

UNIVERSITY OF PUERTO RICO, MEDICAL SCIENCES CAMPUS  
SUSAN HARWOOD TRAINING GRANT - #SH-23526-12-60-F-72

ERGONOMIC AND HAZARD COMMUNICATION RISKS  
FOR SCHOOL CAFETERIA EMPLOYEES

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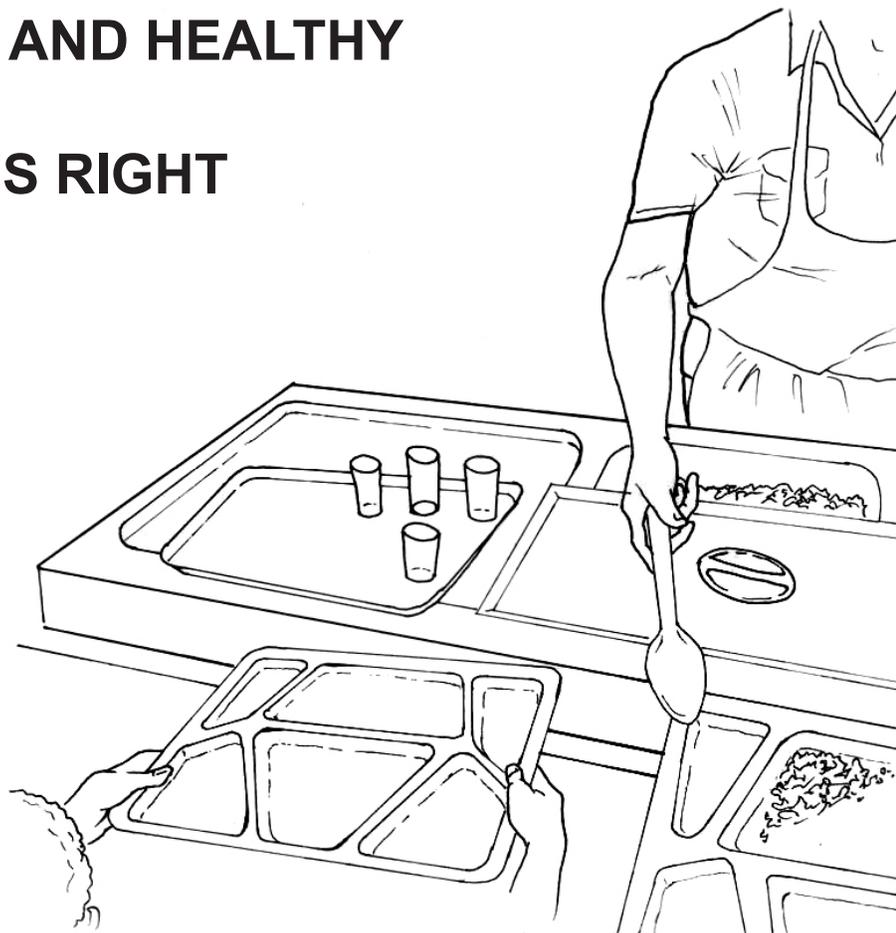
# INSTRUCTIONAL MATERIAL

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**OH! IT REALLY HURTS!**

**CHEMICAL HAZARDS IN SCHOOL CAFETERIAS**

**WORK IN A SAFE AND HEALTHY  
ENVIRONMENT:  
EVERY WORKER'S RIGHT**



## ERGONOMIC AND HAZARD COMMUNICATION RISKS FOR SCHOOL CAFETERIA EMPLOYEES\*

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### **How does this training work?**

Employees have much information about the risks of their jobs, as they are exposed to them every day. Their experiences and ideas are extremely useful in helping others solve problems they may encounter in setting up their stations, tools, equipment, or work processes. Our experience proves that employees learn best when they can share experiences and learn from each other.

This training uses the “small group activity method” (SGAM). The method is designed to enable groups solve their problems based on their skills and experiences. This method allows employees to learn at their own pace through the “learning by doing.”

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### **Small group discussions**

This training will always operate with employees working in small groups. The idea is to work together using each other’s experiences to solve problems and express opinions on important issues. Some of the tasks involve reading the instructional material to develop an opinion about a topic. Three topics will be covered in this training. Each has its activities and exercises to encourage discussion and immediate application.

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### **Informing the group**

For each topic, the group selects a spokesperson whose role is to take notes in the small group discussion and report back to the plenary. This report should generate discussion among other groups who may have evaluated the same problem differently.

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### **Summary**

The facilitators will highlight important points of discussion. The groups will have the opportunity to present a point or issue that was overlooked in the plenary discussion. Good summaries are short and to the point

*\*Throughout this document, the term “employees” applies to both men and women.*

*OH! IT REALLY HURTS!*



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## ERGONOMIC TASKS REQUIRED IN SCHOOL CAFETERIAS

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### GENERAL PURPOSE:

- That school cafeteria workers know and identify related risk factors related to the type of tasks performed to prevent occupational injuries

### SPECIFIC OBJECTIVES:

- Know about existing risks in the tasks performed at school cafeterias
- Familiarize with risk factors
- Relate risk factors with the development of occupational injuries
- Know how to protect themselves and prevent occupational injuries

### ACTIVITIES:

- Discussion in small groups and plenary
- Case studies and guided questions
- General review and evaluation

### MATERIALS NEEDED:

- Training Manual
- Reference Document
- Pencils and pens
- Game Materials

### EVALUATION:

- The correct answers to the situations presented will be identified by playing the game

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## INSTRUCTIONAL MATERIAL

### Oh! It really hurts!

**School cafeteria employees suffer injuries and sore back, arms and hands more than any other health problem.**

School cafeteria employees suffer injuries, sore back and arms, hands and arms more than any other health problem. A high percentage of injuries causing absenteeism at work is due mainly to tissue inflammation or tears, and back injuries. The technical term for these injuries is “work related musculoskeletal disorders.” They are defined as disorders of the muscles, nerves, tendons, ligaments, joints, cartilage, or discs that reflect a gradual, cumulative, or chronic development. These cause pain and affect:

- The employee’s body
- The employee’s ability to work
- The employee’s income
- The employee’s quality of life

The science of ergonomics helps us reduce and prevent these disorders with better equipment, tools, methods, and working conditions. The goal of this science is to adapt the work to the employees by adjusting the working conditions and demands to the capabilities of all employees. The effective and successful ‘adjustments’ ensure high productivity, prevents diseases, injury risks and increased satisfaction among the workforce.

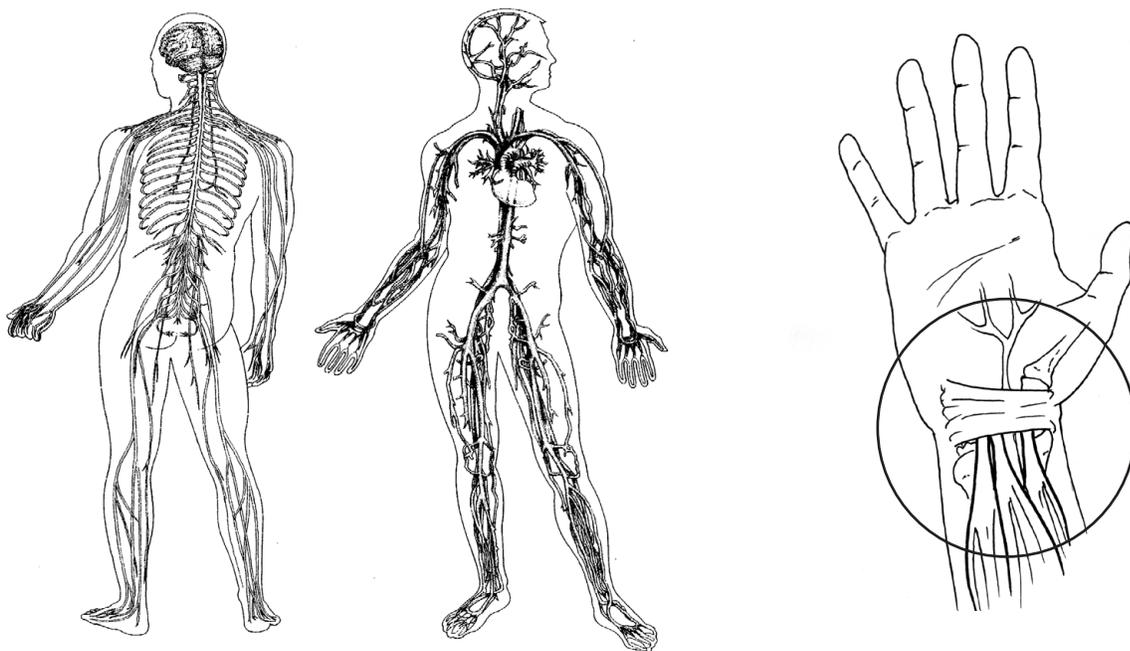
Sometimes common muscle aches can be confused with symptoms of musculoskeletal disorders related to work. In most cases, these muscle aches only last a few days generally due to lack of fitness. However, if symptoms continue or worsen gradually, this may be indicative of a musculoskeletal disorder. Specifically, if they worsen when executing some tasks.

Some of the symptoms in which you have to be alert are:

- tingling or extremities that are numb
- burning or hot sensations
- pain on motion, when putting pressure on some areas of the body
- pain when exposed to extreme cold or vibration
- limitation in movement
- limitation on the grip force
- inflammation or swelling
- stiffness
- fatigue or difficulty maintaining work performance
- changes in skin color

These symptoms mainly affect three body systems. The nervous system, musculoskeletal system and cardiovascular system. Some common disorders related to these systems are the Carpal Tunnel Syndrome, Tendonitis, and Hand-Arm Vibration, respectively.

