

INSTRUCTOR MANUAL

Construction
Safety & Injury Prevention
Program

GUIDE

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INTRODUCTION

The Building Industry Association of Hawaii has developed the Construction Safety & Injury Prevention Program (CSIP) and Safety & Injury Prevention Plan (SIPP) to educate participants on safety hazards in the workplace. It is with gratitude that we thank those who have been involved in its development, including providing curriculum, support, and guidance. Thank you, Program Trainers!

The goal of CSIP is to address prevention and identification of construction safety and health hazards to “secure safe and healthy workplaces, particularly in high-risk industries” (DOL’s Strategic Objective, Performance Goal OSHA 2.1). SIPP has been specially designed to provide technical assistance to businesses to develop a customized, comprehensive written safety and health program. A written safety and health program will protect workers and businesses.

This program is funded through the Susan Harwood Training Grant program, through the Occupational Safety and Health Administration, U.S. Department of Labor. The purpose of this program is to teach workers, safety staff, and employers to recognize, abate, and prevent safety and health hazards in the workplace. Additionally, this program will inform workers about their rights and employers about their responsibilities under the OSH Act. Additionally, the development of CSIP and SIPP has been made possible with the support from local organizations, businesses, and individuals including the Hawaii Safety Alliance and the Hawaii Chapter Veterans of Safety.

This program is comprised of four primary training sections depending on the employment status of participants. Programs are tailored towards: Safety Resource Staff, Worker, Manager/ Employer/ Supervisory Staff, and the Trainers.

This resource provides the general instructional approach to CSIP. It should be used in conjunction with the PowerPoint slides, the Student Workbook, and additional handouts. This Instructional Manual does not include any of the materials in the Student Manual or the presenter notes at the bottom of the PowerPoint slides.

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EVALUATIONS

As this program has been funded through a grant, continued support for these types of programs necessitates lively engagement. Participants are asked to complete evaluations in order to understand the importance and effectiveness of this program. Immediately following the training session, you will distribute two evaluations to the class. Participants may be asked to fulfill a third evaluation a few months after the training. Each evaluation assesses a different aspect of the training and each are equally important. These evaluations are intended to measure the effectiveness and efficiency of the program.

The types of evaluations are described below:

1. **Level 1- Training Session Reaction:** Level 1 evaluations focus on how the participants felt about the training program itself and teaching methods used. More specifically, these questions are designed to evaluate if the training was useful and relevant. The results of this evaluation will be used to improve future training programs.
2. **Level 2- Learning Evaluation:** Level 2 evaluations focus on the skills and information that participants retain. The results will not affect the participants in any way. This evaluation is shared with the Funder to demonstrate how the training program was effective.
3. **Level 3-Training Impact Assessment:** Level 3 evaluations will occur a few months after the conclusion of the CSIP program. This evaluation demonstrates how much of what was learned has been applied to the workplace. This will measure the impact of the training program in the workplace.

CONSTRUCTION SAFETY & INJURY PREVENTION PROGRAM (CSIP)

TRAINING OVERVIEW OF ALL COURSES

PROGRAM GOALS

The objective of this program is to provide training and education for workers and employers on the recognition, avoidance, and prevention of safety and health hazards in their workplaces, and to inform workers of their rights and employers of their responsibilities under the OSH Act.

TARGET AUDIENCE

The target audiences for this training is

- Workers
- Safety Managers/Coordinators
- Employers, Managers, Supervisors

Harwood emphasizes participation from:

- Small businesses (less than 250 employees)
- New businesses
- Limited English proficiency workers
- Non-literate and low literacy workers
- Young workers
- Temporary workers
- Minority and other hard-to-reach workers
- Workers in high-hazard industries and industries with high fatality rates

PROGRAM MATERIALS

This Training Program includes PowerPoint Presentations, handouts, Participant Workbooks, and this Instructor Manual.

All target audience segments begin with the same introduction material via PowerPoint. This provides an overview of the training program and is pertinent to all participants. Then, the materials have been customized for each target audience segment. There is overlap, particularly between Safety and Managers, as this information is pertinent to both groups.

All materials, training logistics, and funder considerations will be thoroughly reviewed during the Trainers' Meeting.

