OSHA Susan Harwood Grant Night Time Sanitation and Maintenance: Trainer Module

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Introduction to OSHA

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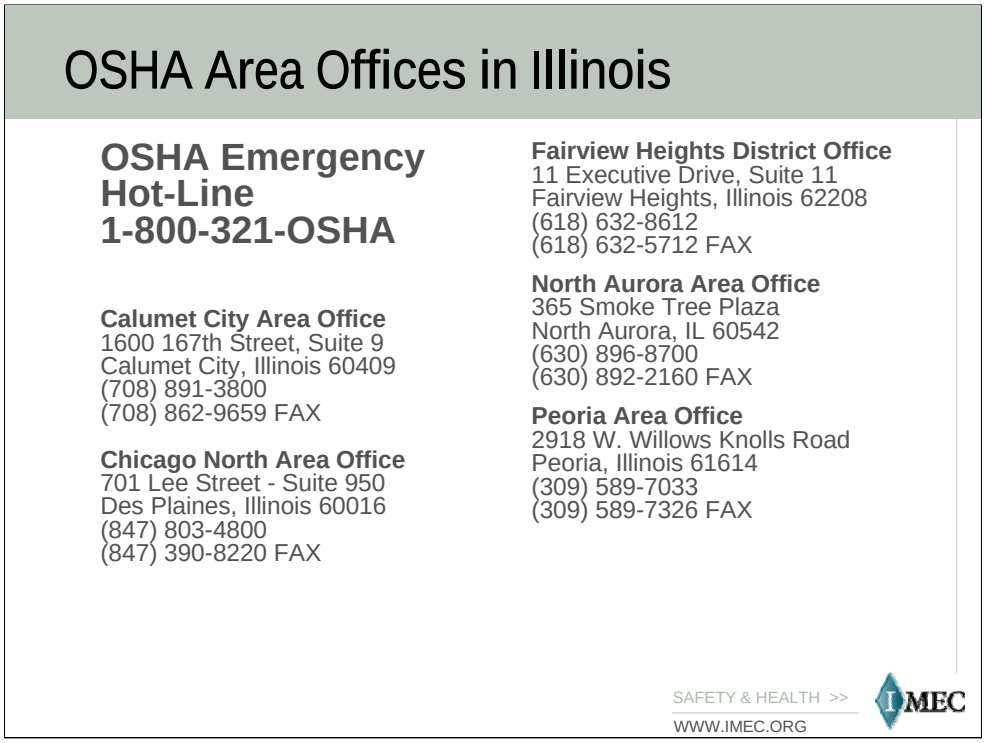
This trainer guide is to assist small employers in educating the workforce on the hazards of night-time sanitation and maintenance activities.

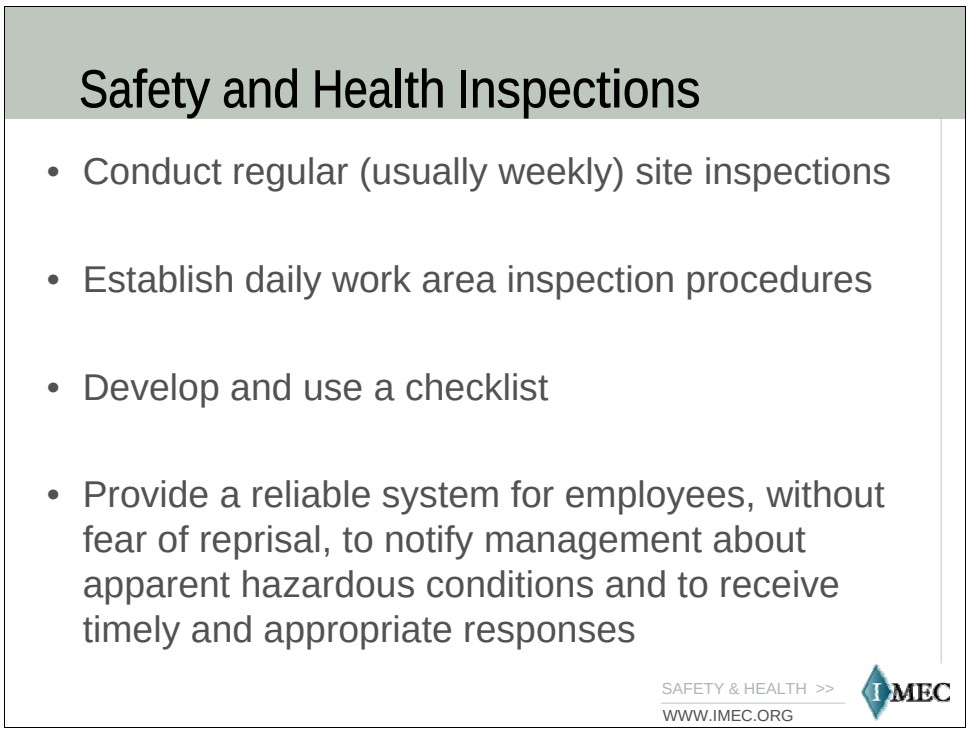
This training is not a substitute for the OSHA 501 class and does not authorize participants to provide OSHA 10-hour outreach training.

