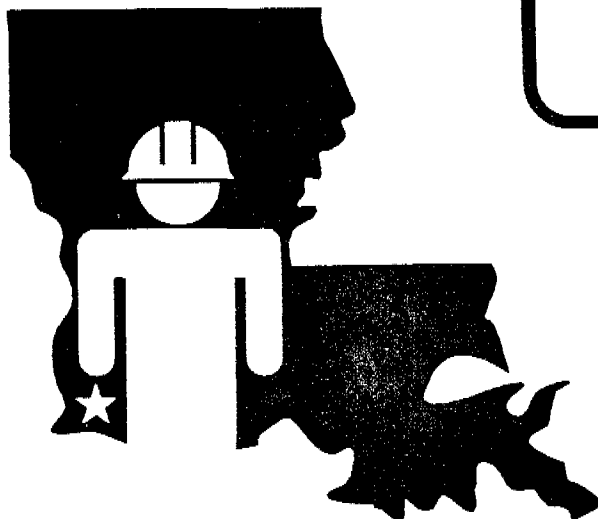


CONTRACTORS SAFETY ORIENTATION REFRESHER PROGRAM

INSTRUCTORS MANUAL

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GBRIMA

FIRST CONTRACTOR SAFETY REFRESHER PROGRAM

COURSE OVERVIEW:

The Contractor Safety Orientation was developed for contractor personnel who work in industrial facilities. This **First Contractor Safety Refresher Program** will, as the orientation program, involve classroom instruction, demonstrations, audio visuals and discussions. Quizzes will be used to check participants' knowledge and understanding of the material. The program is modular in concept and allows the refresher material to be presented in blocks or segments.

GOALS:

Provide participants with a basic refresher of the original orientation concerning the hazards and safeguards associated with working in an industrial facility, including the associated emergency reporting and response procedures. Additional information will be presented on Medical Records, First Aid and Fire Safety.

OBJECTIVES:

Upon completion of the **first four hour refresher program**, participants should continue to be able to do the following:

- Recognize common/basic hazards associated with an industrial facility.
- Use the necessary personal protective equipment, including gloves, boots, chemical resistant suits, respiratory protection and fall protection.
- Understand the basic hazards and safeguards of material handling, elevated work and electrical work.
- Understand basic Hazard Communication requirements, work permits, signs and barricades.
- Understand and incorporate site safety policies and procedures into their daily work activities.
- Understand basic emergency reporting and response procedures.
- Understand the need for medical programs and first aid programs.

5/14/93

SL 060447

METHODS OF PRESENTATION:

- Lecture and discussion.
- Slide / tape presentations and other audio visuals

METHODS OF EVALUATING PERFORMANCE:

- Written quizzes (Pre quiz and final quiz)

STUDENT HANDOUTS AND MATERIALS:

- Participant's Booklet (optional for those who want them)
- NFPA & HMIS Cards (optional for those who want them)

AUDIO VISUALS:

- "Contractor / Workplace Safety" - Coastal Video
- "Anchorages" - Coastal Video
- "What's Wrong With this Picture" - CLMI Video

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CONTRACTOR FIRST SAFETY REFRESHER PROGRAM
NOTE TO INSTRUCTOR

This refresher program was developed to help satisfy some of the OSHA requirements and help to maintain contractor employee safety awareness and performance. It was designed for contractor personnel who work at petrochemical plants, refineries and other industrial facilities. Recognizing that a majority of participants may not have been in a classroom setting for many years, and may have limited formal education, the program was intentionally geared for personnel who have the equivalent of an eighth grade reading ability.

As an instructor, you should be aware of this, and take it into consideration as you present the material. If possible, try to determine in advance if any of the participants have reading difficulties. Repeat information on slides as some participants will not be able to read them. It may be necessary to give some participants oral quizzes. You should be prepared to do so. Be careful not to embarrass anyone.

Your job is to present the material in a timely fashion. In doing so, you must get feedback from the participants to be certain they understand what is being presented. Tips for obtaining feedback are in the original Contractor Safety Orientation Program Instructors Manual.

Instructors for this refresher program must have taught and be familiar with the original Contractor Safety Orientation Program.

Encourage participants to share information during this "REFRESHER" program which may be helpful to other participants or useful feedback to the instructor and others who were involved in preparing this program.

Request that participants do not use names of individuals or companies involved when sharing information on accidents or safety activities.

Be certain participants understand that their employers are responsible for providing the specific and detailed "TRAINING" required to do their jobs in a safe manner.

5/14/93

SL 060449

**CONTRACTOR SAFETY ORIENTATION
OUTLINE FOR FIRST REFRESHER PROGRAM**

<u>TOPIC</u>	<u>HALF DAY</u>	<u>APPROX. TIME</u>
SECTION 1 - INTRODUCTION		10 minutes
PRE-QUIZ		20 minutes
SECTION 2 - PERSONAL PROTECTIVE EQUIPMENT		35 minutes
Head, Eyes, Face PPE		
Body, Hands & Feet Protection		
Hearing Conservation		
Respiratory Protection		
SECTION 3 - MATERIALS HANDLING / FIRE SAFETY		20 Minutes
BREAK AND PICTURE TAKING		
SECTION 4 - HOUSEKEEPING / ELEVATED WORK		25 Minutes
SECTION 5 - HAZARD COMMUNICATION / SIGNS & BARRICADES		25 Minutes
SECTION 6 - SAFE ELECTRICAL WORK PRACTICES		15 Minutes
SECTION 7 - WORK PERMITS / PROCESS SAFETY MANAGEMENT		20 Minutes
Confined Space Entry		
Trenching & Shoring		
Lockout / Tagout / Try		
Hot Work		
Process Safety Management		
BREAK AND PICTURE TAKING		
SECTION 8 - EMERGENCIES		10 Minutes
Reporting & Response		
SECTION 9 - MEDICAL RECORDS & FIRST AID		10 Minutes
SECTION 10 - REVIEW & POST QUIZ		30 Minutes

5/14/93

· SL 060450

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 1: INTRODUCTION

LENGTH: 30 Minutes

MATERIALS:

1. Instructor's Manual
2. Participant's Manual
3. Name cards for participants and markers
4. Pencils for participants
5. Copies of Quizzes and answer sheets
6. Slides and Projector. Slide Tray No. 1,
Starts with Slide 1

AUDIOVISUALS: 1. Coastal videotape "Contractor / Workplace Safety"
(First Segment - 2 1/2 minutes)

PRESENTATION:

1. Welcome the participants. Introduce yourself and have participants introduce themselves. Ask them to place their name cards in front of them.
2. Explain why we are here, and the purpose of the refresher program.
 - Their personal safety and well being.
 - To protect the contractor, plant equipment and the environment.
 - To help satisfy State and Federal Safety, Health and Environmental regulations.
 - The industrial facilities require contractors to have the card showing they have completed the latest yearly refresher orientation.
 - Other locations that will honor the card. As of July, 1993 this includes:
 - Lake Charles, LA
 - Mobile, AL
 - San Francisco, CA

3. Review the following:

- Fire escape routes
- Location of rest rooms
- Smoking and non-smoking areas
- Breaks, lunch, coffee, and soft drink machines, etc.
- The following are not allowed in the classroom:
 - Pagers
 - Profanity
 - Newspapers, etc.
 - Sunflower seeds
 - Chewing tobacco

4. Stress the need to pay attention and to ask questions. A final quiz will be given. Methods of instruction include video tapes, slides, and other visual aids. There will also be time for questions and discussion. (**Encourage discussion**)

5. Give brief run-down of topics to be covered.

Section 2 - Personal Protective Equipment
Section 3 - Materials Handling / Fire Safety
Section 4 - Housekeeping / Elevated Work
Section 5 - Hazard Communication / Signs & Barricading
Section 6 - Safe Electrical Work Practices
Section 7 - Work Permits
Section 8 - Emergencies
Section 9 - Medical Records & First Aid

6. Contractor Safety In Industrial Facilities: This refresher program was developed to help contractor personnel maintain awareness of hazards and safeguards associated with work in refineries, petrochemical plants and other industrial facilities.

This refresher program should help you maintain your ability to identify the potential hazards associated with work in these facilities and take the necessary precautions to protect you and your co-workers from personal injury.

7. **Introduce the Coastal Video "Contractor / Workplace Safety" (First Segment):** This video will help set the tone of this refresher program. See how many safety problems you can see.
8. **Show 1st portion of the video "Contractor / Workplace Safety":** Length is about 2 1/2 minutes.
9. **Have brief discussion of video.**

On each job site take a few minutes to ask yourself two questions:

- What could possibly happen to me while performing this job, and
 - What can I do to protect myself and my co-workers from possible injury?
10. **New Workers are at Greatest Risk:** When evaluating the potential hazards associated with a new job, you should keep one very important thing in mind. Workers who have been on a job site one month or less have a much greater chance of getting hurt than workers who have been on the job a longer period of time. Even though you are an experienced craftsperson, when you start work in a different plant or area of the plant you are a "new worker" as you are unfamiliar with the area and personnel.
 11. **This is the first yearly orientation "refresher" program. Participants' employers are responsible to provide any additional training required to ensure they can perform their specific jobs in a safe manner. (Emphasize this point.)**
 12. **Give Pre-Quiz:** Explain that the pre-quiz should help the participants recognize areas where they may need to focus more attention. Also, the results will help the instructors to recognize the areas where the greatest need for discussion may be. Pre-Quiz should take about 20 minutes.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 2: PERSONAL PROTECTIVE EQUIPMENT

LENGTH: 35 Minutes

REFERENCES: 1. OSHA Standards
 2. OSHA Pamphlet 3074, "Hearing Conservation"
 3. OSHA Pamphlet 3077, "Personal Protective Equipment"
 4. OSHA Pamphlet 3078, "Respiratory Protection"
 5. NIOSH "Guide to Industrial Respiratory Protection"
 6. NIOSH "A Practical Guide to Effective Hearing Conservation Programs in the Workplace"

AUDIOVISUALS: 1. Coastal videotape "Contractor / Workplace Safety" (Second Segment - 8 Minutes)
 2. Slide Tray No. 1, Starts with Slide 1

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the selection, use, care and limitations of personal protective equipment.