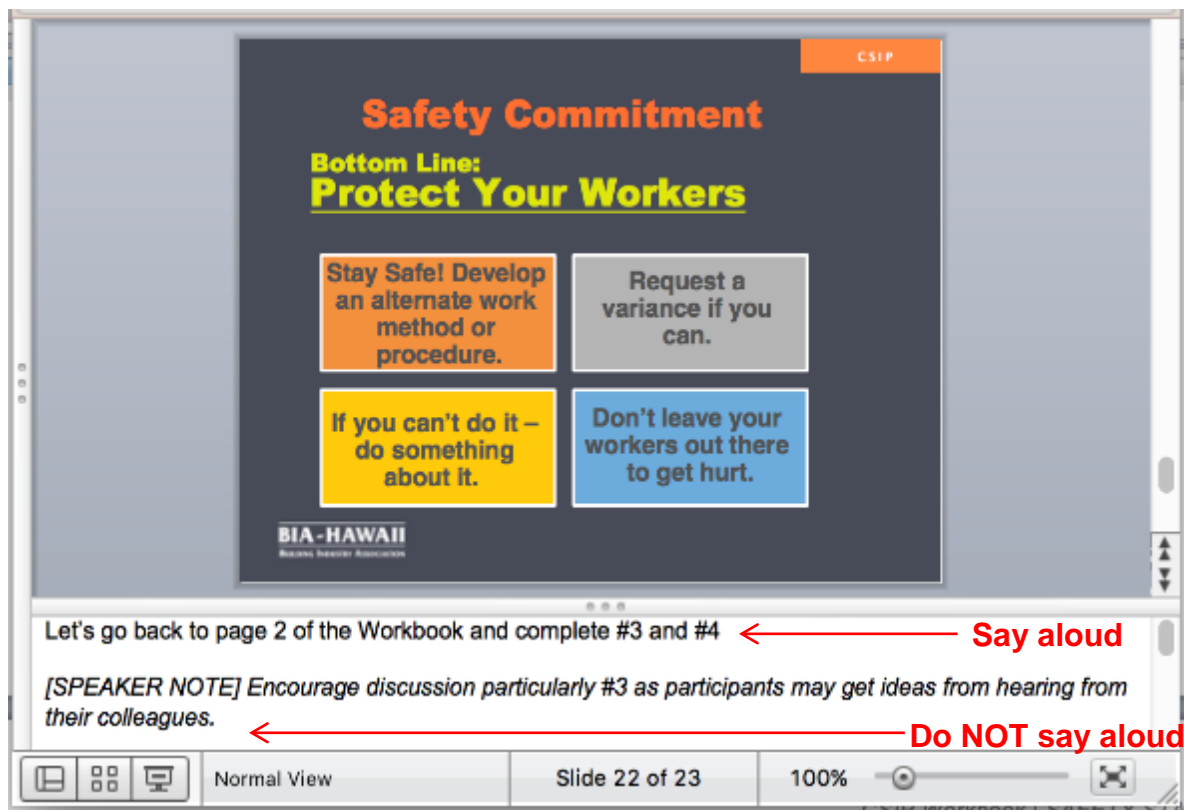
PowerPoint Presentation (PPT)

The PPTs are designed to be a learning tool to create an interactive and lively training experience. There are discussions, activities, and various learning tools built in to keep our adult learners engaged.

Please review the PPTs thoroughly. There are three types of Notes accompanying some slides.

- [SPEAKER NOTE]: Notes affixed with this designation are NOT meant to be said aloud but are notes to you, the speaker. They are in italics to further differentiate between other types of notes.
- Those Notes without a designation are meant to be said aloud to the class. You do not have to read word-for-word (in fact, we recommend avoiding this!). To sound natural, put these into your own words. See Figure 1 for an example.
 - Some notes have the target audience segment identified at the beginning of the note. For example, “[WORKER] Turn to page 13 of your Workbook”. This demonstrates a PPT that will be presented to more than one target audience segment. The note represents which target audience segment is to receive the instruction. See Figure 1 for an example.

Figure 1: Screenshots showing Presenter Notes



CSP MODULE 1

Hazard Identification Plan

General Industry (2015)

Sprain, strains, tears	324,700
Back injuries	155,740
Falls, slips, trips	238,610

The leading major event or was overexertion and bodily reaction.

BIA-HAWAII
Business Industry Association

CONSTRUCTION SAFETY PROGRAM (CSP)

What hazards are common, either at your workplace specifically or more generally, and real or potential?

[SAFETY] Jot these down on page 8 of your Workbook **To be read aloud to Safety participants**

[WORKER] Jot these down on page 3 of your Workbook **To be read aloud to Managers participants**

The Note screen will be visible during your presentation. Please still take care to review before your presentation so that you know what's coming.

Because you are an expert in the field, it is expected that you will elaborate on some points to further enrich the material. The notes are intended as a prompt, but you are free to reveal more or less than what's indicated, based on your participants' engagement, time remaining, etc.

All Sections will close with a Question slide. This is an opportunity for a quick check in with the class to ensure that the material is being understood. As an expert in safety & injury prevention trainings, feel free to spend more time on any topics that your participants indicate.

Workbook

Workbook activities are designed to support in-class activities, discussion, and provide a long-term resource to participants. Activities are indicated in the PPT notes, showing the page of the Workbook where they can be found, as demonstrated in Figure 1.

The Workbooks are for the participants to keep. Their responses can be kept as private as each participant prefers and can serve as a long-term resource. Before beginning each session, tell participants that are blank pages in the back of the Workbook for note taking.

