

Are all temporary circuits protected by suitable disconnecting switches or plug connectors at the junction with permanent wiring?

Do you have electrical installations in hazardous dust or vapor areas? If so, do they meet the National Electrical Code (NEC) for hazardous locations?

Is exposed wiring and cords with frayed or deteriorated insulation repaired or replaced promptly?

Are flexible cords and cables free of splices or taps?

Are clamps or other securing means provided on flexible cords or cables at plugs, receptacles, tools, equipment, etc., and is the cord jacket securely held in place? Are all cord, cable and raceway connections intact and secure?

In wet or damp locations, are electrical tools and equipment appropriate for the use or location or otherwise protected?

Is the location of electrical power lines and cables (overhead, underground, under floor, other side of walls) determined before digging, drilling or similar work is begun?

Are metal measuring tapes, ropes, hand lines or similar devices with metallic thread woven
into the fabric prohibited where they could come in contact with energized parts of equipment or circuit conductors?
Is the use of metal ladders prohibited in areas where the ladder or the person using the ladder could come in contact with energized parts of equipment, fixtures or circuit conductors?
Are all disconnecting switches and circuit breakers labeled to indicate their use or equipment served?
Are disconnecting means always opened before fuses are replaced?
Do all interior wiring systems include provisions for grounding metal parts of electrical raceways, equipment and enclosures?
Are all electrical raceways and enclosures securely fastened in place?
Are all energized parts of electrical circuits and equipment guarded against accidental contact by approved cabinets or enclosures?
Is sufficient access and working space provided and maintained about all electrical equipment to permit ready and safe operations and maintenance?
Are all unused openings (including conduit knockouts) in electrical enclosures and fittings closed with appropriate covers, plugs or plates?
Are electrical enclosures such as switches, receptacles, and junction boxes, provided with tight-fitting covers or plates?
Are disconnecting switches for electrical motors in excess of two horsepower, capable of opening the circuit when the motor is in a stalled condition, without exploding? (Switches must be horsepower rated equal to or in excess of the motor hp rating.) Is low voltage protection provided in the control device of motors driving machines or equipment which could cause probable injury from inadvertent starting?
Is each motor disconnecting switch or circuit breaker located within sight of the motor control device?
Is each motor located within sight of its controller or the controller disconnecting means capable of being locked in the open position or is a separate disconnecting means installed in the circuit within sight of the motor?
Is the controller for each motor in excess of two horsepower, rated in horsepower equal to or in excess of the rating of the motor it serves?
Are employees who regularly work on or around energized electrical equipment or lines instructed in the cardiopulmonary resuscitation (CPR) methods?
Are employees prohibited from working alone on energized lines or equipment over 600 volts?

Fact Sheet
Campus Emergency Response and Disaster Recovery Plan

Wagner College has a very detailed CER and DRP developed by the college’s Public Safety Department. It is not part of this document but can be accessed online at the Public Safety website.

OSHA standards that require emergency action plans are:

- Process Safety Management of Highly Hazardous Chemicals – 1910.119
- Fixed Extinguishing Systems, General – 1910.160
- Fire Detection Systems – 1910.164

Description

The plan describes the actions employees should take to ensure their safety if a fire or other emergency situation occurs. To be effective, employees must understand their roles and responsibilities when an emergency occurs. The college runs emergency preparedness drills to give employees the experience of putting their knowledge to work before an actual emergency occurs.
**Process** A comprehensive plan comprises issues specific to the college’s worksite. It describes how employees will respond to different types of emergencies considering the specific worksite layout, structural features and emergency systems. Since the participation of all employees is critical to the plan’s success in an emergency, it is wise to ask for their help in constructing the plan.

**Fact Sheet**
Evacuation Exits

What Is an Exit Route?

An exit route is a continuous and unobstructed path that allows workers to travel from any point within the workplace to a place of safety. It has three parts:

1. Exit access—the part of the route leading to the exit
2. Exit—part of the route that is generally separated from other areas to provide a protected way of traveling to the exit discharge.
3. Exit discharge—leads directly outside or to a street, walkway, refuge area, public way or open space with access to the outside.

How Many Exit Routes Must a Workplace Have?

It depends on the size and configuration of the workplace, and the number of employees.

Basically a workplace must have two exits that provide prompt evacuation of employees and other occupants during an emergency. Exit routes must be located as far away from each other as if practical to provide exit from the building in case one exit is blocked by fire, smoke, debris or other objects that result from the emergency.

More than two exits are required, if the number of employees, arrangement or size of the workplace won’t allow employees and other occupants to evacuate safety.

Other Design and Construction Requirements for Exit Routes

• Exit routes must be permanent.
• Each exit discharge area must be large enough to accommodate the building occupants likely to use that route.
• Exit routes must be separated from the workplace by fire-resistant materials.
• Exit openings must be protected by a self-closing, approved fire door that remains closed or automatically closes in an emergency.
• Exit routes must be clearly marked.
• Exit doors must be unlocked from the inside with nothing restricting their use.
• Ceilings must be at least 7.5 feet high and the exit access at least 28 inches wide throughout.
• Outside exit routes have specific requirements. (See OSHA Fact sheet)

Recommendations

Educate employees where all the exits are and how to escape from the workplace.

Keep emergency exits unlocked from the inside and exit access unblocked.

Don’t allow anything to make the emergency route less than 28 inches wide throughout.

Keep exit routes free of explosive or highly flammable furnishings and decorations.

Avoid directing employees past unshielded high hazard areas on their exit routes.

Ensure exit routes are unobstructed by material, equipment, locked doors and dead ends.

Provide lighting that is adequate for people with normal vision along exit routes.

Mark doors or passages along an exit access that could be mistaken for an exit as “Not an Exit” or identify its use, such as “Closet.”

Install “EXIT” signs in plainly legible letters.

Maintain exit routes during construction, repairs or alterations.

Provide an emergency alarm system to alert employees to an emergency.

Identify personnel with special needs or disabilities who may need help evacuating and assign one or more people, including backup personnel, to help them.

Ensure that during off-hour periods, systems are in place to notify, evacuate, and account for off-hour building occupants.

Fact Sheet
Safety Devices

Smoke alarms and fire extinguishers are the first lines of defense in the event of a fire in a building.

Smoke Alarms

Smoke alarms can be battery powered, or connected to the electrical circuitry within the building. These alarms are intended to detect a high level of smoke or particles in the air and emit a loud warning signal. If the smoke alarms in the organization’s building are battery powered, it is imperative that the batteries in the alarms are routinely checked to ensure they operate.

Fire Extinguishers

A portable fire extinguisher is very effective when used while the fire is small. The use of a fire extinguisher that matches the class of fire, by a person who is well trained, can save both lives and property. Portable fire extinguishers must be installed in workplaces regardless of other firefighting measures. The successful performance of a fire extinguisher in a fire situation largely depends on its proper selection, inspection, maintenance, and distribution.

Extinguishers should be clearly visible and conspicuously located and readily accessible for immediate use in the event of fire. They should be located along normal paths of travel and exit. Wall recesses and/or flush-mounted cabinets should be used as extinguisher locations whenever possible. If placed out of direct line of sight, use directional arrows to indicate the location of extinguisher and the extinguisher classification.
Portable extinguishers should be maintained in a fully charged and operable condition. They should be kept in their designated locations at all times when not being used. When extinguishers are removed for maintenance or testing, a fully charged and operable replacement unit must be provided.

**Classification of Fires and Selection of Extinguishers**

Fires are classified into four general categories depending on the type of material or fuel involved. The type of fire determines the type of extinguisher that should be used to extinguish it.

1. Class A fires involve materials such as wood, paper, and cloth which produce glowing embers or char.
2. Class B fires involve flammable gases, liquids, and greases, including gasoline and most hydrocarbon liquids which must be vaporized for combustion to occur.
3. Class C fires involve fires in live electrical equipment or in materials near electrically powered equipment.
4. Class D fires involve combustible metals, such as magnesium, zirconium, potassium, and sodium.

Extinguishers will be selected according to the potential fire hazard, the construction and occupancy of facilities, hazard to be protected, and other factors pertinent to the situation.

**Automated External Defibrillator (AED)**

Prompt and accurate electric shock treatment can literally be the difference between life and death for an employee or volunteer who experiences abrupt and sudden loss of heart function due to chaotic, abnormal chaotic heart activity. According to the American Heart Association, a person suffering cardiac arrest literally has minutes to live and responding with an AED within those minutes will mean the difference between life and death for the victim. More than 250,000 sudden cardiac deaths occur each year; many happen in the workplace. The person may or may not have previous diagnosis of heart disease.

The combination of automated external defibrillators and training can save 50,000 of the 250,000 lives lost annually to sudden cardiac death, many of which occur in the workplace. Although AEDs may be leased or purchased, the $3,000 price that includes training and an extra battery is still out of the reach of most nonprofits. However, as with other technological equipment, the price will probably come down. State and federal legislation, and the American Heart Association, support access and use of AEDs to reduce such deaths. For now, know that rapid intervention is essential to saving a staff member’s life. More and more public entities (airports, police, fire, ambulance) are budgeting to purchase the equipment.

**Purpose:** Quickly and effectively restore heartbeat and blood flow  
**Who:** Non-medical and minimally trained personnel  
**Why:** CPR alone can’t fully restore blood flow and doesn’t restore heart rhythm.
Where: Onsite (office, warehouse, retail operation, camp, daycare facility, etc.)
How: Small portable automated external defibrillator units
When: Immediately following sudden cardiac arrest

Characteristics

- Designed to shock only the patient experiencing sudden cardiac death (no pulse and is unresponsive).
- The user follows simple audio and/or visual directions.
- Programmed to analyze diagnosis and treatment, and to administer what is necessary.
- AEDs are about size and weight of a small laptop computer; have extended battery life and don’t need much maintenance.

Recommendations

Smoke Alarms

The smoke alarms should be routinely tested to ensure that they are working and loud enough to be heard throughout the building. Everyone in the building should be able to hear the alarm and should heed the signal and evacuate the building.

Mounting and Distribution of Extinguishers

Extinguishers will be installed on hangers, brackets, in cabinets, or on shelves. Extinguishers having a gross weight not exceeding 40 pounds will be installed so that the top of the extinguisher is not more than 3-1/2 feet above the floor.

Extinguishers mounted in cabinets or wall recesses or set on shelves will be placed so that the extinguisher operating instructions face outward. The location of such extinguishers will be made conspicuous by marking the cabinet or wall recess in a contrasting color which will distinguish it from the normal decor.

Fact Sheet
Medical Services and First Aid

It is a requirement of OSHA that employees be given a safe and healthy workplace that is reasonably free of occupational hazards. However, it is unrealistic to expect accidents not to happen. Therefore, employers are required to provide medical and first aid personnel and supplies commensurate with the hazards of the workplace.

29 CFR 1910.151(a)

The employer shall ensure the ready availability of medical personnel for advice and consultation on matters of plant health.

29 CFR 1910.151(b)

Where the eyes or body of any person may be exposed to injurious corrosive materials, suitable facilities for quick drenching or flushing of the eyes and body shall be provided within the work area for immediate emergency use.


First aid supplies are required to be readily available under paragraph §1910.151(b). An example of the minimal contents of a generic first aid kit is described in American National Standard (ANSI) Z308.1-1978 “Minimum Requirements for Industrial Unit-Type First-aid Kits.” The contents of the kit listed in the ANSI standard should be adequate for small worksites. When larger operations or multiple operations are being conducted at the same location, employers should determine the need for additional first aid kits at the worksite, additional types of first aid equipment and supplies and additional quantities and types of supplies and equipment in the first aid kits.

In a similar fashion, employers who have unique or changing first-aid needs in their workplace may need to enhance their first-aid kits. The employer can use the OSHA 200 log, OSHA 101’s or other reports to identify these unique problems. Consultation from the local fire/rescue department, appropriate medical professional, or local emergency room may be helpful to employers in these circumstances. By assessing the specific needs of their workplace, employers can ensure that reasonably anticipated supplies are available. Employers should assess the specific needs of their worksite periodically and augment the first aid kit appropriately.
If it is reasonably anticipated that employees will be exposed to blood or other potentially infectious materials while using first aid supplies, employers are required to provide appropriate personal protective equipment (PPE) in compliance with the provisions of the Occupational Exposure to Blood borne Pathogens standard, § 1910.1030(d)(3) (56 FR 64175). This standard lists appropriate PPE for this type of exposure, such as gloves, gowns, face shields, masks, and eye protection.

[63 FR 33450, June 18, 1998]

First Aid Information

Compliance Directive CPL 2-2.53 Guidelines for First Aid Programs: outlines training, program and types of first aid.

The Mayo Clinic First-Aid Guide offers a wealth of information about first aid for specific emergencies.

Job Injuries and First Aid Training Guide, eLCOSH

State Instructions

In regards to 29 CFR 1910.151(a), Washington State Department of Labor and Industries requires:

- Make sure that first-aid trained personnel are available to provide quick and effective first aid.
- Make sure appropriate first-aid supplies are readily available.
- Make sure emergency washing facilities are functional and readily accessible.
- Inspect and activate your emergency washing facilities.
- Make sure supplemental flushing equipment provides sufficient water.

WSDLI also states a workplace may be covered by separate first-aid rules. Those engaged in any of the types of work listed below, require specialized first aid:

- Compressed air
- Construction

See Core Rules: First Aid, Washington State Department of Labor and Industries for more details on their approach.

Training Sources

From CPR, first aid and automated external defibrillator (AED) training to injury prevention courses, blood borne pathogens training and community disaster preparedness education, Red Cross training offers complete, flexible programs that help entities stay prepared for virtually any life-threatening situation. Contact a local Red Cross chapter for more information.
Checklist
Emergency Evacuation

Staff members know what to do if the fire alarm sounds, or if an “evacuate immediately” order is given.

Exits are clearly marked and emergency lighting is operational.

Vendors and constituents are escorted out of the building in the event of a fire or emergency.

Staff, Vendors and constituents have an assembly point at a safe distance from the building.

There is a staff member responsible for taking attendance and for reporting the number of individuals who are missing to the emergency response personnel.

There is an alternate meeting place (known to all staff) in the event that the primary meeting place is either not available or unsafe.

There are special procedures for employees who perform or shut down critical plant operations—and the employees know what to do.

Evacuation drills are held at random intervals, at least annually.

Security procedures, such as cordoned off areas, are used to prevent unauthorized access and protect vital records and equipment.

Checklist
Safety Devices

Answer “Yes” or “No.”

Smoke detectors comply with building code type and placement, were tested and operate.

Fire extinguishers comply with building code and are appropriate type (chemical fire, open flame) for the area.

Staff and volunteers have been trained in the proper use of fire extinguishers. AEDs are now small and portable.

An AED in the hands of a person with appropriate training can quickly restore heartbeat and blood flow.

Fact Sheet
**Ergonomics**

Ergonomics is defined as the study of workplace equipment design or how to arrange and design devices, machines, or workspace so that people and things interact safely and most efficiently. Ergonomics is also called human-factors analysis or human-factors engineering. Ergonomic design facilitates harmony between the person and person’s work environment by addressing individual needs and characteristics, and by positioning the body so there is less stress and strain on it while performing required tasks. When adjusting office furnishings and equipment, focus on the optimal “fit” between work environment and individual work style.

Examples of include:

- **Potential strains and sprains**—A poorly-designed workstation can result in twists, turns and uncomfortable movements. Ensure that there is enough desk space to comfortably accommodate the materials and equipment that are part of the job: books, papers, calculators, computers and printers.
- **Injuries sustained while lifting and stretching**—Lifting heavy objects can cause serious injuries, but failing to lift objects of any weight properly can result in injury. Workers need to be taught the proper methods for lifting and stretching whether it’s a service recipient, a carton of books or furniture.
- **Repetitive injury due to improperly adjusted computer workstations, chairs and desks**—Individuals can sustain repetitive injuries by working at computer workstations that are not properly adjusted. Repetitive injuries are particularly chronic problems that could result in permanent disability.

**Fact Sheet**
Setting up an Ergonomically Sound Work Station

Ergonomics is the science of fitting workplace conditions and job demands to the capabilities of workers. Musculoskeletal disorders, such as carpal tunnel syndrome, tenosynovitis, tension neck syndrome and low back pain, are the problem and ergonomics is a solution.

Hazards

1. Long hours at a poorly designed workstation can cause pains in the neck and back, shoulders, lower extremities, arms, wrists, hands, eyestrain, and a general feeling of tension and irritability.
2. Disabling accidents can occur within the office as a result of strain and overexertion.