SPECIFIC OBJECTIVES: Completion of this section should refresh the participant's knowledge of:

1. Wear clean clothing, no shorts, long sleeve shirts are often required. No rings or jewelry.
2. Signs, symptoms, and first aid for heat-related illnesses. Methods of prevention.
3. Head protection including sources of hazard, types of protection. No modifications.
4. Eye and face protection including sources of hazard, types of protection and requirements of standards.
5. OSHA established standards for occupational noise exposure.
6. Elements of the hearing conservation program.
7. Selection, fit, use and care of personal hearing protection.

8. Respiratory hazards including oxygen deficiency, particulates, gases, fumes, mists and vapors.
9. Respiratory protective equipment (masks, respirators, self-contained and air-supplied breathing apparatus) use, selection, and care.
10. Need for a medical evaluation before wearing respiratory protection. (except for mouthbit respirators)
11. Need to be fit tested. (except for mouthbit respirators)
12. How to perform a positive and negative pressure fit check.
13. Color coding of respirator cartridges.
14. Stress the need to clean & inspect respirators.
15. Foot protection including sources of hazard, types of protection and requirements of standards. No open toed sandals. No canvas or tennis shoes on specific jobs. Required protection for some sites may be steel-toed shoes with well defined heels.
16. Hand protection including sources of hazard and types of protection. Stress types of gloves, impervious vs. cotton or leather.
17. Discuss barrier cream questions. (Should only be used at the direction of a qualified safety and health representative)
18. Specialty job assignments (caustics, acids, chemicals) and additional personal protection requirements. Good place to summarize impervious gloves and suits, decontamination and rain gear vs. chemical-resistant clothing.
19. Point out that some jobs or facilities may require personnel to wear fire retardant clothing such as Nomex.

NOTE: Objectives in bold print are covered by the videotape.

PRESENTATION FOR SECTION 2:

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the selection, use, care and limitations of personal protective equipment.

2. **SLIDE: KEYS TO ACCIDENT PREVENTION**

- **RECOGNIZE THE HAZARDS**
- **FOLLOW SAFETY PROCEDURES**
- **WEAR PROPER PPE**
- **REMAIN ALERT**

Remember the keys to accident prevention are:

- Recognizing the potential hazards associated with a job,
- Following the prescribed safety procedures including the
- Wearing of any necessary personal protective equipment and . . .
- Remaining alert for changing conditions.

In this section we will discuss the use of personal protective equipment.

3. **SLIDE: YEARLY U. S. WORKER DISABLING INJURIES**

- | | |
|-----------------------------|----------------|
| - HAND & FINGERS | 290,000 |
| - EYES & HEAD | 160,000 |
| - FEET & TOES | 90,000 |

This is a partial list of the typical number of disabling injuries reported every year. There are over **1,700,000 disabling injuries** to U. S. Workers every year and many of these could be prevented or minimized by proper use of Personal Protective Equipment. Thousands of these disabling injuries result in deaths and about one of every thirty injured workers have some permanent impairment.

4. **SLIDE: ESTIMATED NOISE-INDUCED HEARING LOSS OF WORKERS**

- MILD	1.6 MILLION
- MEASURABLE	1.1 MILLION
- MODERATE TO SEVERE	1/2 MILLION

This means that about one of every 20 to 30 workers has some noise-induced hearing loss. This may well be from off-the-job noise exposure when we should wear hearing protection but don't. As the world we live in becomes more and more industrialized, there are more sources of noise just about everywhere. (Note: Statistics in slide are an estimated total; not a yearly rate.)

It is likely you know and/or work with someone who has lost some of their hearing. Hearing loss may also reduce the level of safety for these people as instructions or discussions about the job may not be fully understood. Remember, hearing loss is an increasing problem because there are more and more sources of noise in our modern environment.

We do not intend to go on and on with the statistics. The facts, however, are that many, many workers have injuries, hearing loss, respiratory damage, etc. that could be prevented by proper use of PPE.

5. **Introduce the Second Segment of Coastal Video "Contractor / Workplace Safety" such as: The video we are about to see will review:**

- Various types of PPE.
- When PPE should be used.
- Proper use and fit.
- Proper care and storage.

6. **Show second portion of the video "Contractor / Workplace Safety".**

The length of this video is about 8 minutes.

7. **Review and discuss the video - ask questions. Cover the following:**

- There are many types of PPE.
- You need the right PPE for the job. If you are not certain - ask your supervisor.
- PPE must be used properly to be effective.
- PPE must fit properly.
- There are limitations to PPE protection.
- PPE must be maintained - get participants to give examples.

Other forms of personal protective equipment than those shown in the video may be needed depending on the job. If you are in doubt about the need for some form of personal protective equipment, ask your supervisor. Likewise, if you are not sure how to use or wear a specific piece of safety equipment, check with your supervisor.

8. **SLIDE: EFFECTIVE PPE PROGRAMS**

- **EMPLOYER SPECIFIES NECESSARY PPE**
- **EMPLOYEES ARE TRAINED IN PROPER USE**
- **EMPLOYEES USE PPE AS INTENDED**
- **PPE IS PROPERLY INSPECTED & MAINTAINED**

For the PPE portion of a safety program to be effective, the employer must specify the required protective gear and provide training in its use. Personal protective equipment can be effective only if employees use it as intended and maintain it properly.

Let's review some of the do's and don'ts of PPE.

9. **SLIDE: HARD HAT DO'S**

- USE ANSI APPROVED HEADWEAR (Z-89.1)
- INSPECT FREQUENTLY
- KEEP CLEAN - INCLUDING SUSPENSION
- REPLACE IF DAMAGED

Hard hats used should be those approved by The American National Standards Institute (ANSI). You should check the markings on your hard hat for -- ANSI - Z89.1 -- .

You should inspect your hard hat frequently to ensure it is not damaged. Check for cracks, dents, chips, etc.

The suspension cradle should be clean and in good condition. Adequate space should exist between the top of the cradle and the inside top of the hat.

Replace the cradle or complete hard hat if worn or damaged.

10. **SLIDE: EXAMPLES OF HARD HAT DON'TS**

Make the following points:

- Do not modify hats
- Do not drill hole in hats
- Do not paint hats
- Do not store items in the hat when wearing it

11. **SLIDE: FACE / EYE PROTECTION DO'S**

- USE ANSI APPROVED EQUIPMENT (Z-87.1)
- INSPECT FREQUENTLY
- KEEP CLEAN & IN GOOD CONDITION

Repeat information on slide.

12. **SLIDE:** FACE / EYE PROTECTION DO'S (Cont'd.)

- WEAR PER WORKSITE POLICY
- WEAR WHEN THERE IS A KNOWN HAZARD
- TAKE CARE WHEN REMOVING MONOGOGGLES

Review information on slide. Stress importance of taking care when removing monogoggles that dust, particles or chemicals which may possibly be on them does not get into the eyes.

13. **SLIDE:** FACE / EYE PROTECTION DON'TS

- DO NOT USE THE WRONG TYPE OF PROTECTION
- DO NOT WEAR CONTACT LENS WHERE PROHIBITED

Be certain to use the proper type of face / eye protection for the work you are doing. This may mean face shields, goggles, glasses with side shields or some combination of these depending on the hazards involved. Some plants may require specific types of goggles or other PPE. If so, use the type specified. There is probably a good reason for selecting it.

Contact lens are generally not to be worn at most plant sites. Don't wear them if it is against plant policy.

14. **SLIDE:** HEARING PROTECTION DO'S

- KEEP THEM CLEAN
- CHECK THE FIT FREQUENTLY
- USE PROVIDED PROTECTORS
 - IN POSTED AREAS
 - IF NOISE LEVEL HURTS YOUR EARS
 - CANNOT HEAR SPEECH - 2' AWAY

Repeat information on slide. Obtain participant discussion to enforce the following key points:

- High noise levels exist -- get examples.
- Noise-induces hearing loss can be reduced / prevented.
- Hearing conservation depends on each of us to properly use hearing protection whenever necessary -- on or off the job.

One final point - mobile equipment are often a source of noise and are not posted -- we need to remember to wear a hearing protection when working near mobile equipment.

15. SLIDE: HAND PROTECTION

- USE THE RIGHT GLOVE FOR THE JOB
- KEEP GLOVES CLEAN & IN GOOD CONDITION
- DO NOT WEAR LOOSE FITTING GLOVES AROUND ROTATING MACHINERY

If you're working around chemicals, be certain to have the right type of glove. Rubber gloves are o.k. for some chemicals but not for others. The same is true for neoprene or vinyl. Be certain you have the correct type of glove for the job. Leather may be best for some jobs and fabric for others. When in doubt, ask.

Like other PPE, keep gloves clean and in good condition.

And do not wear loose fitting gloves around rotating machinery.

Some plants may require wearing gloves when using a bench grinder and others may not. Check with your supervisor to find out each plant's rules.

Barrier creams may provide limited protection from some chemicals but must not be used in place of proper gloves. Barrier creams should only be used as directed by a qualified safety and health representative.

16. SLIDE: FOOT PROTECTION

- USE SAFETY SHOES
- CHOOSE A COMFORTABLE STYLE
- DO NOT USE FOOTWEAR PROHIBITED AT THE JOB SITE

Repeat information on slide. Add - many plants do not allow sandals or athletic type shoes. Some plants may require shoes with well defined heels to increase safety when climbing ladders. Likewise, special foot and leg protection may be necessary for some jobs and should be worn by you when required. For example:

- Leather shoes may not be suitable at some plants and rubber boots may be required.
- Anyone doing hydroblasting would require special foot protection.
- Anyone using a jack hammer would also require special foot protection.

17. SLIDE: RESPIRATORY PROTECTION DO'S

- **KNOW WHICH RESPIRATORS ARE REQUIRED**
- **KNOW EXISTING HAZARDS**
- **BE MEDICALLY APPROVED**
- **COMPLETE A FIT TEST**

At each job site you should know what type of **respiratory protection** is **required**, which respirators are approved to be used and the color code of the cartridges to be used. (Give example of some of the following.)

<u>Atmospheric Contaminant(s) to be Protected Against</u>	<u>Color Assigned</u>
Acid Gases	White
Organic vapors	Black
Ammonia gas	Green
Carbon monoxide gas	Blue
Acid gases and organic vapors	Yellow
Acid gases, ammonia, and organic vapors	Brown
Acid gas, ammonia, carbon monoxide & organic vapors	Red
Other vapors & gases not listed above	Olive
Radioactive materials (except tritium & noble gases)	Purple
Dusts, fumes & mists (other than radioactive materials)	Orange

You need to know the **respiratory hazards at each job site**, how to recognize the hazards and the proper protection to use.