Since workers are the target audience, this presentation emphasizes hazard identification, avoidance, and control – not standards. No attempt has been made to treat the topic exhaustively. It is essential that trainers tailor their presentations to the needs and understanding of their audience.

This presentation is not a substitute for any of the provisions of the Occupational Safety and Health Act of 1970 or for any standards issued by the U.S. Department of Labor. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Department of Labor.



Highlight the OSHA emergency hot line number as well as the area office that serves the company(ies) being trained.



Routine site safety and health inspections are designed to catch hazards missed at other stages. This type of inspection should be done at regular intervals, generally on a weekly basis. In addition, procedures should be established that provide a daily inspection of the work area.

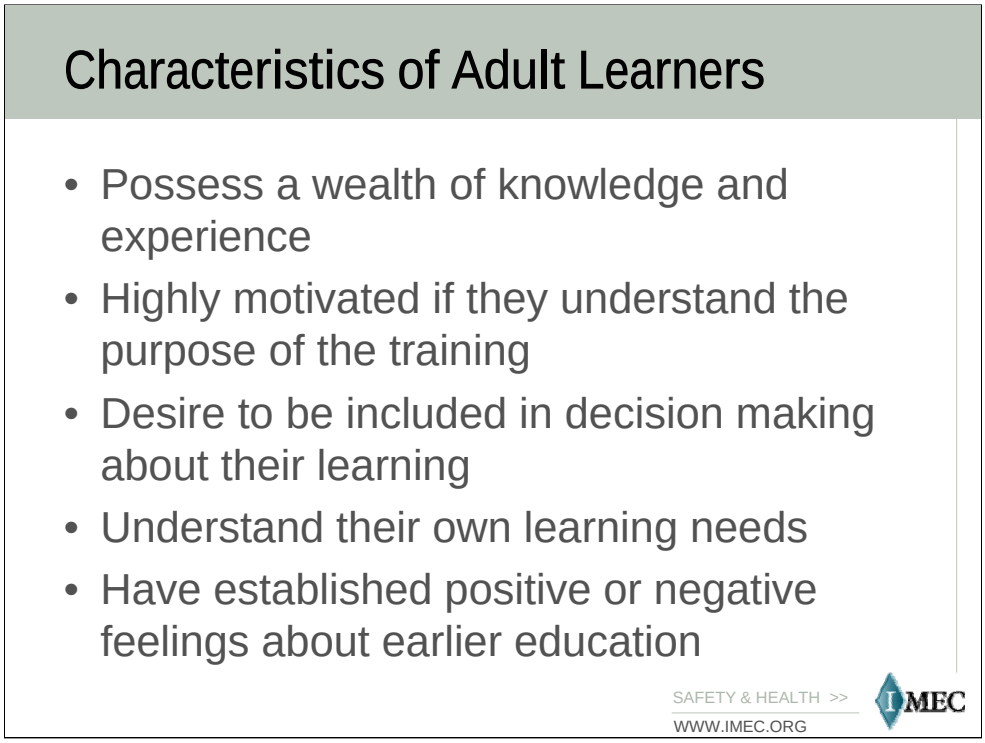
You can use a checklist already developed or make your own, based on:

- Past problems
- Standards that apply to your industry
- Input from everyone involved
- Your company's safety practices or rules

Important things to remember about inspections are:

- Inspections should cover every part of the worksite
- They should be done at regular intervals
- In-house inspectors should be trained to recognize and control hazards
- Identified hazards should be tracked to correction

Information from inspections should be used to improve the hazard prevention and control program.



Training is the backbone of this system. For management to lead, for personnel to analyze the worksite for hazards, and for hazards to be eliminated or controlled, everyone involved must be trained. The scope of the training depends on the size and complexity of the worksite and the hazards involved.

Who Needs Training?

