



## Acknowledgments

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The curriculum was inspired by:

Workplace Health and Safety ESOL Curriculum. Jenny Lee Utech, Mass. Worker Education Roundtable, ©2005. Handout 9. Worker Rights Under OSHA.

"Preventing Violence in the Workplace: A health and safety curriculum for young workers" by U.C. Berkeley Labor Occupational Health Program (LOHP) & Massachusetts Coalition for Occupational Safety and Health (MASSCOSH).

OSHA's 11: An OSHA 10 curriculum for young workers. Northwest Center for Occupational Health and Safety, Pacific Northwest OSHA Education Center.

"Mapping the Landscape of Low-Wage Work and Health in Syracuse." Zoekler, Jeanette, and Michael Lax.



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# Safety Strategies at Work:

## Job Hazards and Your Right to a Safe Workplace

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### Course Overview

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As a community-based organization (CBO), this one-hour curriculum can help you address the health and safety needs of low-wage workers, a group of workers who have little access to health and safety information, training, or services. This one-hour curriculum will enhance health and safety knowledge, hazards recognition, and problem-solving skills among vulnerable worker populations. This curriculum aims to increase workers' degree of concern about safety and health, so they can take action and begin to reduce workplace injuries and illnesses. The take-away messages for this program are:

- Workers have the right to receive health and safety information and use their rights to ensure protection from hazards in the workplace.
- Workers in our society do not share an equal risk of injury and illness. Safety and health at work depend on who you are and your work situation. In all cases, there are actions you can take to improve safety and reduce risk in your workplace.
- Workplace injuries and illness are unacceptable. Safety strategies and support are available for reducing harm in the workplace.

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### Course Goals

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By the end of this lesson, participants will be able to:

- Recognize the worker rights under Washington State Division of Occupational Safety and Health (DOSH) and acknowledge the right to a safe workplace.
- Identify examples of the four types of job hazards in a workplace scenario.
- Utilize the four main safety strategies for reducing or eliminating hazards at work in a workplace hazard scenario.
- Explain what to do if you see something at work that could hurt you or make you sick or distressed, including where to go for help.

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## Course Materials

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- One-Hour Curriculum
- Nametags (optional)
- Markers
- Pencils/pens
- Workshop Assessment Forms
- Worker Rights Handouts
- Fair Works Center contact cards (optional)
- Additional resource handouts for workers
- Flipchart Option:
  - Flipchart paper
  - Markers – at least 6 in multiple colors
- PowerPoint Option:
  - PowerPoint slides
  - Projector and screen
  - Whiteboard/flipchart paper and markers (optional)

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## Preparation for Offering a One-Hour Course:

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1. Select a workplace scenario that matches the needs of your participant population. Familiarize yourself with the Job Hazards list, Worker Rights Chart, workplace scenarios, and Safety Strategies.
2. If you are using flipchart paper, pre-write/draw each page and have them ready in order of use.
3. If you are using the PowerPoint presentation, select the scenario picture slide for the scenario you plan to use.
4. If you are using the PowerPoint presentation, confirm all AV equipment.
5. Print the Workshop Assessment forms and cut in half.
6. Print the Worker Rights Handouts.
7. Obtain the Fair Works Center contact cards (optional).
8. As participants arrive at the training, have the nametags available (optional).

# Safety Strategies at Work: Job Hazards and Your Right to a Safe Workplace

A One-Hour Health and Safety Curriculum for Workers

## AGENDA

Activity	Time	Materials
<b>Introduction to Health and Safety on the Job</b> <ul style="list-style-type: none"> <li>• Introduction               <ul style="list-style-type: none"> <li>○ Ground Rules</li> </ul> </li> <li>• Warm-up Discussion               <ul style="list-style-type: none"> <li>○ What is a safe workplace?</li> <li>○ Who is responsible and who holds power?</li> </ul> </li> <li>• Pre-Workshop Assessment (5 min)</li> </ul>	10 min	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Markers</li> <li>• PowerPoint Slides (optional)</li> <li>• <b>Workshop Assessment forms</b></li> <li>• Pens/pencils</li> </ul>
<b>Worker Rights</b> <ul style="list-style-type: none"> <li>• Worker rights under DOSH</li> <li>• Distribute Worker Rights Handouts</li> </ul>	10 min	<ul style="list-style-type: none"> <li>• <b>Worker Rights Handouts</b></li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• PowerPoint Slides (optional)</li> </ul>
<b>Identifying Hazards on the Job</b> <ul style="list-style-type: none"> <li>• What is a job hazard? – 4 types</li> <li>• Identify hazards in a workplace scenario</li> </ul>	10 min	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Markers</li> <li>• PowerPoint Slides (optional)</li> </ul>
<b>Understanding Safety Strategies</b> <ul style="list-style-type: none"> <li>• Use the safety strategies to discuss solutions to a workplace hazard scenario</li> <li>• Discuss worker rights related to job hazards and safety strategies</li> </ul>	15 min	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Markers</li> <li>• PowerPoint Slides (optional)</li> </ul>
<b>Taking Action</b> <ul style="list-style-type: none"> <li>• Discuss how worker rights influence taking action to mitigate hazards</li> <li>• Discuss additional resources</li> </ul>	5min	<ul style="list-style-type: none"> <li>• <b>Resource Handouts</b></li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• PowerPoint Slides (optional)</li> </ul>
<b>Post-Workshop Assessment Conclusion</b>	5 min	<ul style="list-style-type: none"> <li>• <b>Workshop Assessment forms</b></li> <li>• Pens/pencils</li> </ul>
		<b>TOTAL ~60 min</b>

# Introduction to Health and Safety on the Job

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Establish a supportive learning environment.
- Discuss worker experiences with health and safety in the workplace and who is responsible for safety on the job.
- Describe how work affects their health.

**Time Needed:** 10 minutes

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## Materials Needed

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- Flipchart paper
- Markers
- Workshop Assessment forms
- PowerPoint slides (optional)

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## Preparing to Teach This Lesson

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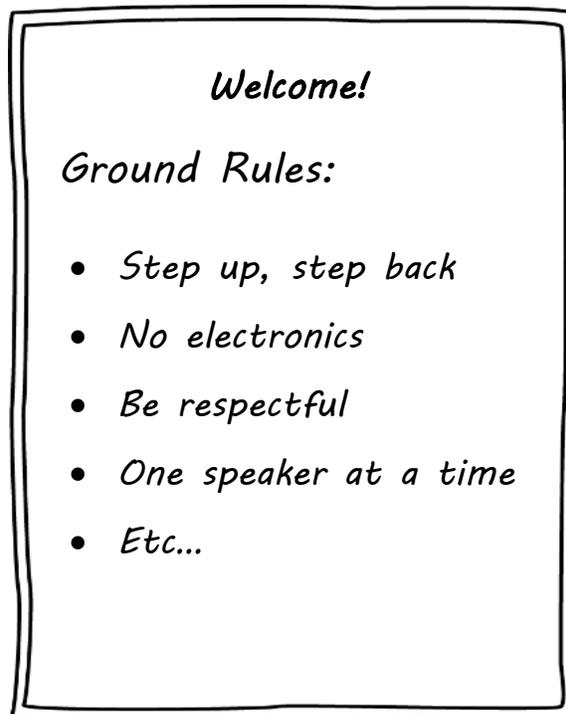
Before you present this lesson:

- Write the ground rules on a piece of flipchart paper and display it for the group to see.
- Prior to the workshop, fill out the Trainer Organization with the name of your agency on the Workshop Assessment forms.

## Instructor Notes

### A. Introduction (2 minutes)

1. Introduce yourself and your organization.
2. First, establish ground rules for the workshop. An example might be one mic, or one speaker at a time. *Refer to the ground rules written on the flipchart paper.* Ask for additions to the list of ground rules.
3. Ask for agreement on these ground rules.



PowerPoint Option:

Slide 2



PowerPoint Option:

Slide 3



## B. Why Job Health and Safety (3 minutes)

- 1) This is a workshop about exercising your rights and staying safe at work, with an emphasis on how to prevent or reduce risks on the job.
- 2) Do a five-minute warm-up discussion on what a healthy and safe workplace looks like in an ideal world. Call on one or two participants to describe their work. Trainers want to encourage workers to share their experiences while also keeping the discussion brief.
  - “What does a safe and healthy workplace look like?”
  - “What makes it safer than other jobs?”
  - “What does staying safe mean to you?”
  - “Who is responsible for health and safety on the job?”
  - “Who has the power to make a healthier workplace, and why do they have the power?”

Participants will likely respond to the above questions with job hazards and outcomes examples that make the workplace dangerous or hazardous. If they do, try to turn it around to describe what a *safe* workplace looks like.

- 3) Record main points from the discussion on a flipchart page titled “Staying Safe at Work”.
- 4) Explain to the participants that this workshop will help them learn more about how to recognize and prevent safety and health problems at work.



**This section adapted from:**

“Preventing Violence in the Workplace: A health and safety curriculum for young workers” by U.C. Berkeley Labor Occupational Health Program (LOHP) & Massachusetts Coalition for Occupational Safety and Health (MASSCOSH)

## **Responsibility for Safety in the Workplace**

**Who is responsible for health and safety on the job?** It is the responsibility of the employer to create and maintain a safe and healthy workplace, and workers can do their part to make sure their employers are aware of hazards and violations. The worker rights section in this curriculum will outline the rights all workers in WA State have and discuss standards which employers have the responsibility to maintain.

**Who has the power to make a healthier workplace? Why do they have power?** Power dynamics between a worker and an employer are based on a hierarchical employment relationship. Additional power dynamics that can complicate this relationship include racism, sexism, homophobia/ transphobia, and other forms of discrimination. It is important to acknowledge structural barriers that may prevent workers from exercising their rights. We also acknowledge that many of the systems designed to support and protect worker health, including certain health and safety laws, do not address power dynamics.

PowerPoint Option:

Slide 4



### C. Pre-Workshop Assessment (5 minutes)

- 1) Hand out the **Workshop Assessment form** half-pages of paper (you can copy and print this page from the Supplemental Resources section of this manual). The workshop assessment is a tool to engage participants in assessing their personal knowledge of health and safety before and after the program as well as a tool for the instructor to gauge effectiveness of the training. This assessment is optional, especially for a shortened workshop format.
- 2) Introduce the Workshop Assessment Form as a tool to see what participants already know about their rights on the job and safety at work. Read each question aloud (this is especially important for participants who are less comfortable reading English) and have participants give their best answer, i.e. if you're pretty sure it's true or false, pick that answer, but if you really don't know, pick that answer.
- 3) Tell the participants that once they finished filling out the form to turn it over so the instructor knows they completed it.
- 4) Have the participants put these forms aside. At the end of the workshop, participants will revisit their answers to see if they would change any. Do not directly review the answers to these questions until the end of the workshop after the post-assessment.

Sample Workshop Assessment form filled out during training:

<b>Safety Strategies at Work: Job Hazards and Your Right to a Safe Workplace</b>			
Training Organization: _____		Date: _____	
<b>Workshop Assessment</b>			
	True	False	Don't Know
1. A hazard on the job is something that can injure you, <u>make</u> you sick, or harm your mental health.	X		
2. You have the right to receive training about the health and safety hazards on your job in a language you understand.	X		
3. Stress is part of all work, and <u>there is nothing a worker can do about it.</u>		X	
4. Of the four main ways to reduce or eliminate hazards at work, the best way your employer can protect you at work is to provide you with safety gear.	X		
5. If you and your co-workers <u>don't</u> want to be hurt during a robbery, you need to show your strength. <u>Don't</u> let the robber push you around.		X	

# Worker Rights

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Discuss basic information about DOSH.
- Identify worker rights under DOSH.
- Review employer responsibilities for health and safety.
- Discuss barriers and limitations to using DOSH rights among low-wage workers.

### Take-Away Message:

- Workers have the right to receive health and safety information and use their rights to ensure protection from hazards in the workplace.