You should have a **medical evaluation to assure that you are physically able to safely use respiratory protection.**

And you should be fit-tested to ensure you have the right respirator for you. They do come in various sizes, and one manufacturer's product may fit better than another's.

18. SLIDE: RESPIRATORY PROTECTION DO'S (Cont'd)

- **CHANGE CARTRIDGES AS NECESSARY**
- **KEEP RESPIRATORS CLEAN**
- **DO A NEGATIVE FIT TEST AT EACH USAGE**
- **BE TRAINED IN USE OF SPECIFIC PROTECTIVE EQUIPMENT**

Remember cartridges should be changed when:

1. You start a new job.
2. Specific expiration date is reached.
3. You taste or smell contaminant.
4. You experience increased breathing resistance.
5. Incoming air becomes much warmer.
6. Cartridge is damaged or wet.

As with other PPE, you must keep your respirator clean and inspect it before each use. Your employer should give you training on this.

A negative fit test should be performed each time you use a respirator.

You should be trained on the proper use of all respiratory protection equipment. This includes air purifying (cartridge type) and air supplied (Airline & SCBA) respirators.

And if in doubt - ask your supervisor or safety coordinator.

19. SLIDE: RESPIRATORY PROTECTION DON'TS

- **DO NOT USE AIR PURIFYING RESPIRATORS IN OXYGEN DEFICIENT OR IDLH ATMOSPHERES**
- **DO NOT IGNORE SEALING PROBLEMS**
- **DO NOT WORK IN "ESCAPE" RESPIRATORS**

If any of you are to work in an oxygen deficient or Immediately Dangerous to Life & Health (IDLH) atmosphere, you should be using an air supplied respirator with a five minute escape bottle. Remember, air purifying (cartridge) respirators do not supply oxygen and are not adequate in IDLH atmospheres.

Do not forget about things that create a **sealing problem**. This includes:

1. Beards -- a real long mustache can also cause problems
2. Eyeglass temple pieces
3. Facial scars
4. Recent dental work

20. **SLIDE:** "PHOTO OF DUST MASK"

Respirators are needed for many different types of protection. This is of course an example of a typical "dust mask." It is to be used to filter out particles in the air.

21. **SLIDE:** "PHOTO OF AIR PURIFYING RESPIRATORS"

The air purifying respirators (cartridge type) are available in many different styles and made by many different manufacturers. Some important things about these are:

- To be **fit tested** on the type used at each work site. Know and use the one that fits you - large, medium or small.
- **Know how to inspect** each type of respirator.
- **Know which cartridge to use.**
- Use only cartridges from the same manufacturer who made the face piece.
- **These are not to be used in oxygen deficient or IDLH atmospheres.**

22. **SLIDE:** "PHOTO OF AIR PURIFYING RESPIRATOR"

This is typical of an air purifying respirator. Before using one of these be certain it is in good condition. Inspection points include the:

- Face piece
- Straps
- Inlet valves
- Exhaust valves
- Cartridges

23. SLIDE: "PHOTO OF AN ESCAPE RESPIRATOR"

This is typical of an escape respirator. You should keep these clean and inspect them also. These are to be used for escape purposes in emergency conditions. **Do not "work" in these -- they are only for your safety in escape situations.**

24. SLIDE: "PHOTO OF SUPPLIED-AIR RESPIRATORS"

Supplied-air respirators provide the highest level of respiratory protection and may be used in oxygen deficient and hazardous atmospheres. **If you are required to use and work in an air-supplied respirator, you need training in the care, use and limitation of the specific equipment to be used.**

25. SLIDE: "PHOTO OF BLOUSE WITH AIR SUPPLY"

This is an example of loose-fitting blouse with supplied air. It is similar to those worn by sand-blasters.

26. SLIDE: "PHOTO OF NEGATIVE FIT TEST"

Whatever type of respirator you may need to work in -- be certain to **always perform a negative fit test** when you put it on. You want to be certain you are being protected from any hazardous atmospheres.

27. SLIDE: OTHER PPE CONCERNS

- PROPER WORK CLOTHING
- RAIN GEAR
- CHEMICAL-RESISTANT CLOTHING
- FIRE RETARDANT CLOTHING
- HEAT STRESS

Wearing **proper clothing** to work also relates to Personal Protective Equipment. Remember:

1. You should wear a suitable shirt & long pants.
2. Some plants require long sleeved shirts.
3. Cotton or wool fabrics generally offer better resistance to chemicals than synthetic fabrics.
4. Tank tops are generally not allowed.

Rain gear is for rain -- it should not be used in place of Chemical-Resistant clothing. Chemical-Resistant clothing, as with gloves as discussed earlier, must be of the right material to protect against the chemicals to which it may be exposed.

Some plants may require the use of Fire Retardant clothing because of the possibility of flash fires.

And as discussed in the original eight-hour orientation program, wearing some protective clothing can add to the potential problem of heat stress. Let's briefly review Heat Stress.

28. SLIDE: HEAT EXHAUSTION

- PROFUSE SWEATING / CLAMMY SKIN
- CONFUSION / DIZZINESS / FATIGUE
- LIGHT-HEADEDNESS / NAUSEA / SLURRED SPEECH

Review key items on slide.

29. SLIDE: EXAMPLE OF WORKER WITH HEAT EXHAUSTION

Comment on example shown in slide.

30. SLIDE: HEAT STROKE

- CONFUSION / INCOHERENT SPEECH
- HOT SKIN, HIGH TEMPERATURE
- SWEATING STOPS
- CONVULSIONS / UNCONSCIOUSNESS

Review key items on slide.

One additional thing to remember about heat stress is that a safety concern exists even before a worker reaches the heat exhaustion stage.

Studies have shown that when exposed to "heat stress" situations that workers will make eight to ten times as many mistakes than workers not exposed to heat stress. Some of these mistakes can and do result in accidents. Keep this in mind and avoid heat stress as much as possible. You should:

31. SLIDE: EXAMPLE OF WORKER WITH HEAT STROKE

Comment on example shown in slide.

32. SLIDE: HEAT STRESS PRECAUTIONS

- DRINK ENOUGH WATER
- ACCLIMATE TO THE HEAT
- KEEP YOUR BODY FIT

Repeat information on slide.

33. SLIDE: HEAT STRESS PRECAUTIONS (Cont'd.)

- BE CERTAIN MEDICINES DO NOT CREATE A PROBLEM
- AVOID ALCOHOL & DRUGS
- LIMIT TEA, COFFEE & SOFT DRINKS

Repeat information on slide.

**34. SLIDES: EXAMPLES OF PRECAUTIONS FOR HEAT STRESS
 (2 EACH)**

Comment on examples shown in slides.

- 35. Have review and discussion by participants of material covered and questions or comments they may have since original orientation program.**
- 36. Again emphasize their employer should ensure they are trained in the proper care, use and limitation of PPE they are required to wear.**

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION NO. 3: MATERIAL HANDLING AND FIRE SAFETY

LENGTH: 20 minutes

REFERENCES:

1. OSHA Standards
2. OSHA Pamphlet 2236, "Materials Handling and Storage".

AUDIOVISUALS:

1. **Third and Fourth Segment of Coastal Video, "Contractor / Workplace Safety" (5 min. and 4 1/2 min.)**
2. Slide tray No. 1, Starts with Slide 37.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the (1) motorized vehicles and powered equipment; and (2) proper lifting techniques. The participants should also have an understanding of basic fire safety.

SPECIFIC OBJECTIVES: Completion of this section should refresh the participant's knowledge of:

1. **Manual lifting techniques. Get help for heavy/bulky objects.**
2. **Precautions for handling hazardous materials.**
3. Safe handling of compressed gas cylinders.
4. Precautions related to lift truck operations.
5. Requirement for trained, certified and authorized operators to operate powered industrial trucks. OSHA requirements.
6. **Typical industrial fire precautions.**
7. **Basic fire safety procedures.**

NOTE: Objectives in bold print are covered by the videotape.

PRESENTATION FOR SECTION 3

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the hazards/safeguards of motorized equipment and proper lifting techniques. Also the participants should have an understanding of basic fire safety.

2. Introduce the Third Segment of Coastal Video "Contractor / Workplace Safety" such as: The next video will review:

- Proper lifting techniques
- Drum handling techniques
- Precautions for handling hazardous materials
- Precautions concerning lift trucks

3. Show Third portion of the video "Contractor / Workplace Safety". The length of this portion is about 5 minutes.

4. Review and discuss the video. Key points to cover include:

- Back problems are one of the leading types of job related injuries.
- Back problems are generally caused by improper lifting over a long period of time. Not just a one time event.
- You should have specific training to handle hazardous materials safely.

5. **SLIDE: HANDLING COMPRESSED GAS CYLINDERS**

- **USE EXTREME CARE**
- **USE HAND-TRUCKS**
- **SECURE ALL CYLINDERS - UPRIGHT**
- **AVOID HORIZONTAL POSITION**
- **USE CYLINDER CAPS PROPERLY**

Compressed gas cylinders are a common item on most job sites.

- Even though the cylinders are constructed of steel, they **must be handled with extreme care to avoid damage**. Physical abuse, such as dropping, dragging, or violently striking cylinders together, can cause damage to the cylinder, valve, or fuse plug, and present a potential hazard. So special care must be taken when handling cylinders. Also remember to be sure that cylinders are not dropped.
- The use of a **hand-truck** simplifies moving cylinders from one location to another.
- Cylinders are to be chained or secured in some manner, in an **upright position**.
- **Avoid moving in a horizontal position whenever possible, ESPECIALLY ACETYLENE.**
- **Protect valves** from being damaged or accidentally broken off by the use of a properly placed cylinder cap.

6. **SLIDE: DRAWING OF ACETYLENE CYLINDER**

Acetylene cylinders are different from other compressed gas cylinders because they contain a Filler and a Solvent. It is necessary that **acetylene cylinders be kept in a standing position. Do you know why?** That's right -- because **acetylene alone is very unstable**. A porous filler material and a solvent, such as acetone, are placed inside the cylinder to stabilize it and prevent the possibility of over pressurizing the cylinder which could result in an explosion. The acetylene is held in solution with the acetone by the filler until it is withdrawn through use.