These disorders can be reduced or prevented with better equipment, tools, practices, and working conditions. The science of Ergonomics helps us achieve that goal between employees and their working conditions. The goal of this science is to adapt work to employees to avoid injury.



## Oh! It really hurts!

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### 1. What is Ergonomics?

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### 2. What are disorders or musculoskeletal disorders and how can they be controlled?

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### 3. What body systems are more susceptible to these occupational injuries?

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## Possible risk factors in your work areas

There are certain job characteristics or conditions that can cause pressure, fatigue, discomfort, and pain. These are called ergonomic risk factors. Continuous exposure to these conditions can increase the likelihood of musculoskeletal disorders. If at your workplace you have any of the conditions or risk factors mentioned below, they could increase the likelihood of injury.

- grasp with excessive force
- lifting
- bending or twisting the body
- prolonged kneeling
- make excessive scope
- frequently moving the wrist, elbows and shoulders
- tilting or bending the neck
- walk on wet or slippery surfaces
- rest or press the palms, hands, wrists, forearms, elbows, abdomen, underarms or upper leg against hard surfaces, handles or sharp edges
- using vibrating hand tools
- exposure to extreme changes in temperature

4. Use the following table to identify what school cafeteria tasks have risk factors that may cause injuries.

Risk Factors	Tasks

5. How do you know if your working conditions are causing or may cause problems?

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## Ways to mitigate or reduce risk factors in work areas

Analyzing your work area helps you identify if there is exposure to ergonomic risk factors. It also helps you determine how to reduce or prevent these risk factors. To do so, you can use any of the following methods or a combination of them.

1. Engineering controls-reduce or eliminate potentially hazardous conditions incorporating changes that reconfigure or modify the work area, tools, and equipment used by the employee. For example, you can place heavy products and utensils close to the waist. These are considered durable solutions that address the root or the problems.
2. Administrative controls-establish changes in working practices and management policies. For example, job rotation schemes. These solutions are considered temporary until the root cause of the problem can be resolved.
3. Personal protective equipment (PPE), they provide a barrier between the employee and the origin of the problem. Helps to reduce exposure and are considered temporary solutions. Some examples are gloves, aprons, and safety glasses.

### 6. Discuss examples that can be used to reduce risk factors in work areas.

PROBLEM TASKS	SOLUTIONS

## How do risk factors manifest themselves?

The list that follows gives examples of how risk factors manifest themselves in the different tasks that could be creating problems.

### **FORCES IN LIFTING OBJECTS**

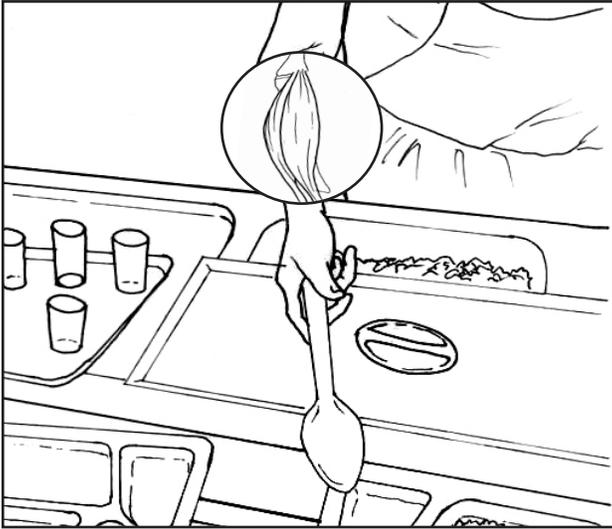
- Does the lifting require grasping the object with a pinching motion?
  - Is lifting done with only one hand?
  - Is heavy lifting done without the aid of mechanical equipment or other equipment (such as carts)?
  - Are heavy objects lifted while bending the torso or turning the waist on both sides?
  - When lifting heavy objects, is it required to reach out over the shoulder?
- 

### **FORCES TO PUSH, PULL, OR CARRY OBJECTS**

- Are carts difficult to move?
  - Are there cracks, or uneven surfaces on the ground?
  - Do you have problems moving the wheels of the carts?
  - When moving objects, do you pull instead of push?
  - Do you carry heavy objects for long distances?
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### **FORCES TO USE TOOLS AND UTENSILS**

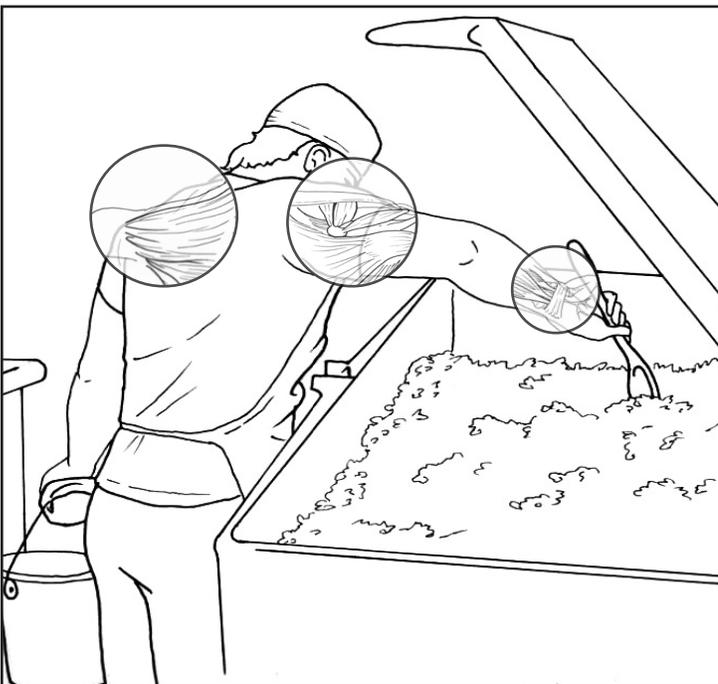
- Do the tools require a pinch grip or just a finger to become activated?
- Are the tools or utensils too large or too small for the employee's hand?
- Is the tool handle too wide?
- Is the tool handle too thin?

**Oh! It really hurts!****REPETITIVE TASKS**

- Are repetitive wrist movements required to prepare or serve food?
- Are movements or fast turning movements on the wrist or elbow required while performing tasks?
- Is repetitive force required from the fingers only? (squeeze oranges, knead flour)

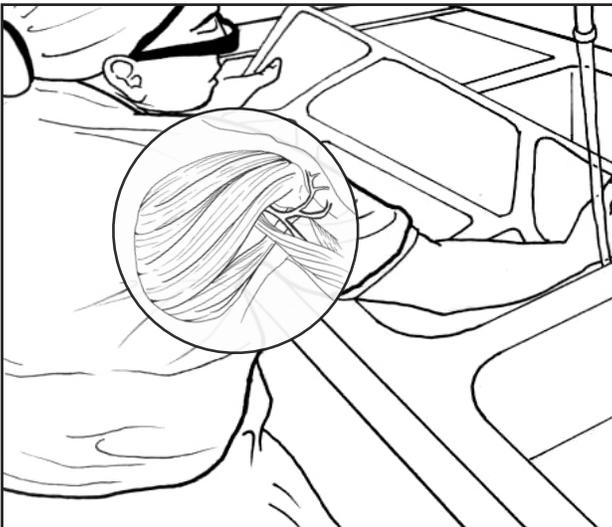
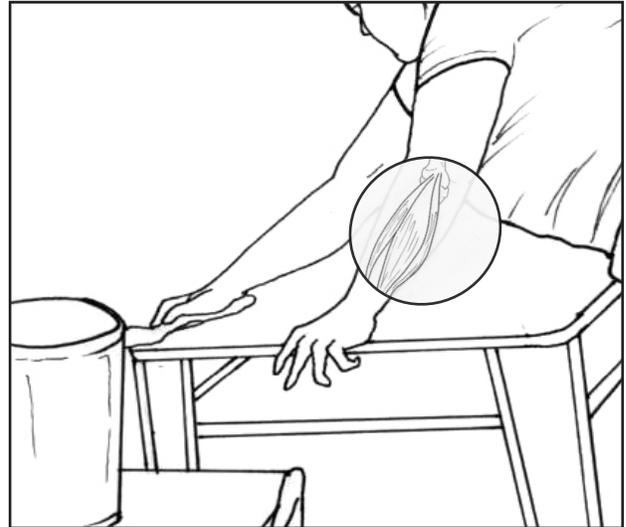
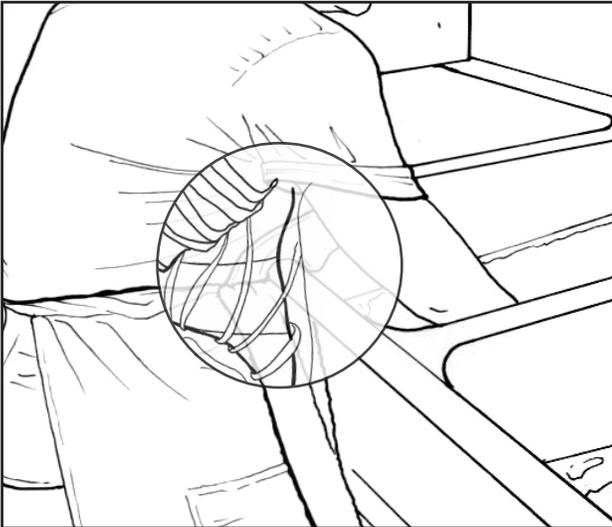
**DIVERTED AND SUSTAINED POSITIONS**

- Do you have to bend your back or twist while lifting or carrying objects?
- Do you have to lift or accommodate objects from uncomfortable or tight spaces?
- Do your tasks involve bending, leaning, or squatting?
- Do your tasks require working with bent or deviated wrists? (e.g. when cooking, serving food, washing dishes, carrying trays)
- Do your tasks require your hands to move below the waist or above the shoulders?
- Do your tasks require pushing objects to the side or reaching movements towards the back of your body?
- Does the job require you to stand for prolonged time without anti-fatigue mats?