**Time Needed:** 10 minutes

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## Materials Needed

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- Worker Rights Handouts
- PowerPoint slides (optional)

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## Preparing to Teach This Lesson

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Before you present this lesson:

- Review the Worker Rights Chart in the curriculum manual.
- Review the Worker Rights Handout and print enough to distribute to the group.

## Instructor Notes

### PowerPoint Option:

Slides 5-6



### A. Introduce Regulatory Agencies

1. Ask workers if they have had any experience with the regulatory agencies, DOSH or OSHA. Give a brief explanation of DOSH and OSHA and use this conversation and information to explain the list of rights. Tell the participants that there are rights that protect workers from health and safety hazards on the job.
2. Explain to workers that DOSH is the resource for workers in Washington State. OSHA only covers a small group of federal and special-case workers. DOSH should be their resource for questions about worker regulations and rights.

### Regulatory Agencies

**Washington State Labor and Industries (L&I)** – The Washington Industrial Safety and Health Act (WISHA) ensures that Washington’s employers provide their workers with safe and healthy workplaces. The WA State Department of Labor & Industries (L&I) administers WISHA through its Division of Occupational Safety and Health (DOSH).

**Division of Occupational Safety and Health (DOSH)** - DOSH is part of the WA State Department of L&I that develops and enforces health and safety regulations

**Occupational Safety and Health Administration (OSHA)** – OSHA is the federal regulatory body responsible for enforcing workplace safety and health rules throughout the country. Washington operates under a state plan, but federal employees, workers on federal reservations and military bases, tribal employers, and floating worksites fall under OSHA regardless of a state plan. OSHA monitors and partially funds DOSH.

**What is the difference between DOSH and OSHA?** – DOSH is Washington’s state health and safety regulatory agency. Regulations are as strict, and sometimes more strict, than those required by OSHA.

Source: *A Guide to Workplace Safety and Health in Washington State* [Pamphlet]. (n.d.) Washington State Department of Labor & Industries

### This section adapted from:

Workplace Health and Safety ESOL Curriculum. Jenny Lee Utech, Mass. Worker Education Roundtable, ©2005. Handout 9. Worker Rights Under OSHA

## B. Worker Rights Discussion

1. It is common to see things that are unsafe and not know what to do about it. Workers have rights, but they may not be familiar with what worker rights are applicable to them. Acknowledging that workers have a wealth of experience and likely have had experiences with their rights being violated, have a short discussion around unsafe experiences at work, how that made the workers feel, and what their next steps were.
2. Discuss the question “Have you seen an unsafe activity in your workplace and what did you do about it?” and have the group share stories for a couple minutes.

## C. Worker Rights Handout

1. Distribute the **Worker Rights Handout** for workers in WA State. If there is time, read through the following list and give a brief example of each item. Emphasize the three main categories (a-c).

You have the right to...

### a. Information.

- 1) Workers have the right to **ask for and get information** from their employer about health and safety hazards on the job.
- 2) Workers have the right to **see copies of federal and state safety regulations** in their workplace.
- 3) Workers have the right to look at their **employer’s records of injuries and illnesses** that have happened at work.
- 4) Workers have the right to **see their medical records or exposure records** from work

### b. A Safe Workplace.

- 5) Workers have the right to **a workplace that has no known hazards**. This is called the “General Duty” clause.
- 6) Workers have the right to **be protected from punishment** from exercising their rights under DOSH.

### c. Take Action.

- 7) Workers have the right to **refuse dangerous work** when certain conditions are met.
- 8) Workers have the right to **make a complaint to DOSH** about dangerous conditions on the job and participate in an inspection.
- 9) Every worker is entitled to **workers compensation benefits** if s/he is injured on the job or if s/he developed an occupational disease.

## PowerPoint Option:

Slides 7-11



This section adapted from:  
"Mapping the Landscape of Low-Wage Work and Health in Syracuse."  
Zoeckler, Jeanette, and Michael Lax.

Washington State  
Department of Labor &  
Industries. Worker’s Rights.  
<http://www.lni.wa.gov/Safety/Topics/AToZ/WorkersRights/?F=HD!>

## PowerPoint Option:

Slide 12



### Instructor Note:

Under federal law, workers are entitled to a safe workplace.

Employers must provide a workplace free of known health and safety hazards. If workers have concerns, help them to understand that they have the right to speak up about them without fear of retaliation. If there is a serious hazard or an employer is not following the rules, help workers file a complaint asking DOSH to inspect their workplace:

<http://www.lni.wa.gov/FormPub/Detail.asp?DocID=1784>

## Transition to Scenarios

3. Questions about the **Worker Rights Handout** may come up. If there is time, you can answer a couple of questions or ask them to save questions for after the class concludes.
4. Tell the group that you will be discussing scenarios to illustrate how these worker rights take effect and impact possible solutions workers have in resolving hazards.
5. Emphasize the **take-away message** for the Worker Rights section:

**Workers have the right to receive health and safety information and use their rights to ensure protection from hazards in the workplace.**

## Walking Off the Job

### Can I walk off the job to protest unsafe conditions?

No, you cannot walk off the job. However, you can refuse to do a specific task if you reasonably believe that doing so would be dangerous to your life and/or health. You need to stay on the job until the issue is resolved. If you walk off the job, DOSH may not be able to protect you. Your right to refuse a task is protected if all of the following conditions are met:

1. The refusal to work must be genuine. It cannot be a disguised attempt to harass your employer or disrupt business.
2. A reasonable person (or most people) would agree that there is a real danger of death or serious injury if you were to perform the job.
3. There isn't enough time, due to the urgency of the hazard, to get it corrected through regular enforcement channels, such as filing a complaint with DOSH.
4. When all three of the above conditions are met, you should:
  - a. Ask your employer to correct the hazard.
  - b. Ask your employer for other work.
  - c. Tell your employer that you won't perform the work unless the hazard is corrected.
  - d. Remain on the work site until ordered to leave by your employer.

Source: WA State L&I Worker Rights Pocket Guide

# Identifying Hazards on the Job

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Define the term “job hazard”.
- Identify a variety of health and safety hazards found at typical worksites.
- Locate various types of hazards in a specific workplace example.

### Take-Away Message:

- Workers in our society do not share an equal risk of injury and illness. Safety and health at work depend on who you are and your work situation. In all cases, there are actions you can take to improve safety and reduce risk in your workplace.

**Time Needed:** 15 minutes

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## Materials Needed

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- Flipchart paper
- Markers
- PowerPoint slides (optional)

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## Preparing to Teach This Lesson

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Before you present this lesson:

- Select a workplace you would like to focus on and review the list of hazards to identify those specific to the workplace you will be using as an example.
- Prepare the flipchart pages for this section.

# Instructor Notes

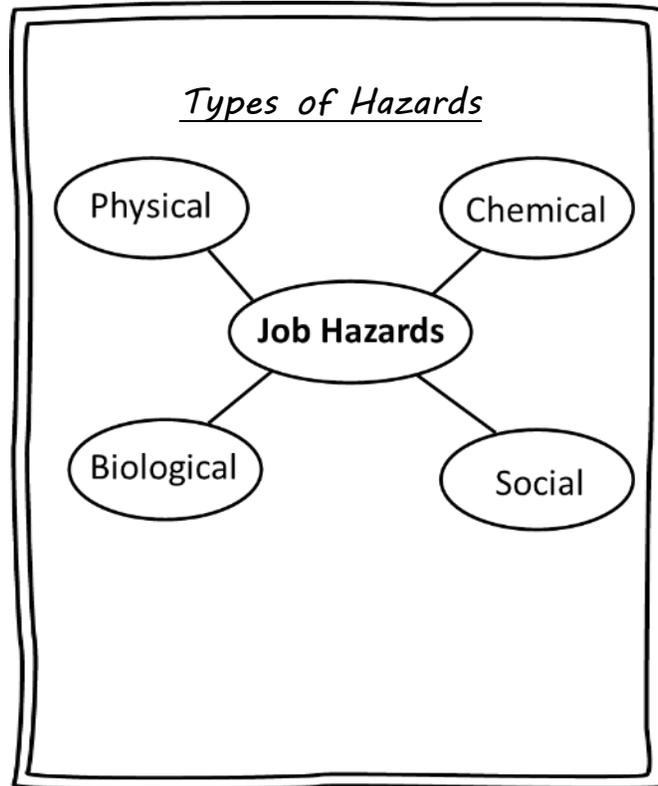
## PowerPoint Option:

Slides 13-14



## A. Introduction: What is a job hazard? (2 minutes)

1. Hang a flipboard paper with the four categories of job hazards listed: Physical, Chemical, Biological, and Social like the graphic below.
2. Remind the class that a job hazard is anything at work that can hurt you, either physically or mentally. Explain that some job hazards are obvious, but others are not. In order to be better prepared to be safe on the job, it is necessary to be able to identify different types of hazards.
3. Give a brief explanation of each of the four categories of job hazards with examples.



## TYPES OF HAZARDS

**Physical hazards** can cause immediate accidents and injuries. Examples: hot surfaces or slippery floors, trip hazards, sharp edges, etc.

**Chemical hazards** are gases, vapors, liquids, or dusts that can harm your body. Examples: cleaning products or pesticides.

**Biological hazards** are living things—bacteria, viruses, or animals—that can cause diseases such as flu, HIV, hepatitis, Lyme disease, tuberculosis, and methicillin-resistant *Staphylococcus aureus* (MRSA). In the workplace, you may be exposed to biological hazards through ingestion, contact with used needles, sick coworkers/children/public, animals, etc.

**Social hazards** include things that can harm your health related to interpersonal relations, mental health, and work organization. These hazards are sometimes less obvious because they may not cause health problems right away. Some examples might be workplace violence, discrimination, fast work pace, and mental stress.

### Instructor Note:

See the **Job Hazards List** for examples of hazards found in each of the four categories.

### This section adapted from:

“Preventing Violence in the Workplace A health and safety curriculum for young workers” by U.C. Berkeley Labor Occupational Health Program (LOHP) & Massachusetts Coalition for Occupational Safety and Health (MASSCOSH)

**PowerPoint Option:**

Slides 15-16

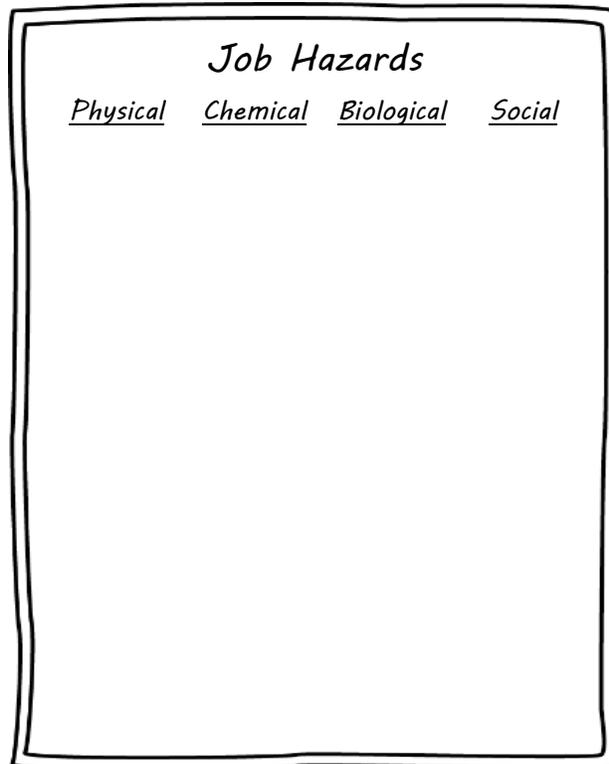


**Instructor Note:**

Participants may confuse the effects of hazards with the hazards themselves. They may mention “cuts” for example, instead of knives, which cause cuts. The cause is the hazard and should be listed on the chart. If people give effects rather than causes, ask them what causes the problem they mention. This will help later when participants discuss how to eliminate hazards.