7. **SLIDE: PHOTO OF HORIZONTAL CYLINDER**

If an acetylene cylinder is placed in a **horizontal position, the acetone will be emitted, instead of acetylene** when the valve is opened and permit the acetylene to become unstable.

8. **SLIDE:** ACETYLENE USE SAFEGUARDS

- KEEP UPRIGHT
- NEVER USE WITH PRESSURE OVER 15 LB.
- KEEP FROM SPARKS & FLAMES
- DO NOT INTERCHANGE HOSES / REGULATORS

The following safeguards apply when using acetylene cylinders:

- Use and store in upright position to avoid possibility of drawing out acetone.
- Never use at a pressure exceeding 15 pounds per square inch.
- Keep sparks and flames away from Acetylene cylinders.
- Hoses and regulators are not to be interchanged with similar equipment from other gas cylinders.

9. **SLIDE:** OXYGEN CYLINDERS MUST
BE STORED HOW MANY
FEET FROM COMBUSTIBLES??

Repeat slide.

10. **SLIDE:** AT LEAST
20 FEET

Repeat slide. Add: and a 5-foot barrier should be placed between stored oxygen cylinders and combustibles.

11. **SLIDE:** STORAGE OF CYLINDERS

- OUTSIDE WHEN POSSIBLE
- AWAY FROM PASSAGEWAYS
- AWAY FROM ANY POSSIBLE DAMAGE
- AWAY FROM EXCESSIVE HEAT

- Store cylinders outside whenever possible. Care must be taken to protect them from bad weather and direct sunlight. Remember, the heat from direct sunlight will cause gas to expand, which creates higher pressure within the cylinder.
- Away from passageways, loading platforms, elevators, entrances, exits, etc.
- Away from areas where they may be accidentally damaged.
- Away from sources of excessive heat, such as the sparks resulting from welding / cutting or where they may become hotter than 1300F.
AND

12. SLIDE: PHOTO OF CYLINDER / WELDING CABLE

Keep cylinders away from sources of electrical current.

13. SLIDE: PHOTO OF STORAGE AREA

This is an example of good compressed gas cylinder storage. Good storage includes:

- Dry, well-ventilated area
- Away from combustibles & traffic
- With labeled areas and warning signs
- Grouped by type and full away from empties

There is more to learn about safe handling and use of specific compressed gas cylinders. What we have just covered was to give you some of the basic information on hazards and safeguards.

14. SLIDE: U. S. LIFT TRUCK ACCIDENTS

- ABOUT 100 EVERY WORKDAY
- ABOUT 400 DISABLING INJURIES A WEEK
- ABOUT ONE AMPUTATION PER WORKDAY

It is because of the high number and seriousness of fork truck accidents at work sites in this country that OSHA has specific regulations regarding their operation. One of these requirements is that anyone who operates a fork truck is to have been trained and is able to operate a fork truck safely. If you have not received the proper training you should not operate a fork truck. Perhaps of more importance is this fact.

15. SLIDE: LIFT TRUCK ACCIDENT INJURIES

**FOUR OF EVERY FIVE INJURIES IS
TO A CO-WORKER --- NOT THE DRIVER**

Four of every five injuries resulting from fork truck accidents are to co-workers --- not the driver. Fork trucks do not travel as fast as cars but the average fork truck weighs about four times as much as a car and can cause serious damage to you in an accident. Always be careful of fork trucks operating in your work area.

16. SLIDES: LIFT TRUCK DO'S & DON'TS (4 EACH)

Make the following points:

- Only trained and tested operator should use lift trucks.
- Lift trucks should be inspected daily before use. Unsafe conditions should be corrected before use.
- Lift trucks are heavy -- an average lift truck weighs about as much as 4 average size automobiles.
- As a co-worker, you need to watch out for lift trucks working around you. In the example -- which way will the back of the lift truck move?? (LEFT)
- Only use approved personnel lift baskets when a lift truck is used to lift workers.
- Don't ride on lift trucks as a passenger.
- Don't walk or stand under a raised load.

17. SLIDE: LIFT TRUCK ACCIDENTS

**OVER 50% OF LIFT
TRUCK ACCIDENTS ARE
DRUG OR ALCOHOL RELATED.**

This statistic again points out the concern we should all have for the drug / alcohol problem in the workplace. In the case of lift truck a with many other accidents, --- it is a co-worker who is injured -- not the worker with the drug / alcohol problem. This is a national statistic -- hopefully it is less in this area.

Drugs do not always mean it was an illegal drug, some prescription or over-the-counter drugs can limit your abilities to perform and thereby limit your ability to work safely. If you need to take medication, find out if it will limit or impair your performance and act in a responsible manner. Inform your supervisor and avoid hazardous activities while taking the medication. Read and heed the warning labels. Many will warn against operating machinery or motor vehicles while taking the medication.

18. SLIDE: AERIAL LIFT DO'S

- KEEP AT LEAST 10 FT. FROM POWER LINES
- INSPECT / CHECK OUT BEFORE EACH USE
- WEAR FALL PROTECTION - TIE TO BASKET
- ONLY TRAINED PERSONS SHOULD USE

Repeat information on slide.

19. SLIDE: AERIAL LIFT DON'TS

- DON'T TIE FALL PROTECTION TO STRUCTURES
- DON'T CLIMB OR SIT ON HANDRAILS
- DON'T USE LADDER, ETC. IN BASKET
- DON'T EXCEED LOAD LIMIT

Repeat information on slide.

20. SLIDES: PHOTOS OF AERIAL LIFTS (5 EACH)

Discuss the following:

- **Operator should be trained.**
- **Stay at least 10 feet away from overhead power lines.**
- **Don't overload aerial lifts.**
- **Don't have object sticking outside the basket.**
- **Don't walk or stand under raised baskets.**

21. Encourage questions or comments from participants pertaining to material handling. Have discussion as necessary.

22. SLIDE: TYPICAL RESPONSE TO A FIRE

- **REPORT THE FIRE**
- **EVACUATE TO ASSEMBLY AREA**
- **USE EXTINGUISHER IF TRAINED**
- **Generally, contractor personnel at a plant will be expected to report any fires to a responsible person and evacuate to an assembly area. Trained fire fighters will respond to the fire.**
- **You may be expected to use a fire extinguisher on small fires and in this case you should have had training in the various types of fire extinguishers, their proper use and their limitations.**
- **If you are expected to use the fire extinguishers at your job site, be certain you know their locations and that they are in good condition.**

23. Introduce the Fourth Segment of Coastal Video "Contractor / Workplace Safety" such as: This is a short video which covers some basic fire safety.

24. Show Fourth Segment of the video: "Contractor / Workplace Safety." This portion is approximately 4 1/2 minutes in length.

25. **Review and discuss the video as necessary to satisfy participants questions.**

- A way many people remember the types of fires and fire extinguishers is:

- A. - This leaves Ashes from things like wood, paper, clothes, etc.

- B. - This can go Boom when lit since it involves chemicals like gasoline.

- C. - This is equipment with an Electric Current.

- D. - This is the Darn metals that burn.

- There are many different types of fire extinguishers that may be available for use. **If you are expected to use an extinguisher where you work - you should be trained in the use of fire extinguishers.**

26. **Encourage questions or comments from participants pertaining to "basic" fire safety. Have discussion as necessary.**

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 4: HOUSEKEEPING / ELEVATED WORK

LENGTH: 25 minutes

REFERENCES: 1. OSHA Standards 1910.25-1910.29, 1910.67, 1910.68
 and 1910.178.
 2. OSHA Pamphlet 3124, "Stairways and Ladders".

AUDIOVISUALS: 1. Fifth Segment Coastal Video's "Contractor /
 Workplace Safety" (3 min.)
 2. Coastal Video's "Anchorages" (13 min.)
 3. Slide Tray No. 1, Start with Slide 64.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the safe use of ladders and scaffolds, the hazards involved and safe practices for elevated work, and walking/working surfaces. They will also review the selection, use, care and limitations for personal fall protection devices.

SPECIFIC OBJECTIVES: Completion of this section should refresh the participant's knowledge of:

1. The importance of good housekeeping to help prevent falls.
2. The basic hazards associated with and proper safety precautions for use of ladders.
3. The basic hazards associated with and proper safety precautions for using scaffolds.
4. Selection, fit, inspection, use and care of safety harnesses, belts, lifelines and lanyards. Discuss six foot fall hazards and six foot lanyards. Don't use until you have been properly trained. Some plants will have specific requirements, learn them.
5. In some cases belts and harnesses may not be sufficient and safety nets may be required.

6. Anchor points should be overhead and a suitable anchor point which can support a 5000 lb. stress. Do not use cable trays, light hand rails, etc. for anchor points. When in doubt, check with supervision.

NOTE: Objectives in bold print are covered by videotapes.

PRESENTATION FOR SECTION 4

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVES: Upon completion of this section, the participants should have refreshed their understanding of the safe use of ladders and scaffolds, the hazards involved and safe practices for elevated work, and walking / working surfaces. They will also review the selection, use, care and limitations for personal fall protection devices.

2. Introduce the Fifth Segment of Coastal Video "Contractor / Workplace Safety" such as: Motor-vehicle accidents are the number one cause of worker deaths but falls are second. Falls result in:

- Over 1,000 worker deaths each year.
- About one of five disabling injuries.
- A yearly cost of about One Billion Dollars.

That's the bad news. The good news is that we can take precautions to avoid fall injuries or deaths. This video discusses some of those safeguards including good housekeeping. Explain the term "Host Employer" is becoming more common and means the company who owns the facility.

3. Show fifth segment of the video "Contractor / Workplace Safety." The length of this portion is about 3 minutes.

4. Review and discuss the video. Cover the following:

- Wet floors are fall hazards
- Examples of trip hazards -- **Get participant's input.**
- Good housekeeping is everyone's responsibility all the time.

Now let's review some of the elevated work safeguards we covered in the original orientation program.

5. **SLIDE:** USE OF LADDERS

- USE AS INTENDED
- KEEP CLEAN
- INSPECT BEFORE EACH USE
- 4 TO 1 PITCH
- EXTENSION OF 3 FT. ABOVE LANDING

Briefly review the items on the slide.