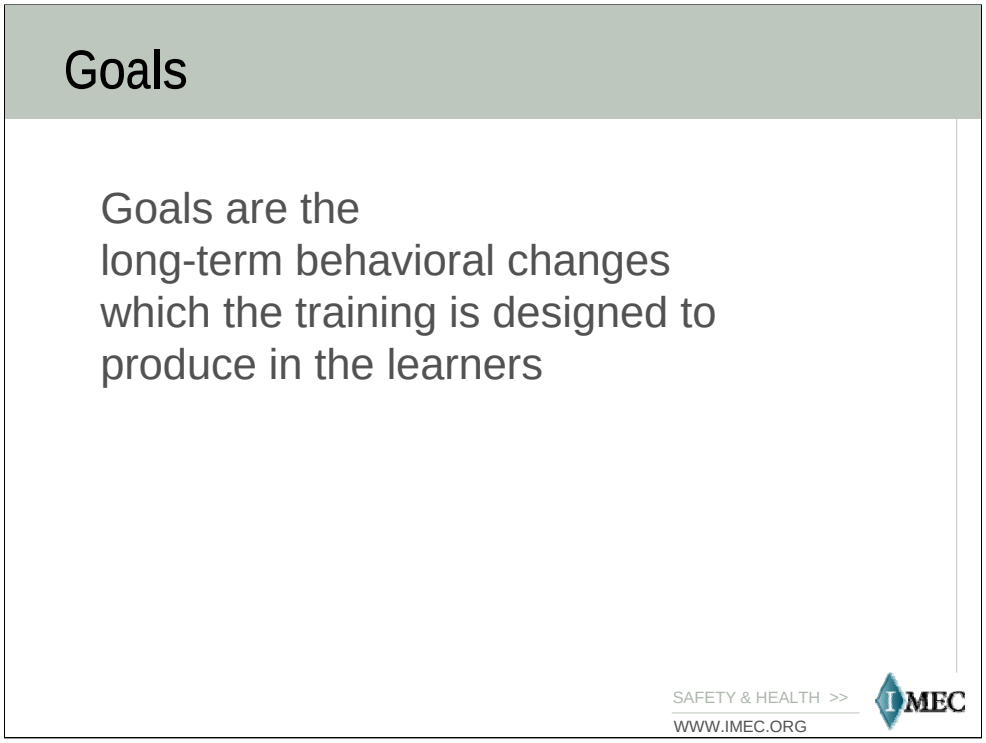
- Target new hires, contract workers, employees who wear PPE and workers in high risk areas. Managers and supervisors should also be included in the training plan.

- Manager training should emphasize their important role in visibly supporting the safety and health program and setting a good example.

- Supervisor training should cover company policies and procedures, hazard detection and control, accident investigation, handling of emergencies, and how to train and reinforce training.

- Long-term workers who have job changes as a result of new processes or materials.

- The entire workforce needs periodic refresher training in responding to emergencies.



The best Safety and Health Programs involve every level of the organization, instilling a safety culture that reduces accidents for workers and improves the bottom line for managers.

What are the common characteristics of a safety and health culture?

- Management believes that safety and health on the job is as important a company goal as other organizational objectives, such as cost control, quality, and productivity.

- Individuals within the organization believe they have a right to a safe and healthy workplace.

- Each person accepts personal responsibility for ensuring his or her own safety and health.

- Everyone believes he or she has a duty to protect the safety and health of others.

Retention Rates

- 10% of what is Read
- 20% of what is Heard
- 30% of what is Seen
- 50% of what is Seen and Heard
- 70% of what is Repeated
- 90% of what is Seen and then Done

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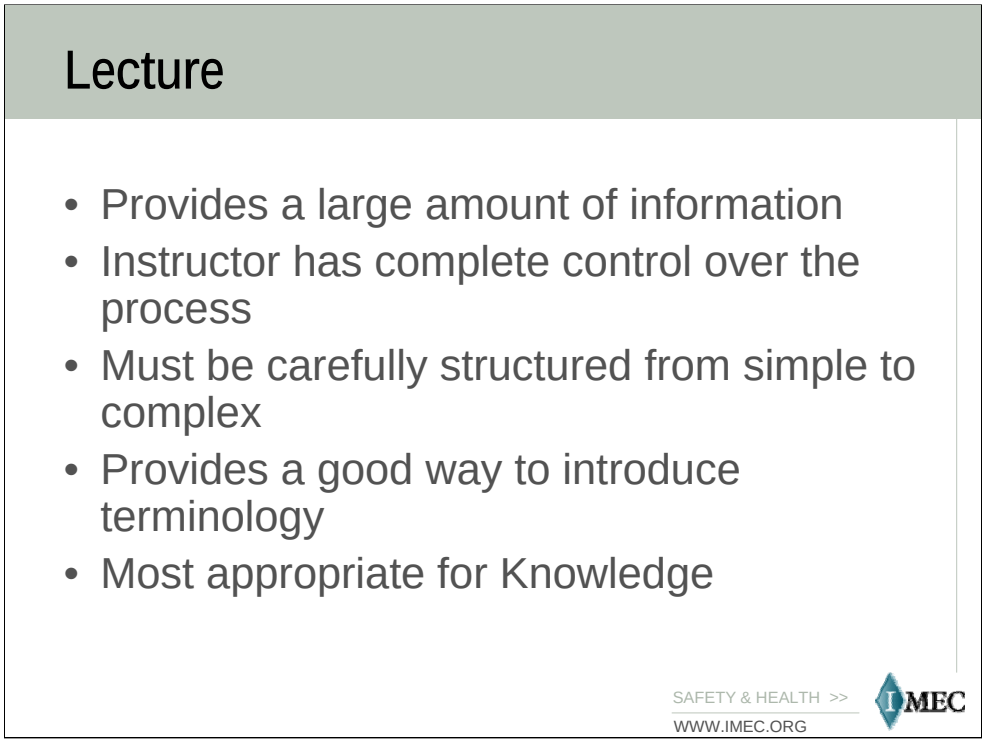
Make the training as dynamic as possible to aid knowledge retention. Encourage question, provide handouts, and as often as possible leave the classroom and review work areas or practice drills.