**B. Identifying Types of Job Hazards in a Scenario (8 minutes)**

1. Introduce the workplace scenario (i.e. fast food restaurant worker, custodian) you want to focus on for the course. This workplace setting will likely be familiar to your participants, but if it is not, ask participants to think about places they have worked, or workplaces with which they are familiar (restaurants, stores, movie theaters, offices, etc.), to identify potential hazards.
2. Hang a flipchart paper on the wall with the four hazard categories listed. Have participants call out possible job hazards related to the scenario and write each hazard under the physical hazard, chemical hazard, biological hazard, or social hazard columns as they apply. If participants are having a difficult time coming up with hazards, ask leading questions about:
  - Different locations around the workplace
  - Different types of jobs you would have at the workplace
  - Tools, chemicals, and equipment needed for these jobs
  - Hazards that are not obvious or may not be visible (social hazards?)



3. Emphasize the **take-away message** for the Hazard Identification section:

Workers in our society do not share an equal risk of injury and illness. Safety and health at work depend on who you are and your work situation. In all cases, there are actions you can take to improve safety and reduce risk in your workplace.

**PowerPoint Option:**

Slide 17



**EXAMPLE: FAST FOOD RESTAURANT**

**JOB HAZARDS**

Physical

- Cooking grease
- Fire
- hot ovens
- Heavy lifting
- Hot grills
- Hot water/steam
- Knives
- Slippery floors
- Falling objects
- Fatigue
- Needles

Chemical

- Cleaning products

Biological

- Needles

Social

- Angry customers (stress)
- Pressure to work fast
- Stress (from discrimination, harassment, understaffing, under-training)

**Instructor Note:**

You do not have to spend time making a comprehensive list. Get a good representation of the four categories, but do not spend too much time on this section. Refer to the Job Hazards list for extra examples.

# Job Hazards

## Physical Hazards

- hot surfaces
- slippery floors
- unsafe ladders
- machines without guards
- sharp knives
- hot grease
- needles
- unsafe electric circuits
- lack of fire exits
- motor vehicles
- cluttered work areas
- falling objects
- violence
- noise
- vibration
- radiation
- electrocution
- heat or cold
- repetitive movements
- awkward posture
- heavy lifting
- bending, reaching
- areas too dark or too bright
- standing for long periods
- weather conditions
- slips/trips/falls
- traffic
- Layout of work stations
- Crowding
- Ergonomics

## Chemical Hazards

- cleaning products
- pesticides
- solvents
- acids
- asbestos
- lead
- ozone (from copiers)
- wood dust
- mercury
- poor air quality
- gasoline

## Biological Hazards

- viruses
- bacteria
- molds
- animals
- birds
- insects
- poison ivy
- poison oak
- used needles
- bloodborne pathogens
- poor hygiene/not washing hands
- spoiled food

## Psychosocial Hazards

- fast pace of work
- stress due to lack of control over work, job insecurity, poor work/life balance, responsibility for safety of others, isolation, inadequate supervisions
- Discrimination based on age, gender, race/ethnicity, national origin, sexual orientation
- wage theft
- limited language comprehension
- fear of retaliation for voicing concerns
- bullying
- lack of safety training and communication
- fatigue
- understaffing
- lack of support
- sexual harassment
- management structure
- threatening from customers/clients
- intimidation
- working alone

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## Options for Visual Prompts for Identifying Types of Job Hazards

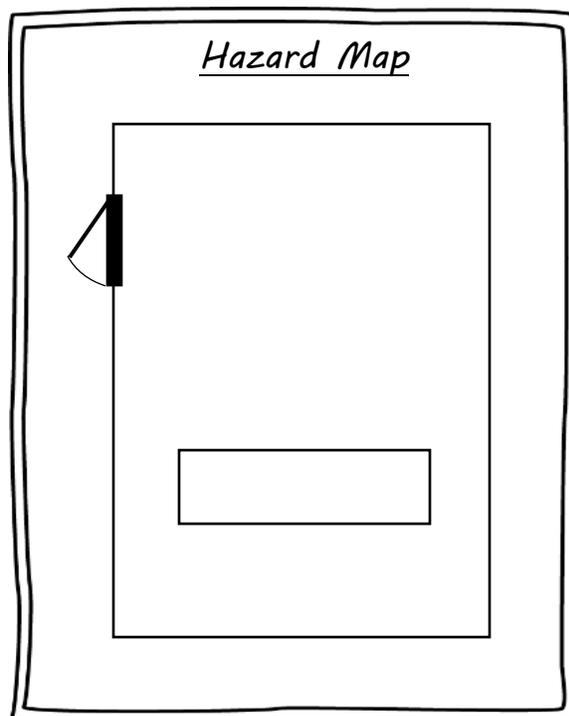
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### A. One-Hour Curriculum PowerPoint

1. If you are using the PowerPoint presentation, refer to the slides with pictures of your workplace scenario.

### B. Hazard Map (10- 15 minutes)

1. Explain that as a group you will create a map of a workplace and identifying job hazards in that workplace. If you have a very large group you can make multiple hazard maps in small groups. Choose a workplace the participants would be familiar with or where they work.
2. Draw a crude outline of the workplace on the flipchart paper to represent the workplace you select. For example, if you are working with gardeners, draw an outdoor yard, but if you are working with restaurant workers, draw a floorplan of a typical restaurant with a kitchen and seating area.
3. Select a participant to draw hazards on the map which coincide with the list of hazards you create on the flipchart paper entitled "Job Hazards".



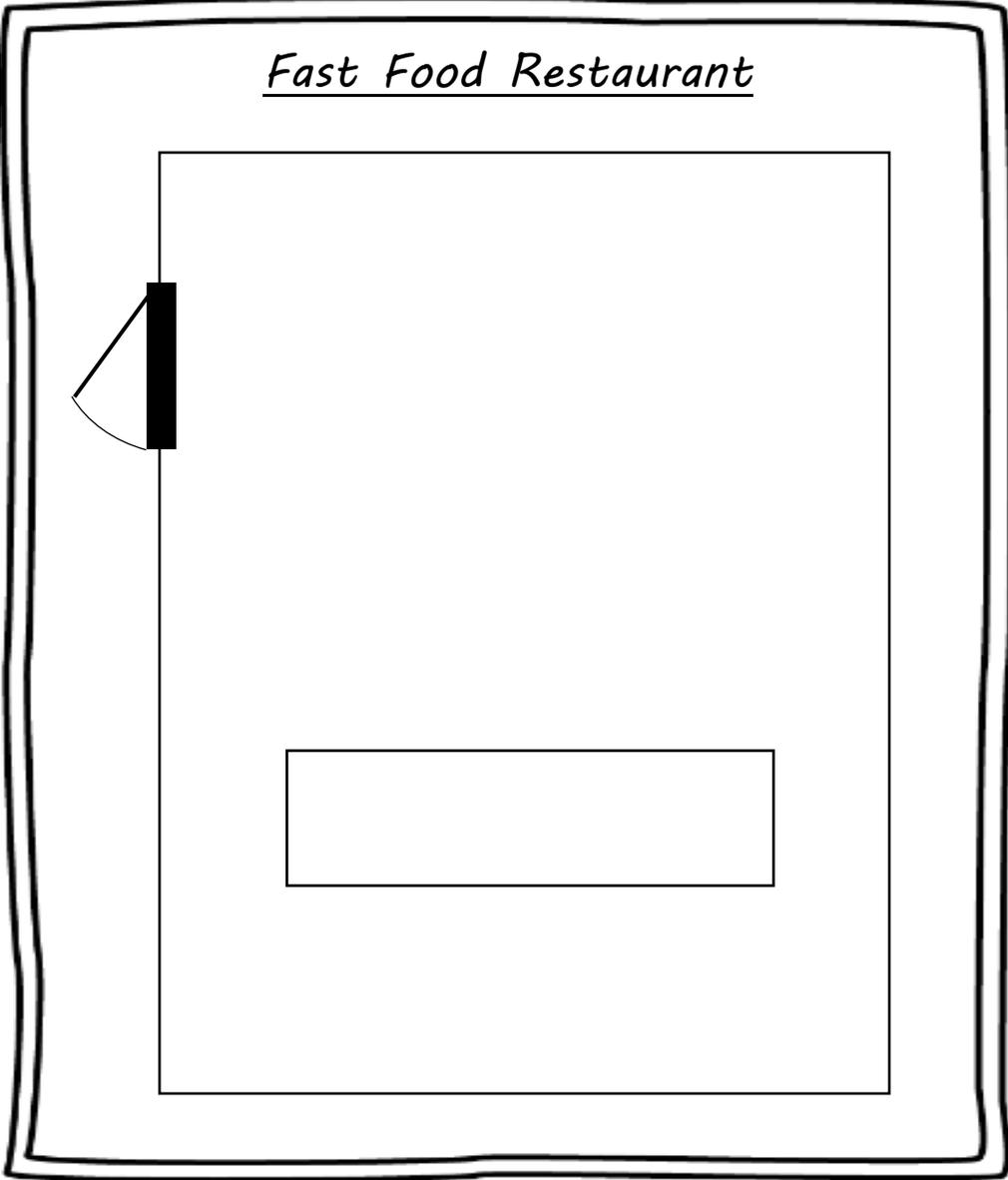
#### Instructor Note:

The Hazard Map can be an engaging activity, but it can also take a lot of time. If your program is focused on hazard identification in the workplace, this activity can complement the Job Hazard List activity in part B of this section.

#### This section adapted from:

"Preventing Violence in the Workplace A health and safety curriculum for young workers" by U.C. Berkeley Labor Occupational Health Program (LOHP) & Massachusetts Coalition for Occupational Safety and Health (MASSCOSH)

Sample Hazard Map:



# Understanding Effective Safety Strategies

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Describe the four main ways to reduce or eliminate hazards at work.
- Explain which methods are most effective for controlling hazards.
- Identify worker rights related to specific job hazards.

### Take-Away Message:

- Workplace injuries and illness are unacceptable. Safety strategies and support are available for reducing harm in the workplace.

Time Needed: 15 minutes

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## Materials Needed

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- Flipchart paper
- Markers
- PowerPoint slides (optional)

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## Preparing to Teach This Lesson

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Before you present this lesson:

- Review the list of safety strategies to reduce or eliminate hazards in specific workplaces.

# Instructor Notes

## PowerPoint Option:

Slides 18-23



## A. Using the Four Safety Strategies (5 minutes)

1. Safety strategies allow us to determine the most effective methods for solving or mitigating hazardous situations. Draw the Safety Strategies graphic on a piece of flipchart paper and hang it on the wall. The graphic has four solutions categories: Remove the Hazard, Control the Hazard, Improve Work Policies & Procedures, Wear Personal Protective Equipment (PPE).
2. Explain that model employers use these methods to protect workers from hazards. Give examples of how safe and healthy workplaces use these safety strategies. Emphasize the importance of the order of effectiveness.



## SAFETY STRATEGIES

Safety strategies represent the order of effectiveness for actions employers can take to address job hazards. Most of these strategies involve action taken by the employer but it is useful for the workers to think along this framework to prioritize and suggest options and work with their employer to solve problems.

1. **Remove the Hazard** - This is the most effective method of controlling a hazard. If eliminating the hazard is not possible, there may be a viable substitution (i.e. substituting a less toxic cleaning product in the workplace).
2. **Control the Hazard** - If a hazard cannot be removed or substituted, an effective safety strategy can be to control (engineer out) as much danger as possible by relocating the hazard, creating barriers, machine guards, improved tools, and improved ergonomic work stations.
3. **Improve Work Policies & Procedures**- This includes training, making new rules, policies, or standard practices that decrease the risk from the hazard if it cannot be eliminated or substituted. This will take collaboration from employers and other workers, and making administrative changes may be difficult or impossible for some workers.
4. **Wear Personal Protective Equipment (PPE)** – Wearing PPE may be the least effective method of reducing risk since PPE requires proper use every time exposure is possible. Proper training and consistency are key.

These safety strategies are in order of effectiveness with removing the hazard (#1) being the most effective and most ideal method of controlling a hazard. Wearing PPE (#4) is least effective since the hazard is still present and mitigation relies on availability and proper use of PPE every time.