## LOCALIZED OR CONTACT STRESS

- Are there any hard or sharp edges where you have to lean on while performing tasks?
- Do employees use their hands as pliers? (e.g. for closing containers)
- Do the edges of the utensils or tool handles press against the palm of your hand?



## GENERAL ELEMENTS

- Do knives stay sharp?
- Is the height of the countertops, surfaces, and work areas maintained at the elbow level?
- Are carts used to move heavy objects?
- Does the design of the cart help to keep the objects contained? (no wobbly wheels, guarded surfaces)
- Are stepladders provided to reach high shelves?
- Do the boxes and containers have handles or openings to insert the hands and carry said boxes and containers?
- Is the height and depth of the countertops suitable for the employees reach?
- Is most of the work performed at the elbow level?
- Are the scales, cutters and other equipment maintained at the elbow level?
- Is the temperature in the work area kept constant? (no coming in and out of refrigerators, or exposures to extreme heat or humidity)

## Summary

# Implementing solutions for preventing disorders

This module presents a description of the conditions that can be found in our daily tasks and can increase the likelihood of an injury related to our work. Below is a list of recommendations that can be implemented to prevent these injuries.

### GRIPS

- The power grip is described as ‘wrapping’ all fingers and thumb around the object held. Sometimes described as making a ‘fist’ around the object.
  - A power grip uses the muscles of the hand and forearm effectively and is less stressful than the pinch grip. When possible, the power grips should be used.
  - Pinch grips are acceptable for small and light objects (seasoning packets)
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### LIFTING

- Most of the tasks related to food service require lifting. To determine whether the conditions for lifting may cause injury, be aware of the following conditions: weight and size of the object, determine how often it is lifted, how close it is to the ground, how high it should be lifted, how far it is to reach for it and if it is easy to grasp.
  - Maintain lifting and work areas between the knuckles and chest of the employee and close to the body
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### POSTURES

- Maintain frequent reaches from a distance between the elbow and the fingers (when the arm is at 90 degrees).
  - Maintain infrequent reaches within arm’s reach extended to the front.
  - Provide space for the toes, at least 4 feet below the cabinet to serve the food.
  - Provide anti-fatigue mats to reduce leg fatigue.
  - Use lighter spoons and utensils to keep the wrists straight with the forearm.
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### FORCES

- Use carts with high edges to prevent products from slipping out of the cart.
- Do not carry heavy loads for extremely long distances (over 27 feet).
- Keep knives and cutting utensils grinded.
- Avoid resting the forearms, palms of the hands and abdominal area over sharp edges.

7. What are the conditions to be evaluated to determine if a lift is safe or not?

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**References:**

“Elements of Ergonomic Programs: A Primer based on Workplace Evaluations of Musculoskeletal Disorders DHHS (NIOSH) Publication Number 97-<sup>o</sup>©117”  
“Guidelines for Retail Grocery Stores OSHA publication # 3192-06N”  
“Simple Solutions, Ergonomics for Agriculture Worker DHHS (NIOSH) Publications Number 2007-122”

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SCHOOL CAFETERIA WORKERS

## EXERCISE KNOWLEDGE 1

### IDENTIFY AND CORRECT THE RISK FACTOR

#### OBJECTIVE

Using the risk factor checklist, the participants will identify the present the presence of risk factors in the tasks outlined in the photos or illustrations.

#### PROCEDURE

Four (4) groups of five (5) people will be formed. Each person will use the previously distributed checklist. They will mark with an (x) risks they see in the tasks outlined in the photos or illustrations. Ten (10) minutes will be given to identify the risks. An additional 10 minutes will be given to discuss with each other the identified risks and how to reduce or mitigate them.

#### MATERIALS

1. Checklists
2. Photos or illustrations with tasks outlined
3. Sheet to take notes
4. Flipchart accessible if needed

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## EXERCISE KNOWLEDGE 2

### IDENTIFY AND CORRECT THE RISK FACTOR

#### OBJECTIVE

Identify risk factors in the illustrations or projection of the tasks performed by the participants.

The group that identifies more risks, wins.

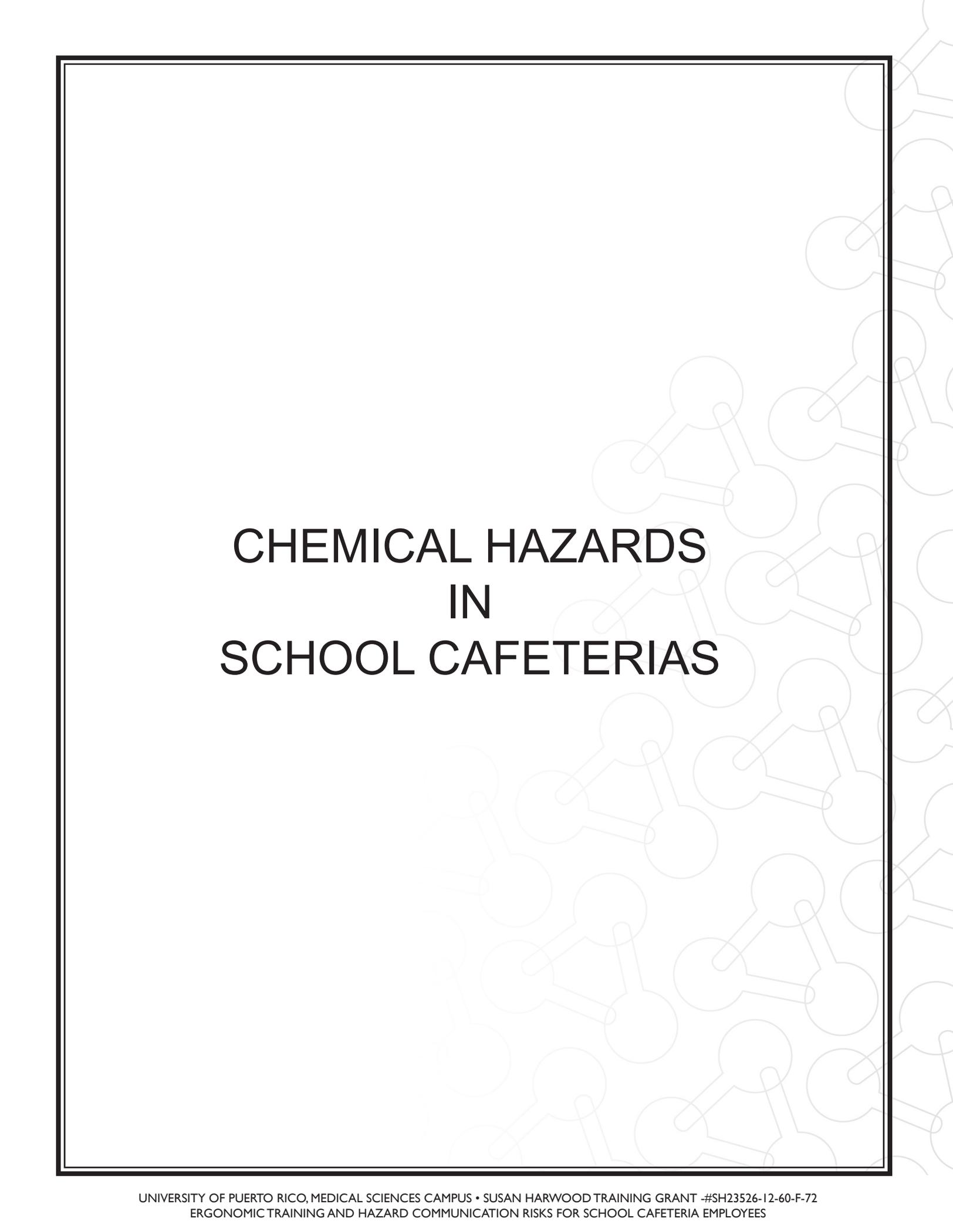
#### PROCEDURE

Small stamps/seals are distributed to each group. Photos/illustrations will be presented identifying the tasks they carry out every day. Each group has a turn to identify which areas of the body are at risk. They will then locate the small stamp/seal at the joint at risk. Afterwards, they will identify and reduce these risk factors. The group that identifies and reduces more risks, is the winner.

#### MATERIALS

1. Stamps/Seals
2. Illustrations
3. Sheet to take notes
4. Flipchart or magnetic blackboard

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The background of the page is a repeating pattern of light gray chemical structures, specifically ball-and-stick models of molecules, scattered across the white space. The main title is centered in the upper half of the page.

# CHEMICAL HAZARDS IN SCHOOL CAFETERIAS

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# CHEMICAL HAZARDS IN SCHOOL CAFETERIAS

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## GENERAL OBJECTIVE:

- After reading, the employees will recognize existing chemical hazards in school cafeterias.

## SPECIFIC OBJECTIVES:

- Recognize the components of the regulation of Hazard Communication Regulation (HazCom).
- Identify the most important parts of the fact sheet on the chemical materials (MSDS).
- Learn about the Globally Harmonized System for labeling of chemical substances.
- Know what to do to reduce exposure to chemicals in the school cafeteria.

## ACTIVITIES:

- Reading in subgroups of educational material about chemical hazards.
- Discussion of material by group (assign a question to each one).

- Identification or matching exercise of the definitions of the illustrations on the various components of the regulation of Risks Communication.
- Finding information exercise on the labels of chemical products.