Recommendations

Workstations should be designed to be adjustable to the individual.

The following guidelines can be taught to employees, re-enforced by supervisors, and implemented through purchasing programs that give guidelines and authorized funds to buy adjustable desks, chairs and monitors.

Work Station

- The proper height for a computer work surface is about 3 or 4 inches lower than the average writing desk.
- If the work surface is not height adjustable raise your chair and use a footrest for proper support.
- The work surface should be positioned so that your forearms are parallel to the floor.
- Your elbows should make an angle of between 90 and 110 degrees.
- The work surface should be positioned so that your forearms are supported a minimum of 6 inches.
- The work surface should be positioned so that the employee’s wrists can be straight and neutral.
- Wrists bent in any direction (up, down, left, or right) may lead to discomfort and eventually injury.
Chairs

- Adjust chair height so that the worker’s forearms are parallel to the floor. Both feet should be flat on the floor or on a footrest with thighs parallel to the floor.
- Adjust the back support so that the curve of the back of the seat is in the curve of the lower back. Use a towel or a lumbar pad if the chair does not provide adequate support.
- Adjust the chair’s backrest for seat-pan clearance. The employee should be able to place 2 or 3 fingers between the back of his or her knees and the front edge of the seat.

Monitor

- Place the monitor directly in front of the employee. Don’t position it where the employee will have to twist his or her neck to see it.
- Position the monitor so that the top row of characters on the screen is at or slightly below eye level.
- If the employee wears bifocals or trifocals, a lower position is required depending on his or her lenses.
- The monitor should be 18 to 28 inches from the employee’s eyes (about an arm’s length away).

Fact Sheet
Lifting and Stretching

Jobs often involve bending, lifting and carrying. Construction and warehousing have special machinery for lifting, but people still use their backs. It is particularly important that public entities help their staff prevent injury while doing their jobs.

Although a typical office job may not involve lifting large or especially heavy objects, it’s important that workers follow the principles of safe lifting. Small, light loads (i.e., stacks of files, boxes of computer paper, books) can wreak havoc on their backs, necks, and shoulders if they use their bodies incorrectly when they lift them. Backs are especially vulnerable and most back injuries result from improper lifting.

Posture

Posture affects which muscle groups are active during physical activity. Awkward postures can make work tasks more physically demanding by increasing the exertion required from smaller muscle groups and preventing the stronger, larger muscle groups from working at maximum efficiency. The increased exertion from the weaker, smaller muscle groups impairs blood flow and increases the rate of fatigue.

Encourage a midrange, comfortable posture by ensuring that materials, tools, and equipment for all work activities (excluding lifting tasks) are kept in the “general safety zone” (between the hips and shoulders and close to the body). Lifting tasks should be performed within the “lifting safety zone” (between the knuckles and mid-chest and close to the body). Recovery periods (i.e., muscle-relaxation breaks) can help prevent the accumulation of fatigue and injury to muscles and their associated structures. Try to break up work with frequent, short recovery periods. Even recovery periods as short as a few seconds on a regular basis are helpful.

Modifying Work Practices and Employee Behavior

Pay close attention to how the work is being performed. Our bodies are stronger, more efficient, and less injury prone when we work in midrange postures. Maintaining midrange working postures simply means sitting or standing upright and not bending the joints into extreme positions. This can be done by trying to keep the neck, back, arms, and wrists within a range of neutral positions. Employees should be encouraged to be comfortable, to change positions, and to stretch when working.
Guidelines for Safe Lifting

- Instruct workers to take a balanced stance, feet placed shoulder-width apart.
- When lifting something from the floor, have them squat close to the load.
- Educate workers to keep their backs in its neutral or straight position. Have them tuck in their chins so heads and necks continue the straight back line.
- Show workers how to grip the object with their whole hands, rather than only with their fingers.
- Have them practice drawing the object close to their bodies, holding their elbows close to their bodies to keep the load and your body weight centered.
- Tell workers to lift by straightening their legs. Have them practice under supervision letting their leg muscles, not back muscles, do the work. Tell them to tighten stomach muscles to help support the back and maintain a neutral back position as they lift.
- Instruct workers never to twist when lifting. When turning with a load, show them how to turn their whole body, feet first.
- Tell workers never carry a load that blocks their vision.
- To set something down, workers will use the same body mechanics designed for lifting.

Lifting From a Seated Position

- Bending from a seated position and then straightening up places tremendous strain on an employee’s back. An unstable chair could slip out from under the person. Instead, have the person stand and move the chair out of the way, then squat and stand whenever retrieving something from the floor.
- If an employee is doing a lot of twisting while lifting, try to rearrange the space to avoid this.
- Workers who have to twist under a load are more likely to suffer back injury.
- Rotate employees through tasks so that periods of standing alternate with moving or sitting.
- Provide stools or footrests for stationary jobs.
- Store materials at knee level whenever possible instead of on the floor. Make shelves shallower (12-18") so employees do not have to reach forward to lift the object. Break up loads so each weighs less.
- If an employee must carry a heavy object some distance, consider storing it closer, requesting a table to rest it on, or provide a hand truck or cart to transport it.

Recommendations

The rules for safe bending, lifting and carrying are important, even for lifting light objects and can be taught to employers and their supervisors.

- Place feet about shoulder-width apart for good balance.
- Bend at the knees.
- Hold objects as close to the body as possible.
- Lift smoothly and slowly.
- Pivot with feet; don’t twist the back.
• Push, rather than pull a load.
• Share the load; work with a partner.
• Get mechanical assistance for heavy loads.

Checklist
Safe Workstation

Answer “Yes” or “No.”

Workstations are positioned and adjusted to accommodate needs of individual users.

Keyboards and monitors are properly aligned.

Chairs are properly adjusted.

Lighting is adjusted to fit the needs of the user.

Noise levels are reduced to minimum.

Workers are trained to adopt the following position when using a computer:

- Wrists straight
- Forearms supported and parallel to the ground
- Back supported
- Thighs parallel to the floor
- Feet on the floor or a foot rest
- Monitor at or slightly below eye level

Workers are trained in proper lifting techniques, supervised during training and provided with intermittent refresher courses. Workstations are designed to avoid stretching, tripping and strain injuries.

Checklist
Safe Lifting and Stretching

Answer “Yes” or “No.”

Is this too heavy for one person to lift and carry alone?

How high does the object have to be raised?

How far does the object have to be carried?

Are employees restricting their movements or range of motion because of fatigue or discomfort (e.g., a stiff neck, sore shoulder, or backache)?

Are employees modifying tools, equipment, or workstations on their own?

Is the public entity experiencing any of the following?

- High absenteeism or employee turnover rates
- Poor product or service quality
- High error rates or waste of materials
- Customer or constituent complaints
- Production bottlenecks
- Employee reports of problems

Fact Sheet
Vehicle Safety Guidelines

One of the leading causes of injuries to employees is vehicular accidents. Such risks exist whenever a car, truck, bus or other vehicle is used on behalf of the college. To ensure the safety of our employees—as well as members of the public—the college will ensure that operators of vehicles used in the course of the college’s operations are properly licensed, follow safety precautions, and are adequately trained to drive the kind of vehicle used on behalf of the college.

Establish Driving Policies

The college has established acceptable limitations for vehicle use, and protect against unauthorized use. The college’s driving policy for employees is:

- Use seat belts at all times. Let other workers ride with you only when the vehicle has a seat belt for each person.
- Always drive within the speed limit.
- Do not drive if you are fatigued.
- Be familiar with the maintenance procedures for all vehicle systems.
- A violation of the entity’s driver safety policy is as serious as (and has similar consequences to) a violation of safety policy on the college’s premises.

Guidelines are in place to determine when a staff member may drive on behalf of the college. Considerations are:

- Is the trip necessary and, if so, who approves the trip?
- When must a trip be postponed because of driving conditions (e.g., rush hour, wet road conditions, insufficient time and others)?
- What is the safest possible route (e.g., avoid pedestrian and automobile traffic, left-hand turns, and unpaved roads)?
- How to prepare the driver adequately (e.g., route preparation, chaperones, or use of a spotter for backing assistance)?
- How can you reduce driving distractions (e.g., texting or cellphone use)?
- Are special safety precautions necessary for longer trips?
- What vehicles are safe and appropriate for the trip?
- Under what circumstances should the driver take passengers?
- If an exception to policy is necessary, who makes the decision?

Driver policies guide employee decision making, establish standard conduct and operational consistency, and support unpleasant, but necessary, requirements. Public Safety is responsible for the driver program and has the authority to enforce organizational policies, encourage safe behavior, answer questions, and keep abreast of new ideas and technologies.

Management works to ensure the safety of its staff when driving on behalf of the college by:
• Prevent driving by unsafe drivers
• Use a probationary period.
• Making sure that the person is legally licensed to drive the type of vehicle to be used and that the license is not restricted. A copy of the license for the driver’s personnel file.
• Before any trip, review the college’s safety policies with the driver and require compliance with all policies and procedures.
• Limit the driver to his or her assigned to ensure familiarity with vehicle features.
• Note, and minimize the effect of, any weather conditions, time limitations, distractions, or other factors that might affect driver safety.

Maximizing Vehicle Safety

Vehicle Selection

Driving policies and driver screening are only part of a driver safety plan—vehicle year and type also have safety implications. The college’s policies and procedures address entity-owned vehicles, as well as any personal vehicles that may be used. Vehicle selection is based on the college’s specific uses. For example:

• Trucks, and other large vehicles may require special training and licensing.
• Older vehicles lack the safety features found in late model cars: anti-lock brakes, crumple zones, and/or air bags.
• Unfamiliar vehicles may be dangerous in an emergency.

When selecting a vehicle, the college will consider the expected use, safety features and safety performance. The Insurance Institute for Highway Safety compares vehicle safety features and performance—from small subcompacts to large utility vehicles and vans. Based on expected use, the college will target the types of vehicles that can safely meet its needs. Information about the crashworthiness of vehicles by make and model is available on the National Highway Traffic Safety Administration (NHTSA).

Vehicle Inspection and Maintenance

The college monitors and controls vehicle maintenance and repair. Federal Motor Carrier Safety Administration 49 Federal motor carrier regulations under 49 CFR 396 contain a list of CMV systems and parts that must be inspected. The following suggestions can enhance the safety of the vehicles used.

• Make sure the automobile is fit to travel. Verify that all required warranty and maintenance service has been completed. Make sure appropriate emergency equipment (e.g., first aid kit, jumper cables and flares) are in the trunk before departure.
• Initial Document Review. The driver should review the owner’s manual and any reports concerning the vehicle and should familiarize him/herself with the vehicle features.
• Initial Vehicle Inspection. The driver or a local mechanic should inspect the vehicle to guarantee that it is in good working order.
• Concluding Vehicle Inspection. As needed at the end of each day, the driver should note the mileage, the number of passengers during the day, any mechanical problems or breakdowns, and any maintenance or repair expenditures (including gas) in a report.
• Documentation. Retain all service records and incident reports.
• Audit and Review. Periodically review all records. Ensure that problems were resolved. Verify compliance with the vehicle’s service plan.

Special Consideration: 12-Passenger Vans

These vehicles have seating for a driver and 11 passengers.

• Carry no more than 11 occupants.
• Load occupants from front of the van to the back.
• Require seatbelt use for each occupant.
• Do not load anything on the roof.
• Van drivers should be well rested.
• Drive cautiously (maintain a speed that is safe under the conditions, the college has mandated a 25mph speed limit when on city streets.)
• Inspect tires monthly to check for wear and proper inflation, to reduce the risk of a blowout.
• Keep the van’s gas tank as full as possible.
• Drive at or below the speed limit.
• Look twice, ahead, behind, and to both sides before proceeding from a stop. Your view is restricted in these vans, especially with passengers.
• The goal of a trip is not to get to your destination, but to get there alive.

Transporting Special Needs Passengers

When assisting service recipients into and out of wheelchairs, staff and volunteers need to know how to set the brakes on the wheelchairs, how to place the footrests, where to hold the service recipient, and how to lift without injuring the service recipient or themselves.

Drivers may need special training in how to operate wheelchair lift vehicles.

Young Drivers

Employers who have young drivers driving on behalf of the college should:
Ensure that young workers who are assigned to drive on the job have a valid State driver’s license.

Require successful completion of a state-approved driver education course (where state laws provide for such courses) and require that the worker have a driving record free of any moving violations at the time of hire. For young workers who have not completed a driver education course, expedite their enrollment in driver training courses offered to all employees.
Set policy according to state graduated driver licensing laws (particularly restrictions on night driving and the number of teen passengers) so that college operations do not place young workers in violation of these laws.

Keep a driving log to ensure that young drivers do not exceed the maximum number of hours that may be driven.

Assign driving-related tasks to young drivers in an incremental fashion, beginning with limited driving responsibilities and ending with unrestricted assignments.

Strictly enforce policies that require workers to wear safety belts in all vehicles (drivers and passengers).

Provide supervised performance-based training, especially for young workers who are expected to operate specialized vehicles or equipment.

Look for driver training programs that address hazard perception skills that may be lacking in young drivers.

**Older Drivers**

Employers who have older employees driving on their behalf should:

- Offer periodic screening of vision and general physical health for all workers for whom driving is a primary job duty.
- Base decisions to restrict driving for older workers on assessments of actual driving ability, and not solely on general medical screening or on an arbitrary age limit.
- If a worker’s ability to drive on the job is impaired temporarily or permanently, make every effort to accommodate that worker with other job duties if he or she is able to perform them.

**Special Consideration: Wireless Phone Use and Distracted Driving**

New York State law prohibits the use of any hand held devices while operating a vehicle.

- Place calls from a stopped vehicle.
- Allow a passenger, not the driver, to handle phone.
- Alternatively, allow incoming calls to roll over to voice mail.
- Avoid other activities such as eating, drinking, or adjusting noncritical vehicle controls while driving.

**General Wagner College Guidelines**

1. Eleven (11) students/passengers are permitted to ride in a shuttle van at a time.
2. No smoking, drinking or eating is allowed in the shuttle van.
3. Students/passengers are expected to respect both the driver and their fellow passengers.
4. Noise is to be kept to a moderate level in the shuttle vans in an effort not to distract the driver.

5. The driver has the right to turn away any students/passengers for unruly conduct and report same to Public safety.

6. The driver reserves the right to request proper identification from any student/passenger.

7. Students/passengers are responsible for both their own actions as well as those of others.

8. If a Staten Island bound ferry is late one shuttle van will wait 10 minutes on the hour pickup. (Protocol is to call the Public Safety Main Booth (718-390-3148) and request the duty officer to radio the driver.

9. During Monday through Friday Evening Rush Hour ferry’s, the shuttle will wait an additional 5 minutes. Departures will be 5:15, 6:15 and 7:15pn.

10. Contact Public Safety at 718-390-3148 to report any shuttle van related incident.
**Fact Sheet**

**Hazardous and Toxic Substances**

Hazardous and toxic substances can be defined as those chemicals present in the workplace which are capable of causing harm. In this definition, the term chemicals includes dusts, mixtures, and common materials such as paints, fuels, and solvents. OSHA currently regulates exposure to approximately 400 substances. Some libraries maintain files of material safety data sheets (MSDS) for more than 100,000 substances.

Campus Operations will address the items related to Maintenance, Custodial Services, Grounds and Powerhouse. Office settings will have toners for various electrical equipment, such as photocopiers and laser printers. Academic Areas such as the sciences and theatre will have items that relate to their respective areas as well.

**Recognizing Hazardous and Toxic Substances**

Each department needs to inventory what particular hazardous and toxic substances are used and stored. Many workers are unaware of chemicals that create potential hazards in their work environment, making them more vulnerable to exposure and injury. Click [here](#) to access references to aid in recognizing hazards associated with hazardous and toxic substances.

**OSHA Standards**

A list of OSHA standards that apply to hazardous and toxic substances can be found by clicking [here](#).
Checklist

Hazard Communications Self-Inspection

Is there a list of hazardous substances used in your workplace?

Is there a written hazard communication program dealing with Material Safety Data Sheets (MSDS), labeling, and employee training?

Is each container for a hazardous substance (i.e., vats, bottles, storage tanks, etc.) labeled with product identity and a hazard warning (communication of the specific health hazards and physical hazards)?

Is there a Material Safety Data Sheet readily available for each hazardous substance used?