Instructor Manual

This Instructor Manual is intended to provide a detailed look at what the training program entails. Coupled with the Trainers' Meeting, we hope that these resources will prove practical.

Additional Learning Tools

- Flipchart/Whiteboard: available to detail engaging discussions. There are prompts within the PPT Notes, though feel free to make use of these resources at your discretion.
- Handouts are included in the Workbook and referenced in the PPT Notes. The Appendices include additional information, such as inspection checklists, to further enrich the curriculum.
- Note pages are included at the end of each target audience segment Workbook.

A final note: you are the master of your domain (class)! Feel free to base the level of activity on how your participants are responding, how much time you have remaining, and which activities you find most appealing.

SAFETY MANAGER/COORDINATOR TRAINING

PROGRAM GOALS

The goal of this training session is to prepare Safety Staff members and to help them become more familiar with unique challenges that they may face, especially since they are employed at a small business. They may wear many hats and may not have a good handle on all that's expected of them. Safe workplaces start with a consistent message from leadership. Safety Staff, individuals who are primarily responsible for safety and injury prevention oversight at their businesses, will learn the steps needed to encourage leadership commitment, employee engagement, and practical tools to reduce hazards and reduce injuries.

TARGET AUDIENCE

The target audience for this training is Safety Managers/Coordinators.

LEARNING OBJECTIVES

Topics to be covered:

- Safety Manager Responsibilities
- Safety Commitment
- Maintaining a Safe Workplace
- Safety Training Protocols
- Identifying, Evaluating, and Controlling Potential Hazards
- Costs of Injury Claims and OSHA Violations
- In-house and OSHA Safety Inspections
- Incident Investigations
- Affirmative Defense
- Safety Rules
- Job Safety Analysis
- Emergency Plans and Protocols

SAFETY MANAGER/COORDINATOR TRAINING SYNOPSIS

MODULE 1

Topics

1. Leadership Commitment to Operational Safety
2. Workplace Safety & Employee Engagement
3. Hazard Identification Plan
4. Workplace Safety Rules & Hazard Control

Activities

1. Leadership Commitment to Operational Safety: Module 1-1
 - Slide 3: Activity 1- Company Emphasis (*page 3*)
Participants will answer questions 1 & 2 on workplace Safety.
 - Slide 18: Video
A short video is embedded in the slide.
Use flipchart or whiteboard to follow up with a Discussion.
 - Slide 22: Activity 1- Company Emphasis (*page 4*)
Participants will answer questions 3 & 4 on workplace Safety, followed by a class discussion.
2. Workplace Safety & Employee Engagement: Module 1-2
 - Slide 8: Class Discussion on “what might be some reasonable goals & objectives of a small construction business?”
Use flipchart or whiteboard to capture ideas.
 - Slide 11: Class Discussion on “how to effectively communicate safety, in words and actions, to ensure the staff understands the significance.”
During the discussion, play devil’s advocate. Ask participants questions, such as “what are some ways that company’s may be communicating the opposite?” I.e. “This job is late.... hurry!” does not promote safety.
 - Slide 15-16: Scenario Discussion
Use the following scenario to spark discussion: as the Safety Coordinator, you work with management to implement a new safety program to improve safety performance. You let all employees know past incident rates and set goals. You then post the goals on the company’s safety bulletin board.
Using slide 16, ask participants the following questions,
 - Do you feel as though this is an acceptable goal?
 - You’re communicating that you expect 50% less lost work days; is this what you want to communicate?
 - Although it’s an impressive decrease, if the goal is zero incidents, that’s what should be communicated: Employees and leadership team should agree that the vision is zero lost-time incidents.
 - Slide 19-21: Handout 1- Workplace Safety (*page 5-6*)
Handout discusses steps used for implementing an incident policy that will foster a company towards minimal incidents.