## NECESSARY MATERIALS:

- Fact sheets on the subject
- Pencils and pens
- Sheets for taking notes
- Questions for discussion guides
- Information cards with illustrations of the Hazard Communication Regulation

## EVALUATION:

- Content: Matching exercise activity using cards with illustrations and definitions of the Hazard Communication Regulation
- Process: (general) evaluation sheet

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# INSTRUCTIONAL MATERIAL

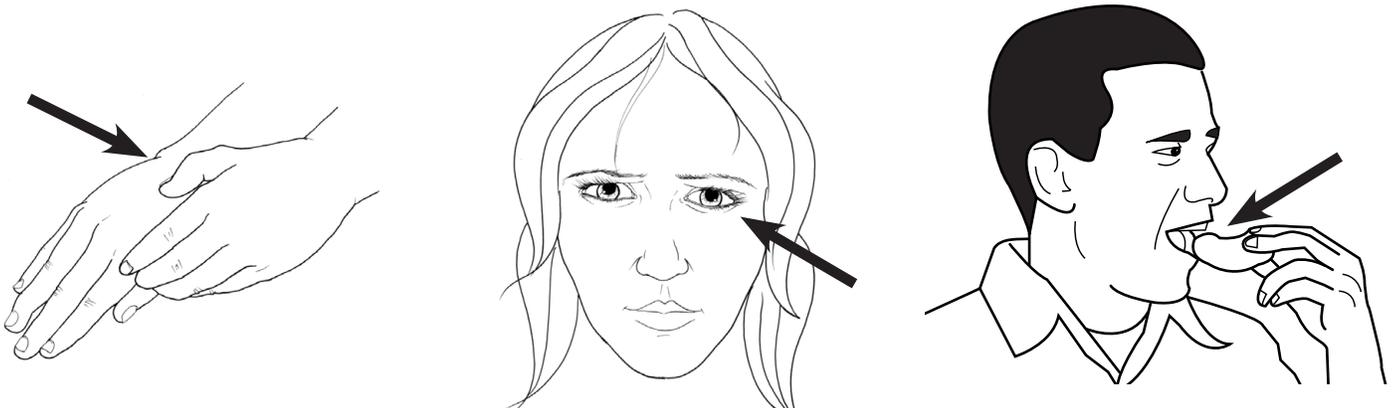
## CHEMICAL HAZARDS IN SCHOOL CAFETERIAS

The products used in school cafeterias sometimes contain chemicals harmful to one's health.

CHEMICALS MAY ENTER THE BODY IF:

- You breathe in vapor, dust, or mist (inhalation).
- The product comes in contact with skin, eyes, or mouth (direct contact).
- You eat food or directly ingest products that are contaminated with these substances (ingestion).
- The product penetrates the skin (absorption).

MODULE II



### 1. How can chemicals used in school cafeterias enter your body?

1.
2.
3.
4.

Chemical products affect each person differently. The effects of chemical exposure will depend on the amount to which you have been exposed. You may feel bad immediately or feel sick after a certain period of time. The exposure may “accumulate”, especially when using different products at the same time. Also, when the products are used daily or when used in poorly ventilated areas. If the chemicals are used all day, every day, it is more likely you may become sick. This risk is reduced if the chemicals are eliminated or are replaced by others less dangerous; if engineering controls are employed, such as ventilation systems; if established administrative controls (e.g., if rotations are performed in shifts where chemical products are being handled) or when using personal protection equipment.

The Hazard Communication Regulation, (29 CFR 1910.1200) main purpose is to ensure that employers and employees are aware of workplace hazards, and how to protect themselves from exposure to hazardous chemicals. This means that the number of cases of injuries and diseases caused by chemical products should decrease.

## 2. What is the the primary purpose of the Hazard Communication Regulation?

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# Hazardous chemical substances found in products used for cleaning and disinfecting school cafeterias



Cafeteria cleaning and disinfectant products, such as detergents, floor and surface cleaners, and disinfectants contain many chemicals. Some of these substances are more harmful than others. Across time and with repeated exposure or the use of high concentrations, these products can directly affect or cause an allergic reaction. Each person is different. Not all who come in contact with these chemicals will suffer these effects, either immediately or much later. Some possibly dangerous chemicals present in these products are the following:

- AMMONIUM QUATERNARY: Found in disinfectant product.
- SODIUM OCTANE SULFONATE: Found in multi-purpose cleaning.
- MONOETHANOLAMINE: Found in cleaning product for stainless steel materials.
- SODIUM HYDROXIDE: Found in stove cleaners.

All these chemical substances produce eye and skin irritation. They may also cause asthma and dermatitis, among other health conditions.

### 3. What are the possible effects on one’s health concerning the exposure to chemical products used in school cafeterias?

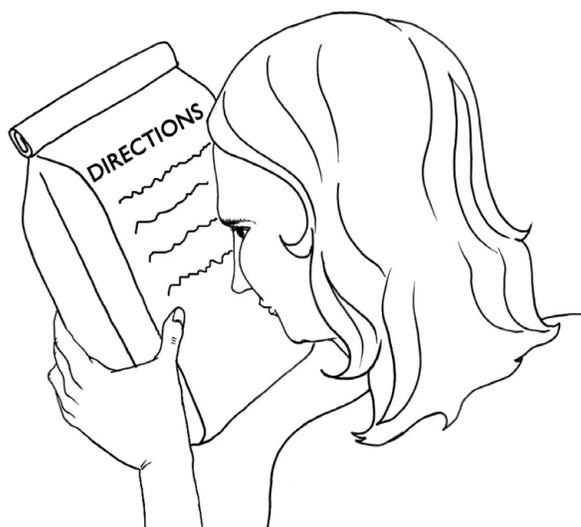
POSSIBLE HEALTH EFFECTS

## Where to find information about the chemicals found in products used for cleaning and disinfection on school cafeterias?

As part of the Hazard Communication Regulation, you can get information on products in the same packaging and in the printed documentation that came with the product, as it is in the fact sheet on the chemical materials (MSDS) and the new Safety Data Sheet (SDS).

### PRODUCT LABELS

At minimum, products containing hazardous chemicals must provide the following information:



- The name and address of the manufacturer or distributor of the product
- An explanation of the type of product and its use. For example, the name, description or illustration.
- Product information, instructions for safe use, and whether the product could be hazardous, if used improperly.
- All warnings and precautions necessary.

OSHA has updated the labeling requirements of hazardous chemicals under the Hazard Communication Regulation (HCR).

As of June 1, 2015, all product labels will require pictograms, a word of warning, rules and precautions, identification (information) from the supplier of the product according to the Globally Harmonized System of Classification and Labeling of Chemicals (GHS). The GHS is a system for the classification of chemicals by types of hazard and proposes standardized communication elements. This involves changes to the labels of chemical products and information sheets on chemical materials (SDS).

#### 4. What is the Globally Harmonized System of Classification and Labeling of Chemicals?

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According to the GHS, the following information is required for all labels:

1. **PRODUCT IDENTIFICATION:** this means the chemical should be identified (but not limited) with its name, coding, or batch number. It is important that the manufacturer, supplier, or distributor properly identify the product. The information on product identification must be equal on the label and in Section 1 of the Safety Data Sheet.
2. **A WORD OF WARNING:** used to indicate the degree of severity of the risk and informs the reader about the potential risks of the chemical. There are two signal words: “**Caution**,” which will be used for less severe risks and “**Danger**,” to be used in case of more severe risks. Only one signal word shall be placed on the label, no matter how many risks the chemical may have. For example, if there is more than one risk in a chemical, one of those risks is “**Danger**,” and the other is “**Caution**”, “**Danger**” will be used on the label (i.e., the one representing the greater risk).
3. **PICTOGRAMS:** As of June 1, 2015, the Hazard Communication Standard (HCS) will require pictograms on labels to alert users of the chemical hazards to which they may be exposed. Each pictogram consists of a symbol on a white background framed within a red border and represents a distinct hazard(s). The pictogram on the label is determined by the chemical hazard classification.

Pictogram	Name of pictogram	Meaning of pictogram
	<b>Chronic health hazard</b>	This is the symbol that will appear on the chemicals that present chronic health hazards
	<b>Environmental hazard</b>	This symbol will appear on substances that are hazardous to the environment.
	<b>Exclamation point</b>	This symbol will appear on chemicals that contain a less harmful toxicity. Harmful if ingested, inhaled, or absorbed (direct contact with skin). Causes irritation to skin and eyes. Causes allergic skin reaction.
	<b>Oxidant</b>	This symbol will appear on chemical substances that react with others (particularly flammable ones) and may cause fire or a larger explosion.
	<b>Explosive</b>	This symbol will appear on explosive chemicals.
	<b>Flammable</b>	This symbol will appear on flammable chemicals.
	<b>Gas</b>	This symbol will appear on the following types of gases: under pressure, compressed, refrigerated liquified, and dissolved.
	<b>Corrosive</b>	This symbol will appear on chemicals with corrosive properties; corrosive to metals, may cause severe burns to skin or eyes.
	<b>Skull and crossbones</b>	This symbol will appear on the most toxic chemical product. It may be toxic or fatal if inhaled, ingested and/or absorbed by skin.

4. **HAZARD STATEMENT:** describes the nature and degree of hazardousness of a chemical. For example: “causes kidney damage by repeated or prolonged exposure when absorbed through the skin”. Hazard statements must appear on the label. The statement should be clear and specific to the hazard classification of the chemical. Users should see the statement to see how dangerous the chemical is, regardless of the type of product or who produces it.
5. **CAUTION STATEMENTS:** the label must include a statement with recommendations for prevent adverse effects due to chemical exposure (including handling and storage).