Is there an employee training program for hazardous substances?

Does this program include:

- An explanation of what an MSDS is and how to use and obtain one?
- MSDS contents for each hazardous substance or class of substances?
- Explanation of "Right to Know?"
- Identification of where an employee can see the employers written hazard communication program and where hazardous substances are present in their work areas?
- The physical and health hazards of substances in the work area, and specific protective measures to be used?
- Details of the hazard communication program, including how to use the labeling system and MSDS's?

Are employees trained in the following:

- How to recognize tasks that might result in occupational exposure?
- How to use work practice and engineering controls and personal protective equipment and to know their limitations?
- How to obtain information on the type’s selection, proper use, location, removal handling, decontamination, and disposal of personal protective equipment?
- Who to contact and what to do in an emergency?
Checklist

Flammable and Combustible Materials Self-Inspection

Are combustible scrap, debris, and waste materials (oily rags, etc.) stored in covered metal receptacles and removed from the worksite promptly?
Is proper storage practiced to minimize the risk of fire including spontaneous combustion?
Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?
Are all connections on drums and combustible liquid piping, vapor and liquid tight?
Are all flammable liquids kept in closed containers when not in use (for example, parts cleaning tanks, pans, etc.)?
Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?
Do storage rooms for flammable and combustible liquids have explosion-proof lights?
Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation?
Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards?
Are "NO SMOKING" signs posted on liquefied petroleum gas tanks?
Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?
Are all solvent wastes and flammable liquids kept in fire-resistant, covered containers until they are removed from the worksite?
Is vacuuming used whenever possible rather than blowing or sweeping combustible dust? Are firm separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?
Are fuel gas cylinders and oxygen cylinders separated by distance, and fire-resistant barriers, while in storage?
Are fire extinguishers selected and provided for the types of materials in areas where they are to be used?

- Class A Ordinary combustible material fires.
- Class B Flammable liquid, gas or grease fires.
- Class C Energized-electrical equipment fires.

Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for such materials? Are extinguishers free from obstructions or blockage? Are all extinguishers serviced, maintained and tagged at intervals not to exceed 1 year? Are all extinguishers fully charged and in their designated places? Where sprinkler systems are permanently installed, are the nozzle heads so directed or arranged that water will not be sprayed into operating electrical switch boards and equipment? Are "NO SMOKING" signs posted where appropriate in areas where flammable or combustible materials are used or stored? Are safety cans used for dispensing flammable or combustible liquids at a point of use? Are all spills of flammable or combustible liquids cleaned up promptly? Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result of filling, emptying, or atmosphere temperature changes? Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure? Are "NO SMOKING" rules enforced in areas involving storage and use of hazardous materials?
Fact Sheet

Clean and Safe Office Space

The layout of an office is a crucial element in overall safety. Central to layout is ease of navigation around the office and ease with which staff can complete tasks in a setting where desks, chairs, computer stations, electronic equipment and file cabinets are placed in a way that avoids overcrowding. The office layout should be efficient, yet suitably comfortable so that staff can concentrate on work.

The most common safety hazards associated with office design are falls, noise, inadequate pathways, and placement of furniture/equipment.

Falls

A fall occurs when a person loses his/her balance and footing. One of the most common causes of office falls is tripping over an open desk or file drawer. Bending while seated in an unstable chair, and tripping over electrical cords or wires are other common hazards. Office falls are frequently caused by using a chair or stack of boxes in place of a ladder and by slipping on wet floors. Loose carpeting, objects stored in halls or walkways, and inadequate lighting are other hazards that invite accidental falls. Fortunately, all of these fall hazards are preventable.

Noise

Noise can be defined very simply as unwanted sound. Office workers are subjected to many noise sources including video display terminals, high-speed printers; telephones; fax machines; human voices; and outside activities. Noise can produce tension and stress, as well as damage to hearing at high noise levels. The annoying effect of noise can decrease performance or increase errors. If tasks require a great deal of mental concentration, noise can be detrimental to performance. Additionally, excessive noise can prevent staff from hearing emergency warnings, such as fire alarms or sirens, or cries for help.

Government standards have set limits for exposure to noise to prevent hearing loss in employees. The level of noise one can safely be exposed to depends on the intensity of the noise and its duration of exposure. Problems could arise in areas with a high concentration of noisy machines, such as high-speed printers or photocopying machines.
**Halls and Pathways**

Hallways should be kept free from furnishings, storage compartments, and/or any unnecessary equipment. The halls and pathways should be positioned where people naturally walk. “Shortcuts” from one section of the office to another should be recognized as possible new pathways. Cutting through office spaces that are not considered pathways can be hazardous because of the potential for trips and falls.

**Placement of furniture/equipment**

Office furniture and equipment should be placed so that employees can conduct tasks without having to stretch, strain or reach. The setup of every workstation should be customized to fit the ergonomic needs of the user. File cabinets should be located in areas which are not normally a footpath. Care should also be taken to avoid the placement of furnishings to avoid the following types of injuries:

- bumping into doors, desks, file cabinets, open drawers and shelving.
- walking into other people while moving about the office.
- striking open file drawers while bending down or straightening up.
- striking against sharp objects, such as office machines.

Employees need to be conditioned to pay attention to where they are walking at all times, to store materials properly in their work areas, and to never carry objects that prevent them from seeing ahead.

**Recommendations**

Walk around the entity’s office and observe the placement of furnishings and equipment.

- Where is there crowding?
- Where is there a jumble of wires?
- Where are the footpaths throughout the office?
- Where do file cabinet drawers open into pathways?
- Where does machinery extend into doorways or pathways?
- Where are air vents or return grills blocked?
- Are footpaths wide enough (4 feet) for two people to pass each other comfortably?
- Can people see others coming around corners?
- Is there an unwritten law to “Walk to the Right”?

The office should be evaluated for compliance with Americans with Disabilities requirements for hallways and other thoroughfares, desk and furniture arrangements, and other relevant design areas.

Staff members who are allowed to listen to music or the radio should be required to wear headphones or keep the sound low. And they should understand that the privilege of listening to
these diversions while they work is contingent on complying when a co-worker or supervisor asks them to turn down the sound.

Hazards

Piles

Papers and materials are on the floor or piled precariously on desks and tables. In addition to the level of stress that accompanies an untidy office, the paper menace is a safety hazard in that it is highly flammable (particularly if stored next to an electrical outlet) and also has the potential of falling off shelves or file cabinets and injuring passersby.

Rest Room Sanitation

Rest Rooms should be cleaned and sanitized at least once a day. Paper should not be permitted to litter the floor. Bath tissue, soap and paper towels should be available in adequate supplies. If desired, air freshener sprays or solids should be available; never light a candle and leave it unattended in a rest room.

Toxic Chemicals

Storage of toxic chemicals and cleaning supplies can be problematic particularly if chemicals are reactive if combined. Chemicals should be stored in separate closet or cabinet from cleaning supplies.

Cleaning Supplies

Cleaning supplies should be clearly marked and stored in spill-proof containers.

Kitchen and Food

- Dirt, grime and garbage if left to accumulate can create health hazards and spread disease. Have sufficient trash receptacles located in kitchens, staff lounges, break rooms and other locations where food is consumed.
- Kitchens need to be clean and floors maintained. Spills on the counters or floors need to be mopped up promptly. Injuries can be sustained from slips and falls on wet floors.
- Kitchen counters need to be clean and free from spills and grime.
- Refrigerators should be cleaned out at least once a week, and microwaves need to be wiped down at least daily.
- Trash must be properly disposed on at least a daily basis to avoid attracting insects, mice, rats and other vermin. Rotting food, even in a refrigerator, is a health hazard.
- Staff should be discouraged from consuming food at their desks, or in places that are not specifically designated for food consumption.

Recommendations
• Store toxic chemicals and cleaning supplies in separate areas
• Establish daily, weekly and monthly cleaning procedures. For example, bathrooms, kitchen counters, dishes, work surfaces, phones and keyboards should be cleaned on a daily basis. Determine how often other parts of the office should be cleaned and establish a roster of individuals responsible for clean-up.
• Standards of cleanliness should be put into place for each office and/or work cubicle. Staff performance objectives should include a requirement to maintain a clean workspace.
• Implement a paper recycling program to cut down on paper clutter and buildup
• Identify cleanliness and safety expectations for all staff — for example — spills, particularly liquids spilled on the floor, need to be wiped up immediately.

Checklist
Clean and Safe Office Space

*Answer “Yes” or “No.”*

Pathways are clear at all times, and accommodate a wheelchair, scooter, walker or other equipment for workers who are mobility-impaired.

Drawers are closed completely after every use.

Office furniture is positioned to avoid excessive bending, twisting, and leaning backward while seated.

Electrical cords and wires are secured away from walkways.

A stepladder is always used for overhead reaching. Chairs are never be used as ladders.

Objects co-workers may have left on the floor are picked up.

Loose carpeting or damaged flooring is reported to the appropriate person for repair.

Workers are encouraged never to carry anything that obscures vision.

File cabinets are positioned so that falls are avoided when the file drawer is pulled out.

Workers are trained never to open more than one file drawer at a time to avoid the cabinet toppling over. They are trained to always close file drawers when they leave the cabinet area.

Machines such as typewriters are positioned on sturdy tables or desks.

Warning signs are posted if there is potential injury from doors that open from the other side.

Kitchens, including refrigerators, are cleaned at least once a week.

Bathrooms are cleaned on a daily basis, and supplies, such as bath tissue, are replenished.

There are adequate trash receptacles to accommodate the amount of trash generated on a daily basis.

Trash and garbage is disposed of at least once a day.
Papers and other materials are filed at least weekly.

Countertops, phones and desktops are sanitized on a routine basis.

Cleaning supplies are stored separately from other supplies in clearly marked cupboards.

Toxic materials are clearly marked and stored in a secure location.

Floors, carpets and upholstered furniture are vacuumed at least weekly.

Dust is minimized to reduce the potential for allergic reaction.

Water is not allowed to stand and/or drip to prevent the formation of mold and mildew.

Carpets are shampooed on a regular basis.

Hardwood, tile, stone or linoleum floors are washed on a weekly basis.

Fact Sheet
Lockout/Tagout

“Lockout/tagout” refers to specific practices and procedures to safeguard employees from the unexpected energizing or startup of machinery and equipment, or the release of hazardous energy during service or maintenance activities. This requires that:

1. an assigned person turns off and disconnects the machinery or equipment from its energy source(s) before performing service or maintenance and
2. the authorized employee either locks or tags the energy-isolating device(s) to prevent the release of hazardous energy and take steps to verify that the energy has been isolated effectively.

*Lockout devices* hold energy-isolation devices in a safe or “off” position. These devices prevent machines or equipment from becoming energized, because they can only be removed with a key or other unlocking mechanism, or through extraordinary means, such as bolt cutters.

*Tagout devices* are prominent warning devices that an authorized employee fastens to energy-isolating devices to warn employees not to re-energize the machine or equipment while that employee services or maintains it. Tag out devices are easier to remove and, by themselves, provide employees with less protection than do lockout devices.

**OSHA Standards**

OSHA’s standard for The Control of Hazardous Energy (Lockout/Tagout), Title 29 CFR Part 1910.147, spells out steps employers must take to disable machinery or equipment that will prevent the release of hazardous energy while employees perform servicing and maintenance activities. The standard outlines ways for controlling hazardous energies: electrical, mechanical, hydraulic, pneumatic, chemical, thermal and other energy sources.

In addition 29 CFR 1910.333, sets forth requirements to protect employees working on electric circuits and equipment. This section requires safe work practices be used, including lockout and tagging procedures. The provisions apply when employees are exposed to electrical hazards while working on, near, or with conductors or systems that use electric energy.

The standard gives each employer the flexibility to develop an energy-control program suited to the particular workplace and types of machines and equipment being used, maintained or
serviced. Generally this is done by affixing appropriate lockout or tag out devices to the energy-isolating devices, and by de-energizing machinery and equipment.

**Training**

Employees need to be trained minimally in:

1. aspects of the employer’s energy control program,
2. elements of the energy control program relevant to the employee’s duties or assignment, and
3. the various requirements of the OSHA standards related to lockout/tag out.

**Recommendations**

The standards establish requirements that employers must follow when employees are exposed to hazardous energy while servicing and maintaining equipment and machinery. Some of the most critical requirements from the standards as outlined in OSHA’s Fact Sheet are:

- Develop, implement and enforce an energy control program.
- Use lockout devices for equipment that can be locked out. Tagout devices may be used in place of lockout devices only if the tag out program provides employee protection equivalent to that provided through a lockout program.
- Ensure that new or overhauled equipment is capable of being locked out.
- Develop, implement and enforce an effective tag out program if machines or equipment are not capable of being locked out.
- Develop, document, implement and enforce energy control procedures. [See the note to 29 CFR 1910.147(c) (4) (in) for an exception to the documentation requirements.]
- Use only lockout/tag out devices authorized for the particular equipment or machinery and ensure that they are durable, standardized and substantial.
- Ensure that lockout/tag out devices identify the individual users.
- Establish a policy that permits only the employee who applied a lockout/tag out device to remove it [See 29 CFR 1910.147(e) (3) for exception.]
- Inspect energy control procedures at least annually.
- Provide effective training as mandated for all employees covered by the standard.
- Comply with the additional energy control provision in OSHA standards when machines or equipment must be tested or repositioned, when outside contractors work at the site, in group lockout situations, and during shift or personnel changes.

**Checklist**
Lockout/Tagout Procedures

Is all machinery or equipment capable of movement, required to be de-energized or disengaged and locked-out during cleaning, servicing, adjusting or setting up operations, whenever required?

Where the power disconnecting means for equipment does not also disconnect the electrical control circuit:
Are the appropriate electrical enclosures identified? Is means provided to assure the control circuit can also be disconnected and locked-out?
Is the locking-out of control circuits in lieu of locking-out main power disconnects prohibited?
Are all equipment control valve handles provided with a means for locking-out?
Does the lock-out procedure require that stored energy (mechanical, hydraulic, air, etc.) be released or blocked before equipment is locked-out for repairs?
Are appropriate employees provided with individually keyed personal safety locks?
Are employees required to keep personal control of their key(s) while they have safety locks in use?
Is it required that only the employee exposed to the hazard, place or remove the safety lock?
Is it required that employees check the safety of the lock-out by attempting a startup after making sure no one is exposed?
Are employees instructed to always push the control circuit stop button immediately after checking the safety of the lock-out?
Is there a means provided to identify any or all employees who are working on locked-out equipment by their locks or accompanying tags?
Are a sufficient number of accident preventive signs or tags and safety padlocks provided for any reasonably foreseeable repair emergency?

When machine operations, configuration or size requires the operator to leave his or her control station to install tools or perform other operations, and that part of the machine could move if accidentally activated, is such element required to be separately locked or blocked out?
In the event that equipment or lines cannot be shut down, locked-out and tagged, is a safe job procedure established and rigidly followed?

Fact Sheet
Mold and mildew are not only unsightly, but they can trigger allergic reactions and other health problems. The only way to prevent mold is by altering conditions conducive to its growth. For example, paper collections should not be stored in a basement with a low temperature, high humidity, little light and very low air circulation—ideal conditions for the growth of mold. Even if remedial treatment is undertaken, the material will quickly deteriorate again if returned to the environment in which the mold first developed. The following is summarized from the Environmental Protection Agency’s advice.

Conditions for mold growth

- temperature between 40° F and 100° F
- mold spore
- nutrients (most surfaces)
- moisture (standing water, humidity, “damp”)

**Spores**

Outdoor and indoor air almost always contains spores. Most commonly used construction material and furnishing can provide nutrients, which are enriched by dirt.

**Sanitation**

Cleaning and disinfecting surfaces with nonpolluting cleaners and antimicrobial solutions protects against mold growth, but is it impossible to eliminate all nutrients. Thus, the way to keep mold from thriving and surviving is to control moisture.

**Moisture**

Visibly wet surfaces and puddles are obvious sources of moisture that would enhance mold growth. However, high relative humidity and porous materials that absorb and retain moisture are just as supportive. Mold and mildew can be problems in cooling climates as well as heating climates. Either surfaces are too cold or moisture levels are too high, or both. Low-maintenance interior finishes (vinyl wallpaper and other impermeable coverings) can trap moisture between the interior finish and plaster board.
Signs of Elevated Humidity

- Musty smell
- Moisture on windows and walls
- Mold on books, shoes and other items

Liquid and Gas

Water can enter a building as a liquid, a vapor or a gas. Bathrooms, kitchens, laundries, leaks and spills all cause liquid to enter buildings. Water vapor enters the building when water evaporates from the former mentioned causes, and in air exhaled by building occupants, and through the HVAC (heating, ventilation, and air conditioning) system.