PowerPoint Option:

Slide 24



## B. Hazard Solutions Scenario (10 minutes)

1. To best illustrate the Safety Strategies, choose a specific hazard scenario that relates to the job hazard list you created for the selected workplace (see Supplemental Resources). Read the scenario from the prompt or develop your own scenario related to a specific hazard or hazards to discuss possible solutions.
2. Ask the group to define the primary hazard in the scenario.

### EXAMPLE: FAST FOOD RESTAURANT

**Biological Hazard Scenario:** “A fast food worker is told to clean the bathrooms. One of the tasks is emptying the garbage. A used needle sticks out from the bag and pokes the worker in his leg.”

**Primary Hazard:** Possible infectious disease from exposed needles (biological)

**Safety Strategies:**

1. **Remove the Hazard:** No-hands handling procedure. Never put hands in the garbage bag. Use a tool to push garbage down if needed. Use a picker in the garbage. Use tongs to pick up any needles.
2. **Control the Hazard:** Install a sharps container for needles in the bathrooms to keep them out of the trash.
3. **Improve Work Policies & Procedures:** Install signs directing people where to properly dispose of needles. Make sure all workers are trained on the hazards of discarded needles and procedures for handling them. Follow procedures for seeking medical care (for example, seek care within two hours of the needle stick because medicines to prevent infectious disease work best during this time frame).
4. **Wear Personal Protective Equipment:** Use proper gloves.

3. In pairs or small groups, have the participants use the four safety strategy categories to discuss what some possible solutions are to the hazards scenario. Some solutions may fall in more than one safety strategy category. To decide whether each solution is a valid one, it must:
  - Relate to the scenario
  - Be realistic
  - Be specific about the solution (ex., not just PPE, but what kind of PPE)
  
4. Regroup and discuss the safety strategies the participants developed for the scenario. Go further to discuss the following questions:
  - Which hazards get the most attention?
  - What are some barriers to achieving these safety strategies?
  - When may it not be feasible to take action to control a hazard?
  
5. Discuss why removing the hazard is the most effective method of controlling a hazard. Moving through the Safety Strategies towards PPE, discuss the advantages and disadvantages of each level of the four strategies.

6. Emphasize the **take-away message** for the Safety Strategies section:

**Workplace injuries and illness are unacceptable. Safety strategies and support are available for reducing harm in the workplace**

### PowerPoint Option:

Slide 25



### Instructor Note:

For your scenario, think about which worker rights relate to these safety strategies. For example, workers have the right to workers compensation benefits if they have a qualifying injury. If this is part of your scenario, be sure to emphasize this right.

# Taking Action

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Explain what to do if you see something at work that could hurt you or make you sick or distressed, including where to go for help.
- Describe the options for taking health and safety actions.
- List some of the consequences that workers face for exercising their rights to protect their health.

**Time Needed:** 5 minutes

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## Materials Needed

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- Resource handouts
- Flipchart paper
- Markers
- PowerPoint slides (optional)

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## Preparing to Teach This Lesson

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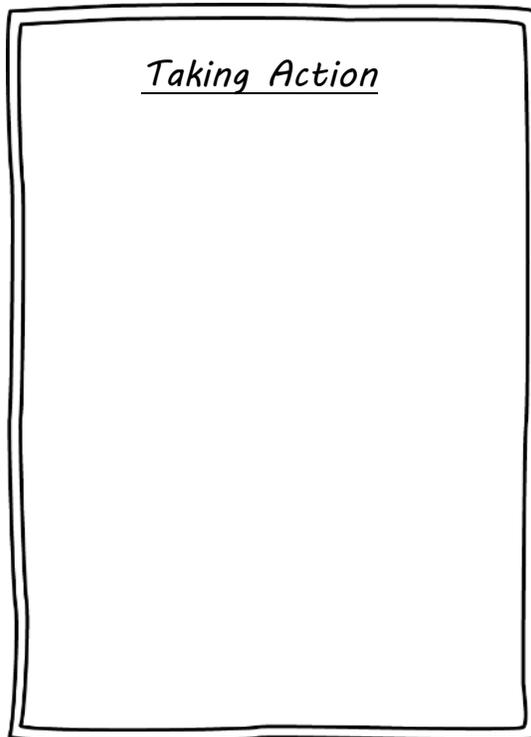
Before you present this lesson:

- Review Worker Rights Chart (in Supplemental Resources) to explain employer responsibilities and worker rights.
- Review the chosen workplace scenario worksheet and choose a scenario for the Taking Action discussion.
- Prepare community-based organization (CBO) handouts and additional resources you may want to distribute to your participants.

# Instructor Notes

## A. Resources for Taking Action (5 minutes)

1. Workers have the right to a safe and healthy workplace, and to participate in activities that can reduce their exposure to hazards in the workplace. Small but significant choices have a great effect.
2. Hang a flipchart page titled, "Taking Action".
3. During this discussion, make a list of all of the people, community resources, and agencies who can help a worker solve a hazardous situation and implement the safety strategies.
  - Who can help you solve a hazardous situation?
  - Who could the workers contact for help?
  - What community resources are available?
  - Are there options that do not solve the problem?



## PowerPoint Option:

Slides 26-29



## Instructor Note:

For your scenario, think about which worker rights relate to taking action. For example, employers are required to provide a workplace with no known hazards, so employers should be included in the plan for taking action.

# TAKING ACTION

The following list suggests resources workers utilize to help address health and safety incidents in the workplace and solve future problems. Structural and power barriers may prevent workers from being able to take some of these actions or the highest priority actions, and each unique situation will dictate how workers prioritize seeking help.

1. **Telling a Supervisor/Employer:**
  - a. Write down the incident, including time, date, persons involved, and details of the incident.
  - b. Communicate with supervisor, employer, and safety committee about health and safety issues, and request that your employer correct unsafe working conditions.
  - c. Review workplace injury logs of past incidents, if available.
2. **Working with a co-worker to find a solution:**
  - a. Coordinate with co-workers to find solutions.
  - b. Contact/start a health and safety committee if it is not already required at your workplace.
3. **Request health and safety training:**
  - a. Employers are required to provide health and safety training to workers in a language that they can understand before they begin work.
  - b. Contact community-based organizations (CBOs) for industry specific best-practices handouts.
4. **Seek help from a health care provider:**
  - a. Workers have the right to seek medical care if injured on the job.
  - b. Reporting the injury to the provider as a work-related injury.
  - c. Receive workers compensation benefits, if appropriate.
5. **Seeking help from resources outside work/from a community organization:**
  - a. CBOs have the right to accompany an inspector in a workplace visit to be an advocate for the workers.
  - b. Contact Fair Work Center, Working Washington, Casa Latina, or other worker rights centers to help prioritize safety strategies and gain support for finding solutions to hazards at work.
  - c. Review inspection violations from L&I's online database.
  - d. Contact your union, if available.
  - e. Learn more about health and safety hazards and topics from the L&I website:  
<http://www.lni.wa.gov/safety/>
6. **Reporting the problem to authorities:**
  - a. Call DOSH to report a problem.
  - b. CBOs have the right to accompany an inspector in a workplace visit as a worker advocate.
  - c. Workers can exercise their rights under the law without retaliation or discrimination.
  - d. File a complaint asking DOSH to inspect their workplace if they believe there is a serious hazard or that their employer is not following the rules:  
<http://www.lni.wa.gov/FormPub/Detail.asp?DocID=1784>
7. **Seek technical assistance for controlling hazards in the workplace:**
  - a. Attend a University of Washington 2-hour Safety Clinic.
  - b. Ask L&I consultation services/SHARP for assistance.
  - c. Contact the UW Field Research and Consultation Group (FRCG) at [frcg@uw.edu](mailto:frcg@uw.edu).

## B. Taking Action in a Scenario

1. Choose **one** of the scenarios you discussed in the Safety Strategies section. The group will develop a plan for taking action using the available options.
2. There are many options for taking action. Based on the specific workplace, employee-employer relationship, workplace conditions, some options for taking action will take priority.
3. Using your scenario, ask the group to discuss the potential outcomes and repercussions from taking action to resolve a hazardous situation.
  - Which options for taking action are the highest priority?
  - What are the barriers to taking action?
  - What structural or power barriers exist that inhibit taking action?
  - How do you implement immediate solutions?
    - i. Examples: Call 911 for an injury, remove or contain the hazard, put out a fire
  - How do you implement long-term solutions?
    - i. Examples: developing workplace policies to address hazards, forming safety committees, install safer machines and equipment

### **EXAMPLE: FAST FOOD RESTAURANT**

#### **Suggested Plan for Taking Action:**

Seek help from a health care provider. Tell a supervisor/employer about the incident. Seek technical assistance for controlling hazards in the workplace, such as UW 2-hour clinic.

#### **PowerPoint Option:**

Slide 30



#### **Instructor Note:**

The following 'Taking Action' list includes recommended resources. It is conceivable and common that workers may not seek outside help to manage hazards and continue to take the risk. In some instances, workers may quit the job to avoid the hazard. If there is an immediate threat of injury or death, it is recommended to stop working, but this training is aimed at providing workers with resources and helping workers recognize and prioritize safety strategies and options for taking action to maintain a safe and healthy workplace.

# Conclusion

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## Learning Objectives

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By the end of this lesson, participants will be able to:

- Explain how their knowledge about health and safety in the workplace has improved.

**Time Needed:** 5 minutes

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## Materials Needed

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- Workshop Assessment forms (from Intro section)
- PowerPoint slides (optional)
- Handouts from your organization

---

## Preparing to Teach This Lesson

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Before you present this lesson:

- Be sure the participants retained their Workshop Assessment forms filled out at the beginning of the workshop.
- Print copies of any handouts and materials from your organization that you would like to distribute to the participants.

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## Instructor Notes

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### A. Post-Workshop Assessment

1. To assess how the participants' knowledge has improved, ask the participants to retake the **Workshop Assessment form**. They should circle any of their previous answers that they want to correct, and then mark the correct answer.
2. Tell the participants that once they finished filling out the form to turn it over so the instructor knows they completed it.
3. Collect these forms. See the Workshop Assessment Answers to help answer questions participants have about the Workshop Assessment.

### B. Conclusion

1. The goals of this workshop are to increase the ability of low-wage workers to recognize and prioritize the most significant hazards in their workplace and to use safety strategies to reduce injuries and illnesses. Be proactive by:
  - Identifying the hazards
  - Prioritizing the most effective safety strategies
  - Using resources (employers, coworkers, CBOs, regulators) to take action to mitigate the hazard
2. Thank the participants for their time and attention. Consider closing the training with the following:
  - "Nobody knows everything, but together we know a lot."
  - "You don't have to do this alone."
3. Offer additional resources:
  - What your organization can offer (give resource handouts, if applicable).
  - Promote the University of Washington 2-hour health and safety clinics where they can have more detailed discussions with experts about their specific concerns.

### PowerPoint Option:

Slides 31-32



### Instructor Note:

This is a good place to reiterate the three **Take-Away Messages** for this course.

Sample Workshop Assessment form initially filled out at beginning of training:

### Safety Strategies at Work: Job Hazards and Your Right to a Safe Workplace

Training Organization: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Workshop Assessment</b>	<b>True</b>	<b>False</b>	<b>Don't Know</b>
1. A hazard on the job is something that can injure you, make you sick, or harm your mental health.	<b>X</b>		
2. You have the right to receive training about the health and safety hazards on your job in a language you understand.	<b>X</b>		
3. Stress is part of all work, and there is nothing a worker can do about it.		<b>X</b>	
4. Of the four main ways to reduce or eliminate hazards at work, the best way your employer can protect you at work is to provide you with safety gear.	<b>X</b>	<b>X</b>	
5. If you and your co-workers don't want to be hurt during a robbery, you need to show your strength. Don't let the robber push you around.		<b>X</b>	

## WORKSHOP ASSESSMENT ANSWERS

1. A hazard on the job is something that can injure you, make you sick, or harm your mental health.

**Answer: True.** Hazards include physical, chemical, biological, and psychosocial exposures. These hazards cause injury, illness, and detrimental social outcomes.