This is an example of the new label required by OSHA:

**SAMPLE LABEL**

<p style="text-align: center;"><b>PRODUCT IDENTIFIER</b></p> <p>CODE _____</p> <p>Product Name _____</p> <p style="text-align: center;"><b>SUPPLIER IDENTIFICATION</b></p> <p>Company Name _____</p> <p>Street Address _____</p> <p>City _____ State _____</p> <p>Postal Code _____ Country _____</p> <p>Emergency Phone Number _____</p> <p style="text-align: center;"><b>PRECAUTIONARY STATEMENTS</b></p> <p>Keep container tightly closed. Store in cool, well ventilated place that is locked.                  Keep away from heat/sparks/open flame. No smoking.                  Only use non-sparking tools.                  Use explosion-proof electrical equipment.                  Take precautionary measure against static discharge.                  Ground and bond container and receiving equipment.                  Do not breathe vapors.                  Wear Protective gloves.                  Do not eat, drink or smoke when using this product.                  Wash hands thoroughly after handling.                  Dispose of in accordance with local, regional, national, international regulations as specified.</p> <p><b>In Case of Fire:</b> use dry chemical (BC) or Carbon dioxide (CO<sub>2</sub>) fire extinguisher to extinguish.</p> <p><b>First Aid</b>                  If exposed call Poison Center.                  If on skin (on hair): Take off immediately any contaminated clothing. Rinse skin with water.</p>	<p style="text-align: center;"><b>HAZARD PICTOGRAMS</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>SIGNAL WORD</b> <b>Danger</b></p> <p style="text-align: center;"><b>HAZARD STATEMENT</b> <b>Highly flammable liquid and vapor. May cause liver and kidney damage.</b></p> <p style="text-align: center;"><b>SUPPLEMENTAL INFORMATION</b></p> <p><b>Directions for use</b>                  _____                  _____                  _____</p> <p>Fill weight: _____ Lot Number _____</p> <p>Gross weight: _____ Fill Date: _____</p> <p>Expiration Date: _____</p>
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# Material Safety Data Sheets (“MSDS”)

OSHA requires product manufacturers to provide materials safety data sheets on chemical (MSDS) and safety data sheets (SDS) for products containing hazardous chemicals. These are written documents with information describing chemical products and describe what to do in case of an emergency.

## 5. What are the material safety data sheets on chemical and the safety data sheets?

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These sheets should be readily accessible to employees of school cafeterias during their shifts. Employers must make these sheets available to the cafeteria staff. They should also train the staff so that they know the potential hazards of chemicals and how to use them safely.

The MSDS/SDS should specify at least this information:

- The dangerous ingredients of the product
- How the employee may be exposed to those ingredients
- Health and safety risks presented when using these products
- Measures to use and store the products safely and what to do in case of an emergency.
- The personal protective equipment to be used with each product.

The Hazard Communication Regulation (HCR) requires manufacturers, distributors and importers of chemicals to provide the safety data sheets (SDS), formerly known as material safety data sheets of chemicals, to communicate the dangers of chemical hazards. The main difference between the MSDS and SDS is the information required in the SDS. It is more extensive and will have a 16 section format (not 8 sections like in the MSDS).

6. What is the main difference between the MSDS and SDS?

MSDS	SDS

As of June 1, 2015, the HCR will require the new SDS to follow a uniform format, including numbers for each of the 16 sections, headers, and relevant information under the following headers:

Section 1	<b>Product identification</b>	Includes the product identifier, name, address and emergency telephone number, recommended use and usage restrictions.
Section 2	<b>Identification of hazard or hazards</b>	Describes all hazards associated with the chemical product and the required label elements.
Section 3	<b>Component composition/ information</b>	Includes data on the chemical ingredients and statements of trade secrets.
Section 4	<b>First aid</b>	Describes the symptoms, acute, chronic and treatment required.
Section 5	<b>Firefighting measures</b>	Lists suitable protective means and equipment for firefighting and specific hazards of chemicals due to fire.
Section 6	<b>Measures to be taken in case of accidental spillage</b>	Mention emergency procedures, protective equipment, and proper methods for isolation and cleaning.
Section 7	<b>Handling and storage</b>	Describe precautions for safe handling and storage of materials, among others, incompatibilities.
Section 8	<b>Exposure controls / personal protection equipment</b>	List the permissible exposure limits (PEL), Threshold Limit Values (TLV), appropriate engineering controls and personal protective equipment (PPE).
Section 9	<b>Physical and chemical properties</b>	Mention the characteristics of the chemical
Section 10	<b>Stability and reactivity</b>	Describe the chemical stability and the possibility of hazardous reactions
Section 11	<b>Toxicological information</b>	List the routes of exposure, symptoms, acute and chronic effects related and numerical measures of toxicity
Section 12	<b>Eco-toxicological information*</b>	
Section 13	<b>Information related to the elimination of the products*</b>	
Section 14	<b>Information related to transportation*</b>	
Section 15	<b>Regulatory information*</b>	
Section 16	<b>Other information</b>	Includes date of preparation or last modification of the SDS

\*This information is not regulated by OSHA.

We are currently using the material safety data for chemicals used in workplaces, including school cafeterias. This is an example of an “MSDS” of a multipurpose cleaner for kitchen surfaces and dining tables.



PO Box 1360  
Gurabo, PR 00778  
Tel. 787-737-4000

## MATERIALS SAFETY DATA SHEET

### SECTION 1- GENERAL PRODUCT INFORMATION

**Product name:** Gascó Multipurpose Cleaner **Emergency contact number:** 1-800-255-3924  
**Product class:** Multi-Use cleaning compounds  
**HMS Legend:** 4-Extreme 3-High 2-Moderate 1-Slight 0-Insignificant  
**HMS Codes:** Health: 1 Flammability: 0 Reactivity: 0

### SECTION 2- HAZARDOUS INGREDIENTS

Chemical Name	CAS Number	%
Ingredients not listed are not considered dangerous under the Federal Hazardous Substances Law (29 CFR 1910, 1200)		

### SECTION 3 – PHYSICAL PROPERTIES

**Standard boiling point:** 214F  
**Appearance:** Pale yellow liquid, lightly viscous  
**Density** (water = 1.00): 1.01  
**Percent volatile:** N/A  
**Evaporation:** (water = 1.0) 1.0  
**Fragrance:** Citric  
**pH:** 8-10

### SECTION 4- EXPLOSIVES INFORMATION

**Spontaneous combustion temperature:** N/A  
**Flammability Limits:** N/A  
**Explosivity danger:** Product is not combustible  
**Special Firefighting procedures:** This product is not combustible and will not sustain combustion.

### SECTION 5- HEALTH INFORMATION

**Exposure Effects:** Continuous contact may cause irritation. Causes eye irritation.  
**Emergency procedures**  
**Skin:** Wash with soap and water for 10 minutes. Seek medical attention if irritation occurs.  
**Eyes:** Wash with cold water for 10 minutes. Seek medical attention **immediately**.  
**Ingestion:** Give several cups of water or milk in order to dilute. Do not induce vomiting. Seek medical attention **immediately**. Never give something to drink to an unconscious person.

**Carcinogenics:** This product is not considered carcinogenic by OSHA, NTP and IARC

### SECTION 6- REACTIVITY

**Stability:** Stable.  
**Conditions to avoid:** Do not store near oxidizers.  
**Incompatibility:** Do not mix with other detergents.  
**Dangerous decomposition products:** None.  
**Dangerous polymerization:** Will not occur.

### SECTION 7- SPILL PROCEDURES

**Steps to take in case of a spill:**  
 Stop the flow of material. Wash the area with plenty of water.  
 Avoid breathing fumes.  
**Waste disposal procedures:**  
 Dispose of this product by following local, federal or state laws.

### SECTION 8- SUGGESTED PROTECTION EQUIPMENT

**Respiratory Protection:** None is required.  
**Ventilation:** Provide adequate ventilation.  
**Protective gloves:** Not normally needed  
**Eye Protection:** Not normally needed  
**Other protective equipment:** None is required

### SECTION 9- SPECIAL PRECAUTIONS

**Precautions upon storage:** Keep in a cool, dark place.  
 Keep from freezing. Keep product closed when not in use.  
 Use in adequately ventilated places. Avoid eye contact.  
**Other precautions:** Do not ingest. .

### INFORMATION SECTION 313 NOTIFICATION FROM THE SUPPLIER

This product does not contain toxic materials subject to the requirements in section 313 of the “Right to Know act”, 1986 40 CFR 372

### **Disclaimer**

Nothing contained herein grants or extends a license, express or implied, in connection with patents, issued or pending, of the manufactured or ordered. The information contained herein is based on the manufacturer’s own study and the works of others. The manufacturer makes no warranties, express or implied, as to the accuracy, completeness or adequacy of the information contained herein. The manufacturer shall not be held liable (regardless of fault) to the vendee’s employees or anyone for any direct, special or consequential damages arising out of or in connection with the accuracy, completeness, adequacy or furnishing of such information.

This is an example of a Chemical Data Sheet of the disinfectant product of trays and cutlery.



## Materials Safety Data Sheet (MSDS)

**1. Chemical product & Company Identification**

**Trade Name:** Gascó Quaternary Ammonia Sanitizer

**Manufacturer:** Gascó Industrial  
PO Box 1360  
Gurabo PR 00778

**Telephone Numbers - 24 Hour Emergency Assistance**  
Medical 800-228-5635  
Chemtrec 800-424-9300  
Chemtrec Int'l 703-527-3887

**Telephone Numbers - General Assistance**  
General (847) 446-7500

**2. Composition / Information on ingredients**

Ingredient Name	CAS Number	Percent (by weight)
n-Alkyl (68% C <sub>12</sub> , 32% C <sub>14</sub> ) dimethyl ethylbenzyl ammonium chloride	85409-23-0	5.00%
n-Alkyl dimethyl benzyl ammonium chloride (C <sub>12</sub> -18)	68391-01-5	5.00%
Inert Ingredients	various	90.00%

**3. Hazards Identification**

**Emergency Overview**  
Clear liquid,  
Danger! Corrosive  
May be corrosive to the eyes. May cause moderate to severe skin irritation. May be harmful if swallowed.