MODULE 1

- Slide 31: Group Activity 1 - Safety Statement (*page 7*)
Working in groups, participants will create a general Safety Statement (a document that addresses how health and safety are managed in the workplace). Doesn't necessarily need to be for their business; any business, real or imagined, will do.
3. Hazard Identification Plan: Module 1-3
- Slide 9: Activity 1- Group Discussion (*page 8*)
Participants will answer questions about identifying and resolving hazards.
 - Slide 36: Activity 1- Group Discussion (cont'd) (*page 9*)
Participants will answer questions about hazards at their workplace.
 - Slide 39: Group Activity 2- Hidden Messages (*page 10*)
First, students will compose vague and unclear messages they may (or do) hear management tell employees regarding work and/or safety.
Example: "lift properly."
Next, students will strengthen these messages to ensure the safety protocols are clear.
Example: Instead of "lift properly," management could remind employees to "Use the 4-step lift method when lifting heavy objects:
 1. *Size up the load*
 2. *Lift with your legs*
 3. *Move the load*
 4. *Get set and lower"*
4. Workplace Safety Rules & Hazard Control: Module 1-4
- Slide 4: Activity 1- Safety Rules (*page 11-12*)
Working in groups, participants will brainstorm some general safety rules that can be used to avoid Focus Four injuries.
 - Slide 10: Activity 2- Spot the Hazards (*page 13*)
Working together, participants will analyze and identify hazards in the photograph.
 - Slide 14: Handout 1- Job Safety Analysis (*page 14*)
This document explains the protocol for using a fire extinguisher. Review steps with class and discuss how/why this may be useful.
 - Slide 20: Handout 2- Standard Operating Procedures (SOPs) (*page 15*)
Have groups talk about SOPs and use the flipchart or board to list ideas. Have each group come up with a needed SOP for their type of work. If needed, use the SOP document as an example.
 - Slide 22-25: Class Discussion
Instigate a class discussion about the importance of protecting employees from hazards and any issues/concerns that may arise. Also ask students to discuss administrative and/or work practice controls that are familiar to them.

At the end of this Module, participants will

- Understand the role of Safety Managers and Safety Committees
- Develop a safety statement
- Know how to protect workers
- Develop workplace safety rules
- Be able to compose a job safety analysis document

MODULE 2

Topics

1. Safety Inspection Procedure
2. Incident Investigation Procedure
3. OSHA Inspections
4. Emergency Planning & Emergency Response Procedures

Activities

1. Safety Inspection Procedure: Module 2-1

- Slide 12: Handout- Sample Inspection Forms: Construction & Equipment (*Appendix*)
Review forms with students and ask if there are any questions.
- Slide 35: Activity 1- Safety Inspection (*page 16*)
This page has two activities:
First Activity: Encourage participants to work in groups to think of things that they may include in a safety checklist (such as check fire extinguisher, light bulbs, wiring, etc.). Remind them that the items do not have to be related to each other.
Second Activity: Students will answer true or false questions. This can be individually, in groups, or as a class. Answers can be found in Appendix.
- Slide 42: Handout 1- Safety Inspection Checklist (*page 17*)
The Checklist can be used as a class exercise or a resource for later.
If using as an exercise, break into small groups and have them identify some additional items to add to the checklist.
- Slide 46: Handout 2- Hazard Control Log (*page 18*)
Have students review sheet and ask for examples of how they may log a hazard at their workplace.

2. Incident Investigation Procedure: Module 2-2

- Slide 22: Activity 1- OSHA Incident Investigation Form (*page 19*)
Read the scenario (found in the Workbook) to the class. Have students form groups. Before filling out the form, students will assume roles necessary for filling out the form. One student should be the recorder/interviewer, one student as the injured employee (Tom), another as the apprentice (Devin), and have other students as witnesses. The recorder will interview the other participants. Only the recorder should fill out the OSHA inspection form for the group. Let participants know that they may elaborate/add details in order to complete the form.
- Slide 26: Activity 2- Root Causes (*page 22*)
Working in groups, have students brainstorm some general questions that can lead to finding out the root cause of the previous (or any) incident.

3. OSHA Inspections: Module 2-3

- Slide 1: Activity 1- Introduction to OSHA (*page 23*)
Students will answer some general questions about OSHA.

- Slide 7: Handout- OSHA Inspection: Being Prepared (*page 24*)
Working in groups, students will discuss how they may prepare for an OSHA inspection. Additionally, students will work together to compose a OSHA complaint.
 - Slide 30: Handout 2- OSHA Penalties (*page 26*)
Handout has OSHA penalty statistics, discuss data with students.
 - Slide 45: Handout 3- OSHA Penalty Contesting FAQs (*page 27*)
Students will take a quiz on penalties. Next, discuss the Penalty FAQs.
4. Emergency Planning & Emergency Response Procedures: Module 2-4
- Slide 15: Activity 1- Emergency Action Planning (*page 29*)
Working in groups, have students think of an emergency plan for the classroom. Tell students to imagine the room as their workplace and to jot down some things to include in their Emergency Plan. It can be bullet points, it doesn't need to be a full statement. Have groups share some of their ideas with the class.
 - Slide 38: Class Discussion- Emergencies
Ask students about their experiences with emergencies in the workplace. Such as, "what emergencies have you experienced on the job?"
"Besides those emergencies listed, what are others that we should consider?"
"Does your company have an Emergency Action Plan?"

At the end of this Module, participants will

- Be able to identify workplace hazards
- Know the potential for Focus Four Hazards
- Develop safety inspection checklist
- Compose incident report
- Identify root causes of accidents
- Have a better understanding of OSHA's purpose
- Know what to expect during OSHA inspection
- Develop emergency planning protocols

WORKER TRAINING

PROGRAM GOALS

The goal of this training session is to prepare workers to understand safety and health hazards as well as safety-related resources that are available to them. Participants will learn about their role in keeping a safe and healthful workplace.