6. **SLIDE:** USE OF LADDERS (Cont'd.)

- USE "NONCONDUCTIVE" AROUND ELECTRICAL EQUIPMENT
- JOB-MADE LADDERS MUST MEET OSHA STANDARD

Briefly review information on slides.

7. **SLIDE:** USE OF LADDERS (Cont'd.)

- FACE LADDER WHEN USING
- DON'T CARRY MATERIALS OR TOOLS
- INSPECTION PROGRAM SHOULD BE FOLLOWED

Briefly review the items on the slide.

8. **SLIDES:** EXAMPLES OF DO'S & DON'TS (2 EACH)

Briefly comment on the examples.

9. **SLIDE:** SCAFFOLD SAFETY - INSPECTION

- FIRM FOOTING
- FRAMES & BRACES
- COUPLING PINS & LOCKS
- WALKBOARDS
- GUARDRAILS & TOEBOARDS

Briefly review items on slide.

10. **SLIDE:** PHOTOS EXAMPLES OF INSPECTION POINTS (2 EACH)

Briefly point out items listed in SLIDE 9 and also the access ladder.

11. **SLIDE:** SCAFFOLD SAFETY (Cont'd.)

- CONTINUOUS INSPECTION
- KEEP CLEAN
- NEVER EXTEND WORKING HEIGHT
- DO NOT RIDE
- NEVER MODIFY A SCAFFOLD

Briefly review items on slide. Only a competent person may modify a scaffold.

12. **SLIDE:** SCAFFOLD SAFETY (Cont'd.)

- CLIMB SAFELY
- AVOID OVERLOAD
- COMPETENT SUPERVISION REQUIRED
- DO NOT INTERCHANGE COMPONENTS
- TYING, GUYING, & BRACING REQUIRED

Briefly review items on slide. Specifically point out that erection or moving a scaffold must be under the direction of a competent person. Also, that a faulty or damaged scaffold should be tagged "DO NOT USE."

One final point about scaffolds. If there are walkways or the possibility of co-workers walking under the scaffold, barricades should be used to prevent personnel from being under the scaffold. In some cases, screens may be necessary at the working level to prevent objects from falling from the scaffold.

13. **SLIDES:** PHOTOS EXAMPLES OF SCAFFOLD SAFETY (5 EACH)

Briefly comment on the examples.

14. SLIDE: DEFINITIONS OF:

- **COMPETENT PERSON - ONE CAPABLE OF IDENTIFYING EXISTING AND PREDICTABLE HAZARDS AND WHO HAS AUTHORITY TO TAKE PROMPT CORRECTIVE MEASURES**
- **QUALIFIED PERSON - ONE WHO POSSESSES A RECOGNIZED DEGREE, CERTIFICATE, OR PROFESSIONAL STANDING**
- **DESIGNATED PERSON (AUTHORIZED) - ONE ASSIGNED BY THE EMPLOYER TO PERFORM A SPECIFIC DUTY**

The OSHA defines the following as:
(Read definitions on slide.)

- 15. Introduce the Coastal Video "Anchorages" such as:** OSHA Regulations require the use of personal fall protection for specific work activities whenever there is a possibility of a fall. Many plants will require personal fall protection be worn for falls of shorter distances than OSHA requires. Be certain you know and follow the OSHA or plant policy. This video will review the use of personal fall protection equipment and specifically anchorage points.
- 16. Show the video "Anchorages."** The length of this video is about 13 minutes.
- 17. Review and discuss the video. Cover the following:**
- In the video the worker was not hooking two lanyards together but was putting one lanyard around a large anchorage point.
 - Note that the **shock adsorbing portion** of the lanyard should be **near the harness**. The video did not show it that way.
 - Inspect your personal fall protection prior to each use.

- Tie off to something which will withstand a 5000 lb. force; preferably a structural member - not handrails or guardrails. The previous 5400 lb. figure was originally based on the strength of the rope used for lanyards in years past. OSHA is revising this to 5000 lb. as it updates old regulations or issues new ones. For a while you will hear both numbers used.
 - Damaged fall protection equipment should be destroyed.
 - There may be situations when safety nets may also be required.
 - The height at which you may be required to wear fall protection will vary at different plants depending on their policies. Be certain to learn and following the policies. OSHA considers the "norm" in construction work for wearing personal fall protection to be at heights of 10 feet or more. However, OSHA Standards may require use of fall protection at lower heights for some types of work. In general industry scaffolds over 10 feet in height should have guardrails. If guardrails are missing then fall protection is required. On other walking and working surfaces that are not protected by guardrails, fall protection is required at heights over 4 feet. If in doubt about the proper use of fall protection, ask supervision or safety personnel.
18. Ask participants if they know of anyone still using non-locking hooks. If so, suggest they request those parties to replace them with locking type hooks. Discuss concept of roll-out.
 19. Encourage comments and discussion on housekeeping and fall protection.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION NO. 5: HAZARD COMMUNICATION / SIGNS & BARRICADES

LENGTH: 25 minutes

REFERENCES:

1. OSHA Standards 1910.1200, 1910.120, 1910.96, 1910.1001 and 1910.145.
2. OSHA Pamphlet 3084, "Chemical Hazard Communication"
3. OSHA Pamphlet 3111, "Hazard Communication Guidelines for Compliance".

AUDIOVISUALS:

1. CLMI Videotape "What's Wrong With This Picture" (17 min.)
2. Slide Tray No. 2, Starts with Slide 1.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of OSHA's Hazard Communication Standard including requirements for hazard evaluation, labeling and other forms of warning, Material Safety Data Sheets, written hazard communication plans, and site-specific training requirements. Participants will also review basic requirements for signs and barricades.

SPECIFIC OBJECTIVES: Completion of this section should refresh the participant's knowledge of:

1. Physical and health hazards associated with chemicals.
2. The purpose of the OSHA Hazard Communication standard.
3. The requirement for written hazard communication programs.
4. Methods and observations that may commonly be used to detect the presence of a hazardous chemical in a work area.
5. The typical hazards of working around chemicals and the measures employees can take to protect themselves from these hazards.

6. The labeling and other forms of warning required for materials received from a manufacturer, produced at a manufacturing site, and for portable containers used within the plant site.
7. The contents, meaning and use of material safety data sheets (MSDS) and the availability of such.
8. The requirements for site specific training (stress this point) in Hazard Communication.
9. The difference between danger, caution, and informational signs.
10. Barricading may be required for leaks, spills, excavations, overhead work, asbestos removal, floor and wall openings, etc.

NOTE: Objectives in bold print are covered by videotapes.

PRESENTATION FOR SECTION 5

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the OSHA Hazard Communication Standard including requirements for hazard evaluation, labeling and other forms of warning, Material Safety Data Sheets, written hazard communication plans and site-specific training requirements. Participants will also review basic requirements for signs and barricades.

2. **SLIDE:** THE HAZARD COMMUNICATION STANDARD INCLUDES:

- IDENTIFYING HAZARDOUS CHEMICALS
- PRODUCT WARNING LABELS
- MATERIAL SAFETY DATA SHEETS (MSDS)
- A WRITTEN HAZARD COMMUNICATION PROGRAM
- EMPLOYEE TRAINING

The manufacturers and importers of hazardous chemicals and substances are doing a relatively good job of identifying hazards, labeling products and providing the required MSDS's.

By now, all companies have a Written Hazard Communication Program and are doing employee training. Employers are also required to give employees annual refresher training on HazCom.

You should have received the following training:

3. **SLIDE:** HAZCOM TRAINING

- HOW TO DETECT / RECOGNIZE HAZARDOUS CHEMICALS
- HAZARDS OF CHEMICAL IN YOUR WORK AREA

Repeat information on slide.

4. **SLIDE: HAZCOM TRAINING (Cont'd.)**

- SAFEGUARDS AGAINST HAZARDS
- DETAILS OF YOUR EMPLOYER'S HAZCOM PROGRAM

Repeat items on slide. Add: in addition to your employer's program, you should receive site-specific training of hazardous chemicals and substances in any plant you are working.

5. **Introduce the CLMI Video "What's Wrong With This Picture?",** such as:

What do you think is another weakness in the hazardous communications program?

(Wait briefly for answers...)

Right - the worker - who does not take advantage of the information. To work safely you must know what the hazards are and how to safeguard yourself from them. This video shows some examples. It also provides a good review of terms common to MSDS's.

6. **Show the video "What's Wrong With This Picture?".** The length of this video is about 17 minutes.

7. **Review and discuss the video.** Include in the review:

- What physical hazards are
- What health hazards are
- The meaning of acute
- The meaning of chronic
- What are the routes of exposure

8. **Ask for a show of hands** on how many make a practice of reading labels and MSDS's. Compliment those who do.

9. **Ask for a show of hands** on how many of those who have not, but PLAN to begin making it a practice to read labels and MSDS's. Compliment them. Remember, things you don't know can hurt you. **You have the "RIGHT-TO-KNOW"** so take advantage of it.

10. Ask how many have used the NFPA and HMIS pocket cards provided during original orientation. Have some discussion if appropriate. Offer new cards to those who want them and review the following:

11. **SLIDES:** PHOTOS OF NFPA CARD (2 EACH)

- NFPA - This applies under fire conditions. It does not take into account "chronic" health effects. It does not have a PPE code.
- Color code is the same on each
 - Blue - Health Hazard
 - Red - Fire Hazard
 - Yellow - Reactivity
 - White - Specific Hazards
- Zero is least or no hazards.
- Four is greatest hazard.

12. **SLIDES:** PHOTOS OF HMIS CARD (2 EACH)

- HMIS - This applies under all conditions. It does take into account "acute" and "chronic" health effects.
- The letter code on the HMIS card indicates the personal protective equipment required when working around that chemical.
- If you work around hazardous waste materials you will hear the terms -- "Level A, B, C or D" protective clothing. These are totally different terms than the HMIS so do not confuse them. Special training is required to learn about "Level A, B, C or D" protective clothing. More than there is time for in this program.

13. **SLIDE:** "PHOTO OF NFPA & HMIS SIGN"

These are examples of NFPA & HMIS signs.

14. SLIDES: "PHOTOS OF DANGER SIGNS" (2 EACH)

As part of this review, let's look at the different types of signs. These are typical "Danger Signs." Generally the danger signs will be red and are posted to warn of specific dangers.