Regional Differences

Moisture problems and their solutions differ from climate to climate.

- Northeast states are cold and wet.
- Southwest states are hot and dry.
- Southern states are hot and wet.
- Western Mountain states are cold and dry.

Reduction

How to treat the problem depends on whether surface temperature or vapor pressure is the dominant cause. Dust adheres to cold spots and can indicate surface temperature domination. Condensation on windows is a sign of vapor pressure domination.

To reduce surface temperature-dominated mold and mildew:

- raise the temperature near surfaces by raising the thermostat or increasing air circulation (rearrange furniture, install ceiling fans), or
- decrease the heat loss from the surfaces by adding insulation (storm windows) or by closing cracks in the exterior walls (caulk windows, repoint bricks).

To reduce a vapor pressure-dominated mold and mildew:

- vent air from moisture-generating activities (showers, laundry, cooking) to the exterior.
- dehumidify the air (portable room units or forced-air furnace mounted units with self-cleaning drain pans)
- during heating periods, dilute moist warm indoor air with cool and lower-humidity outdoor air (open the window)

Recommendations

To deprive molds of the moisture they need to survive and thrive:
• When the cause of the water leakage has been traced, take immediate steps to remove it. Vacuum or mop up standing water, adjust the HVAC, and/or activate electric fans to speed up the circulation of air. Fix plumbing or roof leaks. If dehumidifiers are available, they should be employed with both HVAC and fans.

• Make sure the ground slopes down at least 6 inches within the first 10 feet from each exterior wall.

• Prevent seepage by correcting roof, gutter or drainage problems. Make certain that rain water drains away from the building quickly enough to prevent saturation of walls and floors that contact the earth.

• Use a properly sized air conditioner for the room or building space.

• Use an electrically powered dehumidifier or a natural gas desiccant dehumidifier to keep indoor relative humidity below 50 percent (as measured in the middle of rooms) and below 60 percent near the coolest surfaces.

• Remove excess humidity from the kitchen, laundry and bathroom by using an exhaust fan or opening a window.

• Cover pots while cooking.

• After taking a shower, wipe water droplets from the shower walls into the drain.

• Hang wet laundry outside or use a clothes dryer vented to the outside when indoor humidity is high.

• Insulate any cold water pipes that have a visibly damp exterior.

• Create a vapor barrier: Lay plastic over dirt in crawl space.

• If using a central humidification system, ensure that it is properly maintained and check frequently to avoid over humidification. Maintain indoor humidity levels between 40 and 60 percent.

• The widespread practice of shutting down ventilation systems during unoccupied hours should be stopped. Instead buildings should continually be slightly pressurized to prevent infiltration of moist air. Some dehumidifiers can help you control humidity and provide necessary ventilation at the same time.

• Do not block air vents or grills.

• Avoid storing papers, clothing, or other “mold food,” in contact with basement floors or outer walls where their moisture content could become high enough to initiate mold growth.

• Use care to prevent excess moisture when cleaning upholstery, carpeting or rugs. Dry quickly.

• Don’t install carpeting in areas where there is a perpetual moisture problem (drinking fountains, sinks or on concrete floors without proper vapor barrier and sub flooring.

Checklist
Water Leakage and Mold

Answer “Yes” or “No.”

Are ventilation systems shut down during unoccupied hours?

Is the relative humidity of the building’s interior kept at a safe level?

Are papers, clothing, or other “mold food” stored in contact with basement floors or outer walls?

Are spills mopped up quickly?

Are gutters kept clean to ensure that rain water drains away from the building quickly enough to prevent saturation of walls and floors that contact the earth?

Is excess humidity from the kitchen, laundry and bathroom removed by using an exhaust fan or opening a window?

Are showers wiped down after use to prevent the formation of mold?

Are air conditioning units the appropriate size for the building and/or room?

Are cold water pipes insulated if they have a visibly damp exterior?
Off-Site Assignment

Wagner College employee safety takes many forms when the job takes the employees into the community. From a thorough orientation program to “on-the-job” training, careful supervision and incident follow-up, colleges have various opportunities to help their staff stay safe. Savvy employees have little difficulty providing goods and services to citizens who reside or congregate in high-crime areas. Keeping the less-than-savvy safe in unfamiliar neighborhoods requires forethought and education.

Start at the Beginning

Do not assume that senior staff knows what their employees are worried about or afraid of. Ask them to tell you, or the entity runs the risk of solving a problem that doesn’t exist. For instance, management may think employees are concerned about getting lost in unfamiliar territory when they’re worried about road rage on the highway. Or, management may think employees are anxious about being hurt in a citizen’s home, but they are worried about being accused of theft or contracting a disease. Or management may be worried about its obligation to report abuse or contraband, while staff are more worried about their personal safety if they report the abuse or contraband.

Identify Solutions

Invest the time to find out what worries and fears the entity’s employees have so that the entity’s risk management plan can address the real issues not those the entity management imagines.
Once employees have identified their concerns, the group can brainstorm some solutions. The purpose of this exercise is to list as many ideas as possible as quickly as possible. Remember the purpose of brainstorming is to list as many ideas as quickly as possible; list every idea; repetition is OK; and judging others’ ideas is not OK. (There will be plenty of time to analyze suggestions, but that is the next step.) Limit the exercise to 15 or 20 minutes. The group can then review the list to determine which ideas would be the most effective, which are affordable and which ones just give you a good laugh.

**Polishing Street Smarts**

In general, it is wise to review basic safety precautions with employees who will be traveling into unknown and potentially risky territory to deliver services or conduct other activities. These reminders may seem old hat to some and others may never have thought to consider them. By instructing everyone at the same time, the entity makes certain the rules of the street savvy have been reviewed, and everyone’s operating under the same guidelines.

Forewarned is forearmed. If employees stay aware, trust their intuition, protect their personal space, and maintain a degree of healthy distrust, they will be less of a target. Knowing how to make themselves less of a target will reduce the risk that employees will come to harm while traveling to and from community assignments.
Tip Sheet

Heading Out

Tips for Employees on Off-Site Assignment

Before you go out on an assignment:

- Learn about the area and what precautions you should take.
- Map your route.
- Make sure your wireless phone battery or pager is charged.
- Leave a complete itinerary with the appropriate contact at your organization, including an expected time of return.
- Leave valuables at home or locked in your office or your car’s trunk.
- Separate your house keys and car keys.
Tip Sheet

Parking

Tips for Employees on Off-Site Assignment

When parking your vehicle:

• Park as close to the entrance as legally possible (under a street light at night).
• Avoid parking next to vans, campers or trucks that could conceal someone from your view.
• Back into slots in an underground garage or parking lot.
• Engage the parking brake.
• Have exact change for parking meters (but don’t keep change in your vehicle).
• Take the parking lot ticket with you.
• Check your surroundings before unlocking the door; if anyone strikes you as suspicious, don’t get out of the car.
• Do not leave keys in the ignition.
• Do not leave a spare key hidden in or on the car.
• Do not leave packages or briefcases etc. on car seats; they’re only a temptation to break in and steal.
• Lock your vehicle.
Tip Sheet

Pre-trip Inspection

Tips for Employees on Off-Site Assignment

If you are driving to your assignment in your own vehicle or the entity’s vehicle:

- Make certain the vehicle is well-maintained and key safety equipment is working as intended (the headlights and brake lights illuminate, the wiper blades clean—not smear, the horn honks, the brakes slow and stop the vehicle, and tires have treads).
- Check that the gas tank is filled at least half way.
- Keep the doors locked.
- Keep the windows rolled up whenever possible.
- Adjust your driving speed to weather conditions (slippery surface, poor visibility, bridges that freeze before roadways).
- Watch roads. In urban areas, check for potholes, dark unlit areas, broken glass and debris, dead ends and roadblocks. In rural areas, watch for narrow, winding roads with no shoulder, animals in the roadway, and unpaved roads.
- Seasonal issues: flooding streams; avalanches of snow, rocks or mud; or amorous animals (moose, deer, and elk) lured to the roadway.
- Keep your car in gear while waiting at traffic signals and stop signs. If approached or threatened, honk your horn and drive off.
- Drive in the lane closest to the center of the road to give yourself maneuvering room.
- Leave enough space between your car and the car in front to permit you to go around it quickly, if necessary.
Tip Sheet

Public Transportation

Tips for Employees on Off-Site Assignment

If you are using public transportation or a taxi to get to your assignment:

- Determine risk levels of bus, subway, train, and walking to the destination.
- Scope out the route by car with a friend first to identify the safest route to take from the stop to your destination.
- Use busy, well-lit stops.
- Keep aware of your surroundings—no dozing or daydreaming.
- If you take a taxi to the assignment, how will you get back? Will cabs hailed on the street stop to pick up passengers? Ask the taxi driver to wait until you are inside the building before driving away.
Stay Safe

Tips for Employees on Off-Site Assignment

When returning to your vehicle:

- Carry your key in your hand.
- Note occupied vehicles around you.
- Check under the vehicle and in its interior to make certain no one is hiding there before you enter.
- Lock the doors as soon as you enter the vehicle.
Tip Sheet

When Trouble Materializes

Tips for Employees on Off-Site Assignment

When you have car trouble:

- Drive to a busy, well-lighted street, if possible.
- Pull on the parking brake and turn on the vehicle’s flashing lights.
- If you have a wireless phone, call for assistance (the police, a towing service, a friend or colleague).
- Wait inside your car with the windows rolled up and the doors locked until the person you called arrives.
- Never leave with an unknown person to seek help. Instead, through a closed window, ask the person to call a towing service or the police.
Tip Sheet

When You Are Fearful

Tips for Employees on Off-Site Assignment

If you think someone is following you while driving:

- Keep driving until you find a safe area: the nearest police or fire station or an open gasoline station or grocery store where you can call the police.
- While driving to the safe area, attract attention to yourself by honking your horn in short blasts and by turning on the flashers.
- Do not drive home, pull into a driveway or pull over to the side of the road where you could be trapped.
- Try to record the license number, color, make and type of vehicle and report it to the police.
Checklist

Off-Site Assignment

Answer “Yes” or “No.”

Employees participate in identifying their worries and fears about fulfilling their jobs in the field.

Staff members help identify solutions for broaching their worries and fears.

Basic safety precautions are reviewed with participants before being sent on assignment in the community.

Staff members are expected review a Before You Set Out checklist for new assignments.

Employees who drive to assignments are expected to complete a Vehicle Pre Trip Inspection checklist whether driving the public entity’s vehicle or their own.

Staff members who take public transportation to their assignments are expected to know the safest route and closest stop.

Staff members who walk all the way or part-way to their assignments are expected to practice street smarts to reduce being targeted as an easy mark.

In-service or refresher courses are given to employees to keep their sense of self-preservation keen.
Fact Sheet

Hand and Power Tools

Tools are manufactured with safety for the user in mind but they may pose hazards. Hand tools are categorized as

1. Non-powered and include adzes, axes, crow bars, pry bars, screw drivers, wrenches.
2. Power tools are classified by power source: electric, pneumatic, liquid fuel, hydraulic and powder-actuated.

Hand Tools

Hazards

Hazards result from misuse and improper maintenance.

Recommendations

The employer is responsible for the safe condition of tools and equipment used by employees.

The employee is responsible for proper use and maintenance of the equipment.

Employers should teach employees that sharps (saw blades, knives) and other tools be directed away from aisles and other employees working nearby.

Knives and scissors must be sharp; dull tools can be more hazardous that sharp ones.

Floors should be kept as clean and dry as possible to prevent accidental slips with or around dangerous hand tools.

Only spark-resistant tools made from brass, plastic, aluminum, or wood to should be used around flammable substances.

Power Tools
Hazards

Power tools can be hazardous when not used properly.

Recommendations

• Never carry a tool by the cord or hose.
• Never yank the cord or hose to disconnect it from the receptacle.
• Keep cords and hoses away from heat, oil and sharp edges.
• Disconnect tools from the power source before servicing or changing accessories.
• Keep all observers at a safe distance away from the work site.
• Use both hands to operate the tool; secure work with clamps or a vise.
• Keep finger off the on switch button unless operating the tool.
• Follow manufacturer’s instructions for lubrication and changing accessories.
• Keep good footing and maintain good balance when using a power tool.
• Wear proper clothing; avoid any clothing or accessory that could become caught in moving parts.
• Remove all damaged portable electric tools from use and tag “Do Not Use.”

Guards

Safety guards must never be removed when a power tool is in use.

Safety Switches

Certain hand-held power tools require either a momentary contact “on-off” control switch, a positive “on-off” control switch, or a constant pressure switch.

Electric Tools

• Tools must either have a 3-wire cord with ground and be grounded, or be double insulated, or be powered by a low-voltage isolations transformer.
• Only operate electric tools within their design limitations.
• Wear gloves and safety shoes or boots.
• Store tools in dry place.
• Do not use power tools in damp or wet sites.
• Light work areas well.

Powered Abrasive Wheel Tools

Grinding, cutting, polishing and wire buffing wheels may throw off fragments.

• Always use eye protection.
• Never stand directly in front of the wheel until it reaches full operating speed.
• Before mounting the wheel, inspect it closely and sound- or ring-test to be sure free from cracks and defects.
• Be sure safety guards is in place.
• Maker certain wheel fits freely on the spindle.
• When not using the tool, turn off the power.
• Never clamp a hand-held grinder in a vise.

**Pneumatic Tools**

Such tools as chippers, drills, hammers and sanders are power by compressed air. Users may get hit by one of the tool’s attachments or a fastener.

• Wear eye protection, a face guard and ear protection.
• Check that hose is fastened securely; a short-wire or positive locking device is an added safeguard.
• Install a safety clip or retainer to prevent attachments from being shot from the barrel.
• Set up screens to protect nearby workers from being struck by fragments or fasteners.
• Never point compressed air guns against the user or anyone else.

**Powder-Actuated Tools**

Treat powder-actuated tools as loaded guns: extremely dangerous. They must only be operated by specially trained employees.

**Hydraulic Tools**

• Use only approved fire-resistant fluid that will retain its characteristics at the highest temperatures to which it will be exposed.
• Do not exceed the manufacturer’s recommended operating pressure for any part.

**Jacks**

• All jacks must have a safety device that stops them from going up too high.
• Manufacturer’s load limit must be permanently marked in a prominent place and not be exceeded.
• Immediately block a lifted load once it reaches the proper height.
• Make sure the base rests on a firm, level surface, the jack is correctly center, the jack heads bears against a level surface, and the lift force is applied evenly.
• Lubricate regularly (with adequate antifreeze liquid if exposed to freezing temperatures).
• Inspect before each use.

**Recommendations**

To avoid the hazards associated with using power tools, workers must learn to recognize the hazards associated with each type of tool used and the safety precautions necessary to prevent those hazards.
Instruct employees in the proper use of all tools. Employees should understand the risks and the safety precautions.

The trainee should use the power tool in the presence of the qualified instructor, until the instructor is satisfied that the trainee knows how to use the power tool properly.

Employees should use only tools provided by the employer; the public entity cannot ensure the safety of using tools that it does not maintain.

Employees who are exposed to falling, flying, abrasive and splashing objects; or to harmful dusts, fumes, mists, vapors or gases must be provided with appropriate personal protective equipment when using hand and power tools.

Employees and employers are responsible for working together to establish safe working procedures. Hazardous situations should be immediately brought to the attention of the appropriate person.
Fact Sheet

Storage and Care of Repair and Maintenance Tools

Every facility needs tools to carry out repair and maintenance functions. These tools can range from simple hand tools to power generators used in an emergency. All tools are effective when used properly. Most tools can be a safety hazard if they are not used, stored and maintained in the proper manner.

Procedures

All organizations must have procedures for training personnel in the use of repair and maintenance tools. Even the simplest tool, such as a screwdriver, can be a safety hazard if improperly used. The procedures should include the following:

- Safety equipment (eye protections, gloves, hearing protection) must be used when using the tools
- Any training/qualification procedures that must be accomplished prior to use of the equipment
- Any special storage requirements
- Any check-out/check-in procedures.
- Person or department responsible for the equipment
- Reporting procedure for any problems or defects found when using the equipment

Regulations

Many states and local governments have special requirements for the storage and use of maintenance equipment. It is vital that an organization understands these requirements prior to using the tools. The local building inspection department is a good source for finding these regulations.