2. You have the right to receive training about the health and safety hazards on your job in a language you understand.

**Answer: True.** Workers have the right to a safe and healthful workplace. Employers are required to provide training in a language you understand on job health and safety and provide safety gear and equipment. (Washington State Labor Education and Research Center. "Washington State Workers' Rights Manual, 3<sup>rd</sup> Edition, 2014, Abridged version)

3. Stress is part of all work, and there is nothing a worker can do about it.

**Answer: False.** Stress is a psychosocial hazard in the workplace resulting from pressures at home or at work. Stressed workers are more likely to experience poor health, low motivation and productivity, and be less safe at work. Good management and work organization can help prevent stress in workers, and workers should communicate the cause of their stress to their employers. (Leka, S., Griffiths, A., & Cox, T. (2004). Work organisation and stress: Systematic problem approaches for employers, managers and trade union representatives (Vol. 3). OMS.)

4. Of the four main ways to reduce or eliminate hazards at work, the best way your employer can protect you at work is to provide you with safety gear.

**Answer: False.** Safety strategies include removing or substituting the hazard, controlling the hazard, improving work policies & procedures, wearing safety gear, or personal protective equipment (PPE). The most effective way to mitigate a hazard is by removing it. Safety gear is sometimes least effective since it requires the user to properly utilize the safety gear every time.

5. If you and your co-workers don't want to be hurt during a robbery, you need to show your strength. Don't let the robber push you around.

**Answer: False.** Workplace violence includes everything from repeated harassment to someone being injured or killed. Employers should have a policy (plans or rules) for dealing with all of these possible types of workplace violence. If a workplace is robbed, the worker should:

- Cooperate fully and do not argue or challenge
- Explain each of their actions, avoid surprises, and use a calm tone
- Hand over the cash
- Don't try to fight or chase the assailant
- Lock the door as soon as the assailant leaves
- Call the police



# Safety Strategies at Work

JOB HAZARDS AND YOUR RIGHT TO A SAFE WORKPLACE



DEPARTMENT OF ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES  
UNIVERSITY of WASHINGTON · SCHOOL OF PUBLIC HEALTH

FAIR WORK  
CENTER



## Introduction to Health and Safety on the Job

WHAT DOES A HEALTHY AND SAFE WORKPLACE LOOK LIKE?

# What does staying safe mean to you?



Photo credit: AdobeStock

3

## Workshop Assessment



4

# Worker Rights

---

## YOU HAVE THE RIGHT TO...

- a) information.
- b) a safe workplace.
- c) take action.

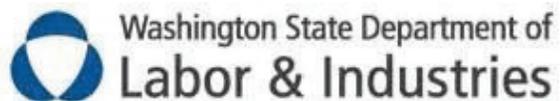
5

# Regulatory Agencies

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WASHINGTON STATE DOSH

FEDERAL OSHA



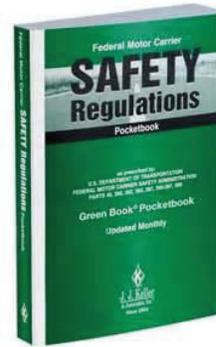
6

# Workers have the right to information.

1. INFORMATION FROM THEIR EMPLOYER ABOUT HEALTH AND SAFETY HAZARDS ON THE JOB

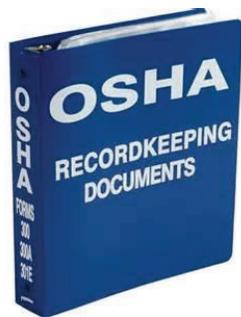


2. SEE COPIES OF REGULATIONS ABOUT THEIR WORKPLACE.



# Workers have the right to information.

3. LOOK AT THEIR EMPLOYER'S RECORDS OF INJURIES AND ILLNESSES THAT HAVE HAPPENED AT WORK.



4. SEE THEIR MEDICAL RECORDS OR EXPOSURE RECORDS FROM WORK.



Photo credit: <https://www.healthcarecompliance.us/the-importance-of-medical-practice-documents.html>

## Workers have the right to a safe workplace

5. A WORKPLACE THAT HAS NO KNOWN HAZARDS (“GENERAL DUTY” CLAUSE)



6. BE PROTECTED FROM PUNISHMENT BY THEIR EMPLOYERS FOR USING THEIR RIGHTS



9

## Workers have the right to take action.

7. REFUSE DANGEROUS WORK IF THEY BELIEVE THAT THEY COULD BE SERIOUSLY HURT OR KILLED IMMEDIATELY



8. MAKE A COMPLAINT TO DOSH



10

# Workers have the right to take action.

---

9. RECEIVE WORKERS' COMPENSATION BENEFITS IF INJURED ON THE JOB OR IF S/HE DEVELOPED AN OCCUPATIONAL DISEASE.



## Take-Away Message

**Workers have the right to receive health and safety information and use their rights to ensure protection from hazards in the workplace.**

# Identifying Hazards on the Job

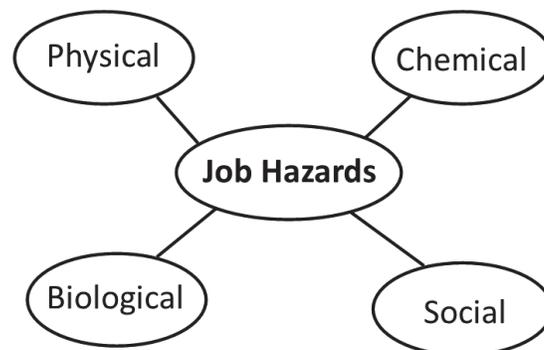
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WHAT IS A JOB HAZARD?

13

## Four Types of Hazards

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14

# Fast Food Restaurant Example



Photo credit: AdobeStock

# Identify Hazards in the Workplace...

## Physical



## Chemical



## Biological

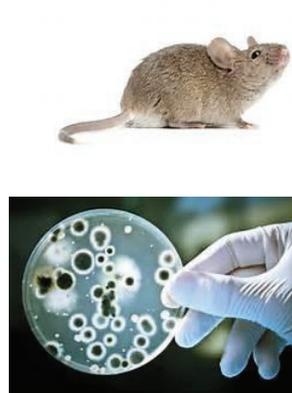


Photo credit:  
<http://science.howstuffworks.com/life/cellular-microscopic/bacteria.htm>

## Social



Photo credit:  
<https://mhcbiofeedback.wordpress.com/tag/stress-management/>

## Take-Away Message

Workers in our society do not share an equal risk of injury and illness. Safety and health at work depend on who you are and your work situation. In all cases, there are actions you can take to improve safety and reduce risk in your workplace.

17

# Safety Strategies

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WHAT CAN WE DO TO REDUCE HAZARDS ON THE JOB?

18

# Safety Strategies



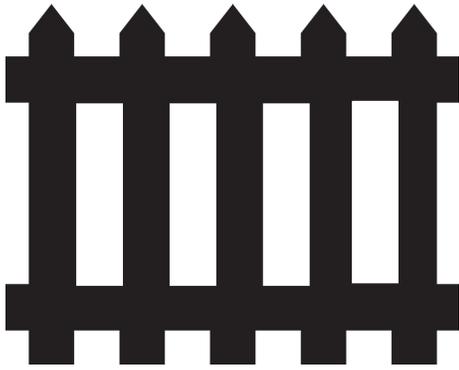
## 1 Remove the Hazard



### Safety Strategies



## 2 Control the Hazard



### Safety Strategies



## 3 Improve Policy & Procedures



### Safety Strategies



# 4 Wear Personal Protective Equipment (PPE)



## Safety Strategies



## Fast Food Restaurant Example



Photo credit: AdobeStock

## Take-Away Message

**Workplace injuries and illness are unacceptable. Safety strategies and support are available for reducing harm in the workplace.**

25

# Taking Action

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WHO CAN HELP YOU SOLVE A HAZARDOUS SITUATION?

26

## Work With Your Employer and Co-workers

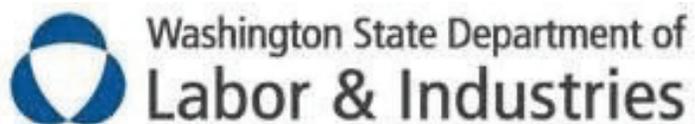
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27

## Report a Problem to Authorities

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WA State Labor & Industries Helpline 1-800-4BE-SAFE

28

# Seek Out Community Resources



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# Fast Food Restaurant Example



Photo credit: AdobeStock

# Workshop Assessment



31



32

# Alternative Scenario Slides

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Replace slides 15, 24, and 30 with one of the following slides or create your own example slide

33

## Agricultural Worker Example

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Photo credit: AdobeStock

34

# Custodian Example

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Photo credit: AdobeStock

35

# Barista Example

---



Photo credit: AdobeStock

36

# Home Health Aid



Photo credit: AdobeStock

# Laborer Example



Photo credit: AdobeStock

# Retail Worker Example



Photo credit: AdobeStock

## Safety Strategies at Work: Job Hazards and Your Right to a Safe Workplace

Training Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Workshop Assessment	True	False	Don't Know
1. A hazard on the job is something that can injure you, make you sick, or harm your mental health.			
2. You have the right to receive training about the health and safety hazards on your job in a language you understand.			
3. Stress is part of all work, and there is nothing a worker can do about it.			
4. Of the four main ways to reduce or eliminate hazards at work, the best way your employer can protect you at work is to provide you with safety gear.			
5. If you and your co-workers don't want to be hurt during a robbery, you need to show your strength. Don't let the robber push you around.			

## Safety Strategies at Work: Job Hazards and Your Right to a Safe Workplace

Training Organization: \_\_\_\_\_

Date: \_\_\_\_\_

Workshop Assessment	True	False	Don't Know
1. A hazard on the job is something that can injure you, make you sick, or harm your mental health.			
2. You have the right to receive training about the health and safety hazards on your job in a language you understand.			
3. Stress is part of all work, and there is nothing a worker can do about it.			
4. Of the four main ways to reduce or eliminate hazards at work, the best way your employer can protect you at work is to provide you with safety gear.			
5. If you and your co-workers don't want to be hurt during a robbery, you need to show your strength. Don't let the robber push you around.			

# SAFETY STRATEGIES AT WORK

## Job Hazards and Your Right to a Safe Workplace

If you work in Washington State, you have the right to:

### Information

1. Ask your employer about health and safety hazards on the job.
2. See copies of any federal or state safety regulations in your workplace.
3. Review your employer's record of injuries and illnesses that happened at work.
4. See your medical records or exposure records from work.

### A Safe Workplace

5. A workplace free of known hazards. This is called the "General Duty" clause.
6. Protection from punishment for exercising your rights under DOSH.

### Take Action

7. Refuse dangerous work when certain conditions are met.
8. Make a complaint to DOSH about dangerous conditions on the job and to participate in an inspection.
9. Workers' compensation benefits if you are injured on the job or developed an occupational disease.