15. SLIDES: "PHOTOS OF CAUTION SIGNS" (2 EACH)

These are typical "Caution" signs and will generally be yellow and are used to warn against potential hazards or to caution against unsafe practices.

16. SLIDES: "PHOTOS OF WARNING & NOTICE SIGNS" (4 EACH)

And these are examples of "Warning" signs.

17. SLIDES: "PHOTOS OF BARRICADE SITUATIONS" (3 EACH)

These are examples of using barricade tape.

18. SLIDE: TYPICAL USES OF BARRICADES

- OPEN EXCAVATIONS, FLOOR OPENINGS
- OVERHEAD OR HAZARDOUS WORK, SPILLS
- ROADWAYS WITH DANGEROUS CONDITIONS
- ROADS UNDER REPAIR
- TEST AREAS.

Remember, barricades should be used to isolate those areas where a hazard exists to control personnel or equipment travel. Examples of work that commonly require barricading are:

- Open excavations, floor openings.
- Overhead work, hazardous work, spills.
- Roadways made dangerous by weather, fire, or other unusual conditions.

- Roads under repair or with excavations that vehicles or personnel could enter.
- Test areas.

19. SLIDES: "PHOTOS OF UTILITY DROPS" (3 EACH)

Remind the participants that different plants may:

- Label utility drops differently
- Not label utility drops
- Have dis-similar connectors
- Use different color coding

Be certain to know the system used at the facility in which you are working.

20. Questions and discussion on this section.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION NO. 6: SAFE ELECTRICAL WORK PRACTICES

LENGTH: 15 minutes

REFERENCES:

1. OSHA Standards 1910.304 and 1910.332.
2. OSHA Pamphlet 3007, "Ground-Fault Protection on Construction Sites".
3. OSHA Pamphlet 3075, "Controlling Electrical Hazards".
4. OSHA Pamphlet 3097, "Electrical Standards for Construction".

AUDIOVISUALS: 1. Slide Tray No. 2, Starts with Slide 26.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of electrical hazards and the protection methods available to avoid or eliminate electrical hazards.

SPECIFIC OBJECTIVES: Completion of the section should refresh the participant's knowledge of:

1. Effects of electricity on the body.
2. Sources of electrical hazards include electrical tools, overhead or underground power lines, temporary power sources, cords, light stands or close proximity to power lines (less than ten feet).
3. Examination, installation and use of electrical tools and equipment to prevent electric shock.
4. Use Ground Fault Circuit Interrupters and / or an Assured Grounding Program. Know which is used and what the color codes are.
5. Concepts of grounding and bonding and the requirements for doing so.
6. Differences of and applications for low voltage equipment and explosion proof equipment. Explosion proof is for fire hazards and low voltage is for shock hazards. Low voltage is not necessarily explosion proof.
7. Walking/working in cable tray is not allowed.

PRESENTATION FOR SECTION 6

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of electrical hazards and the protection methods available to avoid or eliminate electrical hazards.

2. **SLIDE: ELECTRICAL HAZARDS**

- INJURY TO PERSONNEL
- POTENTIAL FIRE SOURCE

Electrical hazards on or off the job are:

- Shock to personnel and
- Potential fire source

3. **SLIDE: EXAMPLES OF INJURIES TO PERSONNEL**

- Electrical arcs or flashes can cause burns
- Shocks can and do cause falls
- We need to be concerned about these hazards of course. The major concern however is the effect on the body from an electrical shock.

4. **SLIDE: POSSIBLE EFFECTS**

- PAIN OR NUMBNESS
- ABNORMAL MUSCLE MOVEMENT
- INTERRUPT / STOP BREATHING
- DISRUPT / STOP HEART BEAT
- DESTRUCTION OF NERVES / TISSUE

The original orientation program pointed out that it did not require very much electrical current to be dangerous and possibly cause death. Some possible effects of an electrical shock include:

- Pain or numbness
- Spasms or loss of muscle control
- Breathing difficulties or paralysis of the breathing muscles when the electrical current passes through the upper body
- Irregular heart beat or stoppage of the heart
- High current flow can cause damage or destruction of nerves on tissue

5. **SLIDE: ANYONE RECEIVING AN ELECTRICAL SHOCK SHOULD BE EXAMINED BY QUALIFIED MEDICAL PERSONNEL**

Because the effects of an electrical shock can vary and have somewhat different effects on people -- a person receiving a shock should be examined by qualified medical personnel.

Also report any and all electrical shocks to supervision. The cause should be determined and corrective action taken.

We know the hazard exists. What are the safeguards?

6. **SLIDE: PREVENTING ELECTRICAL SHOCK**

- USE HEAVY DUTY CORDS
- USE LIGHTS WITH GUARDS
- USE DOUBLE INSULATED TOOLS
- USE GFCI
- USE ASSURED GROUNDING PROGRAMS

Repeat information on slide.

7. **SLIDE:** PREVENTING ELECTRICAL SHOCK (Cont'd.)

- MAINTAIN CORDS / TOOLS
- DON'T OVERLOAD EQUIPMENT
- USE EQUIPMENT PROPERLY
- TAGOUT & REPORT PROBLEMS.

Repeat information on slide.

8. **SLIDE:** PREVENTING ELECTRICAL SHOCK (Cont'd.)

- DO NOT WALK IN CABLE TRAYS
- FOLLOW LOTO PROCEDURES
- KEEP 10 FT OR MORE FROM HIGH VOLTAGE

Repeat information on slide.

9. **SLIDE:** "EXAMPLES OF DON'T DO'S"

Make the following points:

- Do not remove ground connector on plugs
- Do not use damaged tools
- Do not mistreat cords
- Do not forget to use the GFCI

10. **SLIDE:** HELPING SHOCK VICTIMS

- IF CONTACTING POWER SOURCE**
- **TURN OFF OR SAFELY REMOVE
SOURCE OF POWER BEFORE
TOUCHING VICTIM**

Accidents do happen even though we try to prevent them. Should a co-worker become a victim of an electrical shock, do not touch them until they are no longer in contact with the voltage / power source. This may mean:

- Turning off the power.
- Using a non-conducting object such as a piece of wood to remove the cord.

- Using a leather belt or a rope to pull the victim away from the power source.

Just remember, you cannot help them if you too become a victim.

Most victims of an electrical shock do not die and many who do could have been saved with prompt First Aid / CPR.

11. SLIDE: HELPING SHOCK VICTIMS (Cont'd.)

VICTIM HAS PULSE & IS BREATHING

- KEEP THEM CALM / STAY LYING DOWN
- IF WARM - TRY TO COOL
- IF CLAMMY - KEEP WARM

Repeat information on slide.

12. SLIDE: HELPING SHOCK VICTIMS (Cont'd.)

VICTIM HAS PULSE & IS BREATHING

- FACE IS PALE - RAISE FEET
- FACE IS FLUSHED - RAISE HEAD
- OBTAIN MEDICAL ASSISTANCE

Repeat information on slide.

13. SLIDE: HELPING SHOCK VICTIMS (Cont'd.)

VICTIM NOT BREATHING & NO PULSE

- BEGIN CPR IF TRAINED
- OBTAIN MEDICAL ASSISTANCE

Repeat information on slide.

14. SLIDE: ELECTRICAL FIRE & EXPLOSIVE HAZARDS

- LACK OF PROPER MAINTENANCE
- OVERHEATED CIRCUITS
- OVERHEATED EQUIPMENT
- USE OF IMPROPER EQUIPMENT

Misuse of electrical power is a major cause of industrial fires. The following are the most common problems:

- Lack of preventative maintenance on electrical equipment and systems.
- Overloading electrical circuits.
- Allowing electrical equipment to overheat for a variety of reasons.
- Uses of the wrong equipment for a specific job.

15. SLIDE: ELECTRICAL FIRE & EXPLOSIVE HAZARDS

- NOT USING EXPLOSION PROOF OR INTRINSICALLY SAFE EQUIPMENT

The need to use explosion proof and intrinsically safe equipment in atmospheres that could contain an ignitable vapor was discussed in the original eight hour orientation.

Ask participants to explain what explosion proof and intrinsically safe equipment is. IF there is doubt about their knowledge explain it to them again.

16. SLIDE: ELECTRICAL FIRE / EXPLOSIVE SAFEGUARDS

- MAINTAIN EQUIPMENT
- DO NOT OVERLOAD
- ENSURE ADEQUATE COOLING
- USE PROPER EQUIPMENT

Safeguards to avoid fires / explosions caused by electrical power include:

- Properly maintaining electrical equipment and systems.
- Not overload electrical systems
- Ensuring electrical equipment is adequately ventilated and cooled.
- And using the proper equipment for the job and environment.

17. SLIDE: RESPONSE TO ELECTRICAL FIRES

- SOUND ALARM OR NOTIFY RESPONSIBLE PERSONNEL
- EVACUATE

Repeat information on slide.

18. **SLIDE:** **RESPONSE TO ELECTRICAL FIRE (Cont'd.)**
 IF TRAINED AND CAN BE DONE SAFELY
- **DISCONNECT / SHUT OFF POWER**
 - **USE CLASS C EXTINGUISHER**

Repeat information on slide.

19. Have questions and answers, discussion as necessary.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

**SECTION NO. 7: WORK PERMITS / PROCESS SAFETY
MANAGEMENT**

LENGTH: 20 minutes

REFERENCES: 1. OSHA Standards 1910.146, 1910.147 & 1926 Subpart P.

AUDIOVISUALS: 1. Sixth Segment of Coastal videotape "Contractor / Workplace Safety" (11 min.)
2. Slide Tray No. 2, Starts with Slide 45.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of the general requirements and procedures for performing work under a permit system including hot and safety (cold) work, excavations, line entry, work in a confined space, and isolation of energy sources (lockout/tagout).

SPECIFIC OBJECTIVES: Completion of this section should refresh participant's knowledge of:

1. The plant or facility responsibilities for the work permits such as preparing the area and equipment for work, establishing the conditions under which work must be performed, communicating the permit conditions and requirements, and monitoring area conditions as the work progresses.
2. The contractor personnel's responsibilities for the work permits such as mutual understanding of the conditions and limitations specified on the work permit, monitoring area conditions as the work progresses, clean up when the work is completed, and sign off or return of the permit.
3. The different types of work permits.
4. Examples of, and hazards associated with work to be performed under safe work permits.
5. Hazards and safeguards associated with work to be performed under hot work permits.