Limit lecture to transferring specific knowledge or facts. Adult learners, especially in fast-paced industrial environments, struggle to focus on lecture for long periods of time.

Guided Discussion

- Discussion must be guided and not drift
- Instructor should check frequently for understanding among participants
- Must involve all participants and not allow domination by a few
- Preserve Harmonious Atmosphere
- Best for Comprehension and Problem Solving

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Be conscious of time constraints. Encourage the use of a parking lot or schedule time later to further discuss and analyze points that have been raised.

Demonstration

- Equipment must be assembled and working
- Site must be appropriate
- Site should allow student practice
- Instructor should demonstrate and provide written instructions
- Safety precautions must be taken

• Review lockout kit requirements

•Practice with confined space entry and rescue equipment

Individual Instruction

- Material must be carefully prepared, monitored and evaluated
- Student has control over learning
- Pre-packaged programs are not flexible
- Participants cannot ask questions
- Can be adapted to any learning objective

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Computer-based learning packages are emerging. While these tools provide a means of tracking employees completing the instruction and their ability to successfully complete quizzes, individual instruction without trainer interaction leaves little room for customization or application of knowledge.

The following slides discuss common elements of successful training programs.

Session Preparation

- Arrive at the training location early
- Become familiar with the facility:
  - Security
  - Exits
  - Restrooms
  - Emergency procedures
  - Contact person
  - Rules

- Set-up and test all equipment before the start of the session
- Arrange student seating if necessary

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Allowing time to prepare and to find and correct equipment malfunctions will reduce the trainer's stress level and keep training on time.

Preparation Skills

- Know your audience
- Communicate the session objectives at the outset of your presentation
- Be familiar enough with your materials so as to ***avoid reading directly from slides***
- Supplement the information that will be on the slides with real world examples, court decisions, news articles, drawings etc..

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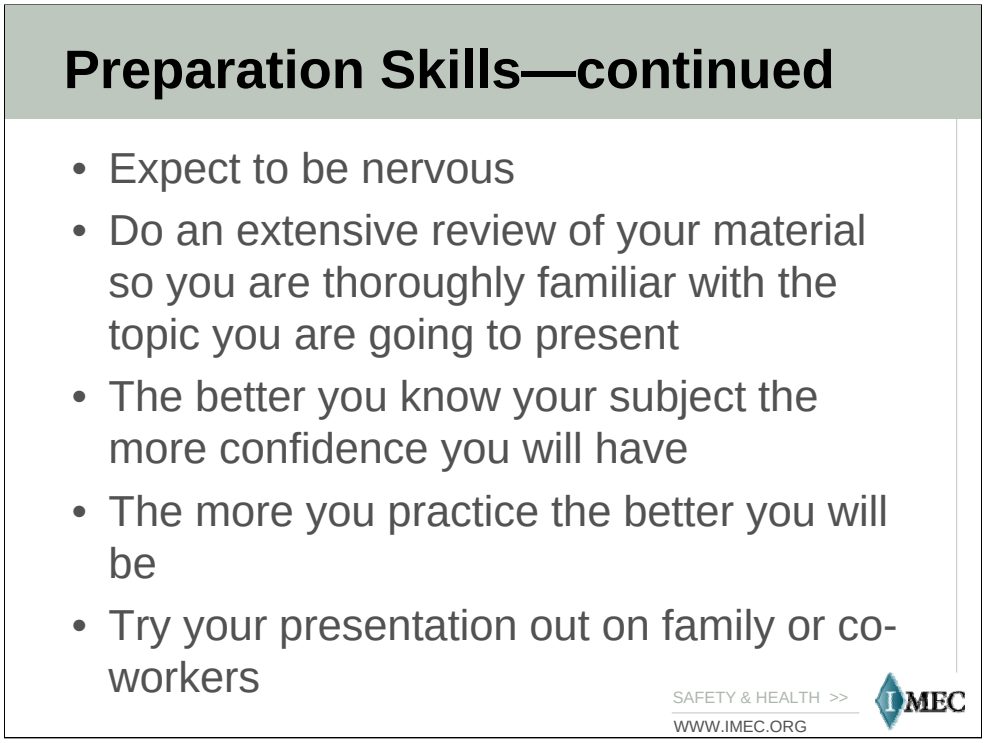
The ability to relate the information for practical applications is critical.