## Safety Strategies

Most Effective

1

Remove the Hazard



2

Control the Hazard



3

Improve Policy & Procedures



4

Wear Personal Protective Equipment



Least Effective

If you have questions about your health, safety, or other rights at work, contact:



Washington State Department of  
**Labor & Industries**

*Division of Occupational Safety and Health*

1-800-4BE-SAFE (1-800-423-7233)

**FAIR WORK  
CENTER**

1-844-485-1195

[help@fairworkcenter.org](mailto:help@fairworkcenter.org)

## TABLE OF WORKER RIGHTS

Right	Elements	What it means for workers	What it means for employers
<b>Workers Have the Right to Information.</b>			
<b>1. Workers have the right to ask for and get information from their employer about health and safety hazards on the job.</b>	WA L&I requires large and small employers to develop and implement an accident prevention program. Elements include: management leadership, worker participation, hazard identification, hazard prevention and control, education and training, and program evaluation and improvement.	Workers should attend a safety orientation before beginning work. Workers should be given a checklist that describes items that have been explained to them during the training and have the opportunity to answer questions.	Employer provides training which includes a description of the employer's safety efforts, general safety rules, how to report hazards, how to report injuries, and other important safety regulatory requirements.
<b>2. Workers have the right to see copies of federal and state safety regulations about their workplace.</b>	DOSH laws and regulations are a set of minimum rules for a safe and healthful workplace and workers have the right to see a copy of these rights in a common location of the workplace.	Workers should look for required postings and understand what they mean.	Employers must post current required posters of laws and regulations.
<b>3. Workers have the right to look at their employer's records of injuries and illnesses that have happened at work.</b>	Requires employers in higher-hazard industries to keep accurate and complete records of work-related injuries and illnesses.	Workers can use this information to better understand the hazards and risks in their workplace.	A serious injury or illness is one that required medical treatment other than first aid, restricted work or days away from work.
<b>4. Workers have the right to see their medical records or exposure records from work.</b>	Some DOSH rules require medical tests to find out if a worker's health has been affected because of exposures at work.	Workers need to know the hazards to which they are exposed and what medical monitoring is required.	Employers are required to offer medical tests under certain conditions because of exposures at work. For example, employers must test for hearing loss in workers exposed to excessive noise.
<b>Workers Have the Right to a Safe Workplace.</b>			
<b>5. Workers have the right to a workplace that has no known hazards. This is called the "General Duty" clause.</b>	Requires employers to keep their workplaces free of serious recognized hazards and is generally cited when no specific OSHA standard applies to the hazard (Ergonomics, workplace violence, stress-related risk factors).	Workers or representatives have to know what hazards are covered by regulations or contact DOSH consultation.	Employers have a legal obligation to provide a workplace free of conditions or activities that either the employer or industry recognizes as hazardous.

## TABLE OF WORKER RIGHTS

Right	Elements	What it means for workers	What it means for employers
<p><b>6. Workers have the right to be protected from punishment from exercising their rights under DOSH.</b></p>	<p>If a worker believes an employer has retaliated against them for exercising their safety and health rights, they should contact DOSH right away. DOSH will accept a complaint in any language. No form is needed, but workers must call DOSH within 30 days of the alleged retaliation.</p>	<p>A worker or representative must file a retaliation complaint with DOSH within 30 calendar days from the date the retaliatory decision was both made and communicated to the worker. DOSH conducts an interview with each complainant to determine the need for an investigation. Workers can also call and file complaints to 1-800-423-7233.</p>	<p>Employers cannot punish an employee for using their DOSH rights. Workers have 30 days to file a complaint after a discrimination or termination action. If evidence supports the worker's claim of discrimination, DOSH will ask the employer to restore the worker's job, earnings and benefits.</p>
<p><b>Workers Have the Right to Take Action.</b></p>			
<p><b>7. Workers have the right to refuse dangerous work when certain conditions are met.</b></p>	<p>Workers have the right to bring an unsafe or unhealthful working condition to their employer's attention. The condition must be of such a nature that a reasonable person would conclude that there is a real danger of death or serious harm and that there is not enough time to contact DOSH and for DOSH to inspect.</p>	<p>Workers have the right to ask for information about things that are dangerous at work, and receive information on how to protect themselves. If workers think that they could be hurt or killed, they need to be able to show that there are safer ways to do the job (e.g. fact sheets).</p>	<p>Employers are required to provide a safe and healthy workplace. Employers rely on DOSH standards as well as industry best practices for maintaining a safe workplace.</p>
<p><b>8. Workers have the right to make a complaint to DOSH about dangerous conditions on the job. DOSH will not show workers' names to their boss.</b></p>	<p>Workers have the right to file a complaint if they are being asked to do unsafe work or have seen something unsafe at work. DOSH handles workplace health and safety complaints and discrimination.</p>	<p>Workers or their representatives may file a complaint online or by phone, mail, email or fax with DOSH and request an inspection of a workplace if they believe there is a violation of a safety or health standard, or if there is any danger that threatens physical harm, or if an "imminent danger" exists.</p>	<p>Employer has to allow a worker representative to go with an DOSH inspector during an inspection. Employers have to put up a written notice of DOSH violations at or near the place where they happened. Employers have to correct hazards within the time period set by DOSH.</p>

## TABLE OF WORKER RIGHTS

Right	Elements	What it means for workers	What it means for employers
<p><b>9. Every worker is entitled to workers' compensation benefits if injured on the job or if s/he developed an occupational disease.</b></p>	<p>Work related injuries and diseases should be reported and a claim must be filed with DOSH. The first step in filing a workers' compensation claim is to tell your health-care provider and employer about your injury or illness. Ask them to fill out a Report of Accident.</p>	<p>Worker who suffer from a work-related injury or occupational disease have the right to receive benefits including medical care, disability income, vocational assistance, and other benefits.</p>	<p>Employers are insured through the Washington Department of Labor &amp; Industries.</p>

## Workplace Scenario: Fast Food Restaurant

JOB HAZARDS			
<u>Physical</u>	<u>Chemical</u>	<u>Biological</u>	<u>Social</u>
<ul style="list-style-type: none"> <li>• Cooking grease</li> <li>• Fire</li> <li>• hot ovens</li> <li>• Heavy lifting</li> <li>• Hot grills</li> <li>• Hot water/steam</li> <li>• Knives</li> <li>• Slippery floors</li> <li>• Falling objects</li> <li>• Fatigue</li> <li>• Needles</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning products</li> </ul>	<ul style="list-style-type: none"> <li>• Needles</li> </ul>	<ul style="list-style-type: none"> <li>• Angry customers (stress)</li> <li>• Pressure to work fast</li> <li>• Stress (from discrimination, harassment, understaffing, under-training)</li> </ul>
<p><b>Physical Hazard Scenario:</b> “A fast food worker is staffed to prep in the back. The floor is regularly slippery with grease. The worker slips and falls and sustains an injury.”</p> <p><b>Primary Hazard:</b> Slips, trips, and falls from greasy floor (physical)</p> <p><b>Safety Strategies:</b></p> <ol style="list-style-type: none"> <li>1. <b>Remove the Hazard:</b> Install a system to capture the grease before it can fall on the floor. Utilize proper storage to reduce clutter.</li> <li>2. <b>Control the Hazard:</b> Utilize splashguards on the fryer. Install slip-resistant flooring or slip resistant floor mats.</li> <li>3. <b>Improve Work Policies &amp; Procedures:</b> Implement a cleaning policy to manage the grease that spills on the floor. Clean up spills quickly. Put up warning signs around spills and wet floors. Implement a policy to address fast pace of work and staff shortages.</li> <li>4. <b>Wear Personal Protective Equipment:</b> Wear shoes with good traction or slip-resistant shoes.</li> </ol> <p><i>Suggested Plan for Taking Action: Seek help from a health care provider. Tell a supervisor/employer. Work with co-workers or seek technical assistance in requesting proper technology and work policies to reduce future injuries.</i></p>			
<p><b>Biological Hazard Scenario:</b> “A fast food worker is told to clean the bathrooms. One of the tasks is emptying the garbage. A used needle sticks out from the bag and pokes the worker in his leg.”</p> <p><b>Primary Hazard:</b> Possible infectious disease from exposed needles (biological)</p> <p><b>Safety Strategies:</b></p> <ol style="list-style-type: none"> <li>1. <b>Remove the Hazard:</b> No-hands handling procedure. Never put hands in the garbage bag. Use a tool to push garbage down if needed. Use a picker in the garbage. Use tongs to pick up any needles.</li> <li>2. <b>Control the Hazard:</b> Install a sharps container for needles in the bathrooms to keep them out of the trash.</li> <li>3. <b>Improve Work Policies &amp; Procedures:</b> Install signs directing people where to properly dispose of needles. Make sure all workers are trained on the hazards of discarded needles and procedures for handling them. Follow procedures for seeking medical care (for example, seek care within two hours of the needle stick because medicines to prevent infectious disease work best during this time frame).</li> <li>4. <b>Wear Personal Protective Equipment:</b> Use proper gloves.</li> </ol> <p><i>Suggested Plan for Taking Action: Seek help from a health care provider. Tell a supervisor/employer about the incident. Seek technical assistance for controlling hazards in the workplace, such as UW clinic.</i></p>			

**Social Hazard Scenario:** “A fast food worker gets yelled at by an angry customer because her order is not correct. The worker was in a rush and had to work quickly because the team is understaffed.”

**Primary Hazard:** Stress from understaffing

**Safety Strategies:**

1. **Remove the Hazard:** Ask the manager to call in more staff to prevent rushing. Cooperate with the customer and do not argue or challenge them.
2. **Control the Hazard:** Ask the manager to speak with the angry customer. Use de-escalation practices such as making eye contact with customer, explaining the situation, and using a calm tone. If available, contact security staff. As employer to install security devices, such as surveillance cameras. Review OSHA’s Workplace Violence Checklist (<https://www.osha.gov/SLTC/etools/hospital/hazards/workplaceviolence/checklist.html>) with coworkers, supervisors, and others to identify and evaluate workplace security hazards.
3. **Improve Work Policies & Procedures:** Ask the manager to schedule the proper number of staff, train workers on how to de-escalate angry customers. Ask employer for a policy about what workers should do if there is an angry customer. Post the police emergency number (911) at each work station to remind staff to call the police if threatened, in order to defuse the situation and reduce the risk of violence.
4. **Wear Personal Protective Equipment:** None.

**Suggested Plan for Taking Action:** Request health and safety training. Work with co-workers and security staff to identify proper procedures for preventing future incidents. Seek help from additional resources outside of work. Report the problem to authorities.

**Chemical Hazard Scenario:** “A fast food worker is sometimes asked to use strong chemicals, like bleach, without prior training or protection equipment (gloves/face mask/goggles) to sanitize kitchenware.”

**Primary Hazard:** Cleaning products that may be hazardous to health

**Safety Strategies:**

1. **Remove the Hazard:** ask to use less-toxic alternative cleaning, sanitizing and disinfecting chemicals.
2. **Control the Hazard:** improve ventilation where the chemicals are being used
3. **Improve Work Policies & Procedures:** Request information and training on how to use chemicals safely, especially on how to properly mix chemicals and first aid. Identify where to wash up after using chemicals. Ask where the safety data sheets are located in the workplace.
4. **Wear Personal Protective Equipment:** Use gloves to protect skin from chemical exposure,

**Suggested Plan for Taking Action:** Work with co-workers to find a solution. Seek help from outside work on how to ask supervisor or employer for information about safer products and equipment in the workplace (e.g. chemical dilution stations or chemical-free cleaning systems). Request health and safety training.

JOB HAZARDS

Physical

Chemical

Biological

Social

Scenario 1:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 2:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 3:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 4:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

JOB HAZARDS

Physical

Chemical

Biological

Social

Scenario 1:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 2:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 3:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 4:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

JOB HAZARDS

Physical

Chemical

Biological

Social

Scenario 1:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 2:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 3:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 4:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

JOB HAZARDS

Physical

Chemical

Biological

Social

Scenario 1:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 2:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 3:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*

Scenario 4:

Primary Hazard:

Safety Strategies:

1. Remove the Hazard:
2. Control the Hazard:
3. Improve Work Policies & Procedures:
4. Wear Personal Protective Equipment:

*Suggested Plan for Taking Action:*



## **Scenario Development Resources**

This section contains materials on hazard identification and safety strategies to develop Workplace Scenarios for a variety of workplaces you may include in your trainings.