**Health Effects: Eyes**  
This product may be corrosive to eyes.

**Health Effects: Skin**  
This product may be severely irritating to the skin and may cause burns.

**Health Effects: Inhalation**  
Exposure via inhalation not likely. High vapor or aerosol mist concentrations may be irritating to the nose, throat and upper respiratory tract.

**Health Effects: Ingestion**  
This product may be harmful if it is swallowed.

**4. First Aid Measures**

**Eyes**  
Immediately flush eyes with plenty of water for at least 15 minutes. Get medical attention or advice.

**Skin**  
For skin contact, flush with large amounts of water. If irritation persists, get medical attention. Immediately take off all contaminated clothing. Wash contaminated clothing before reuse.

**Inhalation**  
If symptoms are experienced, remove source of contamination or move victim to fresh air. If symptoms persist, get medical attention. If not breathing, give artificial respiration, preferably mouth-to-mouth. If breathing is difficult, give oxygen. Seek medical attention.

**Ingestion**  
If the material is swallowed, get immediate medical attention or advice. Do not induce vomiting.


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Completed on: 2/19/2013  
Completed by: Product Safety and Quality Control

Page 1 of 4



## Materials Safety Data Sheet (MSDS)

**Notes to Physician**

If the product is ingested, probable mucosal damage may contraindicate the use of gastric lavage. Treat the affected person appropriately.

**5. Fire Fighting Measures**

**Flash Point** (> 93.9 °C), >201 F

**Extinguishing Media**

Dry chemical, foam, carbon dioxide, water fog.

**Fire Fighting Equipment / Instructions**

Firefighters should wear full fire-fighting turn-out gear (full Bunker gear) including NIOSH-approved self-contained breathing apparatus with full facepiece operated in the pressure demand or other positive pressure mode.

**6. Accidental Release Measures****Spill and Leak Procedures****Emergency Action:**

Isolate spill or leak area immediately. Keep unauthorized personnel away. Stay upwind. Keep out of low areas. Ventilate closed spaces before entering. Wear appropriate personal protective equipment during cleanup. Small Spills: Absorb with earth, sand or other non-combustible material and transfer to containers for later disposal. Large Spills: Dike ahead of liquid spill for later disposal. Do not discharge effluent containing this product into lakes, streams, ponds, estuaries, oceans or other waters unless in accordance with the requirements of a National Pollutant Discharge Elimination System (NPDES) permit and the permitting authority has been notified in writing prior to discharge. Do not discharge effluent containing this product to sewer systems without previously notifying the local sewage treatment plant authority. For guidance, contact your State Water Board or Regional Office of the EPA.

**7. Handling and Storage****Handling Procedures**

Avoid contact with skin and eyes. Avoid breathing vapors or mists of this product. Wash thoroughly after handling. As with all chemicals, good industrial hygiene practices should be followed when handling this material.

**Storage Procedures**

Keep the container tightly closed and in a cool, well-ventilated place. Avoid freezing or excessive heat. DO NOT CONTAMINATE WATER, FOOD OR FEED BY STORAGE OR DISPOSAL.

**8. Exposure controls / Personal protection****Engineering Controls**

Use with adequate ventilation.

**Personal Protective Equipment: Eyes/Face**

Wear chemical goggles and face shield.

**Personal Protective Equipment: Skin**

Work clothing sufficient to prevent all skin contact should be worn, such as coveralls and long sleeves. Use impervious gloves.

**Personal Protective Equipment: Respiratory**

Under normal conditions, respirator is not normally required. If irritation is experienced, a NIOSH-approved respirator should be worn.

**Personal Protective Equipment: General**

Eye wash fountain and emergency showers are recommended.

Completed on: 2/19/2013  
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Page 2 of 4





Materials Safety Data Sheet (MSDS)

**14. Transport Information**

**DOT Proper Shipping Name** Refer to bill of lading or container label for DOT or other transportation hazard classification, if any.

**15. Regulatory Information**

**Inventories**

This product is considered a pesticide, and is therefore excluded from the United States TSCA Regulations. There is no calculable reportable quantity (RQ) for this product.

**16. Other information**

**Disclaimer**

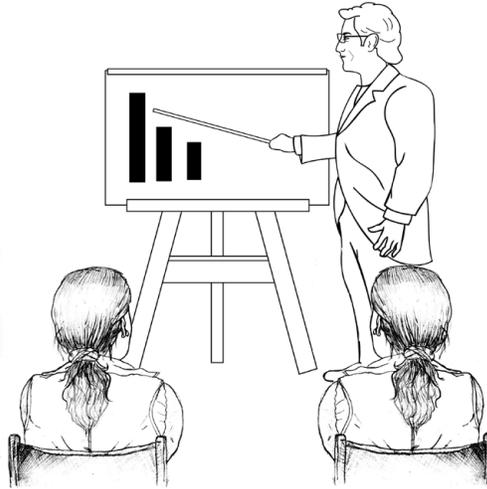
Disclaimer: Nothing contained herein grants or extends a license, express or implied, in connection with patents, issued or pending, of the manufacturer or others. The information contained herein is based on the manufacturer's own study and the works of others. The manufacturer makes no warranties, expressed or implied, as to the accuracy, completeness, or adequacy of the information contained herein. The manufacturer shall not be held liable (regardless of fault) to the vendee's employees, or anyone for any direct, special or consequential damages arising out of or in connection with the accuracy, completeness, adequacy or furnishing of such information.

HAZARD RATINGS	HMIS	NFPA
Health	2	2
Flammability	1	1
Reactivity	0	0
PPE	X	

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 Completed by: Product Safety and Quality Control

# Other components of the Hazard Communication Regulation

## • Training



The regulation also includes training among its important components. It is important that school cafeteria employees receive the necessary information about the chemical products they use at work. Therefore, when employees begin work for the first time at the school cafeteria, they should receive training on the proper use of chemicals, and each time they use a chemical for the first time they should receive new product introduction. These trainings should have the following information:

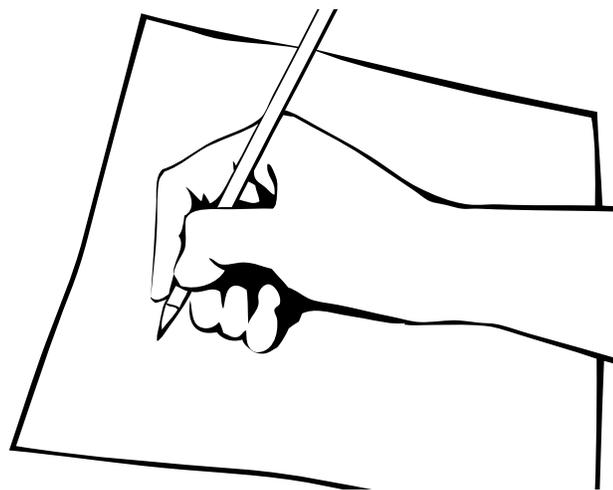
- requirements of the Hazard Communication Regulation
- chemicals used in the school cafeteria
- location and availability of the written risk communication program and material safety data sheets (MSDS)/Safety Data Sheets (SDS)
- physical and health effects of hazardous chemicals
- methods of storing and disposing of chemicals
- phone numbers of suppliers of chemicals
- how to reduce or prevent exposure to these hazardous chemicals through use of control practices/work and personal protective equipment
- steps the employer has developed to reduce exposure to these chemicals
- emergency steps to follow if a cafeteria employee is exposed to these chemicals
- how to read labels and review sheets on chemical materials

### • **Written Program**

The written program is a document that clearly explains how they will perform tasks when using the products for cleaning and disinfection in the dining room and describes the health and safety issues in the handling, storage, and disposal of these products.

This written program:

- should be available to employees displayed on the dining room during their work shift
- describe how the product will be labeled
- includes fact sheets on chemical materials (“MSDS”) and the methodology for offering these trainings
- explains the risks of non-routine tasks
- includes a list of all chemicals used in the school cafeteria



**7. In addition to the labeling and information sheets on chemical materials/safety data sheets, what other two components have the Hazard Communication Regulation?**

## **Recommendations to reduce and prevent exposure to chemicals in school cafeterias**

- Require adequate training in the use of chemicals from the employee' first day of work in the dining room and every time a chemical is used for the first time.
- Notify your situation to your delegate / or union.
- Use toxic chemicals as possible.
- Do not use in the cafeteria commercial products (examples: Clorox, Ajax, and other trademarks Lestoil). Use only chemicals provided by the supplier.
- Do not mix chemicals, such as not mix products containing bleach and ammonia, this is dangerous to your health.

- Read the product label before use.
- Use the personal protective equipment provided by the employer such as apron and gloves.
- Make the correct dilution of chemicals that require it.
- If you use gloves, at the end of use, it is important to wash your hands with mild soap and dry thoroughly.
- If you transfer the contents of a chemical (primary) to another container (secondary), make sure both containers are properly labeled.
- If you want to know more about the dangers of a product and what to do in case of an emergency, you should read the fact sheets on chemical materials.
- Keep in mind the hierarchy of controls established to eliminate, control, and prevent hazards and risks in the workplace. These controls are elimination, substitution, engineering controls, administrative controls, and use of personal protective equipment.
- Do not smoke, eat, or drink while using or close to chemicals.

## 8. Mention three recommendations to reduce exposure to chemicals used in the school cafeteria.

1.

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2.

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3.