Reinforcing the message with real examples gains buy-in from the workers.



The trainer's comfort level with the material and confidence in teaching ability is critical to gain trust and respect from veteran workers.

Delivery Skills

- Be yourself
- Be the best ‘you’ that you can be
- Dress appropriately for your audience
- Avoid excessive slang and vernacular
- Do not use profanity
- Nothing you say or do should cause your audience to be embarrassed or offended

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Understand that not all people are comfortable with public speaking.

Do not force participation by singling out workers, especially nonsupervisory staff.

Be aware of the diversities of the workforce, from generational differences to English literacy levels and be conscious not to be offensive or difficult to understand.

Delivery Skills—continued

- Be enthusiastic and energetic, remember you are leading a group
- Use a variety of media in your delivery:
  - Slides
  - Flipcharts
  - Handouts
  - Video
- Maintain good eye contact & use gestures

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This training targets a typically fatigued workforce that works outside of traditional business hours.

High or low levels of energy by the trainer establishes the tempo for the entire training group.

Delivery Skills—continued

- Make sure you speak so that students in the back have no trouble hearing you
- Enunciate your words clearly
- Avoid saying uhm…..;
- Avoid distracting mannerisms such as jingling change or playing with your hair

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• Encourage students to sit near the front

• With every training, understand your strong delivery skills as well as areas that you can improve and strive to increase your effectiveness in every training event

Delivery Skills—continued

- Involve the participants by encouraging and asking questions
- Start on time; make sure that established breaks, lunch and ending times are adhered to
- Pace your delivery according to the allotted time and the material to be covered
- If working from a syllabus, make sure you cover everything that is on it, or explain changes