TARGET AUDIENCE

The target audience for this training is 189 employed and unemployed construction workers and contractors.

LEARNING OBJECTIVES

Topics to be covered:

- Identifying, Evaluating, and Controlling Potential Hazards
- Identifying the Focus Four Hazards
- Injury Costs
- Work Tasks vs. Safety
- Standard Operating Procedures (SOPs)
- Types of Personal Protective Equipment (PPE)
- General Requirements of PPE
- Employer Responsibilities
- OSHA and State laws
- Disciplinary Policies
- Worker Rights
- About OSHA
- OSHA Penalties

WORKER TRAINING SYNOPSIS

MODULE 1

1. Hazard Identification Plan
2. Workplace Safety Rules & Hazard Control

At the end of this Module, participants will

- Be able to identify workplace hazards
- Know potential for Focus Four hazards

Activities

1. Hazard Identification Plan: Module 1-1

- Slide 9: Activity 1- Group Discussion (*page 3*)
Participants will answer questions about identifying and resolving hazards.
- Slide 36: Activity 1- Group Discussion (continued) (*page 4*)
Participants will answer questions about hazards at their workplace.
- Slide 39: Small Group: Activity 2- Hidden Messages (*page 5*)
First, students will compose vague and unclear messages they may (or do) hear management tell employees regarding work and/or safety.

Example: "lift properly."

Next, students will strengthen these messages to ensure the safety protocols are clear.

Example: Instead of "lift properly", management could remind employees to "use the 4-step lift method when lifting heavy objects:

1. *Size up the load*
2. *Lift with your legs*
3. *Move the load*
4. *Get set and lower"*

2. Workplace Safety Rules & Hazard Control: Module 1-2

- Slide 4: Activity 1- Safety Rules (*page 6-7*)
Working in groups, participants will brainstorm some general safety rules that can be used to avoid Focus Four injuries.
- Slide 10: Activity 2-Spot the Hazards (*page 8*)
Working together, participants will analyze and identify hazards in photograph.
- Slide 14: Handout 1- Job Safety Analysis (*page 9*)
The Job Safety Analysis document explains the protocols for using a fire extinguisher. Review steps with class and discuss how/why this may be effective.
- Slide 20: Handout 2- Standard Operating Procedures (SOPs) (*page 10*)
Working in groups, have students talk about SOPs and use the flipchart or board to list ideas. Have each group come up with a needed SOP for their type of work. If needed, use the SOP document as an example.
- Slide 22-25: Class Discussion
Instigate a class discussion about the importance of protecting employees from hazards and any issues/concerns that may arise. Also ask students to discuss administrative and/or work practice controls that are familiar to them.

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MODULE 2

1. Personal Protective Equipment
2. Disciplinary Policy & Employer Responsibilities
3. Worker Rights and Anti-Retaliation

At the end of this Module, participants will

- Understand importance of PPE for hands, head, feet, hearing, eyes & face
- Understand general requirements associated with PPE
- Know employer responsibility under OSHA law
- Better understand disciplinary actions and policies
- Identify worker rights under OSHA
- Be able to file an OSHA complaint

Activities

1. Personal Protective Equipment (PPE): Module 2-1
 - Slide 2: Quiz- PPE (*page 11*)
Students will take a brief quiz on PPE.
 - Slide 9: Class Discussion
Facilitate a discussion on typical job hazards that require PPE.
 - Slide 13: Class Discussion
Have students give examples of instances of improperly or not using PPE.
 - Slide 19: Class Discussion
Ask students about the PPE in their workplace. Find out how many students have been provided with a written PPE program from their employer. For those who have one, ask if there is anything they can think of that could strengthen it
 - Slide 45: Class Discussion- Gloves
Ask students about the types of gloves they use. If needed, the PPE Assessment (in the Appendix) has a list of different types of PPE gloves
 - Slide 52-54: Handout 1-Noise Levels (*page 13*)
Review slides with class and let students know that slides 52 & 53 are in the Workbook
 - Slide 63: Group Activity 1- PPE Assessment (*page 14*)
Have students work in groups and brainstorm some common tasks that would require the use of the different types of PPE listed. There is a nonexclusive list of possible answers in the Appendix.
2. Disciplinary Policy & Employer Responsibilities: Module 2-2
 - Slide 20: Activity 1- Disciplinary Policy (*page 15*)
Students will answer questions regarding disciplinary policies at their workplace. They will first identify specific policies that are in place and then

MODULE 1

identify ways that they would improve these policies. Lastly, students will identify three general inviolable rules that they feel are important.