Examples of state and local government rules:
• In many locations, gasoline used to power lawn tools must be stored in approved containers. There are also requirements in regards to where the gasoline can be stored. It is illegal in some locations to store gasoline in the same building where there are children in school. This means that if you have a day school in a converted home, you cannot store gasoline for the lawn mower in an attached garage.
• If you have a portable generator as a backup power source, there may be rules about air pollution from that generator.
• With the added concern about air pollution, there may be local rules about the use of any gas-powered tools.
• Many local governments are establishing rules about noise pollution. Power driven leaf blowers have been restricted in use.

**Maintenance**

Tools and equipment must be maintained if they are to be operated in a safe and effective manner. Elements of good maintenance requirements include:

• inspection of the tools and equipment at checkout or start-up of the job. This can include such items as a visual inspection of the power cord to make sure it is not damaged, visual inspection to make sure equipment parts are securely attached, and inspection for cleanliness.
• inspection of tools and equipment upon check in or at completion of the job. This should include cleaning the tools after use, reporting any problem with the tool or equipment while in use, draining any excess fuel or flammable fluids from the equipment.
• routine maintenance as per the manufacturer’s requirements.

**Recommendations**

Tools and equipment must be used and stored in a proper manner to insure usability of the equipment. This requires the establishment of procedure for training, operating, storing and maintaining this equipment.
Checklist

Hand and Power Tool Safety

Only professionals and people who have been trained in their proper use should use power tools.

Use tools properly. The most dangerous tool is the screwdriver because it is used incorrectly so often.

Never lower or carry a power tool by its cord.

Clean tools daily.

Power tools should be checked for defective switches, cords, plugs and proper grounding.

Defective tools should not be used and should either immediately be reported to the supervisor or labeled and brought to the appropriate person/department for repair immediately.

Personnel should use personal protective equipment including protective eye covering and earplugs any time they are operating power tools or when instructed by a supervisor.

Rotating or moving parts of equipment are guarded to prevent physical contact with the operator.

Power tools are used with the correct shield, guard or attachment recommended by the manufacturer.

All cord-connected, electrically operated tools and equipment are effectively grounded or of the approved double insulated type.

Portable fans are provided with full guards or screens having openings of ½-inch or less.
Checklist

Hand Tools and Equipment

- Are all tools and equipment (both company and employee owned) used by employees at their workplace in good condition?
- Are hand tools such as chisels and punches, which develop mushroomed heads during use, reconditioned or replaced as necessary?
- Are broken or fractured handles on hammers, axes and similar equipment replaced promptly?
- Are worn or bent wrenches replaced regularly?
- Are appropriate handles used on files and similar tools?
- Are employees made aware of the hazards caused by faulty or improperly used hand tools?
- Are appropriate safety glasses, face shields, etc. used while using hand tools or equipment which might produce flying materials or be subject to breakage?
- Are jacks checked periodically to ensure they are in good operating condition?
- Are tool handles wedged tightly in the head of all tools?
- Are tool cutting edges kept sharp so the tool will move smoothly without binding or skipping?
- Are tools stored in dry, secure locations where they won't be tampered with?
- Is eye and face protection used when driving hardened or tempered spuds or nails?

Portable (Power Operated) Tools and Equipment

- Are grinders, saws and similar equipment provided with appropriate safety guards?
- Are power tools used with the correct shield, guard, or attachment, recommended by the manufacturer?
- Are portable circular saws equipped with guards above and below the base shoe? Are circular saw guards checked to assure they are not wedged up, thus leaving the lower portion of the blade unguarded?
- Are rotating or moving parts of equipment guarded to prevent physical contact?
- Are all cord-connected, electrically operated tools and equipment effectively grounded or of the approved double insulated type?
- Are effective guards in place over belts, pulleys, chains, sprockets, on equipment such as
concrete mixers, and air compressors?
Are portable fans provided with full guards or screens having openings \(\frac{1}{2}\) inch or less?
Is hoisting equipment available and used for lifting heavy objects, and are hoist ratings and characteristics appropriate for the task?
Are ground-fault circuit interrupters provided on all temporary electrical 15 and 20 ampere circuits, used during periods of construction?
Are pneumatic and hydraulic hoses on power operated tools checked regularly for deterioration or damage?

**Powder-Actuated Tools**

Are employees who operate powder-actuated tools trained in their use and carry a valid operator’s card?
Is each powder-actuated tool stored in its own locked container when not being used?
Is a sign at least 7 inches by 10 inches with bold face type reading "POWDER-ACTUATED TOOL IN USE" conspicuously posted when the tool is being used?
Are powder-actuated tools left unloaded until they are actually ready to be used?
Are powder-actuated tools inspected for obstructions or defects each day before use?
Do powder-actuated tool operators have and use appropriate personal protective equipment such as hard hats, safety goggles, safety shoes and ear protectors?
Checklist

Storage and Care of Repair and Maintenance Tools

*Answer “Yes” or “No.”*

Are tools and equipment inspected upon checkout or start-up?

Are the power cords inspected to make sure they are not damaged or frayed?

Do staff and volunteers know what the city ordinances/state laws are regarding noise pollution or the times of day when leaf blowers or lawnmowers are not to be used?

Are safety attachments such as shields or safety guards always in place before the tool is used?

Are maintenance procedures used to ensure that tools are cleaned after use and stored in a safe manner?

Are staff and volunteers required to demonstrate that they can use the tool safely and in the manner that is recommended by the manufacturer before they are required to use it?

Are damaged tools reported to maintenance services and separated from tools available for use?

If tools are gasoline powered, is the gasoline stored in approved containers? Are the containers stored in an approved location?
Fact Sheet

Dress to Protect

Many workplace injuries and illnesses could be prevented by the proper use of personal protective equipment. Safety in the workplace is regulated by the Occupational Safety and Health Administration. The agency provides rules for specific accessories and requires a walk-through assessment and survey of the workplace to determine what hazards exist and what PPE is needed. Once appropriate PPE is chosen, employees must be thoroughly trained in its proper use to have it be effective. OSHA and manufacturers are willing to help with selection and proper use of PPE. Many PPE manufacturers can provide workplace training.

The Requirement for PPE

Hazards exist in every workplace in many different forms: sharp edges, falling objects, flying sparks, chemicals, noise and myriad other potentially dangerous situations. The Occupational Safety and Health Administration (OSHA) requires employers to protect their employees from workplace hazards that can cause injury.

Controlling a hazard at its source is the best way to protect employees. Depending on the hazard or workplace conditions, OSHA recommends the use of engineering or work practice controls to manage or eliminate hazards to the greatest extent possible. For example, building a barrier between the hazard and the employees is an engineering control; changing the way in which employees perform their work is a work-practice control. When engineering, work practice and administrative controls are not feasible or do not provide enough protection, employers must provide personal protective equipment or PPE to their employees and ensure its use. PPE is worn to minimize exposure to a variety of hazards. Examples of PPE are gloves, foot and eye protection, protective hearing devices (earplugs, muffs) hard hats, respirators and full body suits.

Employers and employees need to:

- Understand the types of PPE.
- Know the basics of conducting a hazard assessment of the workplace.
- Select appropriate PPE for a variety of circumstances.
- Understand what kind of training is needed in the proper use and care of PPE.
The Requirement for PPE

In general, employers are responsible for:

- Performing a hazard assessment of the workplace to identify and control physical and health hazards.
- Identifying and providing appropriate PPE for employees.
- Training employees in the use and care of the PPE.
- Maintaining PPE, including replacing worn or damaged PPE.
- Periodically reviewing, updating and evaluating the effectiveness of the PPE program.

In general, employees should:

- Properly wear PPE,
- Attend training sessions on PPE,
- Care for, clean and maintain PPE, and
- Inform a supervisor of the need to repair or replace PPE.

The Hazard Assessment

A first critical step in developing a comprehensive safety and health program is to identify physical and health hazards in the workplace. This process is known as a hazard assessment. Potential hazards may be physical or health-related and a comprehensive hazard assessment should identify hazards in both categories. Examples of physical hazards include moving objects, fluctuating temperatures, high intensity lighting, rolling or pinching objects, electrical connections and sharp edges. Examples of health hazards include overexposure to harmful dusts, chemicals or radiation.

The hazard assessment should begin with a walk-through survey of the facility to develop a list of potential hazards in the following basic categories:

- Impact,
- Penetration,
- Compression (roll-over),
- Chemical,
- Heat/cold,
- Harmful dust,
- Light (optical) radiation, and
- Biologic.

During the walk-through survey, note the basic layout of the facility and review any history of occupational illnesses or injuries, and look for:

- Sources of electricity.
- Sources of motion, such as machines or processes where movement may exist that could result in an impact between personnel and equipment.
- Sources of high temperatures that could result in burns, eye injuries or fire.
- Types of chemicals used in the workplace.
- Sources of harmful dusts.
- Sources of light radiation, such as welding, brazing, cutting, furnaces, heat treating, high intensity lights, etc.
- The potential for falling or dropping objects.
- Sharp objects that could poke, cut, stab or puncture.
- Biologic hazards such as blood or other potentially infected material.

When the walk-through is complete, the employer should organize and analyze the data to help determine the proper types of PPE required at the worksite. The employer should become aware of the different types of PPE available and the levels of protection offered. The OSHA consulting program or manufacturers can help with this process. Select PPE that will provide a level of protection greater than the minimum required to protect employees from hazards, but not so that it creates hazards from overprotection.

The employer should periodically reassess the workplace for any changes in conditions, equipment or operating procedures that could affect occupational hazards. This periodic reassessment should also include a review of injury and illness records to spot any trends or areas of concern and taking appropriate corrective action. The suitability of existing PPE, along with an evaluation of its condition and age, should be included in the reassessment. Documentation of the hazard assessment is required through a written certification that includes the following information:

- Identification of the workplace evaluated;
- Name of the person conducting the assessment;
- Date of the assessment; and
- Identification of the document certifying completion of the hazard assessment.

**Selecting PPE**

All personal protective equipment should be of safe design and construction, and be maintained in a clean and reliable fashion. Employers should consider the fit and comfort of PPE when selecting items for their employees. PPE that is the proper size for each employee, fits well and is comfortable to wear will encourage employee use of PPE. Different types of PPE should be compatible when worn together. Ill-fitting PPE or that which is uncomfortable and not worn will do little to protect the health and safety of public entity employees.

OSHA requires that many categories of PPE meet or be equivalent to standards developed by the American National Standards Institute. PPE must meet the ANSI standard in effect at the time of its manufacture, or provide protection equivalent to PPE manufactured to the ANSI criteria. Employers must make certain that any new PPE procured meets the cited ANSI standard. OSHA requires PPE to meet the following ANSI standards:

• Head Protection: ANSI Z89.1-1986.

Employers should inform employees who provide their own PPE of the employer’s selection decisions and ensure that any employee-owned PPE used in the workplace conforms to the employer’s criteria, based on the hazard assessment, OSHA requirements and ANSI standards. There is no ANSI standard for gloves but OSHA recommends that selection be based upon the tasks to be performed and the performance and construction characteristics of the glove material. For protection against chemicals, glove selection must be based on the chemicals encountered, the chemical resistance and the physical properties of the glove material.

Training Employees in the Proper Use of PPE

OSHA requires employers to train each employee who must use PPE. Employees must be trained to know at least the following:

• When PPE is necessary.
• What PPE is necessary.
• How to properly put on, take off, adjust and wear the PPE.
• What the PPE won’t do.
• Proper care, maintenance, useful life and disposal of PPE.

Employers should make sure that before an employee is allowed to perform work requiring the use of personal protective equipment, she or he demonstrates an understanding of the PPE training, and the ability to properly wear and use the specific item(s). If an employer believes that a previously trained employee is not demonstrating the proper understanding and skill level in the use of PPE, that employee should receive retraining. Other situations that require additional or retraining of employees include the following circumstances: changes in the workplace or in the type of required PPE that make prior training obsolete.

The employer must document the training of each employee required to wear or use PPE by preparing a certification containing the name of each employee trained, the date of training and a clear identification of the subject of the certification.

Consultation Services

Consultation assistance is available on request to employers who want help in establishing and maintaining a safe and healthful workplace. Largely funded by OSHA, the service is provided at no cost to the employer. Primarily developed for smaller employers with more hazardous operations, the consultation service is delivered by state governments employing professional safety and health consultants. Comprehensive assistance includes an appraisal of all-mechanical systems, work practices and occupational safety and health hazards of the workplace and all aspects of the employer’s present job safety and health program. In addition, the service offers assistance to employers in developing and implementing an effective safety and health program. No penalties are proposed or citations issued for hazards identified by the consultant. OSHA provides consultation assistance to the employer with the assurance that his or her name and firm
and any information about the workplace will not be routinely reported to OSHA enforcement staff.

For more information concerning consultation assistance, see the OSHA Web site at www.osha.gov.

**Information Available Electronically**

OSHA has a variety of materials and tools available on its Web site at www.osha.gov. These include e-Tools, such as Expert Advisors, Electronic Compliance Assistance Tools (e-cats), Technical Links; regulations, directives and publications, videos and other information for employers and employees. OSHA’s software programs and compliance assistance tools walk you through challenging safety and health issues and common problems to find the best solutions for your workplace.
Fact Sheet

Body Protection

Employees who face possible bodily injury of any kind that cannot be eliminated through engineering, work practice or administrative controls, must wear appropriate body protection while performing their jobs. In addition to cuts and radiation, the following are examples of workplace hazards that could cause bodily injury:

- Temperature extremes;
- Hot splashes from molten metals and other hot liquids;
- Potential impacts from tools, machinery and materials; and
- Hazardous chemicals.

There are many varieties of protective clothing available for specific hazards. Employers are required to ensure that their employees wear personal protective equipment only for the parts of the body exposed to possible injury. Examples of body protection include laboratory coats, coveralls, vests, jackets, aprons, surgical gowns and full body suits.

If a hazard assessment indicates a need for full body protection against toxic substances or harmful physical agents, the clothing should be carefully inspected before each use, it must fit each worker properly and it must function appropriately and for the purpose for which it is intended. Protective clothing comes in a variety of materials each effective against particular hazards:

- paper-like fiber
- treated wool and cotton
- duck
- leather
- rubber, rubberized fabrics, neoprene and plastics.

Recommendations

Analyze the particular hazards for each job and identify which PPE will most effectively protect the health and safety of the workers assigned to that job.
As all other PPE, protective clothing should fit the wearer in order to offer full protection.

Employees should be trained to properly wear protective clothing for the duration of the time they will be exposed to the hazards.

Give supervisors the authority to remove an employee from the job if he or she isn’t complying with proper procedures, and should be able to send the employee for remedial training if the PPE is not being worn properly.
Fact Sheet

Eye Protection

OSHA designates safety spectacles as primary protection. Safety spectacles are offered in different sizes and styles to fit most everyone and protect against most workplace hazards. Look for good optical quality to avoid distorted or blurred vision and poor depth perception that could lead to headaches, nausea, and fatigue. Evaluate lenses for impact and scratch resistance, weight, anti-fogging, and UV protection. Special types of work require Infrared protection or laser filters. OSHA requires employers provide side protection wherever an impact hazard exists, and that safety spectacles accommodate prescription eyewear.
Fact Sheet

Face Protection

Face shields and visors are available to resist impact and penetration in most applications. Headgear for face shields and visors needs to be adjusted for personalized fit. Visors must be securely attached to the headgear via manufacturer’s instructions. Where a severe impact hazard, such as in grinding or sanding, exists a face shield should be used as a secondary safety device. OSHA requires that when face shields are used, primary eye protection must also be worn.
Hand Protection

OSHA says that the employer shall ensure that each affected employee uses appropriate hand protection and other protective clothing where there is exposure to hazards such as skin absorption of harmful substances, severe cuts or lacerations, severe abrasions, punctures, chemical burns, thermal burns, harmful temperature extremes, and sharp objects.

There are many types of gloves available today to protect against a wide variety of hazards. The nature of the hazard and the operation involved will affect the selection of gloves. The variety of potential occupational hand injuries makes selecting the right pair of gloves challenging. It is essential that employees use gloves specifically designed for the hazards and tasks found in their workplace because gloves designed for one function may not protect against a different function even though they may appear to be an appropriate protective device.