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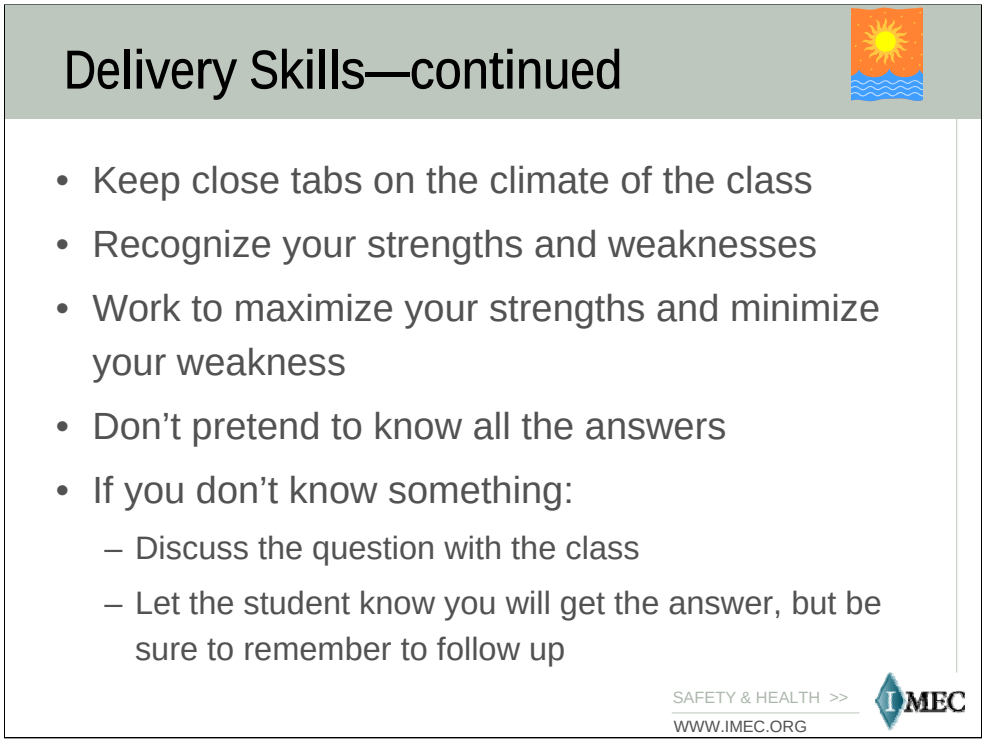
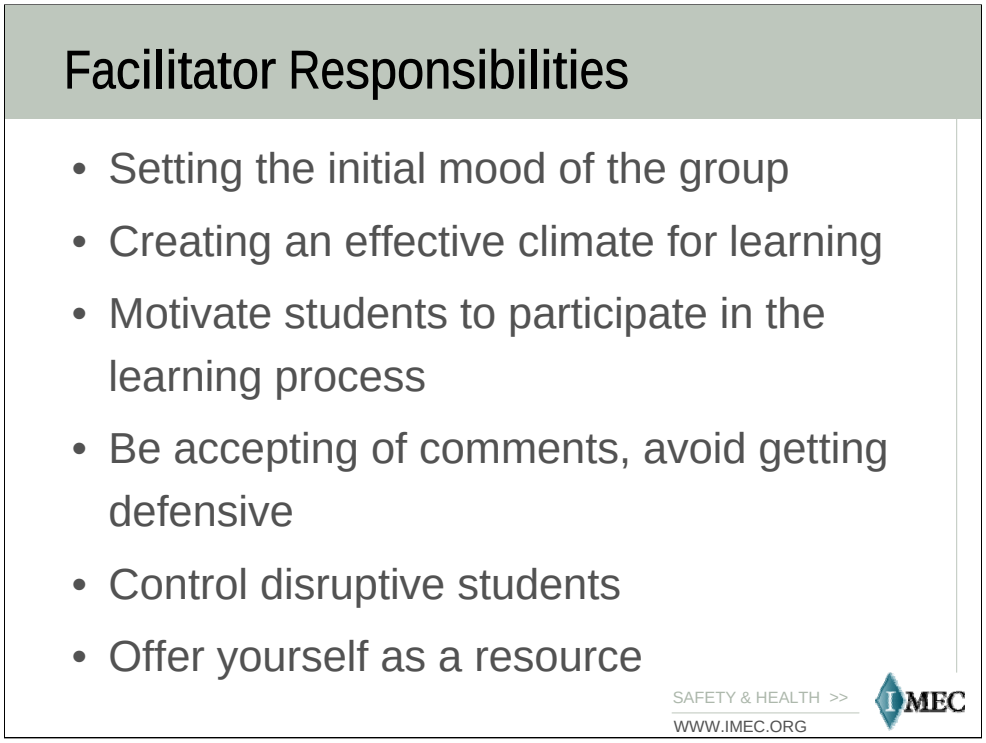
It is imperative that meal breaks and shift ending times are established up front. Trainees may have previous commitments during this time and it could be distracting to others if they leave at a time that the class is still covering material.



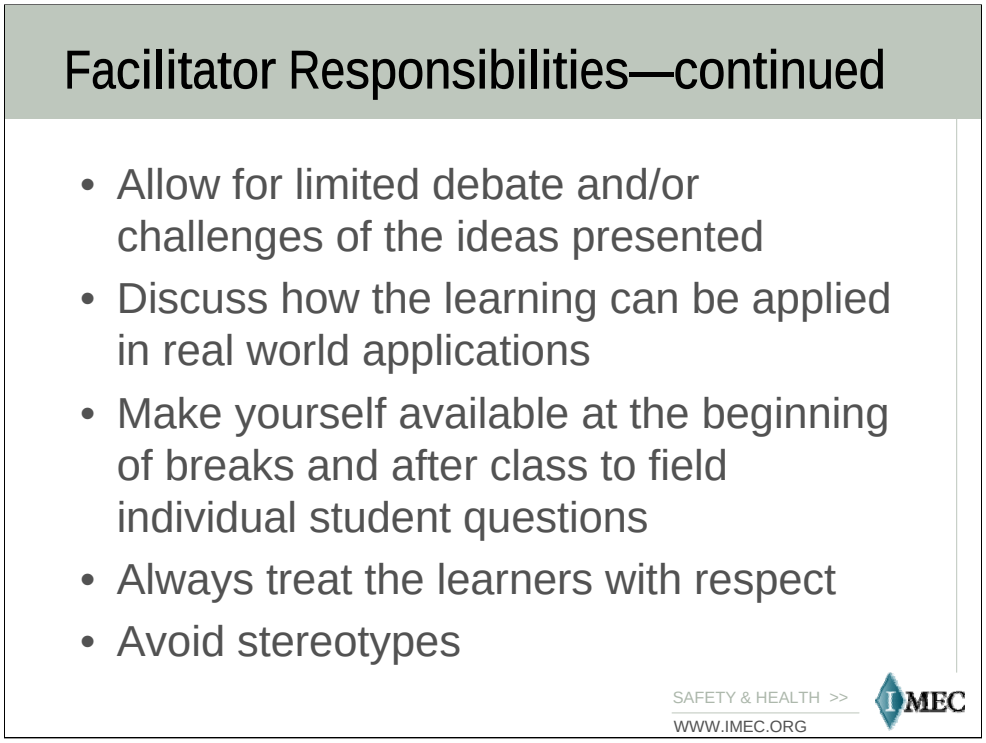
If climate can't be controlled, allow time to get a cool or warm drink to ease the strain.