For additional information on safety and health hazards, rules, and regulations, see the Washington State Labor & Industries Safety & Health website:

<http://www.lni.wa.gov/safety/>

## Job Hazards

<u>Physical Hazards</u>	<u>Chemical Hazards</u>	<u>Biological Hazards</u>	<u>Psychosocial Hazards</u>
<ul style="list-style-type: none"> <li>• hot surfaces</li> <li>• slippery floors</li> <li>• unsafe ladders</li> <li>• machines without guards</li> <li>• sharp knives</li> <li>• hot grease</li> <li>• needles</li> <li>• unsafe electric circuits</li> <li>• lack of fire exits</li> <li>• motor vehicles</li> <li>• cluttered work areas</li> <li>• falling objects</li> <li>• violence</li> <li>• noise</li> <li>• vibration</li> <li>• radiation</li> <li>• electrocution</li> <li>• heat or cold</li> <li>• repetitive movements</li> <li>• awkward posture</li> <li>• heavy lifting</li> <li>• bending, reaching</li> <li>• areas too dark or too bright</li> <li>• standing for long periods</li> <li>• weather conditions</li> <li>• slips/trips/falls</li> <li>• traffic</li> <li>• Layout of work stations</li> <li>• Crowding</li> <li>• Ergonomics</li> </ul>	<ul style="list-style-type: none"> <li>• cleaning products</li> <li>• pesticides</li> <li>• solvents</li> <li>• acids</li> <li>• asbestos</li> <li>• lead</li> <li>• ozone (from copiers)</li> <li>• wood dust</li> <li>• mercury</li> <li>• poor air quality</li> <li>• gasoline</li> </ul>	<ul style="list-style-type: none"> <li>• viruses</li> <li>• bacteria</li> <li>• molds</li> <li>• animals</li> <li>• birds</li> <li>• insects</li> <li>• poison ivy</li> <li>• poison oak</li> <li>• used needles</li> <li>• bloodborne pathogens</li> <li>• poor hygiene/not washing hands</li> <li>• spoiled food</li> </ul>	<ul style="list-style-type: none"> <li>• fast pace of work</li> <li>• stress due to lack of control over work, job insecurity, poor work/life balance, responsibility for safety of others, isolation, inadequate supervisions</li> <li>• Discrimination based on age, gender, race/ethnicity, national origin, sexual orientation</li> <li>• wage theft</li> <li>• limited language comprehension</li> <li>• fear of retaliation for voicing concerns</li> <li>• bullying</li> <li>• lack of safety training and communication</li> <li>• fatigue</li> <li>• understaffing</li> <li>• lack of support</li> <li>• sexual harassment</li> <li>• management structure</li> <li>• threatening from customers/clients</li> <li>• intimidation</li> <li>• working alone</li> </ul>

## Examples of Job Hazards

Fast Food Restaurant	Grocery Store	Warehouse
<p><b><u>Safety Hazards</u></b>            Cooking grease            Fire, hot ovens            Heavy lifting            Hot grills            Hot water, steam            Knives            Slippery floors            Falling objects            Fatigue            Needles</p> <p><b><u>Health Hazards</u></b>            Angry customers (stress)            Cleaning products            Pressure to work fast            Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Safety Hazards</u></b>            Bending, reaching            Box cutters            Heavy lifting            Knives            Meat slicer            Slippery floors            Falling objects            Fatigue</p> <p><b><u>Health Hazards</u></b>            Cleaning chemicals            Repetitive motions            Standing for long periods            Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Safety Hazards</u></b>            Box cutters            Clutter            Falling objects            Fork lifts            Heavy lifting            Ladders            Reaching, bending            Repetitive motion            Fatigue</p> <p><b><u>Health Hazards</u></b>            Dust            Noise            Stress (from discrimination, harassment, understaffing, under-training)</p>
Construction	Landscaping/ Agricultural/ Grounds-keeping	Child Care
<p><b><u>Safety Hazards</u></b>            Fork lifts            Heavy lifting            Ladders            Reaching, bending,            Tools, equipment            Fatigue            Slips/trips/falls            Traffic            Electrocutation</p> <p><b><u>Health Hazards</u></b>            Chemicals (e.g. solvents, adhesives)            Fumes, dust            Lead paint            Noise            Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Safety Hazards</u></b>            Stooping bending            Tools, equipment            Fatigue</p> <p><b><u>Health Hazards</u></b>            Pesticides            Repetitive movements            Weather conditions            Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Safety Hazards</u></b>            Bending, stooping            Heavy lifting            Fatigue            Bloodborne agents</p> <p><b><u>Health Hazards</u></b>            Air quality            Cleaning chemicals            Infectious disease            Stress (from discrimination, harassment, understaffing, under-training)</p>

Hospitals and Nursing Homes	Offices	Service Stations
<p><b><u>Safety Hazards</u></b>  Assaults from patients  Bending, reaching  Heavy lifting  Pushing, pulling  Repetitive motions  Slippery floors  Bloodborne agents  Fatigue</p>	<p><b><u>Safety Hazards</u></b>  Electrical cords (tripping )  Paper cutters  Fatigue</p>	<p><b><u>Safety Hazards</u></b>  Cars  Heavy lifting  Machines, tools  Potential assault, violence  Proper needle disposal methods  Fatigue</p>
<p><b><u>Health Hazards</u></b>  Cleaning products  Infectious disease  Chemicals  Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Health Hazards</u></b>  Photo copy and printing fumes  Poor air quality  Prolonged sitting  Repetitive typing and use of mouse  Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Health Hazards</u></b>  Chemicals  Gasoline  Temperature/ weather extremes  Working alone  Working late  Stress (from discrimination, harassment, understaffing, under-training)</p>
Nail Salons	Custodial	Transportation
<p><b><u>Safety Hazards</u></b>  Bending, reaching  Pushing, pulling  Repetitive motions  Slippery floors  Bloodborne agents  Assaults from patients  Fatigue</p>	<p><b><u>Safety Hazards</u></b>  Stooping bending  Tools, equipment  Fatigue  Heavy lifting  Slips/trips/falls  Repetitive motions</p>	<p><b><u>Safety Hazards</u></b>  Vehicles/traffic  Distracted driving  Potential assault, violence  Proper needle disposal methods  Fatigue</p>
<p><b><u>Health Hazards</u></b>  Chemicals in beauty products  Cleaning products  Infectious disease  Stress (from discrimination, harassment, understaffing, under-training)  Acrylic dust from fake nails</p>	<p><b><u>Health Hazards</u></b>  Cleaning products  Infectious disease  Stress (from discrimination, harassment, understaffing, under-training)</p>	<p><b><u>Health Hazards</u></b>  Gasoline  Temperature/ weather extremes  Working alone  Working late  Long-shift work  Stress (from discrimination, harassment, under-training)</p>

## Additional Worker Scenarios

1. A temp worker is sent to work at a construction site as a flagger. When he arrives, he is given a new task and not provided adequate training. The worker feels stressed by trying to learn a new task while on the job and rushed to get things done.

Hazards: stress due to lack of control over work, lack of adequate training

2. A morning-shift barista is frequently alone during the morning rush. She works as fast as possible, and frequently gets minor burns from the espresso machine in the process. Her boss has told her to let him know when she has anything "major" happen.

Hazards: working alone, hot liquids

3. A line cook at a small family owned restaurant who suffers from back pain and is asked to lift heavy objects on a regular basis. It also gets so busy that the line cook doesn't have time to take a break to sit down and rest.

Hazards: heavy lifting, fatigue

4. A nanny for family that underpays her and is routinely accused of stealing from the home. Her bags are routinely searched, but nothing has ever been found.

Hazards: bullying, discrimination, stress

5. A hotel housekeeper is frequently scheduled to clean rooms alone. On one occasion, the worker has a run-in with a guest where sexual jokes and innuendos are made toward the worker. It makes the worker feel uncomfortable. This happens from time to time to the hotel worker and she considers it an annoying part of the job.

Hazard: working alone, sexual harassment

## Slips, Trips, and Falls

Slips, trips and fall are a major cause of workplace injuries in many industries.

Slips, trips and falls are a major cause of workplace injuries. Unsafe conditions and behaviors, along with a lack of safety awareness, can lead to these types of accidents.



SLIPS, TRIPS & FALLS:  
**15%** of all accidents\*

SLIPS, TRIPS & FALLS  
on the same level are the  
**2<sup>nd</sup> LEADING CAUSE OF INJURY\*\***

**25,000**  
SLIPS, TRIPS & FALLS  
**ACCIDENTS** occur **DAILY**  
in the U.S.\*

\* National Safety Council \*\* Bureau of Labor Statistics



Sources:

Photo 1: [http://cdnimg2.webstaurantstore.com/images/products/extra\\_large/151714/200089.jpg](http://cdnimg2.webstaurantstore.com/images/products/extra_large/151714/200089.jpg)

Photo 2: <https://www.protectiveinsurance.com/images/librariesprovider3/default-album/sr-max-shoes-sole.jpg?sfvrsn=0>

Photo 3: <https://i.ytimg.com/vi/P-KwzXQ1p-4/hqdefault.jpg>

## Slips, Trips and Falls

### Slips, trips, and falls and contact with objects

These are most common lost-workday injury event in the restaurant workplace. Most slips and falls are caused by water or grease on the floor. Therefore, these sources for potential accidents should be emphasized and preventative measures should be stressed. Falls on ice and snow outside in the parking lots (while going to the dumpster, etc.) are also quite common work-related injuries.

**Elimination:** Utilize proper storage to reduce clutter

**Substitution:** X

**Engineering:** Deploying slip resistant floor mats

**Administrative:** Proper training, house-keeping, communication and alertness on the job

**PPE:** Slip resistant shoes and other safety footwear



Source:

<https://image.slidesharecdn.com/final-allspeaker2013fallsafetypresentation-oct292013-131113093705-phpapp02/95/foodservice-safety-training-preventing-costly-workplace-injuries-43-638.jpg?cb=1384336483>

Photo 2: <http://www.hlconvergeblog.com/wp-content/uploads/2016/08/slip-and-fall.jpg>

# Preventing Slips, Trips & Falls

Clean all spills immediately. Mark spills and wet areas with warning signs and barricades.



Remove obstacles from walkways and always keep them free of clutter.



Cover cords and cables that cross walkways.



Keep working areas and walkways well lit. Replace burned-out light bulbs and faulty switches.



Secure mats, rugs, and carpets that do not lay flat by tacking or taping them down.



Spread grease-absorbent compound on oily surfaces.



Always close file cabinet or storage drawers.



Never carry or push loads that block your vision.



Cover all floor openings or protect them with guard rails.



Source: <https://s-media-cache-ak0.pinimg.com/originals/c6/10/b1/c610b1704172c435e54f9ee7525ac169.jpg>

## Employer Solutions

Employers have the primary responsibility for protecting the safety and health of their workers. Young workers are responsible for following the safe work practices of their employers. Follow OSHA Standards including:

- **Keep** all places of employment clean and orderly and in a sanitary condition. Walking/Working Surfaces Standard [1910.22(a)(1)].
- **Keep** floors clean and dry. In addition to being a slip hazard, continually wet surfaces promote the growth of mold, fungi, and bacteria that can cause infections [1910.22(a)(2)].
- **Keep** aisles and passageways clear and in good repair, with no obstruction across or in aisles that could create a hazard. For example, provide floor plugs for equipment, so power cords need not run across pathways [1910.22(b)(1)].
- **Provide** warning signs for wet floor areas. Accident Prevention Signs and Tags Standard [1910.145(c)(2)].
- **Keep** exits free from obstruction. Access to exits must remain clear of obstructions at all times Exit Routes, Emergency Action Plans, and Fire Prevention Plans.



Provide warning signs

Consider implementing recommended safe work practices, including:

- **Do** provide adequate lighting.
- **Do** repair any uneven floor surfaces. Relay or stretch carpets that bulge or have become bunched to prevent tripping hazards.
- **Do** use no-skid waxes and surfaces coated with grit to create non-slip surfaces in slippery areas or use non-slip mats.
- **Do** promote a shoe policy program that provides for appropriate work shoes for employees. Shoe policy programs require workers or employers to purchase non-slip footwear for work use.
- **Do** make aisles and passageways sufficiently wide for easy movement and keep clear at all times.