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### References:

University of Medicine & Dentistry of New Jersey (UMDNJ) material produced under grant number SH-23527-12-60-F-34 (<http://o.php.umdnj.edu>)  
([http://www.osha.gov/SLCT/youth/restaurant/cleanup\\_haz.html](http://www.osha.gov/SLCT/youth/restaurant/cleanup_haz.html))  
([www.trabajo.pr.gov/prosha/download/PROSHA\\_3084\\_Comunicacion\\_Riesgo.pdf](http://www.trabajo.pr.gov/prosha/download/PROSHA_3084_Comunicacion_Riesgo.pdf))  
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([www.osha.gov/dte/grant\\_materials/fy09/sh-19495-09/health\\_hazards\\_workbook\\_spanish.pdf](http://www.osha.gov/dte/grant_materials/fy09/sh-19495-09/health_hazards_workbook_spanish.pdf))

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University of Puerto Rico, Medical Sciences Campus  
Susan Harwood Training Grant #SH-23526-12-60-F-72  
TRAINING IN ERGONOMICS AND RISKS COMMUNICATIONS RISK  
FOR SCHOOL CAFETERIA WORKERS

## KNOWLEDGE EXERCISE 1 FIND THE PAIR

Matching terms and definitions about the Hazard Communication Regulation

### OBJECTIVE

Identify the components of the Hazard Communications Regulation by using keywords.

### DESCRIPTION

Several cards that contain definitions or terms and illustrations related to the Hazard Communication Regulation will be placed on a table. These cards have illustrations and definitions of issues and regulation components such as: training, labeling, material safety data sheets (MSDS) and safety data sheets (SDS), pictograms, a written program, personal protective equipment, health risks, chemical hazards, exposure routes input, and recommendations to prevent exposure. This exercise consists of matching the definitions with the illustrations that represents it. A volunteer from each subgroup will choose from the table a card with a picture and a card with a definition he or she understands is the correct pairing. Each voluntary member will perform the exercise simultaneously and place the match on the blackboard. New members will be selected from each subgroup in case the initial partner makes the incorrect pairing. For each correct and incorrect answer, the trainer will review the concepts presented in the exercise.

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FOR SCHOOL CAFETERIA WORKERS

## KNOWLEDGE EXERCISE 2 THAT'S WHAT WE'RE LOOKING FOR!

Recognizing the information in the material safety data sheets (MSDS), and on the labels of the chemicals used in school cafeterias.

### OBJECTIVE

Identify the main components in the information contained in the MSDS sheets and chemical labels chemicals used to clean and sanitize equipment and utensils in school cafeterias.

### DESCRIPTION

Using chemical products in school cafeterias with their respective material safety data sheets (MSDS), we will identify the relevant information in the MSDS and product labels. This way the cafeteria worker will learn the information he or she needs to know about the chemical used in the workplace. The group will be divided into subgroups. Each subgroup will have a chemical product with its respective material safety sheet. Using a checklist for a 15 minute time period, each subgroup will evaluate the contents of the product label and material safety sheet. At the end of the allotted time, each group will present their results. During this exercise, we will emphasize the importance of reading product labels before using them. We will also explain the changes according to the Global Harmonized System (GHS) in the group discussion process.

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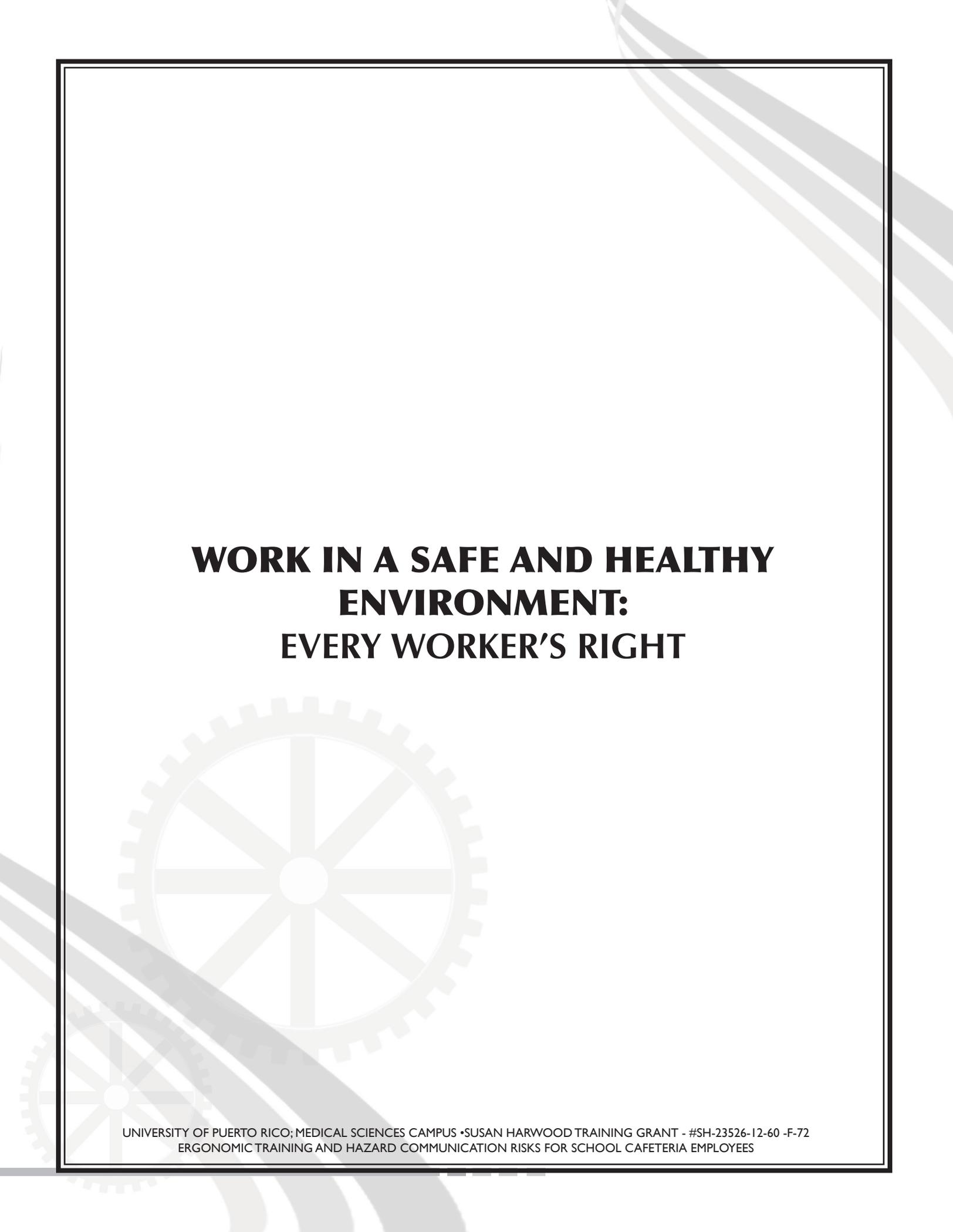
## THAT'S WHAT WE'RE LOOKING FOR!

Mark the box if the information is complete.

NAME OF PRODUCT: \_\_\_\_\_

- 1. The label contains information that identifies the product.
- 2. The label contains information about chemical hazards.
- 3. The label has been removed from the product or is incomplete.
- 4. The material safety data sheet (MSDS) contains information that identifies the chemical product.
- 5. The material safety data sheet (MSDS) has information on hazardous chemical ingredients.
- 6. The material safety data sheet (MSDS) has information about the physical data (e.g., odor) of the chemical product.
- 7. The material safety data sheet (MSDS) has chemical information about the dangers of fire and/or risks of explosives.
- 8. The material safety data sheet (MSDS) describes the health effects from exposure to the chemical.
- 9. The material safety data sheet (MSDS) contains information on chemical reactivity.
- 10. The material safety data sheet (MSDS) has information on procedures required in case of a spill.
- 11. The material safety data sheet (MSDS) has information on suggested personal protective equipment.
- 12. The material safety data sheet (MSDS) has information special precautions.
- 13. The label is in Spanish.

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**WORK IN A SAFE AND HEALTHY  
ENVIRONMENT:  
EVERY WORKER'S RIGHT**

UNIVERSITY OF PUERTO RICO; MEDICAL SCIENCES CAMPUS • SUSAN HARWOOD TRAINING GRANT - #SH-23526-12-60 -F-72  
ERGONOMIC TRAINING AND HAZARD COMMUNICATION RISKS FOR SCHOOL CAFETERIA EMPLOYEES

## LEGAL RIGHTS

### GENERAL OBJECTIVE:

- Upon completion of the educational activity on the worker's legal rights, school cafeteria employees will demonstrate their knowledge of labor rights and how to use them for protection through the application of the information provided in the solution of a hypothetical case.

### SPECIFIC OBJECTIVES:

By reading and small group discussion of workers' and participants' legal rights and Whistleblower Law the participants will:

- Learn about the OSHA Safe and Health Act of 1970 and its purpose.
- Become familiar with workers' rights under OSHA law.
- Know when to establish a complaint and the process to establish one.
- Summarize in your own words the informant protection regulation ("Whistleblower").

### ACTIVITIES:

- Reading in small groups of educational material on OSHA 1970 Health and Safety Law and the OSHA "Whistleblower" regulation.
- Guided small group discussions of the readings.
- Review of information through large group discussion facilitated by the trainer.

### NECESSARY MATERIALS:

- Informative modules on the subject
- Pencils and pens
- Sheets for taking notes
- Key questions for discussion
- Hypothetical cases of violations of workers' rights

### EVALUATION:

- Content: Revision of the correct application of the information provided in the analysis and solution of various scenarios presented by the trainer.
- Process: Overall assessment sheet

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## Work in a safe and healthy environment: Every worker's right

Every employer has a duty to provide a workplace free of hazards that may cause death or serious physical harm to his employees. OSHA ensures this. OSHA stands for Occupational Safety and Health Administration. This office is part of the Federal Department of Labor and in Puerto Rico there is also a state program.