6. **Hazard recognition and general protective requirements for excavations.**
7. **The hazards and safeguards of confined space entry.**
8. **Purpose, need and responsibilities of the safety watch for confined space work.**
9. **The purpose, applicability and key provisions of the OSHA lockout/tagout standard.**
10. **The characteristics of energy sources to be controlled by lockout/tagout.**
11. **General procedures for installation and removal of energy isolating devices.**
12. **All equipment, machinery and systems involving energy isolating devices, which are capable of being locked out, must be locked out unless specifically exempted.**
13. **The contractor employee responsibility for compliance with lockout/tagout.**
14. **Additional training and instruction will be provided at the work site to further explain the specific details of plant lockout/tagout procedures. (Stress this.)**
15. **Follow and obey everything on Work Permits as well as signs, barricades, etc.**
16. **An overview of OSHA's Process Safety Management Standard.**

NOTE: Objectives shown in bold print are covered by the videotapes.

PRESENTATION FOR SECTION 7

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of general requirements and procedures for performing work under a permit system including hot and safety (cold) work, excavations, line entry, work in confined space, and isolation of energy sources (lockout / tagout).

2. **Introduce the Sixth Segment of Coastal Video "Contractor / Workplace Safety"** such as: Work permits are used to ensure everything is safe for specific activities before that activity begins. The typical types of hazards that could exist are known and a work permit is a "checklist" to assist in recognizing unsafe conditions and putting the proper safeguards in effect. Just having someone give you a "Work Permit" will not make a job safe. **What makes the job safe is to have the Work Permit filled out properly, to have all personnel involved know what is required by the Permit and to abide by the conditions called for on the Work Permit.** This video reviews some of the key points of several typical Work Permits. The term "Host employer" used in the video means the company or owner of the plant / facility. Contractor, of course, means the firm hired to do a specific job at that plant / facility.
3. **Show the Sixth Segment of Coastal Video "Contractor / Workplace Safety".** The length of this video is about 11 minutes.
4. **Review and discuss video as necessary.** Also, cover the following:
 - Always remain alert for changing conditions which were not covered on the permit. Permit may need to be re-issued.
 - What we are doing here is an "orientation" refresher. **Your employer is required by OSHA to provide more detailed training involving work permits and safe work practice in which you may be involved.**
 - Be certain you understand and follow precautions called for on any Work Permit.
 - Remember that when doing excavation work, most soils in Louisiana are Type "C" which does require sloping.

- If there is anything you do not fully understand, ask supervision or your safety coordinator.

5. **SLIDE:** PLANT RESPONSIBILITIES

- ISOLATE AND PREPARE EQUIPMENT
- INSPECT JOB SITE & ISSUE PERMITS
- MONITOR JOB SITE CONDITIONS
- AUDIT CONTRACTOR'S WORK
- TAKE NECESSARY CORRECTIVE ACTION

Repeat items on slide. Add: Most plants require the job site inspection be done jointly by the "Host" and the Contractor.

6. **SLIDE:** CONTRACTOR'S RESPONSIBILITIES

- CLEARLY UNDERSTAND JOB / SAFETY REQUIREMENTS
- VERIFY EQUIPMENT PREPARATION AND ISOLATION
- FOLLOW PERMIT AND SAFE WORK PRACTICES

Repeat information on slide. Remind them they should Lock-Tag and TRY!

7. **SLIDE:** CONTRACTOR'S RESPONSIBILITIES (Cont'd.)

- AUDIT JOBSITE CONDITIONS AND PRACTICES
- TAKE NECESSARY CORRECTIVE ACTION

Repeat items on slide. Discuss as necessary.

8. **SLIDE:** PERMIT RELATED ACCIDENT CAUSES

- FAILURE TO USE PERMIT PROCEDURES
- FAILURE TO FOLLOW PERMIT PROCEDURES
- FAILURE TO VERIFY EQUIPMENT ISOLATION
- POOR WORK PRACTICES / LAX ATTITUDES

Work permits are intended to make a specific activity safe to do. Accidents still occur. Let's look at why so we can learn what not to do.

- When a work permit is required for an activity such as hot work, confined space entry, etc. but the work is done without one -- it means the hazards were not fully evaluated or safeguards required. **If a permit is required -- obtain the permit.**
- But having a work permit and not complying with the requirements called for on the permit is no better than not issuing a permit. **Follow the precautions called for on the permit.**
- Just accepting a permit from plant personnel is not enough. **You need to verify proper equipment isolation and follow Lockout / Tagout / Try procedures. DON'T FORGET THE TRY!!**
- Poor work practices or lax attitudes can result in injury to you or your co-workers any time but can be more serious on permit required activities since these by their very nature have hazardous conditions. **ALWAYS FOLLOW SAFE WORK PRACTICES !!**

9. SLIDE: PERMITS - POSSIBLE WEAK AREAS

- **BLANKET PERMITS**
- **FAILURE TO MONITOR AREA / JOB**
- **FAILURE OF TO AUDIT PROGRAM**
- **FAILURE TO CORRECT POOR PROCEDURES**
- Blanket permits should be used with caution. The concern is if all hazards or conditions were considered when issuing the permit. **Remain alert to conditions not covered on a blanket permit!!**
- Operations personnel and Contractor Supervision should routinely monitor the area / job after issuing a permit to ensure operational or plant conditions have not changed and could affect the area / job. **Express concern to your supervisor when this type of monitoring is not being performed!!**

- Operations personnel should routinely audit their work permit procedures to ensure they are being followed properly. If operations personnel or contractor personnel, including you, are aware of problems in any work permit procedure -- Express your concern to your supervisor or safety coordinator!!

10. SLIDE: CRITICAL TIMES & JOBS

- **TURNAROUNDS / RENOVATIONS**
- **EMERGENCIES / UNPLANNED SHUTDOWNS**
- **TIE-INS / INTER-CONNECTING EQUIPMENT**
- **SHIFT CHANGES / INTERRUPTED WORK**
- **MULTIPLE CREWS / CONTRACTORS**

Critical times and jobs when extra care must be given to ensure work permits are done correctly are those which involve non-routine activities or those situations when there is extensive or multiple activities. These include ... (repeat items on slide).

11. SLIDE: PROCESS SAFETY MANAGEMENT (PSM)

- **OSHA'S NEW STANDARD (1910.119) -
PROCESS SAFETY MANAGEMENT OF
HIGHLY HAZARDOUS CHEMICALS.**

The video we watched mentioned the Process Safety Management Standard (PSM).

12. SLIDE: PSM PURPOSE

**TO PREVENT OR MINIMIZE
CATASTROPHIC RELEASES OF
TOXIC, REACTIVE, FLAMMABLE
OR EXPLOSIVE CHEMICALS.**

Repeat text on slide. Examples of catastrophic incidents include:

- Bhopal, India, 1984: Methyl / iso-cyanate: 2,000 killed
- Mexico City, 1984: LPG Explosions: 650+ dead

Most of your larger petrochemical facilities will be required to conform to this new standard. The effect on contractors will be:

13: SLIDE: EFFECT ON CONTRACTORS

- **MORE SCREENING OF SAFETY PERFORMANCE**
- **SKILLS TESTING FOR CRAFTSPERSONS**
- **SUPERVISORY DEVELOPMENT PROGRAMS**
- There will be more screening by companies before contractors are given a contract. Better safety records will increase the likelihood of getting the job.
- More testing may be required to verify the safe work practices of craftspersons.
- There will be more training for supervisors.

14. SLIDE: EFFECT ON CONTRACTORS (Cont'd.)

- **FACILITY SPECIFIC ORIENTATION**
- **AREA SPECIFIC TRAINING**
- **VERIFICATION OF TRAINING**
- Facility (plant) specific orientation and training will increase, and
- All of the orientating, training and testing will need to be documented.

15. Have discussion on this section as necessary.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 8: EMERGENCIES

LENGTH: 10 Minutes

REFERENCES: 1. OSHA Standards 1910.38, 1910.96, 1910.120,
 1910.156, 1910.165 and 1910.1001.
 2. OSHA Pamphlet 3114, "Hazardous Waste &
 Emergency Response"
 3. OSHA Pamphlet 3088, "How to Prepare for Workplace
 Emergencies"

AUDIOVISUALS: 1. Slide Tray No. 2, Starts with Slide 57.

GENERAL OBJECTIVES: Upon completion of this section, participants should have refreshed their understanding of Emergency Action Plan Procedures.

SPECIFIC OBJECTIVES: Completion of this section should provide participants with knowledge of:

1. OSHA requires facilities to have a written site Emergency Action Plan.
2. Evacuation requirements and procedures.
3. General procedures for reporting emergencies and recognition of specific plant site procedures the individual must learn. (Stress this point.)
4. Training requirements and application of designated Fire Brigades. (General information only)

PRESENTATION FOR SECTION 8

1. State in your own words, or read, the "General Objectives for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have refreshed their understanding of Emergency Action Plan Procedures.

2. **SLIDE:** **PREPARE FOR THE UNEXPECTED PLAN FOR EMERGENCIES**

Most industrial facilities have very good emergency reporting and response procedures. You should learn what these are at each jobsite.

3. **SLIDE:** **OSHA REQUIRES A PLANT HAVE AN EMERGENCY ACTION PLAN**

SPECIFIC PORTIONS YOU SHOULD KNOW:

- **HAZARDS LIKELY TO BE ENCOUNTERED**
- **SPECIFIC PLANT SITE PROCEDURES**

OSHA requires facilities to have Emergency Action Plans. Before you begin work at any facility you should know what hazards may likely be encountered at that facility and what are the specific site procedures.

4. **SLIDE:** **SPECIFIC PORTIONS TO KNOW (Cont'd.):**

- **MEANING OF ALARM SIGNALS**
- **HOW TO REPORT EMERGENCIES**
- **EVACUATION ROUTES**
- **ASSEMBLY AREAS**

Review items on the slide.

5. **SLIDE:** **PLANT SHOULD HAVE FIRE BRIGADES THAT:**

- **HAVE FIRE FIGHTING EQUIPMENT**
- **HAVE TRAINED MEMBERS**
- **HAVE REQUIRED PPE**
- **KNOW SPECIAL HAZARDS & PROCEDURES**

Repeat what is on the slide and add: You should be aware of each facility's policies about your response, if any.