Non-slip mat and shoes

Source: <https://hospitalityrisksolutions.files.wordpress.com/2013/11/osha-restaurant-safety.jpg>

## Stress

# STRESS!!

in the workplace

### Job Stress

- Stress is the biggest cause of sickness in the UK
- It affects 1 in 5 of the working population
- 105 million working days are lost per year through stress related illness
- This costs UK employers £1.24 billion per annum



### Most stressful jobs

- Nurses (2730 cases per 100,000 people)
- Teaching and education professionals (2340 cases per 100,000)
- Welfare and housing associate professionals (2290 cases per 100,000)



### Causes of work related stress

- Poor working conditions
- Long working hours
- Relationships with colleagues
- Workload
- Under pressure to meet deadlines



### Stress in the workplace can contribute to

- High absenteeism levels
- Poor morale among workforce
- An unhappy working environment
- Low productivity
- High staff turnover



### Managing stress

- Sleep is important, though may be difficult if things are bothering you. Writing a list of problems can help to clear the head and allow for a good rest
- Exercise can use up some of the hormones that the body produces when stressed, and also helps to release endorphins that promote a sense of wellbeing
- Healthy eating is important when feeling stressed. Regular meals and a balanced diet can help with reducing stress levels
- Supplements such as B-vitamins can help to reduce stress and to aid the release of energy from the food we eat



### Sources

- <http://www.thisismoney.co.uk/money/news/article-2235280/Recession-means-half-work-unmanageable-stress-levels.html?toc-feeds-news>
- <http://www.bbc.co.uk/news/health-20391529>
- <http://www.independent.co.uk/life-style/health-and-families/health-news/rise-in-hospital-admissions-for-stress-linked-on-the-recession-810631.html>
- <http://www.guardian.co.uk/business/work-blog/2012/apr/12/best-worst-careers-2012-lumberjack>
- <http://www.stress.org.uk/signs-of-stress-in-the-workplace.aspx>
- <http://www.bupa.co.uk/healthcare/health-information/directory/w/stress-workplace#textBlock204702>

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## Table I: Stress-related Hazards

### Work Content:

#### Job Content

- Monotonous, under-stimulating, meaningless tasks
- Lack of variety
- Unpleasant tasks
- Aversive tasks

#### Workload and Work pace

- Having too much or too little to do
- Working under time pressures

#### Working Hours

- Strict and inflexible working schedules
- Long and unsocial hours
- Unpredictable working hours
- Badly designed shift systems

#### Participation and Control

- Lack of participation in decision making
- Lack of control (for example, over work methods, work pace, working hours and the work environment)

### Work Context:

#### Career Development, Status and Pay

- Job insecurity
- Lack of promotion prospects
- Under-promotion or over-promotion
- Work of 'low social value'
- Piece rate payments schemes
- Unclear or unfair performance evaluation systems
- Being over-skilled or under-skilled for the job

#### Role in the Organization

- Unclear role
- Conflicting roles within the same job
- Responsibility for people
- Continuously dealing with other people and their problems

#### Interpersonal Relationships

- Inadequate, inconsiderate or unsupportive supervision
- Poor relationships with co-workers
- Bullying, harassment and violence
- Isolated or solitary work
- No agreed procedures for dealing with problems or complaints

#### Organizational Culture

- Poor communication
- Poor leadership
- Lack of clarity about organizational objectives and structure

#### Home-Work Interface

- Conflicting demands of work and home
- Lack of support for domestic problems at work
- Lack of support for work problems at home
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**Solutions for Stress** - See pg. 16 of WHO Work Organization and Stress booklet in the 'Overview of Health and Safety in the Workplace' section of the 10-Hour Train-the-Trainer Manual.

## Scenario Examples

Adapted from “Preventing Violence in the Workplace A health and safety curriculum for young workers” by U.C. Berkeley Labor Occupational Health Program (LOHP) & Massachusetts Coalition for Occupational Safety and Health (MASSCOSH)

### Dishwasher

A 30-year-old dishwasher in a hospital kitchen. To clean cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as she was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for 2 weeks.

*Ask the group:* “What solutions can you think of that might prevent this injury from happening again?”

**Remove the Hazard.** Substitute a safer cleaning product. Use disposable pans. Use a dishwashing machine.

**Improve Work Policies & Procedures.** Have workers clean one pan at a time. Give them training about how to protect themselves from chemicals.

**Wear Personal Protective Equipment.** Goggles.

*At the end of each round, review the solutions teams have posted and discuss the answers. You can identify a team’s solutions by the color of its Post-it notes. Add any solutions the teams missed.*



### Grocery Store Worker Story (#8)

A 45-year-old who works in a grocery store. One day while unloading a heavy box from a truck onto a wooden pallet, he felt a sharp pain in his lower back. He tried to keep working. His back continued to bother him, so he finally went to the doctor. He had to miss work for a week to recover. His back still hurts sometimes.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Use a mechanical lifting device. Pack boxes with less weight; Unload trucks in a sheltered area so workers aren’t exposed to weather, wind, or wet surfaces.

**Improve Work Policies & Procedures.** Assign two people to do the job. Train workers how to lift properly. Enforce a policy that teens never lift more than 30 pounds at a time, as recommended by the National Institute for Occupational Safety and Health (NIOSH).

**Wear Personal Protective Equipment.** Wear non-slip shoes. (Note: A recent NIOSH study found that back belts do not help. For more information see [www.cdc.gov/niosh/belting.html](http://www.cdc.gov/niosh/belting.html).)

*Then ask the teams:* “What is the proper way to lift heavy objects?”

The rules for safe lifting are:

- Don’t pick up objects over 30 pounds by yourself.
- Keep the load close to your body.
- Lift with your legs. Bend your knees and crouch down, keep your back straight, and then lift as you start to stand up.
- Don’t twist at your waist. Move your feet instead.

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### **Deli Worker Story (#9)**

A 55 year-old who works in the deli department at a grocery store is a new employee and excited about her new job. Her supervisor asked her to clean the meat slicer, although she had never done this before and had never been trained to do it. She thought the meat slicer was turned off before she began cleaning it. Just as she started to clean the blades, the machine started up. The blade cut a finger on her left hand all the way to the bone.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** The machine should have a guard to protect fingers from the blade. The machine should have an automatic shut-off.

**Improve Work Policies & Procedures.** A rule should require that the machine be unplugged before cleaning. Give health and safety training for new employees so they understand the hazards and ways to prevent injuries.

**Wear Personal Protective Equipment.** Have workers wear cut-resistant gloves.

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### Small Pizza Shop Worker Story (#10)

This worker has two jobs, and works one of them at the front counter of a small local pizza shop on weekends. One Friday night, she worked alone with a male employee who has worked at the shop for years. He was often rude to our worker, and he would even bully her in front of customers. This particular night, she confronted him about his abusive behavior and threatened to tell their boss. He yelled at her and pushed her. She fell, hitting her head on a nearby table. She managed to get up and run outside, and quickly dialed 911 from her cell phone. The police arrived and arrested her coworker. She had a bump on her head and several other bruises and suffered emotional trauma from the incident.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Install a surveillance camera.

**Improve Work Policies & Procedures.** Establish a clear policy forbidding violence, abuse, verbal and emotional abuse, and harassment of all kinds. Train supervisors and managers to recognize bullying, abuse, and other violations of these policies and know how to respond to violations. Train workers about this policy and the ramifications of violating the policy. Let workers know that they can come to the store manager or supervisor (or other adult) and confidentially relate any concerns about their own safety or the safety of other workers.

**Wear Personal Protective Equipment.** None.

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### Landscaper Story (#11)

A landscaper works for a contractor. One hot afternoon, the temperature outside reached 92 degrees. While he was shoveling dirt in a vacant lot, he started to feel dizzy and disoriented. He fainted from the heat.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Limit outdoor work on very hot days.

**Improve Work Policies & Procedures.** Limit outdoor work on very hot days. Have a cool place to go for frequent breaks. Have plenty of water available. Provide training on the symptoms of heat stress and how to keep from becoming overheated. Work in teams to watch one another for symptoms of overheating (such as disorientation and dizziness).

**Wear Personal Protective Equipment.** Have workers wear a hat, to provide shade, and a cooling vest.

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### **Bakery Worker Story (#12)**

A 20-year-old works in a busy bakery shop. His job is to pat pastry dough into pans. He prepares several pans per minute. Lately he has noticed that his hands, shoulders, and back are hurting from the repetitive motion and standing for long periods.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Have adjustable working surfaces, so that James can pat the dough at a height that causes less strain on his shoulders and back. For hand strain, use a dough roller - either manual or power-driven - instead of patting by hand.

**Improve Work Policies & Procedures.** Vary the job so no one has to make the same movements over and over. Provide regular breaks.

**Wear Personal Protective Equipment.** None.

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### **Strawberry Worker Story (#13)**

An agricultural worker picks strawberries on a 16-acre farm. One day she was sent into the field too soon after it had been sprayed. No one told her that the moisture on the plants was a highly toxic pesticide and she started shaking. When she stood up, she got dizzy and stumbled. She was taken by other farm workers to a nearby clinic. Three weeks later she continues to have headaches, cramps, and trouble breathing.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Use pesticide-free farming methods, or use a less toxic pesticide.

**Work Policies.** Wait the required number of hours or days after the crops are sprayed before having workers re-enter the field. This should be on the pesticide

label. Provide employees with training and information on chemicals they may be exposed to.

**Personal Protective Equipment.** Wear impermeable gloves and work clothes. If needed, wear a respirator.

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### **Nursing Aide Story (#14)**

Nursing aides at a local nursing home are expected to clean bedpans and sometimes change sheets, which requires lifting patients. Lately one of the nursing aides has been feeling twinges in her back when bending over or lifting. She knows she is supposed to get help when lifting a patient, but everyone in the unit is so busy that she is reluctant to ask. At home, as she is going to sleep, she often feels shooting pains in her back, neck, and shoulders. These pains seem to be getting worse every day.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Stop lifting alone. Lift patients only when other people are available to help, or use a mechanical lifting device. Note: Federal Labor laws require the use of safe patient lifting devices.

**Work Policies.** Make sure workers who have already been injured are not required to lift. Create a policy that workers may lift patients only in teams and when using a lifting device. Train workers about safe-lifting methods.

**Personal Protective Equipment.** None.

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### **Coffee Barista Story (#15)**

This worker is a barista in a small coffee shop. One morning, the coffee shop was short-staffed because another worker had called in sick. During the breakfast rush, she worked the register and took orders from customers while she also hurried to make a new pot of coffee. She didn't realize that the other barista had already started a pot, and pulled out the brew basket while the machine was brewing. Boiling water and coffee grounds spilled all over her hand, causing second-degree burns. She went to the emergency room for treatment. She had to cut down on her day-to-day activities for 3 months, and she still has sensitivity in her hand and scarring from the burn.

*Ask the teams:* “What solutions can you think of that might prevent this injury from happening again?”

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** The machine might be designed so that the brew basket can't be pulled out when it's in use.

**Work Policies.** The coffee shop should have a procedure for bringing in extra help when someone calls in sick so that they are not understaffed. Only one worker should be assigned to work the coffee maker so that person can keep track of when coffee is brewing. The boss could make a sign that hangs next to the coffee maker that indicates whether it's in use or not.

**Personal Protective Equipment.** None.

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### **Retail Worker Story (no illustration)**

A 25-year old who works in a small clothing store in her neighborhood often operates the store by herself. Twice in the last week, when she was working alone, the same man came into the store. One time he asked to use the restroom and she told him where it was. The next time he asked her if she could lend him money for the train. When she told him, "No", he looked her up and down slowly, giving her a look that really scared her. She is worried that she will get in trouble if she tells her boss about it but she is also now nervous that the man might come back in again.

*Ask the teams:* "What solutions can you think of that might prevent this injury from happening again?"

*Have the teams post their solutions and compare them to the suggested answers below.*

**Remove the Hazard.** Locked door with buzzer system to let customers in. Signage saying "no loitering" and "no public restroom". Install a surveillance camera.

**Improve Work Policies & Procedures.** Have policies that no one works alone. Provide workplace training that includes how to deal with difficult customers and robberies, and who to call.

**Wear Personal Protective Equipment.** None.