### You have the right to a safe workplace

You have the right to a safe workplace. The Occupational Safety and Health Act of 1970 (OSH Act) was created to prevent death, injury or illness of workers in their workplaces. The law requires employers to provide working conditions free from danger and risks. The Executive Order #12196 under President Richard Nixon, created the Occupational Safety and Health Administration (OSHA), which create and enforce standards that protect the safety and health at work. OSHA also provides information, training, and assistance to workers and employers. Workers may file a complaint with OSHA requesting inspection of their workplace if they believe their employer is not following OSHA rules or if there are serious risks. Workers in Puerto Rico are also protected by Law Number 16 of August 5, 1975. This law encourages joint efforts between workers and employers to reduce injuries and disease arising out of employment. This law grants

the same rights as the Federal OSHA Law of 1970 and among other things, requires the employer to provide its employees with safety equipment and personal protective equipment required by the employee. This law also establishes that in case of a catastrophe or a fatal accident, the employer must inform the Puerto Rico OSHA within 8 hours after the incident has occurred. It also promotes the establishment of health and safety committees in the workplace composed of workers or trade unions representatives and the employer.



**1. Which law protects workers?**

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**2. What is the purpose of this law?**

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**3. Mention some of the rights granted under this law.**

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**Contact OSHA if you have questions or want to file a complaint.**

If you have questions or wish to file a complaint, contact the OSHA office in Puerto Rico. Your information will be kept confidential. Call (787) 277-1560, (787) 754-2172. They will advise you on what to do to file a complaint.

## Workers' rights under OSHA Law

Employees are entitled to working conditions without risks of injury. To ensure that a workplace is safe and healthy, OSHA gives employees the right to:

- Request that OSHA inspect workplace.
- Exercise their rights under the law free from retaliation or discrimination.
- Receive information and training about hazards, methods to prevent damage and OSHA rules that apply to his or her workplace.
- The training must be in Spanish.

- Have access to the results of the inspections made and hazards found in their workplace if any.
- Read the information gathered on injuries and employment related diseases reported in their workplace.
- Have access to copies of their medical records.



**4. Mention situations in the cafeterias where these rights are not met.**

Rights Violation Scenarios

## When may a complaint about health issues and job safety be filed?

OSHA recommends that employees first try to solve health and safety issues by informing their supervisors, managers or health and safety committee. However, at any given moment, employees may file a complaint at their local OSHA office and request an inspection or investigation. (The complaints presented to federal OSHA filed by workers in states with OSHA-approved state plans will be directed to the appropriate state plan.)

**5. What is the maximum time you may file a complaint related to health risks or job security?**

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**6. Describe a situation in which you have participated in the filing of a complaint or know of someone who has.**

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# Who may file a complaint?

**Anyone with knowledge of a safety or health risk in a workplace may file a complaint and OSHA will investigate the indicated problems.**

Employees or their representatives have the right to request inspection of a workplace if they believe there is a violation of the safety or health rules, if there is any risk of physical injury, or if there is “imminent danger”. The representatives of employees that could file a complaint are:

- a. An authorized representative of the employees’ bargaining unit, such as the School Cafeteria Association of Puerto Rico.
- b. A lawyer representing the employee.
- c. Any other person acting in representative capacity, including but not limited to, representatives of a religious institution, social workers, family members or partners, government officials or nonprofit groups and organizations that act on specific complaints or injuries presented by employees at an individual level.

## 7. Make a list of who can file a complaint with OSHA in their workplace.

1.
2.
3.
4.
5.



## Protection Program for employees who file complaints (“Whistleblower” Regulation)

OSHA administers protection to employees that file complaints. There are 22 laws for these cases, among these, section 11 (c) of the Occupational Safe and Health Act which prohibits any supervisor to fire or retaliate against any employee who has exercised his or her rights under the Act.

The rights conferred by this law include employee participation in safety and health activities, claims with OSHA and request for inspection by OSHA, participation in an OSHA inspection, participating in any action or statement related to OSHA's inspection and reporting of a work related injury, illness or death.

A retaliation complaint filed with OSHA must allege that the informant participated in a protected activity, that the defendant had knowledge of the activity, the informant was the victim of retaliation and that the reported protected activity led or contributed to retaliation being taken. The law defines retaliation as any action that could reasonably discourage an employee from participating in the protected activity.



Depending on the circumstances of the case, a measure of retaliation towards an employee may be:

Dismissal or termination

- Place him or her on a “black list”
- Demotion
- Refusal to work overtime or deny a promotion
- Application of disciplinary action
- Denying earned benefits

- Denying employment or return to work
- Bullying
- Threats
- Reassignment affecting promotion opportunities
- Reduction of pay or working

**8. What do you call the law that protects the informant against discrimination?**

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**9. List some of the retaliation measures on behalf of your employer against you or your coworkers.**

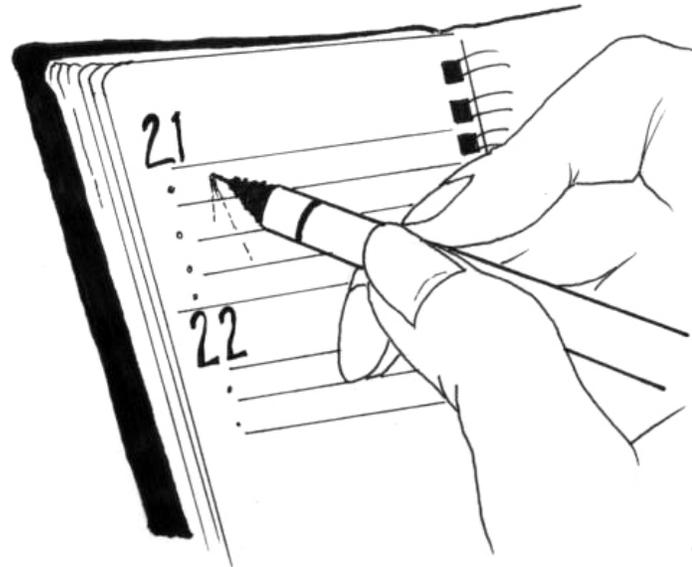
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# File a complaint for discrimination

You may file a charge of discrimination if your employer has reacted against you for exercising any rights as an employee that the OSH Act sets or because you refuse to work when there is a real danger of death or serious injury and there is not enough time for OSHA to carry out an inspection. You may file a complaint by calling the local OSHA office within 30 days after being discriminated. In states that have approved state programs, employees can file a complaint with the state and federal OSHA.



## 10. When may a complaint for discrimination be filed?

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### Information obtained from:

[http://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_table=OSHACT&p\\_id=2743](http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=OSHACT&p_id=2743)

<http://www.osha.gov/as/opa/spanish/companion-sp.html>

<http://www.osha.gov/workers-spanish.html>

[http://www.whistleblowers.gov/whistleblower\\_rights\\_spanish.pdf](http://www.whistleblowers.gov/whistleblower_rights_spanish.pdf)

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University of Puerto Rico, Medical Sciences Campus  
Susan Harwood Training Grant #SH-23526-12-60-F-72  
ERGONOMIC TRAINING AND HAZARD COMMUNICATION RISKS  
FOR SCHOOL CAFETERIA EMPLOYEES

## KNOWLEDGE EXERCISE 1

On a Monday morning, when school cafeteria employees of Muñoz Rivera Elementary School arrive at the kitchen to begin their work, they find the room flooded with sewage water. The cafeteria supervisor notifies the school director and mentions she must let go of their employees for the day, as it is an unhealthy environment for both them and the students. The school director inspects the cafeteria and refuses the manager's request. She alleges that as the sewage water did not reach the level where food was, it is not necessary to close the cafeteria. She says what must be done is to remove the water with brooms and mop the floor well. She mentions she will provide chlorine for this task, which she has in her office when she asks the janitors to clean her bathroom. The cafeteria supervisor said her employees cannot do the job. The director says there won't be a problem; she'll have the janitors do the job and in the meantime, the school cafeteria employees will wait in the courtyard. The cafeteria supervisor does not know what to.

**What would you recommend and why?**

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Universidad de Puerto Rico , Recinto de Ciencias Médicas  
Susan Harwood Training Grant #SH-23526-12-60-F-72  
ADiestramiento en Ergonomía y Comunicación de Riesgo  
PARA EMPLEADOS DE COMEDORES ESCOLARES

## KNOWLEDGE EXERCISE 2

Friday morning when school cafeteria employees of Jaime Collazo del Río School arrive at the kitchen to start their tasks, they find there is no potable water. The cafeteria supervisor notifies the school director and mentions she must let go of their employees for the day without deducting the pay, because there is not enough disposable tableware and bottled water for all students. The school director refused the request and told her to be creative to find a solution. María one of the employees, understands the decision made by the school director is not right and leaves. The following day, when María comes to work, the cafeteria supervisor tells her the school director wants to talk to her. When she goes to the office, the director delivers a copy of a letter placed in her file, admonishing for insubordination. He warns her that if in the future the same behavior is assumed, it could have major consequences for her. Upset, Mary leaves the offices, calls her union coordinator and explains the situation. The coordinator sends a letter, warning the school director that his action violated the labor contract and requesting the letter be removed from María's record. The school director refuses to withdraw the letter and assumes a hostile attitude towards. Maria begins to have symptoms of nervousness and insomnia and becomes anxious every time she goes to work in the mornings. One day she decides that she cannot stand it any longer and requests she be sent to the PR Worker's Compensation State Office. The director refuses to fill out the document and tells her to stop whining, that if she can't do her job, then she should quit. Maria goes home crying. When she returns to work the next day, the cafeteria supervisor tells her that she can't stay to work because the school director sent a letter to the District, accusing Mary of abandoning her work without permission. Mary does not know what to do. She is thinking about calling her union coordinator again, but fears that this will bring more problems.

**If you were Mary, what would you do?**

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