6. **SLIDE: EMERGENCY NOTIFICATION / RESPONSE**

- **CALL FOR HELP / EVACUATE**
- **IF TRAINED:**
 - **PUT ON THE PROPER PPE**
 - **WAIT FOR HELP TO ARRIVE**
 - **CONTROL THE EMERGENCY**

The general basic guidelines for emergencies are as follows:

- Call for help or assistance,
- If you have been trained and instructed to do so, put on the proper personal protective equipment and wait for back-up personnel to arrive.
- When properly equipped backup personnel arrive, try to control the emergency to the extent that you can safely do so.

7. **SLIDE: WHEN EMERGENCY ALARM SOUNDS**

- **STOP ALL HOT WORK**
- **TURN OFF MOTOR VEHICLES**
- **EXIT CONFINED SPACES**
- **CHECK WIND DIRECTION**
- **GO TO ASSEMBLY AREAS**

When an emergency alarm sounds or you otherwise learn of an emergency:

- Stop all hot work and shut down all sources of ignition in the area,
- Stop and turn off all motor vehicles. Pull to the side of the road, leave keys in the ignition and evacuate on foot.
- Have personnel inside confined spaces come out to a safe area,
- Check the wind direction and...

- **Walk - don't run - to the nearest safe emergency assembly area.**

8. SLIDE: VAPOR CLOUD / GAS RELEASE

- **DO NOT ENTER**
- **STAY UP WIND IF POSSIBLE**
- **TRAVEL AT A RIGHT ANGLE**
- **THEN GO UP WIND**

If you are downwind of a gas release, check the wind direction and travel at a right angle to the wind direction, then up wind.

**9. SLIDES: "PHOTOS OF ASSEMBLY AREAS / SAFE HAVENS"
(2 EACH)**

Also you should know the location of the assembly area or the "safe haven." Some facilities will designate certain buildings as safe havens and during a gas release the ventilation systems are shut down or controlled to ensure the inside of the building is safe.

One final point: Before starting a job in an area where hazardous materials may be present, locate the nearest safety shower/eye wash and make sure it works.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 9: MEDICAL RECORDS / FIRST AID

LENGTH: 10 Minutes

REFERENCES: 1. OSHA Standards 1910.20 and 1910.151.
 2. OSHA Pamphlet 3110, "Access to Medical and
 Exposure Records"

AUDIOVISUALS: Slide Tray No. 2, Starts with Slide 68.

GENERAL OBJECTIVES: Upon completion of this section, participants should have an understanding of their right of accessibility to their personal occupational medical records, the OSHA requirements for job site first aid, and follow-up medical care for job related injuries and illnesses.

SPECIFIC OBJECTIVES: Completion of this section should provide participants with knowledge of:

1. The content of an employment medical record. (General Information)
2. Rights of access to information contained in their personal occupational medical records. (General Information)
3. Rights to allow a representative or agent access to personal medical record. (General Information)
4. OSHA Standards that allow Assistant Secretary of Labor representatives access to an individual's medical or exposure records. (General Information)
5. The employer's obligation to provide access to first aid. Those who administer first aid must be appropriately qualified.
6. Access to facilities for treatment of injuries beyond first aid must be available and reasonably accessible.
7. How to obtain first aid when needed. You should know where to go for first aid.
8. The employee's obligation to report injuries to supervision immediately. Report vs. Assistance.

PRESENTATION FOR SECTION 9

1. State in your own words, or read, the "General Objectives" for this section.

GENERAL OBJECTIVE: Upon completion of this section, the participants should have an understanding of their right of accessibility to their personal occupational medical records, the OSHA requirements for job site first aid, and follow-up medical care for job related injuries and illnesses.

2. **SLIDE:** **PRE-JOB ASSIGNMENT SCREENING:**

- **MEDICAL HISTORY**
- **OCCUPATIONAL HISTORY**
- **PHYSICAL EXAMINATION**

Employers generally require a pre-job assignment screening which may include your medical history, occupational history and a physical examination.

3. **SLIDE:** **PRE-JOB ASSIGNMENT SCREENING (Cont'd.):**

- **DETERMINATION OF FITNESS TO WORK
WEARING PROTECTIVE EQUIPMENT**
- **BASELINE MONITORING FOR SPECIFIC
EXPOSURES**

Pre-job assignment screening has two major functions:

1. **Determination** of an individuals' fitness for duty, including the ability to work while wearing protective equipment, and
2. Provision of **baseline data** for comparison with future medical data.

4. **SLIDE:** **YEARLY UPDATES BASED ON:**

- **EXAMINATION RESULTS**
- **EXPOSURES**
- **JOB CLASS AND TASK**
- **MORE FREQUENT TESTING BASED ON
SPECIFIC EXPOSURES**

Generally, medical examinations are updated at least yearly, and in a few cases bi-annually. More frequent examinations may be necessary, depending on the extent of potential or actual exposure, to chemicals, the duration of the work assignment, and the individual worker's profile.

5. SLIDE: ACCESS TO OCCUPATIONAL MEDICAL RECORDS:

- EMPLOYEE (UP TO 30 YEARS FOR WORKING WITH CERTAIN HAZARDOUS CHEMICALS)
- AUTHORIZED REPRESENTATIVE OR AGENT
- AUTHORIZED OSHA PERSONNEL

(OSHA) regulations mandate that the employer must:

- Maintain and preserve medical records on certain hazardous chemical exposure of workers for 30 years after they leave employment.
- Make available to workers, their authorized representatives, and authorized OSHA representatives the results of medical testing and full medical records and analyses when requested.

6. SLIDE: THE EMPLOYER IS REQUIRED TO:

- PROVIDE PROMPT ACCESS TO FIRST AID
- QUALIFY PERSON GIVING FIRST AID
- ARRANGE TRANSPORTATION FOR TREATMENT
- INFORM WORKERS WHERE TO OBTAIN FIRST AID

Repeat information on slide. Add: Transportation arrangements must be available when treatment beyond first aid is required.

7. **SLIDE:** THE EMPLOYEE SHOULD:

- KNOW WHERE TO GO FOR FIRST AID
- GO TO FIRST AID WHEN INJURED OR ILL
- REPORT ANY INJURY OR ILLNESS
- ASSIST OTHER INJURED WORKERS TO LIMIT OF ABILITY UNTIL HELP ARRIVES.

Repeat the information on slide. Add the following:

OSHA has a **regulation** requiring that employers take specific safeguards for employees whose job duties can reasonably expect them to come in contact with blood and other specific body fluids. This includes health care workers, emergency response personnel, etc.

The objective is to protect these workers from :**"Bloodborne Pathogens"** or put more simply -- diseases which are transmitted by contact with blood or body fluids. **Examples include:**

- **Hepatitis B (HBV)**
- **Aids (HIV)**

If your job requires you to respond to emergencies or provide aid to injured personnel, you should be given training on how to do it safely.

If you should be exposed to the blood or body fluids of an injured co-worker, report it to your supervisor or safety personnel so the necessary precautions can be taken.

8. **SLIDE:** WORKPLACE CONCERNS ABOUT ALCOHOL & SUBSTANCE ABUSE:

- **WORKER SAFETY**
- **REDUCTION OF INJURIES / LOSSES**
- **COMPLYING WITH LAWS**

There is a major concern about alcohol and substance abuse at the workplace. A significant number of job related injuries and losses are caused by these abuses. The employer's concerns are:

- To ensure worker safety.
- Reduce losses and injuries

- And complying with Federal and State Laws requiring a Drug Free Workplace.

It is estimated about one in ten Americans uses illegal drugs to some extent. Hopefully this number is less for industrial workers but whatever the number in the workplace -- a worker's performance is hampered by the use of alcohol and drugs -- and that worker is not a safe worker.

We have been discussing the many - many hazards that may exist at industrial workplaces. It is easy to see that a worker whose performance is limited by substance abuse has a good chance to be injured or to cause an accident which could injure co-workers.

Companies are and will continue to do drug testing in an effort to keep the workplace as drug-free as possible.

The best thing for a person with a problem is to admit it and seek help from the employer's help program or one of the many organizations who offer assistance.

If you have a friend with this problem --- covering for them may:

- endanger them
- endanger other workers
- endanger you.

Encourage your friend to get help.

9. Questions and answers.

**CONTRACTOR SAFETY ORIENTATION
FIRST REFRESHER PROGRAM OBJECTIVES**

SECTION 10: REVIEW & POST QUIZ

LENGTH: 30 Minutes

**MATERIALS: 1. Pencils for participants
 2. Copies of Quizzes and answer sheets**

AUDIOVISUALS: 1. Slide Tray No. 2, Starts with Slide 77.

PRESENTATION:

1. Remind the participants that this program and the original eight hour program were "orientation" programs. That is, they were meant to familiarize the worker about hazards and safeguards in the workplace. **Everyone will need additional / more specific TRAINING as necessary for their job and at their job-site.**

2. **SLIDE:**
**NO WORKER REALLY
WANTS TO BE INJURED
- OR CAUSE THE INJURY
OF A CO-WORKER**

Repeat text of slide.

3. **SLIDE:** **BASIC SAFETY IS:**
 - **KNOW WHAT HAZARDS EXIST**
 - **KNOW HOW TO RECOGNIZE THEM**
 - **PRACTICE PROPER SAFEGUARDS**

Repeat text on slide. We can all do better than we are doing now -- which is:

4. **SLIDE:** **U. S. WORKPLACE STATISTICS**
 - **190 DISABLING INJURIES PER HOUR**
 - **ONE DEATH PER HOUR**

Repeat text on slide. Add, you most likely will agree we need to do better. The yearly cost to business is about \$100 billion or about one dollar of each five dollars of pre-tax profit. If the losses are too large, the companies can not afford to hire and pay employees. We all need to do better.

5. **Have final review - answer participant's questions.**
6. **Give Post-quiz.**
7. **Go over Post-Quiz by reading each question and giving the correct answer. Clear up any misunderstanding that participants may have on any material covered in the Post-Quiz.**
8. **Remind participants of need for additional training. This program was an "orientation refresher" and detailed or specific TRAINING to do their job safely should be provided by their employer.**
9. **Thank the participants for their attention and dismiss participants.**