The following are examples of some factors that may influence the selection of protective gloves for a workplace:

- Type of chemicals handled.
- Nature of contact (total immersion, splash, etc.).
- Duration of contact.
- Area requiring protection (hand only, forearm, arm).
- Grip requirements (dry, wet, oily).
- Thermal protection.
- Size and comfort.
- Abrasion/resistance requirements.

Gloves made from a wide variety of materials are designed for many types of workplace hazards. In general, gloves fall into four groups:

- Gloves made of leather, canvas or metal mesh;
- Fabric and coated fabric gloves;
- Chemical- and liquid-resistant gloves;
- Insulating rubber gloves
Fact Sheet

Head Protection

OSHA requires hardhats be worn whenever there is a threat of head injury from objects falling from above and striking employees on the head, they might bump their heads against fixed pipes or beans, or there is possibility of accidental contact with electrical hazards. Hard hats must be worn with the bill forward to protect employees properly. In general, protective helmets or hard hats should do the following:

- Resist penetration by objects.
- Absorb the shock of a blow.
- Be water-resistant and slow burning.
- Have clear instructions explaining proper adjustment and replacement of the suspension and headband.

Hard hats are divided into three industrial classes:

- **Class A** hard hats provide impact and penetration resistance along with limited voltage protection (up to 2,200 volts).
- **Class B** hard hats provide the highest level of protection against electrical hazards, with high-voltage shock and burn protection (up to 20,000 volts). They also provide protection from impact and penetration hazards by flying/falling objects.
- **Class C** hard hats provide lightweight comfort and impact protection but offer no protection from electrical hazards.

Hard hats with any of the following defects should be removed from service and replaced:

- Perforation, cracking, or deformity of the brim or shell;
- Indication of exposure of the brim or shell to heat, chemicals or ultraviolet light and other radiation (in addition to a loss of surface gloss, such signs include chalking or flaking).

Always replace a hard hat if it sustains an impact, even if damage is not noticeable. Suspension systems are offered as replacement parts and should be replaced when damaged or when
excessive wear is noticed. It is not necessary to replace the entire hard hat when deterioration or tears of the suspension systems are noticed.

Prominently display “Hard Hat Area” signs. Workers, contractors and visitors to the site must adhere to the rule.
Fact Sheet

Hearing Protection

Damage to the ear due to noise exposure is cumulative and irreversible. There are three things to consider about noise: How loud? How long? How close? OSHA’s permissible top limit for noise exposure over an eight-hour period is 90 decibels. Some comparative noise levels are:

- 80 decibels: city traffic, manual machine, tools
- 90 decibels: subway train, lawn mower, motorcycle, tractor; prolonged exposure to any noise above 90 decibels can cause gradual hearing loss.
- 95 decibels: electric drill
- 100 decibels: woodworking shop, factory machinery; recommend avoiding more than 15 minutes of unprotected exposure.
- 105 decibels: snow blower
- 110 decibels: chainsaw, leaf blower; regular exposure of more than one minute risks permanent hearing loss.
- 120 decibels: ambulance siren, pneumatic drill, heavy machinery, jet plane on ramp
- 130 decibels: jackhammer, power drill, air raid
- 140 decibels: airplane taking off, rock concert, firecracker

An increase of six decibels equals a doubling of noise produced (a noise level of 96 decibels is twice as harmful as a noise level of 90 decibels).

Hearing loss can be prevented by a combination of increasing the distance between the person and the noise source, decreasing the exposure time to the noise source, and using personal protective equipment. PPE options are earplugs, canal caps and earmuffs (cap mounted designs are available). Hearing protection must be comfortable to be effective. The hearing protection must be worn consistently for the entire length of the exposure. For instance, an earmuff NRR (noise-reduction rating) of 20 db for only five minutes will reduce the effective NRR to 18 db.

Don’t over protect. Select hearing protectors that provide adequate but not excessive protection for overall performance and effectiveness for employees. Workers must be able to hear talking, loudspeaker transmissions, warning signals and important machine sounds, while reducing the risk of permanent hearing damage.
Fact Sheet

Occupational Foot Protection

Employees who face possible foot or leg injuries from falling or rolling objects or from crushing or penetrating materials should wear protective footwear. Also, employees whose work involves exposure to hot substances or corrosive or poisonous materials must have protective gear to cover exposed body parts, including legs and feet. If an employee’s feet may be exposed to electrical hazards, non-conductive footwear should be worn. On the other hand, workplace exposure to static electricity may necessitate the use of conductive footwear.

Safety footwear must meet ANSI minimum compression and impact performance standards in ANSI Z41-1991 (American National Standard for Personal Protection-Protective Footwear) or provide equivalent protection. Footwear purchased before July 5, 1994, must meet or provide equivalent protection to the earlier ANSI Standard (ANSI Z41.1-1967). All ANSI-approved footwear has a protective toe and offers impact and compression protection. The type and amount of protection varies. Different footwear protects in different ways. Check the product’s labeling or consult the manufacturer to make sure the footwear will protect the user from the hazards they face.

Foot and leg protection choices include leggings, metatarsal guards, toe guards, combination foot and shine guards, and safety shoes.

Special purpose shoes include electrically conductive shoes, electrical hazard, safety-toe shoes and foundry shoes.

As with all PPE, safety footwear should be inspected prior to each use. Shoes and leggings should be checked for wear and tear at reasonable intervals. This includes looking for cracks or holes, separation of materials, broken buckles or laces. The soles of shoes should be checked for pieces of metal or other embedded items that could present electrical or tripping hazards. Follow the manufacturers’ recommendations for cleaning and maintenance of protective footwear.
Fact Sheet

Respiratory Protection

OSHA regulates the use of respirators in general industry through 29 CFR 1910.134 and various substance-specific standards such as asbestos (29 CRF 1910.1001) or Lead (29 CFR 1910.1025).

Respiratory protection is required when an airborne contaminant exceeds the permissible exposure limit for a particular substance. PELs are set by OSHA and found in regulation 29 CFR 1910.1000, Table Z-1 Limits for Air Contaminants.

Respirators protect the worker by:

1. removing contaminants from the air.
2. filtering out chemicals and gases.
3. supplying clean respirable air from another source.
   - airline respirators use compressed air from a remote source.
   - self-contained breathing apparatus (SCBA) include their own air supply.

OSHA requires an employer to develop and use a written respiratory-protection program with work-site-specific procedures that must be managed by a trained administrator.

In order to provide proper protection:

- identify contaminants
- sample the atmosphere level
- choose the proper respirator for the hazard.

Recommendations

Respirators should only be used when engineering control systems are not feasible. Engineering control systems, such as adequate ventilation or scrubbing of contaminants, should be used to make respirator use unnecessary.
Respirators should only be used by workers who have successfully passed classroom training, supervised onsite training and testing in situations that mirror work sites where they will be assigned.

Selecting the proper respirator for the job, the hazard and the person is very important, as is thorough training in the use and limitations of respirators.
Checklist

Personal Protective Equipment

Answer “Yes” or “No.”

All personal protective clothing and equipment is of safe design and construction for the work to be performed.

PPE is maintained in a sanitary and reliable condition. Only those items of protective clothing and equipment that meet NIOSH or ANSI (American National Standards Institute) standards will be procured or accepted for use.

PPE should be inspected, cleaned, and maintained at regular intervals so that the PPE provides the requisite protection. Personal protective equipment shall not be shared between employees until it has been properly cleaned and sanitized. PPE will be distributed for individual use whenever possible.

Eye and Face Protection

All persons who may be in eye hazard areas wear protective eyewear.

Suitable protectors shall be used when employees are exposed to hazards from flying particles, molten metal, acids or caustic liquids, chemical liquids, gases, or vapors, or potentially injurious light radiation.

Wearers of contact lenses must also wear appropriate eye and face protection devices in a hazardous environment.

Side protectors shall be used when there is a hazard from flying objects.

For employees who wear prescription lenses, eye protectors shall either incorporate the prescription in the design or fit properly over the prescription lenses.

Emergency eyewash facilities will be provided in all areas where the eyes of any employee may be exposed to corrosive materials. All such emergency facilities will be located where they are easily accessible in an emergency.
Face shields and goggles should be worn whenever procedures with a high potential for creating aerosols are conducted.

Appropriate eye and face protection should also be worn by all personnel entering animal rooms housing non-human primates.

**Head Protection**

Head protection will be furnished to, and used by, all employees and contractors engaged in construction and other miscellaneous work.

Head protection is also required to be worn by engineers, inspectors, and visitors at construction sites when hazards from falling or fixed objects, or electrical shock are present.

**Foot Protection**

Safety shoes or boots with impact protection are worn in work areas where carrying or handling materials such as packages, objects, parts or heavy tools, which could be dropped; and for other activities where objects might fall onto the feet.

Safety shoes or boots with compression protection are worn for work activities involving skid trucks (manual materials handling cars) or other activities in which materials or equipment could potentially roll over an employee’s feet.

Safety shoes or boots with puncture protection are worn where sharp objects such as nails, wire, tacks, screws, large staples, scrap metal etc., could be stepped on by employees causing a foot injury.

Sandals and other types of open-toed shoes are not permitted in labs using biohazards or chemicals, due to the potential exposure to infectious agents or toxic materials as well as physical injuries associated with the work.

**Hand Protection**

Suitable gloves are worn when hazards from chemicals, cuts, lacerations, abrasions, punctures, burns, and harmful temperature extremes are present.

Gloves are worn in labs and animal rooms when handling infected animals and when skin contact with infectious materials, including blood and body fluids, is unavoidable.
Checklist

PPE Self-Inspection

Are employers assessing the workplace to determine if hazards that require the use of personal protective equipment (for example, head, eye, face, hand, or foot protection) are present or are likely to be present?

If hazards or the likelihood of hazards are found, are employers selecting and having affected employees use properly fitted personal protective equipment suitable for protection from these hazards?

Has the employee been trained on PPE procedures: what PPE is necessary for a job task, when they need it, and how to properly adjust it?

Are protective goggles or face shields provided and worn where there is any danger of flying particles or corrosive materials?

Are approved safety glasses required to be worn at all times in areas where there is a risk of eye injuries such as punctures, abrasions, contusions or burns?

Are employees who need corrective lenses (glasses or contacts) in working environments having harmful exposures, required to wear only approved safety glasses, protective goggles, or use other medically approved precautionary procedures?

Are protective gloves, aprons, shields, or other means provided and required where employees could be cut or where there is reasonably anticipated exposure to corrosive liquids, chemicals, blood, or other potentially infectious materials? See 29 CFR 1910.1030(b) for the definition of "other potentially infectious materials."

Are hard hats provided and worn where danger of falling objects exists?

Are hard hats inspected periodically for damage to the shell and suspension system?

Is appropriate foot protection required where there is the risk of foot injuries from hot, corrosive, or poisonous substances, falling objects, crushing or penetrating actions?

Are approved respirators provided for regular or emergency use where needed?

Is all protective equipment maintained in a sanitary condition and ready for use?

Do you have eye wash facilities and a quick drench shower within the work area where employees are exposed to injurious corrosive materials? Where special equipment is needed for electrical workers, is it available?

Where food or beverages are consumed on the premises, are they consumed in areas where there is no exposure to toxic material, blood, or other potentially infectious materials?
Is protection against the effects of occupational noise exposure provided when sound levels exceed those of the OSHA noise standard?

Are adequate work procedures, protective clothing and equipment provided and used when cleaning up spilled toxic or otherwise hazardous materials or liquids?

Are there appropriate procedures in place for disposing of or decontaminating personal protective equipment contaminated with, or reasonably anticipated to be contaminated with, blood or other potentially infectious materials?
Checklist

OSHA PPE Regulation

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<td>Have employees been trained as to the proper selection, fitting, use and maintenance of all PPE they are required to wear?</td>
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<td>Are NIOSH-approved respirators provided for regular or emergency use where needed?</td>
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<td>Is there a written program addressing the use of respirators? If so, has it been evaluated within the last 12 months?</td>
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<td>Have employees been trained in the proper selection, fitting, use and maintenance of respirators?</td>
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Fact Sheet

Prevent Crime through Environmental Design

Crime Prevention through Environmental Design (CPTED) is based on a theory that the proper design and effective use of a facility can increase a feeling of safety and improve the quality of life for the employees, and reduce the opportunity for crimes to occur. In other words, if a site is laid out well, the likelihood of it being targeted for a crime is reduced.

Crime prevention is defined as the anticipation, recognition and an appraisal of a crime risk and the initiation of some action to remove or reduce it. CPTED takes crime prevention one step further by studying the site design and working with architects, city planners, landscape and interior designers to create safer designs in new and existing facilities. Good design can be safe design.

CPTED concepts and strategies take into account how people behave in an environment, how that environment lends itself to a productive and safe use by those using the space, and how crime prevention may be applied. Issues such as the building orientation, entrances/exits, parking lot location, landscaping, lighting, fences, sidewalks, signage are just a few examples of what is considered when a site plan is reviewed for being laid out well and/or safe. Interior colors, lighting, ceiling heights, reception area design, hallway size, width of counters make environments feel safe, yet pleasing, to staff and service recipients, while deterring would-be criminals.

Adaptation

Many public entities are not designing their buildings from scratch, but they can use less expensive approaches to help reduce crime. For example, lowered ceilings, softer and lower-wattage lighting, and calming paint colors reduce anxiety that can lead to shouting, acting out and other violence. Narrowing the hallway as it leads from the main entry doors to the reception area naturally slows people down and directs them.

CPTED is much more far-reaching than dead bolts on doors and locks on windows. The principles can be applied easily and inexpensively to building or remodeling, and have been
implemented in communities across the nation. CPTED applies three key concepts, all of which are interrelated.

1. Natural surveillance—the placement of physical features, activities and people in such a way as to maximize visibility:
   - raised entrances
   - low-level landscaping
   - windows face rear parking lots
   - exterior of building well lit

2. Natural access control—the physical guidance of people coming and going from a space that deny access and challenge unwanted visitors by the judicial placement of:
   - entrances,
   - exits,
   - fencing,
   - landscaping and
   - lighting

3. Territorial reinforcement—Territorial reinforcement is the use of physical attributes that express ownership and make intruders feel unsafe and unwelcome:
   - fencing,
   - signage,
   - landscaping and
   - pavement treatments

The way we react to an environment is more often than not determined by the cues we are picking up from that environment. Those things which make normal or legitimate users of a space feel safe (such as good lighting), make abnormal or illegitimate users of the same space feel unsafe in pursuing undesirable behaviors (such as stealing from motor vehicles).

**Recommendations**

Following are some specific things you can enact without rebuilding, remodeling or moving your facility.

**Exterior**

Request that the police do a security assessment of the public entity’s facility. This is especially helpful in a high-crime neighborhood. The assessment helps determine if you’ve done everything you can to secure the premises and provide for the safety of your personnel, clients and visitors. If not, you’ll have a list of improvements that can become a strategy. Presenting a neat, cared-for front makes your site less of a target. These might include:

- Regularly remove graffiti from walkways, walls and pavement.
- Pick up litter and debris from the grounds.
- Cut back foliage from windows, entrances, and exits.
- Provide extra strong locks, grills or grates or an alarm system on entries to the building.
- Offer classes in street smarts to employees.
Fact Sheet

Identity Theft

Masters of disguise are using others’ identities to support lavish lifestyles. Using one or two verifiable pieces of data identity, thieves construct a life for themselves and commit someone else’s money to supporting it. Armed with name, address, Social Security number, credit cards and PINs (personal identification numbers) stolen from personnel files, office waste baskets and electronic databases, thieves are racking up thousands of dollars against other people’s business accounts.

Professional thieves hit hard and fast. Many of them have inside contacts who gather data on current and past employees for a price. These staffers might be someone in senior management, clerks or counselors in HR department, clerical floats or temporary staff. Motivated by making a quick buck, the thrill of getting away with something or getting back at someone, they hand over another’s identity to criminals. But none of their reasons for engagement protect the entity should the person whose identity was stolen decide to come after the public entity for negligence. What can serve in an entity’s defense are strong internal controls that show the entity is fulfilling its duty of care in protecting personal information gathered from employees.

The first thing to do to make the workplace safer is to make a list of whose information is collected:

- paid staff
- contractors

Then identify

- what is collected
- why it is collected
- when it is collected
- where it is stored
- who has access to the information
- how the entity protects the privacy of the information
Analyze the results to discover where the holes are and plug them. Make the identity theft less easy to accomplish, or “harden the target.” Balancing the needs and rights of an entity against its employees and others with whom it does business can be tricky. Create use policies, educate people on their existence and chastise those who break a policy. And keep in mind that the greatest security risk a public entity faces is from disgruntled insiders—not the contract person cleaning the office in the evening or a teenage hacker seeking access to your systems for the thrill factor.