3. Worker Rights and Anti-Retaliation: Module 2-3

- Slide 20: Class Discussion
Ask participants if anyone has discovered safety and/or health problems in the workplace. Ask those who have experienced problems how the situation was handled.
- Slide 22: Activity 1-Worker Rights and Anti-Retaliation (*page 16*)
Working in groups, students will use information provided to file an OSHA report. Following the exercise, have the class discuss the results. Ask students, “what was included in their complaints” and “what, if any, additional information did they add to their complaint?”

MANAGER/ EMPLOYER/ SUPERVISORY TRAINING

PROGRAM GOALS

The goal of this training program is to prepare to understand safety and health hazards and resources.

TARGET AUDIENCE

The target audience for this training is 54 Managers, Employers, and Supervisory staff.

LEARNING OBJECTIVES

Topics to be covered:

- Safety Managers and Management
- Safety Commitment/ Safety Statements
- Good Safety Management & Safety Philosophies
- Maintaining a Safe Workplace
- Safety Training Protocols
- Hazards
- Anti-Retaliation
- Employer Responsibilities
- OSHA standards
- Emergency Preparations

MANAGER/ EMPLOYER/ SUPERVISORY TRAINING

SYNOPSIS

MODULE 1

Topics

1. Leadership Commitment to Operational Safety
2. Workplace Safety & Employee Engagement
3. Hazard Identification Plan
4. Workplace Safety Rules & Hazard Control

Activities

1. Leadership Commitment to Operational Safety: Module 1-1
 - Slide 3: Activity 1- Company Emphasis (*page 3*)
Participants will answer questions 1 & 2 on workplace Safety.
 - Slide 18: Video
A short video is embedded in the slide. Use the Flipchart to follow up with a class discussion on video.
 - Slide 22: Activity 1- Company Emphasis (*page 4*)
Participants will answer questions 3 & 4 on workplace Safety, followed by a class discussion.
2. Workplace Safety & Employee Engagement: Module 1-2
 - Slide 8: Class Discussion on “what might be reasonable goals & objectives of a small construction business?”
Use flipchart or whiteboard to capture ideas.
 - Slide 11: Class Discussion on “how to effectively communicate safety, in words and actions, to ensure the staff understands the significance?” During the discussion, play devil’s advocate. Ask participants “what are some ways that company’s may be communicating the opposite?” I.e. “This job is late.... hurry!” is not promoting safety
 - Slide 15-16: Scenario Discussion
The scenario: as the Safety Coordinator, you work with management to implement a new safety program to improve safety performance. You let all employees know past incident rates and set goals. You then post the goals on the company’s safety bulletin board. Questions to ask, one at a time,
 - Do you feel as though this is an acceptable goal?
 - You’re communicating that you expect 50% less lost work days; is this what you want to communicate?
 - Although it’s an impressive decrease, if the goal is zero incidents, that’s what should be communicated: Employees and leadership team should agree that the vision is zero lost-time incidents.
 - Slide 19-21: Handout 1- Workplace Safety (*page 5-6*)
Handout discusses steps for implementing an incident policy that will foster a company towards minimal incidents.

MODULE 1

- Slide 31: Small Group Activity 1- Safety Statement (*page 7*)
Working in groups, participants will create a general Safety Statement (a document that addresses how health and safety are managed in the workplace). Doesn't necessarily need to be for their business; any business, real or imagined, will do.
3. Hazard Identification Plan: Module 1-3
- Slide 9: Activity 1- Group Discussion (*page 8*)
Participants will answer questions about identifying and resolving hazards.
 - Slide 36: Activity 1- Group Discussion (cont'd) (*page 9*)
Participants will answer questions about hazards at their workplace.
 - Slide 39: Group Activity 2- Hidden Messages (*page 10*)
First, students will compose vague and unclear messages they may (or do) hear management tell employees regarding work and/or safety.
Example: "lift properly."
Next, students will strengthen these messages to ensure the safety protocols are clear.
Example: Instead of "lift properly," management could remind employees to "Use the 4-step lift method when lifting heavy objects:
 1. *Size up the load*
 2. *Lift with your legs*
 3. *Move the load*
 4. *Get set and lower"*
4. Workplace Safety Rules & Hazard Control: Module 1-4
- Slide 4: Activity 1- Safety Rules (*pages 11-12*)
Working in groups, participants will brainstorm some general safety rules that can be used to avoid Focus Four injuries.
 - Slide 10: Activity 2- Spot the Hazards (*page 13*)
Working in groups, participants will analyze and identify hazards in the photograph.
 - Slide 14: Handout 1- Job Safety Analysis (*page 14*)
This document explains the protocols for using a fire extinguisher. Review steps with class and discuss how/why this may be effective.
 - Slide 20: Handout 2: Standard Operating Procedures (SOPs) (*page 15*)
Ask the students about their experiences (good and bad) with SOPs and use the flipchart or board to list ideas. Have each group come up with a needed SOP for their type of work. If needed, use the SOP document as an example
 - Slide 22-25: Class Discussion
Instigate a class discussion about the importance of protecting employees from hazards and any issues/concerns that may arise. Also discuss administrative and/or work practice controls that are familiar