Always answer questions to the best of your ability, but it is expected that you will not know every detail about every scenario.

The key is to follow up after the class to provide the needed feedback and/or information.



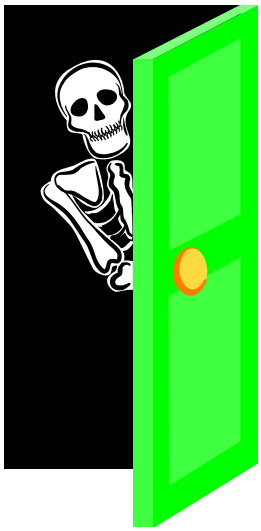
Establish an open and respectful environment focused on learning.



Encourage questions, with an understanding that if one trainee verbalizes a concern, several others are typically thinking the same thing.

Fatal Mistakes

- Poor first impression
- No objectives
- Dull, dry and boring
- Frozen in one spot
- Weak eye contact
- Poor visual aids



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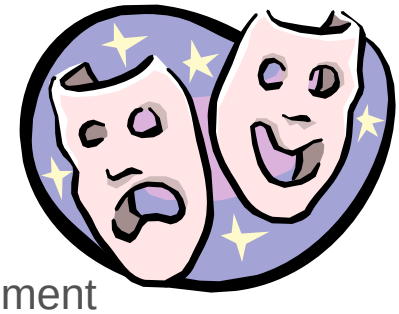
Set specific objectives with points to cover during the training. Think from the perspective of the trainee and strive to provide a learning experience that is pleasant and worth the time invested.

Fatal Mistakes—continued

- Weak close
- No humor
- Poor preparation
- No audience involvement
- No enthusiasm or conviction
- Poor facial expression



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Utilizing a simple quiz and leading class review and discussion allows for a strong close to the training, leaving trainees with an emphasis on major points.

Strive to Improve

- Use the input from student evaluations to improve your future performance
- Update your materials to keep them current
- Continue to improve your knowledge of the subject matter

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For additional OSHA training,

http://www.osha.gov/dcsp/ote/oti.html

Closing

- Question and Answer Session
- Please fill out your evaluation

Remind trainees of the importance of completing the evaluation.

KEY – SANITATION & 5S+1 WORKPLACE ORGANIZATION QUIZ

1. Sanitation/General Hygiene Code only applies to foodservice companies.

   False

2. Sanitation procedures should (check all that apply)

   ☑ **identify cleaning tasks**

   ☑ **address who will be performing the tasks**

   ☑ **Address when and how often they will be performing the task**

   ☑ **identify what will be required to perform the task safely and effectively**

3. List three typical sanitation hazards
   - **Slips, trips and falls hazards**
   - **Chemical exposure**
   - **Exposure to communicable diseases**
   - **Exposure to pieces of equipment**
   - **Electrical hazards**

4. Utilizing proper personal protective equipment, such as safety footwear, can help prevent slips, trips and falls.

   True

5. Many sanitation and maintenance employees are injured due to chemical exposures or become ill due to long-term exposure.

   True

6. Material Safety Data Sheets (MSDS) are not required to be accessible to employees and do not need to be reviewed.

   False

7. What three pieces of information are required on a chemical hazard communication label?

   Chemical name, manufacturer, hazard warning

8. The term Universal Precautions refers to the practice of treating all human blood and certain bodily fluids as if they are infectious.

   True

9. If a bodily fluid exposure occurs, the proper sequence of action:

   False, properly wash, flush and irrigate exposed area, then immediately report exposure

10. Cleaning and inspecting is the first step in establishing a 5S+1 program.

    False, first SORT and eliminate unneeded items in an area

LOCKOUT/TAGOUT & TOTAL PRODUCTIVE MAINTENANCE (TPM) QUIZ KEY

1. Lack of preventive maintenance on equipment causes many injuries in the manufacturing sector.

   True

2. Total Productive Maintenance is a process that creates an environment which extends the life cycle and productivity of equipment.

   True

3. Typical Equipment Related Hazards (check all that apply)

   ☑ **Amputations** ☑ **Fall hazards**

   ☑ **Electrocution** ☑ **Struck by and caught in**

   ☑ **Hazardous atmospheres** ☑ **Burns, caused by heat, cold, electrical, chemical**

4. The purpose of lockout/tagout is to prevent energy from accidentally being released while a machine or equipment is being serviced.