**Recommendations**

To protect against the theft of employees’ personal information from the workplace:

**Create Policies**

Create a policy to protect employees’ identity from theft in all forms (file cabinets, network databases, Web sites, wastepaper, and such financial documents as receipts or 1099 forms. Examine policy violations carefully to determine whether the public entity can take any steps to prevent future violations.

**Secure Records**

Keep the entity’s systems secure. Never leave current or former personnel files in an unlocked cabinet or on desktops where they could be perused or stolen. Change system passwords on a regular basis (every 60 to 90 days), and keep regular audit trails of information accessed on your database. When telecommuting employees terminate their employment with the entity, change the access phone numbers into your system to prevent unauthorized entry.

Carefully guard documents that contain personal data about employees and contractors. If these documents are not to be saved under the entity’s document retention policy, they should be destroyed by shredding. Never discard these materials intact.

Review the storage of personal information on the entity’s networked computers to make certain that any sensitive files are password protected. Remember that passwords for these documents, as well as other passwords used to restrict access, should be changed at least every six months.

Remember to consider the entity’s Web site. If the entity collects personal employee information through its Web site, develop a statement that addresses how the public entity protects the security and confidentiality of this information.

**Check Vendor Security**

Discuss information security with all vendors that have access to employee and contractor information to make certain that protecting personal information against theft is a top priority of those companies.

**Limit Access**
Restrict access to sensitive online and paper files by employees who are about to be terminated. Include a provision in the entity’s personnel policies indicating that employees are strictly prohibited from attempting to open or access restricted files that contain personal information about other employees or clients unless access to such information is part of an employee’s job responsibilities. Employees who violate this rule will be subject to discipline, up to and including termination.

**Educate People**

Articulate your entity’s policy concerning employee privacy. Provide periodic updates to staff members in order to keep all personnel abreast of changes in record keeping and documents destruction policies.

Develop an information sheet to distribute to employees who believe they are the victim of identity theft. The material should contain the telephone numbers of the fraud departments for the major credit bureaus, and tips for reporting suspected identity theft to the local police, Federal Trade Commission (1-877-382-4357), banks, and credit bureaus. The document should emphasize the importance of prompt action by employees to prevent further theft. Suggest that employees also complete the FTC’s Identity Theft Affidavit.

**Investigate Claims**

Promptly investigate any allegations that staff privacy has been compromised, and document these investigations. Report identity theft. Contact the entity’s legal counsel when it is believed privacy has been compromised, and seek independent advice in conducting an investigation.

Discipline anyone under the entity’s purview—staff member, contractor (i.e., contract cleaning crew, bookkeeper/CPA) who has violated the entity’s privacy policy, therefore jeopardizing the safety of the workplace.
Fact Sheet

Protecting Business Credit Cards

Company credit cards should be issued to employees based on their job descriptions. Those who do extensive travel (cross town or cross country), cover expenses involved with service to clients (i.e., field trips) or are authorized to make emergency purchases in the absence of the executive director would be candidates for a company card. Policies and procedures spelling out what will be reimbursed and up to what limit are good risk management procedures.

New User Instructions

When an employee gets a company card, instruct him or her to:

- Sign the new card as soon as it arrives
- Treat the card like money. Store it in a secure place.
- Notify card issuer immediately if the billing statement is incorrect or the credit card is lost or stolen.
- Don’t leave the credit card in hotel rooms.
- Don’t leave gasoline credit card receipts at the pump. They contain credit card number.
- Don’t leave the credit card unnecessarily visible for long periods of time; the number can be copied even if the card isn’t taken.
- Remember to get the card and receipt after a transaction, and double-check to be sure they’re yours.
- Shred anything with the account number before throwing it away, including pre-approved credit card offers.
- Attach receipts to the expense form so accounting can reconcile claims against the credit card bill.

Company Card Procedures

Put these procedures into practice to protect all company cards:

- If the nonprofit doesn’t receive its credit card billing statement, notify the company immediately.
• Request a copy of the Nonprofit’s credit report every few years. Reviewing your report will tell you if anyone has applied for credit in the name of employees with company cards and if any accounts are being used without your knowledge, with the billing statement being sent to a different address.
• Instigate a policy that no employee is to give a card number over the phone unless the call is initiated by the employee. Employees should always ask why information is needed before providing it.
Fact Sheet

Office Activities

The nature of office activities depends on the size, structure and function of the department.

Nature of the Hazard

The introduction of individuals (i.e., members of the public, vendors, contractors) who are not necessarily familiar with the building or the office routine can create safety issues. If these individuals are disabled or frail elderly, then mobility or sight impairment could exacerbate these safety issues. Use of restrooms by outsiders can pose problems if safety practices are not in place.

Staff members need to understand the safety practices associated with all office activities. Activities such as mail and package delivery, filing, computer usage, and storage can pose safety hazards if these activities are not in keeping with safety recommendations.

Recommendations

Protocols should be in place for receiving mail and packages and alerting authorities immediately if suspicious mail or packages are delivered.
Fact Sheet

Handling Mail and Incoming Packages and Deliveries

Mail and packages are delivered on at least a daily basis and sometimes several times a day.

Nature of the Hazard

The threat of terrorism has cast a heightened level of attention to how mail is handled and delivered. Suspicious packages are clearly a hazard, but more often, the genuine hazard is the potential for injuries caused by the careless handling of heavy or awkward packages.

Stacking incoming boxes and packages can be a hazard as well. Sacks of mail and mail carts can pose a tripping or falling hazard to workers, particularly if the mailroom is too small for the size of the operations.

Ensure that all employees and delivery people from the Postal Service, and other package delivery vendors are clearly identified and that vehicles are parked in the appropriate location for deliveries.
Mail Protocol

The mail room staff should be briefed on the types of hazards posed by suspicious packages or letters. In particular, there should be a set of protocols put into place to deal with any letters or packages that appear suspicious. The most important protocol is to notify authorities immediately. Do not attempt to open or move the package.

General Suspicious Mail Indicators

Be suspicious of any letter or package that:

- Has any powdery substance on the outside.
- Has excessive postage, is handwritten or contains a poorly typed address, incorrect title or just a title with no name, or misspells common words.
- Is addressed to someone no longer with your organization or is otherwise outdated.
- Has no return address or one that can’t be verified as legitimate.
- Is of unusual weight, given its size, or is lopsided or oddly shaped.
- Has an unusual amount of tape on it.
- Is marked with restrictive endorsements, such as “Personal” or “Confidential.”
- Has strange odors, stains, or protruding wires.

Recommendations

- Be realistic about the amount of room that is needed to receive, sort and prepare mail and packages for delivery.
- Ensure that all staff members are trained in proper lifting methods, and provide carts, hand-trucks or dollies to move boxes and containers of mail.
- Evaluate on a regular basis the volume patterns of mail and package deliveries, and the types of supplies and materials that are delivered on regular basis. Don’t open any parcel until verified as safe. If you receive a suspicious letter or package:
  - Handle with care. Don’t shake or bump. Don’t open, smell, touch or taste it.
  - Isolate it immediately. Treat is as suspect. Call local law enforcement authorities.
Fact Sheet

Reporting Credit Card Fraud or Identity Theft

If an employee has been the victim of credit card fraud or identity theft, act quickly to report the loss.

Recommendations

- Report the theft to the credit card issuers. Get replacement cards with new account numbers and ask that the old account be processed as “account closed at consumers request” for credit record purposes. Follow up this telephone conversation with a letter to the credit card company that summarizes your requests in writing.
- Report the crime to the police in the jurisdiction where the cards were stolen, this proves to credit providers you were diligent, and is a first step toward an investigation (if there ever is one). Get a copy of your police report or case number. Credit card companies, your bank, and the insurance company may ask you to reference the report to verify the crime.
- Call the three national credit-reporting organizations—Equifax to, Experian and Trans Union—immediately to place a fraud alert on your name and Social Security number. The alert indicates to any company that checks your credit that your information was stolen and they have to contact you by phone to authorize new credit.
- Keep a log of all conversations with authorities and financial entities.

Three National Credit-Reporting Organizations

Equifax

1-800-525-6285
Equifax Credit Information Services—Consumer Fraud Division
P.O. Box 105496
Atlanta, Georgia 30348-5496
Tel: (800) 997-2493
www.equifax.com
Experian (formerly TRW)

1-888-397-3742
Experian
P.O. Box 2104
Allen, Texas 75013-2104
Tel: (888) 397-3742
www.experian.com

Trans Union

1-800-680-7289
Trans Union Fraud Victim Assistance Dept.
P.O. Box 390
Springfield, PA 19064-0390
Tel: (800) 680-7289
www.transunion.com

Social Security Administration (fraud line)

1-800-269-0271

U.S. Secret Service

The Secret Service has primary jurisdiction to investigate credit card fraud and identify fraud.

FTC

The Federal Trade Commission is the federal clearinghouse for complaints by victims of identity theft. Although the FTC doesn’t have the authority to bring criminal cases, the commission assists victims of identity theft by providing them with information to help them resolve the financial and other problems that can result from identity theft. The FTC also may refer victim complaints to other appropriate government agencies and private organizations for further action. If you have been a victim of ID theft, you can file a complaint with the FTC by contacting the FTC's Consumer Response Center.

Toll-free 877-FTC-HELP (382-4357)
TDD: 202-326-2502
Consumer Response Center
Federal Trade Commission
600 Pennsylvania Ave, NW
Washington, DC 20580
www.ftc.gov/ftc/complaint.htm

For consumer information:
www.ftc.gov/ftc/consumer.htm
Threatening Call Report Form

Instructions:

1. Be calm and courteous
2. Let the caller speak.
3. Keep the caller on the line as long as you can.
4. Record as much of the caller’s conversation verbatim, as possible.
5. Notify your supervisor (or, if your supervisor is unavailable, the department or entity director) immediately after the call.
6. Don’t tell anyone else about the call or caller.

Ask:

1. Who are you?
2. Where are you?
3. What do you want from us?
4. What are you going to do?
5. Why are you doing this?

Threatening Caller Profile

Date: ______________ Time of call __________a.m./p.m.

Your name: ______________________________________

Caller’s Exact Words: __________________________________

________________________________________________________

Male _____ Female_____

Try to estimate the following while speaking to the caller:

Adult _____ Teen ____ Child _____ Approx. Age. _________

Circle any and all characteristics that apply to the caller:
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Checklist

Handling Mail and Incoming Packages/Deliveries

*Answer “Yes” or “No.”*

Mail and parcel deliveries are brought to a single location for receiving and signing.

All mail carriers and delivery people are required to wear identification.

Delivery vehicles are required to park in designated areas away from office foot traffic.

Staff members are trained in proper lifting techniques and are required to use personal protective equipment if necessary.

Staff members are trained to use equipment such as forklifts to transport heavy boxes and other heavy materials delivered to the nonprofit.

Staff members are provided with ergonomically sound work areas to sort mail for delivery within the nonprofit.

A log is kept to track all receipt of packages, deliveries or other materials.

Staff members are briefed on security issues as necessary.
Checklist

Office Activities

*Answer “Yes” or “No.”*

There is a protocol for receiving mail and packages.

Transactions that take place in the reception area or front desk are evaluated for security and safety issues.

Clients have adequate space for entering the office and waiting for service.

Staff members know the safety practices associated with the various activities that take place in an office setting.

Staff members understand how to make their work areas ergonomically sound.

The office layout is designed to accommodate the various activities that take place in the office.

Exits are clearly marked and all staff, volunteers and clients know the location of the nearest exit.

Smoke detectors are tested on a regular basis.

Paper is not allowed to accumulate on the floors or on surface areas.

There are specially designed pads under loose rugs to hold them securely to the floor.
Bomb Threat Procedures

Introduction

Bombs, explosive devices and bomb threats pose a serious Public Safety problem to the Wagner College campus. In the event a bomb threat is received, all available information should be obtained and relayed to the Public Safety office.

It is important not to use your cellphone if there is any possibility of an explosive device.

Most bomb threats are delivered by telephone. If you receive a bomb threat, follow these guidelines:

- Remain calm.
- Try to keep the caller on the line for as long as possible.
- Ask the caller to repeat information and record this on the Bomb Threat Report Form.
- Ask as many questions as possible, utilizing the Bomb threat Report Form.
- Pay attention to background noises, such as motors running, music, and voices. Take notes and record accordingly.
- Listen closely to the voice to determine voice quality, accents, speech impediments or unusual characteristics.
Bomb Threat Report Form

Exact time of call ________________________________.

Exact words of caller
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Questions to ask

1. When is the bomb going to explode
2. Where is the bomb?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. Where are you calling from?
9. What is your address?
10. What is your name?

Caller’s Voice (Circle)    Male    Female
Calm   Disguised   Nasal   Angry   Broken
Stutter   Slow   Sincere   Lisp   Rapid
Giggling   Deep   Crying   Squeaky   Excited
Stressed   Accent   Loud   Slurred   Normal

If the voice is familiar, whom did it sound like________________________________________.

Were there any background noises__________________________________________________

Person receiving call___________________ Telephone number call was received at_________

Report calls immediately to Public Safety 3148

They will notify NYPD and FDNY. If you are unable to immediately contact Public Safety, dial 911.
Checklist

Preventing Bomb Threats

Answer “Yes” or “No.”

The employee receiving the call is trained to keep the caller on the line, to ask the caller to repeat the message several times, and to gather additional information, such as caller ID information.

The caller’s threats are written down in the caller’s own words and recorded with any additional information.

Employees are instructed not to hang up on the caller under any circumstances?

Telephone receptionists are trained to know to ask questions such as:

- What kind of bomb is it?
- What does it look like? Please describe it.
- Where is it located? Can you give us the office and floor number and building location?
- What will cause it to detonate?
- Many innocent people may be hurt. Why are you doing this
- What is your name and address?

Phone numbers [911 or other local emergency number, for example] are posted to notify the police and fire department immediately.

Employees understand how to implement evacuation procedures.
Checklist

Security Issues

*Answer “Yes” or “No.”*

Are staff members trained to identify suspicious packages?

Do staff members understand what to do if a suspicious package arrives?

Are guidelines for dealing with suspicious packages posted in a prominent place?

Are mailroom and/or receptionist staff members required to wear latex gloves when opening mail?

Are mailroom and receptionist staff members alerted if the potential exists for suspicious mail from a disgruntled client or former employee?
Fact Sheet

Workplace Stress

Rising workplace stress is a large albatross hanging around the necks of workers and employers. According to recent studies of the subject by the U.S. Department of Labor, the American Psychological Association, Yankelovich Monitor and CCH Inc., there was a 20.3 percent increase in job absences caused by anxiety, stress and neurotic disorders. Stress affects moral, productivity and safety. Developing a healthy workplace can pay off in reversing this trend. Inviting employees to have a say about their work environment in an honest and open fashion can change the workplace culture and reduce stress. Other successful management practices include improving communication, increasing staff members’ decision making, offering flexible job scheduling, encouraging breaks and working in team toward a common goal, and leadership and professional development opportunities. Providing such services as language classes, child care, onsite flu shots or health screening, and tuition reimbursement programs also help balance work–life issues thus reducing stress. One winner of APA’s 2003 Best Practice award allows injured employees time to recuperate and helps them ease back into work by doing light-duty work at community nonprofit organizations—all while receiving their normal compensation. Another offered three months’ notice and job placement services to employees affected by layoffs.

Workplace Stress Defined

Workplace stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the employee. Workplace stress results from the interaction of the staff member and the conditions of work. Views differ, however, on the importance of the individual characteristics versus working conditions as the primary cause of job stress. Differences in such individual characteristics as personality and coping style are most important in predicting whether certain job conditions will result in stress—in other words, what is stressful for one person may not be a problem for someone else. Other factors to consider in workplace stress include the design of tasks, autocratic management style, work roles, job insecurity or such difficult environmental conditions as noisy or dangerous working conditions.
Early Warnings of Job Stress

- Headache
- Sleep disturbances
- Difficulty in concentrating
- Short temper
- Upset stomach
- Job dissatisfaction
- Low morale

Hazards Associated With Workplace Stress

Workplace stress can have physiological effects, which include headache, sleep disturbances, difficulty concentrating, digestive problems and depression, on employees. The effects of job stress on chronic diseases are more difficult to see because chronic diseases take a long time to develop and can be influenced by many factors other than stress. Nonetheless, evidence is rapidly accumulating to suggest that stress plays an important role in several types of chronic health problems—especially cardiovascular disease, musculoskeletal disorders, and psychological disorders. Lack of concentration or stress reaction can lead to workplace injuries.