At the end of this Module, participants will

- Understand the role of Safety Managers and Safety Committees
- Develop a safety statement
- Know how to protect workers

MODULE 1

- Identify workplace hazards
- Identify potential for Focus Four hazards

MODULE 2

1. OSHA Inspections
2. Emergency Planning & Emergency Response Procedures
3. Disciplinary Policy & Employer Responsibilities
4. Worker Rights and Anti-Retaliation: Module 2-4

Activities

1. OSHA Inspections: Module 2-1
 - Slide 1: Activity 1- Introduction to OSHA (*page 16*)
Students will answer some general questions about OSHA.
 - Slide 7: Handout- OSHA Inspection: Being Prepared (*page 17*)
Working in groups, students will discuss how they may prepare for an OSHA inspection. Additionally, students will work together to compose a OSHA complaint
 - Slide 30: Handout 2- OSHA Penalties (*page 19*)
Handout has OSHA penalty statistics, discuss data with students.
 - Slide 45: Handout 3- OSHA Penalty Contesting FAQs (*page 20*)
Students will take a quiz on penalties. Next, discuss the Penalty FAQs
2. Emergency Planning & Emergency Response Procedures: Module 2-2
 - Slide 15: Activity 1- Emergency Action Planning (*page 22*)
Working in groups, have students compose ideas to include in an emergency plan for the classroom. Tell students to imagine the room as their workplace and to jot down some things to include in their Emergency Plan. It can be bullet points, it doesn't need to be a full statement. Have groups share some of their ideas with the class.
 - Slide 38: Class Discussion-Emergencies
Ask students about their experiences with emergencies in the workplace. Such as, "what emergencies have you experienced on the job?"
"Besides those emergencies listed, what are others that we should consider?"
"Does your company have an Emergency Action Plan?"
3. Disciplinary Policy & Employer Responsibilities: Module 2-3
 - Slide 20: Activity 1- Disciplinary Policy (*page 23*)
Students will answer questions regarding disciplinary policies at their workplace. They will first identify specific policies that are in place and then identify ways that they would improve these policies. Lastly, students will identify three general inviolable rules that they feel are important.
4. Worker Rights and Anti-Retaliation: Module 2-4
 - Slide 20: Class Discussion

MODULE 1

Ask participants if anyone has discovered safety and/or health problems in the workplace. Ask those who have experienced problems how the situation was handled.

At the end of this Module, participants will

- Understand the importance of workplace safety rules
- Compose job safety analysis
- Develop emergency planning protocols
- Have a better understanding of OSHA's purpose
- Know what to expect during OSHA inspection
- Better understand employer responsibility under OSHA law
- Better understand disciplinary actions and policies
- Better understand how to file an OSHA complaint
- Better understand worker rights under OSHA

MODULE 3

1. Safety & Injury Prevention Plan (SIPP): *continued in next section.*

At the end of this Module, participants will have developed:

- A written, individualized Safety & Injury Prevention Plan

**SAFETY
&
INJURY
PREVENTION PLAN
(SIPP)**

SAFETY & INJURY PREVENTION PLAN TRAINING

PROGRAM GOALS

The goal of this training program is to provide technical assistance to Managers, Employers, and Supervisory staff to develop a customized, comprehensive written safety and health program, as required by HRS-110-12. Although an exemption applies to those businesses with fewer than 25 employees and less than \$100,000 in State of Hawaii contracts, a written safety and health program will protect your workers and protect your bottom line.

TARGET AUDIENCE

The target audience for this training is 54 Managers, Employers, and Supervisory staff.

LEARNING OBJECTIVES

Topics to be covered:

- Introduction to HIOSH
- Hawaii Administrative Rule: HRS 12-110-2
- Safety & Injury Prevention Plans

SAFETY & INJURY PREVENTION PLAN CURRICULUM

Introduction rules and standards. Discuss employer responsibilities and rights according to OSHA requirements.

The first activity for this session includes a True/False quiz (found in Workbook) on Employer Responsibilities

Prior to composing the SIPP, participants will learn about each of the seven components. The Workbook contains discussion questions/activities to use after introducing each component of the SIPP. During the presentation, be sure to check Speaker Notes in PPT for more discussion questions. Remind participants that these activities will help them draft their SIPP.

The final Class Activity will be to develop a customized Safety & Injury Prevention Plan.