   True

5. The ultimate goal of lockout/tagout is the protection of equipment from damage.

   False, the ultimate goal is to protect the safety and health of employees, secondary is equipment

6. List three potential sources of energy.

   Electrical, Mechanical, Hydraulic, Air/Pneumatic, Chemical, Thermal, Gas, Water, Steam, Gravity

7. An Isolating Device is a mechanical device that physically prevents the transmission or release of energy, including E-Stops.

   False, the definition of isolating device is true, but Emergency Stops are not included.

8. Every person working on the equipment shall have their own lock applied. Under normal circumstances, only the person who put on the lock shall be allowed to remove the lock.

   True, but there is a provision for special circumstances

9. The process of operating the start controls, engaging levers, measuring voltage, inspecting lockout devices valves, disconnect switches, blades, piping systems in an area to make sure that all energy sources have been isolated and controlled is known as VERIFICATION.

   True

10. Failure to follow lockout/tagout procedures could be FATAL for yourself and a coworker.

    True

CONFINED SPACE QUIZ ANSWER KEY

1. A confined space is large enough to enter, has limited entry/exit, and is not intended for continuous employee occupancy.
   True

2. The difference between a permit required and non-permit confined space is that it contains or has the potential to contain a serious safety or health hazard.
   True

3. Check potential hazards of confined spaces (check all that apply).
   Atmospheric (air quality) hazards
   Engulfment hazards
   Environmental hazards
   Noise, wet surfaces, falling objects
   Configuration hazard
   Dangerous combinations

4. The minimum acceptable oxygen level is 17%.
   False, the minimum acceptable level is 19.5%

5. List three potential sources of ignition.
   - **Open Flames**
   - **Smoking**
   - **Static Electricity**
   - **Cutting & Welding**
   - **Hot Surfaces**
   - **Electrical & Mechanical Sparks**
   - **Lightning**

6. Check possible causes of toxic atmospheres (check all that apply).
   Presence of a flammable gas or vapor
   Gases created by cleaning or a process
   Material residue of stored material
   Decomposition of materials
   Sources near the confined space

7. List three examples of work performed in a confined space that can cause a hazardous atmosphere.
   - **Painting, scraping, sanding,degreasing**
   - **Sealing, bonding, melting**
   - **Welding, cutting, brazing, soldering**

8. Permit-required confined space entrants are required to perform one test of the atmosphere.
   False, test the top, middle, and bottom of the space and test for oxygen levels, flammables, and toxins.

9. Written confined space entry permits require the signature of the entry supervisor as well as a signature of the person performing the air testing.
   True

10. The primary objective of the worker assigned to remain outside the confined space is to monitor activities taking place near the opening.
    False, their primary duty is to be in constant contact with the workers inside. They must understand rescue procedures, equipment and PPE.

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COURSE AND INSTRUCTOR EVALUATION

Training Title:		Training Date(s):	
Instructor:			

*To help us better meet the needs of small businesses, please respond to each of the following questions by checking the box that best describes your impression of this course according to the scale as follows: **1** being the **lowest** rating on the scale and 5 being the **highest**, or most favorable impression of the quality of this course.*

	Course Content	Very Poor	Poor	Neutral	Good	Very Good
	Using the scale, please rate how effective this training was in reference to the following:	**1**	**2**	**3**	**4**	**5**
1	Invoking a challenging and thought provoking experience					
2	Relevance and applicability to your position					
3	Setting clear course objectives and outline					
4	Class flow in terms of structure and orientation					
5	Instructor's methods of conveying information					
6	Quality and usefulness of materials provided					
7	Applicability of utilizing reference materials and/or follow-up exercises in your position					
8	Usefulness of activities and exercises in building your skills					
9	*How would you rate your overall satisfaction with the delivery and content of this course*					
10	Would you recommend this training to others	Yes ❒			No ❒	

	Instructor's Performance	Very Poor	Poor	Neutral	Good	Very Good
	Using the scale, please rate how effective the instructor's performance was in reference to the following:	**1**	**2**	**3**	**4**	**5**
11	Communicate concepts (understandability)					
12	Utilization of instructional handouts and/or presentation slides (PowerPoint, flip charts, etc.)					
13	Ability to maintain classroom enthusiasm					
14	Initiate or encourage class participation					
15	Provide constructive feedback					
16	Observe participants' needs in regards to breaks, questions, clarification, pace, etc.					
17	Response to questions during breaks					
18	Ability to incorporate examples applicable to work					
19	Demonstrate knowledge over the subject matter					

Comments: **Please feel free to offer any comments you may have regarding this training. Your feedback is greatly appreciated.**

Would you be interested in receiving more training in this area?	Yes ❒	No ❒