Dealing with workplace stress should encompass the staff member and the job. The person should have the opportunity to participate in such wellness programs as stress reduction, exercise, and weight maintenance.
Fact Sheet

Addressing Threats

For the most part, the people who work in the public sector are well meaning folk who want to contribute to the betterment of the broader community. Occasionally, a handful of people—through their words and actions—strike fear in the hearts of public sector employees. For example:

- The recently terminated employee who shouts, “I will get you for this!” as he is being escorted out of the building;
- The anonymous caller who leaves a message on the entity’s answering machine expressing rage at the entity’s selection of a particular zoning decision.

The entity needs to interpret and address threats against specific people or the particular entity or agency. Staff members need to discern an “empty threat” from one that is serious. They need to know when a threat should be reported to law enforcement or when to obtain outside help addressing threats.

Evaluating Threats

Determining which threat to take seriously, which is just venting or which is a hoax is part experience, part intuition and part luck. The nonprofit can create policies that put people on notice that threats will not be tolerated. For instance:

Bomb Threats—Employees or volunteers shall not engage in any illegal conduct involving firebombs, explosive or incendiary materials or devices or hoax explosive devices or chemical bombs as defined in the state code. Moreover, employees or volunteers shall not make any real or false threats to bomb the nonprofit’s personnel or property.

In addition to these specific standards, make it clear that staff shall not engage in any conduct which materially and substantially disrupts the organization’s programs or which is otherwise a violation of federal, state or local law.

Handling Threats

The nonprofit can create policies and procedures to tell employees and volunteers how they are expected to handle specific threats, such as:

“No bomb threat or arson threat call should be taken as a joke or disregarded. Treat all such calls as real threats to safety and immediately contact the Security Department. This includes threats of death or bodily injury.
1. The danger of a possible fire or bombing is too great to ignore. Whenever a threat is received at the (your organization’s name) about a bomb or fire threat, the following actions must be taken:
   o Call the Security officer or department at extension xxxx immediately.
   o Sound the fire alarm and evacuate the building immediately pursuant to the procedure for a fire evacuation.
   o Notify the police in the case of a bomb threat or the fire department in the case of a fire threat.
   o No one can reenter the building until authorized by the appropriate police and/or fire authorities.

2. Threats of death or bodily injury should be reported to the Security officer or department immediately.”

**Post Procedures**

The nonprofit can post procedures in the workplace.

“Suspicious Parcels or Letters

Do not try to open the mail piece!

Isolate the mail piece.

Evacuate the immediate area.

Call a Postal Inspector to report that you’ve received a letter or parcel in the mail that may contain biological or chemical substances.”

“Heads Up” Procedures

The nonprofit can alert senior management to take calls seriously when a terminated employee or a dismissed client appears to be exceptionally agitated.

**Involving Law Enforcement**

This is a case of it is better to be safe than sorry. If there is any possibility that the threat to harm to property or personnel is real, call in the next level of defense. Follow the chain of command in your organization—unless the threat is imminent. If the person threatens and immediately follows through, staff members should be instructed to call 9-1-1 (or the variation of this emergency number in the community). If the staff member has a wireless device, the person should leave the building and make the call. If the individual can safely call from within the building, he/she should call from there. Instruct personnel to calm down by taking several deep breaths, then speaking slowly, say what the threat is (man with a gun; ticking package, etc.), give his/her name, the address of the building and the number of people on the scene (in the building, on the playing field, etc.)
Threat of Physical Harm

When one of your employees or volunteers has been threatened with physical harm, it is important to take immediate action to protect the employee or volunteer. First, meet with the person to obtain details of the threat and assess their feelings about its seriousness and fear level. Next, discuss with the individual what steps the organization might take. Some of the steps that you might agree on include:

- Requiring that visitors to the office be identified and then “buzzed” in rather than leaving your front office door open;
- Restricting the employee’s or volunteer’s work hours to times when other staff members will be in the office;
- Providing an escort for the employee or volunteer from the office to his or her vehicle;
- Allowing the employee to take unscheduled leave;
- Setting up a meeting with a representative of the local police department and the employee or volunteer

Threat of a Lawsuit

In some cases an angry employee, volunteer or client may threaten to sue the nonprofit. At a minimum, make a record of the threat and file a note indicating the statement made, and date and time in the appropriate file in your office (e.g. personnel, volunteer, client, vendor, unknown person file). Even before the nonprofit is threatened, speak to the organization’s insurance advisor (broker or agent) about whether your particular insurance providers want threats of litigation reported as “incidents” under your current policies. This differs on a company-to-company basis. Some companies prefer to receive notice of incidents so that they can decide whether any assistance or intervention on their part will potentially ward off the threatened litigation. Others prefer that their insured’s only report formal lawsuits or other claims.

Threatening Caller

At some time your nonprofit may receive a threatening phone call. It’s a good idea to train the people who answer the phone in your nonprofit to respond appropriately. At a minimum, the staff member should try to record as much information as possible about the caller and the threat. Many organizations that have experience in this area report that using a checklist is the best strategy for recording pertinent details of the threatening call.
Fact Sheet

Preventing Bullying

Workplace bullies intentionally shove or walk into people, block their passage in the halls, lock them in closets, steal kisses, and steal personal possessions. They may confront, intimidate, and/or abuse their peers and even supervisors. And sometimes the supervisors are the bullies.

Bullying is about power, usually by someone who perceives he or she has very little of it. It’s also an early form of aggressive, violent behavior. Employees bullied by their peers may fake illness or otherwise refuse to attend work, may bring weapons to work to defend themselves against the bullies, or may turn violent themselves and seek retaliation because they feel those in charge can’t or won’t protect them.

Bullying costs public entities in time and money. The financial costs are invoiced as legal fees, property repair, low productivity, or loss of income. Time is measured in lost-hours from work due to fear or illness and in responding to reported cases of bullying. The risk can be managed and it’s to the entity’s advantage to support strategies to protect workers.

Why Be Concerned?

Bullies become invincible in their own minds. They are the berating, intimidating, harassing and even violent colleague, co-worker or boss. Bullying manifests itself as road rage and workplace violence, which can escalate into assault or homicide charges.

Bullies lower workplace morale. Victims become sad, depressed, angry, vengeful, scared and confused employees. These feelings get in the way of thinking, creating and producing. The bullies themselves can be angry and have low self-esteem, which they express by hitting, strong-arming or pushing, which causes physical pain, or calling people names, teasing or scaring them, which cause emotional pain. All these feelings fester and foment into a workplace environment where neither senior management nor employees want to be.

Demographics of a Bully

Bullies may wish to be more like, or are jealous of, the person they target who is smarter, different, or more popular. Anyone can be a target—but the targets are likely to have similar psychological traits: shy, sensitive and perhaps anxious or insecure. Others may be chosen for physical attributes: weight, stature or disability, or because they are a different nationality, race or religion than the bully.

The more obvious bullies are outgoing, aggressive, active and expressive. Their usual techniques are brute force or harassment. They need to rebel to feel superior and secure. They flout rules
and regulations. The less obvious bullies are more Machiavellian. They’re reserved, controlling with a glib tongue, saying the proper thing at the proper time, and out and outlying. These bullies gain their power quietly through guile, trickery and deceit.

No matter which style a bully exhibits, there are characteristics the two types share. They both:

- focus on their own pleasure.
- want to lord it over others.
- will use and abuse other people to get what they want.
- are in pain themselves.
- have a hard time seeing someone else’s viewpoint.

**Risk Management Strategies for Defusing Bullies**

Ideally senior staff will support a program to reduce the need for bullying. The task for developing the program might be delegated to a committee headed up by the safety officer or risk manager. An approach that involves representatives from senior management, human resources, legal, and all levels of employees is the most effective. When all concerned are working toward the common goal, the synergy maximizes the efforts. Psychologist and author Carla Garrity says, “You can outnumber the bullies if you teach the silent majority to stand up.”

**Senior Management**

Analyze quantity and types of complaints that could indicate a hostile workplace environment due to bullying. Look for trends:

- Are there employees in one department or program who are exhibiting several symptoms being a victim of bullying?
- Is there a person who seems to be constantly named as the perpetrator of bullying tactics?
- What type of investigation has occurred?
- Has disciplinary action been taken?
- Do the actions match the policies outlined in the handbook or standard operating procedures?

**Legal**

What state and local laws exist that affect bullying behavior? Are there special laws that relate to the entity’s purpose (incarcerated, criminals, youth, seniors, disabled or immigrant)?

**Supervisors**

Educate supervisors: Help them visualize bullying traits. Encourage them to listen to their staff members and to ask questions. Instruct supervisors to take their employees’ complaints of shoving, name-calling, harassment and theft seriously. Help supervisors identify symptoms that their staff may be victims. Some are withdrawal, lower productivity, and a sudden need for extra money.
Provide a checklist of how to report an incident internally. Include the name of a person or persons to call, their phone numbers, and what to record and report.

Engage supervisors in reducing bullying behavior by modeling nonphysical, consistently enforced measures of discipline as options to ridicule, sarcasm, yelling or ignoring bullying behavior.

Teach supervisors how to stop bullying behavior. What levels of intervention are appropriate? What are the signs that there is physical danger to the victim and/or the intervening supervisor? Who should the supervisor turn to for assistance?

Instruct them how to report an incident and to whom. Identify the information that needs to be recorded by senior management in order to follow up with questions and counseling for the victim, the bully and their individual supervisors. Explain any district, county or state rules and regulations that apply. Identify penalties for not complying.

**Employees**

The public entity can teach employees ways to resolve arguments other than violent words and actions. Tell them to “Use your words” when they are puffing up with anger or starting to make fists or getting ready to yell.

Street smarts can keep staff members from looking like a target for bullies: Walking confidently, staying alert to surroundings and standing up for themselves verbally can go a long way to discourage a bully from picking on a person.

**Recommendations**

To address everyone’s differences (gender, age, nationality, religious beliefs, family values) are neutralized, create a policy that:

- defines of what the public entity means by bullying
- states clearly the public entity’s zero tolerance of bullying
- gives examples of unacceptable behaviors and emphasizes this is only a sample
- explains the consequences of noncompliance with zero tolerance of bullying
- outlines the responsibilities of management and employees who witness or hear about bullying incidents
- provides avenues of support and redress for victims and those vicariously affected.

Work with the human relations or training department to develop in-service education for supervisors and employees that expands on the policies. Provide this training on a regular basis.

Provide a several-tiered method of reporting bullying; if the supervisor is the bully, who does the employee report to? If the agency head and the deputy are both bullies, who does the supervisor report the incident to?
Fact Sheet

Preventing Harassment/Hostile Environment

The difference between a well-intentioned compliment and troublesome allegations is in the fear of the recipient. Sexual harassment has as much to do with intent shown through body language, facial expression, proximity of the one person to the other, tone of voice, and pacing of delivery as the actual words. What separates the one workplace environment with written “no harassment” policies that are updated annually and the rest is proper education of management and staff members on how to enforce these policies effectively. Recent studies showed that the employees most likely to be involved in sexual harassment are the ones who received the least amount of prevention training.

Title VII of the Civil Rights Act of 1964

In 1986 that the U.S. Supreme Court first held that Title VII of the Civil Rights Act of 1964 prohibition of sex discrimination included sexual harassment. The Supreme Court identified two types of sexual harassment: quid pro quo (“this for that”) and hostile working environment.

EEOC Definition of Sexual Harassment

The Equal Opportunity Employment Commission, which is charged with enforcing the law, defines sexual harassment as: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. submission to such conduct is made either implicitly or explicitly a term or condition of employment;
2. submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with the individual’s work performance or creating an intimidating, hostile, or offensive working environment.”

In 1998, the Supreme Court recognized that Title VII also prohibits “same sex” sexual harassment regardless of sexual orientation.

Possible Harassment Conduct

Some common examples in of conduct that might be deemed harassment found in Sexual Harassment published by Fisher & Phillips Ltd., attorneys at law, include:

Physical actions:

- giving a neck or shoulder massage;
• touching a person’s body, hair, or clothing;
• hugging, kissing, or patting another;
• standing close to or brushing up against a person;
• touching or rubbing oneself in a private area or with sexual overtones near another person;
• touching, leaning over, cornering, or pinching someone; or
• snapping a woman’s bra strap.

Verbal actions:
• referring to another as a “girl,” “doll,” “babe,” “hunk,” or “honey”;
• whistling or making cat-calls at another;
• making comments about a person’s body, clothes, looks, anatomy, or manner of walking;
• turning work discussions into sexual topics;
• telling sexual jokes or stories;
• discussing one’s love life;
• asking about sexual fantasies, preferences, or history;
• repeatedly asking a person for a date who clearly is not interested;
• making kissing sounds, howling, or smacking lips; or
• telling lies or spreading rumors about a person’s sex life.

Non-Verbal actions:
• looking a person up and down;
• staring at someone;
• physically blocking a person’s path;
• making sexual gestures with one’s tongue or hands or other body movements;
• following a person around;
• giving unwanted personal gifts;
• displaying sexually-suggestive visuals (calendars, pictures, comics, food displays);
• making facial expressions such as winking, throwing kisses, licking lips; or
• requiring an employee to wear provocative clothing.

These actions and others constitute sexual harassment depending on their severity, frequency and whether or not they were unwelcome by the recipient. The action must be “welcomed” per the U.S. Supreme Court from the perspective of the victim and a reasonable person in the victim’s situation. The proper inquiry focuses on the recipient’s response to the specific sexual advance(s) at issue.

Indications of “unwelcomeness”
• the staff member did not solicit or incite the sexual advance;
• the staff member regarded the advance as undesirable or offensive;
• the staff member grimaced, frowned, or otherwise exhibited disagreement or resistance to the advance;
• the staff member turned away or pretended not to hear the sexual comments;
• the staff member pulled away, backed up, or attempted to avoid the perpetrator's touch; or
• the staff member immediately complained to management about the incident, or complained within a reasonable period under the circumstances.

**Taking Notice**

Be advised, a public entity should take a “notice” of sexual harassment seriously and consult legal advice. The entity would be unwise (without attorney advice) to dismiss the complaint on the basis that its entity has too few employees to be covered by any law (local, state, or federal) or because it deems it has no employer-employee relationship with the complainant.

There are two kinds of notice: “actual notice” and “constructive notice.” Actual notice happens via an employee complaint or via observation by the nonprofit’s supervisors that harassment is occurring. Constructive notice is when the facts or circumstances are such (i.e., loud, obnoxious employees who use profanity, vulgarity or sexually explicit terms) that any reasonable person would or should have known that harassment was occurring.
Assault Incident Reporting Form

Put a procedure in place for reporting incidents internally and to the police. A form would include:

Date _________________________

Time _________________________

Location of incident ______________________________

Description of incident ______________________________

Who was directly involved ____________________________

Name, title, address, phone number ____________________________

Relationship between people involved (spouse, ex co-worker, supervisor, etc.)

Who witnessed the event ____________________________

Witnesses’ experience of the event (what they saw; what was said by whom, etc.)

__________________________________________________________

__________________________________________________________
Checklist

Preventing Workplace Violence

Answer “Yes” or “No.”

The entity has a zero-tolerance policy toward workplace violence against or by workers.

The entity has a workplace violence prevention program or incorporated the information into an existing accident prevention program, employee handbook, or manual of standard operating procedures.

All employees know the policy and understand that all claims of workplace violence will be investigated and remedied promptly.

Safety education is provided for all workers so they know what conduct is not acceptable, what to do if they witness or are subjected to workplace violence, and how to protect themselves.

The workplace is secure. The entity has installed video surveillance, extra lighting, and alarm systems and minimized access by outsiders through identification badges, electronic keys, and guards.

The entity has a “buddy system” or provides an escort service or police assistance in potentially dangerous situations or at night.

Employees are taught how to recognize, avoid, or diffuse potentially violent situations by attending personal safety training programs.

Procedures for reporting and logging all incidents and threats of workplace violence are developed and presented.

Prompt medical evaluation and treatment are provided after any workplace violence incident.

Workplace violence incidents are reported to the local police promptly.

Victims of workplace violence are informed of their legal right to prosecute perpetrators.