SAFETY & INJURY PREVENTION PLAN TRAINING SYNOPSIS

SIPP PRESENTATION

1. Introduction to OSHA
2. Discuss laws and employer responsibilities
3. Review 7 elements required for Safety & Injury Prevention Plan
Including:
 - 1) Management Commitment
 - 2) Safety & Health Responsibilities & Policies
 - 3) Employees Participation
 - 4) Hazard Recognition
 - 5) Hazard Prevention & Control
 - 6) Emergency Planning
 - 7) Safety and Health Training and Education
4. Develop personalized SIPP

At the end of this Module, participants

- Recognize laws and standards
- Develop Safety & Injury Prevention Plan
- Understand roles of safety committee members
- Identify workplace hazards
- Identify potential for Focus Four Hazards
- Develop Emergency Planning Protocols

Activities

1. SIPP Presentation
 - Slide 11: Quiz 1- Your Legal Duties & Responsibilities (*page 25*)
Students will take a brief quiz on legal duties and responsibilities.
 - Slide 19: Activity 1- Management Commitment (*page 26*)
Students will answer questions about what is important to their workplace.
 - Slide 20: Discussion & Activity 2- Workplace Safety (*page 27*)
Students will answer questions about safety policies in the workplace.
 - Slide 21: Discussion & Activity 3- Safety Committee (*page 28*)
Students will discuss the safety committee at their workplace
 - Slide 24: Class Discussion & Activity 4- Hazard Recognition (*page 29*)
Discuss record keeping with the class. As a class, brainstorm methods to reduce the burdens associated with recordkeeping.
 - Slide 31: Class Discussion- Safety and Health Training
Instigate a discussion on the types of safety training the participants have conducted/experienced. Ask them which type they feel is most pertinent to their workplace. Also ask how they plan to ensure that their staff has been adequately trained? Who will be responsible for verifying?
2. SIPP Development: Appendix (*page 59*)

ABOUT OSHA

History of OSHA

OSHA stands for the Occupational Safety and Health Administration, an agency of the U.S. Department of Labor. OSHA began because, until 1970, there were no national laws for safety and health hazards. OSHA's responsibility is worker safety and health protection. The U.S. Congress created OSHA under the Occupational Safety and Health Act of 1970 (the OSH Act). Congress passed the law and established OSHA "to assure so far as possible every working man and woman in the nation safe and healthful working conditions and to preserve our human resources."

The purpose of the OSH Act of 1970:

To assure safe and healthful working conditions for working men and women; by authorizing enforcement of the standards developed under the Act; by assisting and encouraging the States in their efforts to assure safe and healthful working conditions; by providing for research, information, education, and training in the field of occupational safety and health; and for other purposes.

What rights do you have under OSHA?

- Right to a safe and healthful workplace
- Right to know about hazardous chemicals
- Right to information about injuries and illnesses in your workplace
- Right to complain or request hazard correction from employer
- Right to training
- Right to hazard exposure and medical records
- Right to file a complaint with OSHA
- Right to participate in an OSHA inspection
- Right to be free from retaliation for exercising safety and health rights
- Worker responsibilities

What responsibilities does an employer have under OSHA?

- Provide a workplace free from recognized hazards and comply with OSHA standards
- Provide training required by OSHA standards
- Keep records of injuries and illnesses
 - Set up a reporting system
 - Provide copies of logs, upon request
 - Post the annual summary
 - Report within 8 hours any accident resulting in a fatality or the hospitalization of 3 or more workers
- Provide medical exams when required by OSHA standards and provide workers access to their exposure and medical records
- Not discriminate against workers who exercise their rights under the Act (Section 11(c))
- Post OSHA citations and abatement verification notices
- Provide and pay for PPE

OSHA Standards

OSHA standards fall into four categories: General Industry, Construction, and Maritime. OSHA standards are broken down into Parts. Part 1910 is known as the General Industry Standards. Some of the types of industries covered by the General Industry standards are manufacturing, the service sector, and health care. Part 1926 covers the Construction industry. Parts 1915, 1917 and 1918 are Maritime Industry standards.

OSHA's Construction, General Industry, Maritime and Agriculture standards protect workers from a wide range of serious hazards. Examples of OSHA standards include requirements for employers to:

- Provide fall protection
- Prevent trenching cave-ins
- Prevent exposure to some infectious diseases
- Ensure the safety of workers who enter confined spaces
- Prevent exposure to harmful chemicals
- Put guards on dangerous machines
- Provide respirators or other safety equipment
- Provide training for certain dangerous jobs in a language and vocabulary workers can understand

OSHA issues standards for a wide variety of workplace hazards, including:

- Toxic substances
- Electrical hazards
- Fall hazards
- Hazardous waste
- Machine hazards
- Infectious diseases
- Fire and explosion hazards and
- Dangerous atmospheres
- Hazard Communication
- Scaffolding
- Respiratory Protection
- Lockout/ Tagout
- Industrial Trucks
- Personal Protective Equipment
- Use/ exposure to lead
- Additionally, there is the general duty clause, Section 5(a)(1), requires that each employer "furnish ... a place of employment which [is] free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees."

Source: <https://www.osha.gov/about.html>
