

EMPLOYEE SAFETY TRAINING AND EDUCATION

OVERVIEW

The training and education of employees is a vital part of minimizing workplace injuries and illnesses. Training should primarily be utilized when other controls such as hazard elimination cannot be effectively implemented.

Performance based training provides instruction as to controls, procedures, equipment and necessary work-place practices, which should be followed to safely perform job responsibilities. Safety training focuses mainly on behavior or behavior change. Safety training is also a legal requirement within IDOL/OSHA regulations to help ensure a safe and healthy work environment. A safety training leader should have the following:

1. Be trained in the proper methods of leadership and supervision.
2. Know how to detect exposures within the organization that require training.
3. The content needed within the training that is necessary to minimize workplace injuries and human suffering.
4. Familiarity with the regulatory standards and the IDOL/OSHA requirements.
5. How to provide the training so that it can be applied to specific job tasks to improve performance.
6. Ensure training allows for employees to be able to demonstrate comprehension of training.

Benefits of Safety Training

The benefits of safety training include:

- Reduction of accidents
- Safer work behavior
- Regulatory compliance
- Reduction in direct and indirect costs

Performance based training can be provided in different formats, which can be effective. However, the three most common means of training are:

1. Classroom type or instructor led.
2. Computer based or self-paced.
3. On the job training.

Adult Learning Needs

Adults learn best when the following elements are included in the training:

1. Why they are learning a particular topic or skill, because they need to apply learning to immediate, real-life changes.
2. Adults need to be able to apply their extensive experience to all new learning.
3. They need to be in control of their learning.
4. They want to learn things that will make them more effective and successful.

When to Train

Safety training should always begin when a new or recently transferred employee is hired and before they are exposed to hazards. New employee orientation is a time to capitalize on the employee being open to ideas and information about procedures. IDOL/OSHA does have specific requirements on new employee training and when it must be completed. Timeliness of instruction is key to the success of the orientation program. It is generally agreed that new employees are more prone to work-related accidents, which can be attributed to an over eagerness to please their new employer and a lack of knowledge of the hazards that might be encountered.

On the job training is an effective tool for new hires or recently transferred employees, as it provides for an opportunity to incorporate general training ideas into practice. A concern, however, is some subjects must be addressed prior to an exposure. When employees arrive at their work location, time might not allow for a thorough review of the hazards and necessary training.

Skills training is a necessary supplement to general orientation sessions. Skills training should be provided to ensure employees are properly trained for specific tasks. This type of training should also be provided when an employee is observed to be performing a specific task incorrectly, which could lead to personal injury.

Job Safety Analysis (JSA) is a procedure used to identify hazards that are created by performing a specific work task. By first identifying the hazard, workers can then be trained on proper procedures or equipment that should be used to perform the task safely.

Injury specific types of training may not be regulated by a state or federal organization but are necessary within the Safety and Health Training program. Examples might include training on Slip/Trip/Fall prevention, Ergonomics and Accident Investigation.

The Illinois Department of Labor and other regulatory entities also require annual and/or periodic training on specific subjects. Training conducted annually helps to provide a refresher course to address specific controls or procedures that can be improved upon. Training should always be done when a procedure changes, a new exposure is introduced, or when an accident or near-miss accident occurs. Management support and commitment to the safety training efforts of your organization is critical to its overall success.

The City has developed a list of training programs that are to be conducted for orientation, specific skills and throughout the calendar year. Should you need assistance, please contact the Administrative Services Coordinator.

In the following sections you will find examples of training procedures, techniques and resources that can be used as training tools to help supplement your efforts.

Introduction to Safety Training - All new employees should be provided with some type of safety indoctrination. The New Employee Checklist included as **Exhibit A** should be part of the supervisor's initial orientation with the new employee on their first day of employment. Additionally, management support of the safety program needs to be emphasized. The following are examples of some types of introduction policies:

The City of Warrenville is committed to the safety and welfare of all employees. The City and the employee(s) involved are impacted by workplace injuries. Because of this, while employed by the City of Warrenville you are required to follow General Safety Rules (see section 5 of the manual). Your immediate supervisor will explain any rules that specifically cover a job to which you are assigned. If you fail to follow these rules, you will be subject to disciplinary action, up to and including termination.

Remember, work in a safety conscious manner at all times, and encourage your fellow workers to do the same, so that we will all have a safe, efficient work place.

ORIENTATION

Individual Job Orientation

Most people like to be welcomed to a job, rather than thrown into it. The newly hired (or transferred) employee is usually very anxious to "put their best foot forward". He or she is likely to be nervous, feel insecure about the job situation, be anxious to please, and not want to risk seeming too "dumb". The new employee needs to be put at ease and made more familiar with important aspects of the organization and his/her function in it.

Putting the Employee at Ease

The best way to put a person at ease is to show your interest in him/her as a human being (not just another tool for getting the job done). Things such as a nickname, their family, the work they have done, and what they like to do in their spare time all help to make the employee less anxious. Letting a person talk about themselves helps:

1. To relax the employee and get two-way communications started as a person.
2. To show that you are interested in the employee as a person.
3. To give some insight and understanding about the individual.

This can be done in a few minutes and is time well spent.

Initial Orientation

After you have put the employee at ease and established rapport, a guided tour of your department will be an excellent orientation aid. During and after the tour, cover things such as:

1. Introductions to people with whom they will be working.
2. Department policies, procedures, and rules.
3. Medical services, first aid stations and emergency care equipment.
4. Work schedule.
5. To whom they should report.
6. Where, how, and when they will be paid.
7. Recreational facilities.
8. Cafeteria or lunchroom.
9. Lockers, coat rooms, restrooms and showers.
10. Employee organizations for which they are eligible.

11. The kind of training they will receive.

12. The close relationship of job success with quality, efficiency, productivity, and safety.

PROPER JOB INSTRUCTION

No facet of personal communication is more important than instructing people in how to do their jobs. Your effectiveness as a manager/supervisor/leader depends on how well every member of your team understands and carries out their job tasks. Your success as a supervisor is directly related to your teaching technique. Proper Job Instructions (PJI) is a supervisory tool to help you. It can help you help others, to improve in at least four basic areas of job performance:

1. Safety
2. Quality
3. Productivity
4. Cost Control

Professional trainers have an old saying: "If the learner hasn't learned, the instructor hasn't taught". In the business world this often must be changed a bit, to say: "If the worker hasn't learned, the supervisor hasn't taught". The employee's direct supervisor should be basically responsible for job instruction.

There is a constant, never-ending need for instructing, training, and retraining. Job instruction is not something that you do once and it's over with! It is continuously required by change, by the "new". It is required by newly-hired, transferred, or promoted people; by new methods or machinery; by new technology, tools, or techniques; by new policies, procedures, or processes.

Proper Job Instruction (PJI) Background and Definition

Proper Job Instruction is a systematic, practical, tested and proven method of training that enables you to teach an employee to get a job done properly (safely, efficiently, correctly), the first time. Here is a workable definition:

**PROPER JOB INSTRUCTION:
How to get a person to do a job.**

**Correctly
Quickly
Conscientiously
Safely**

Notice how specific and personalized this is ("a person to do a job"). Getting every person to do every job properly requires constant attention and a PJI effort, but it is the answer to many of your problems. In PJI, the word "job" has a meaning that may be different from its meaning in some other contexts. Here we do not mean position or title. Rather, the "Job" in Proper Job Instruction means "a number of steps, tasks, or operations performed in a definite sequence to complete a work assignment". As examples, a person's title may be a police officer and one of his many jobs may be directing traffic; one of the jobs of a mechanic may be "test driving a car"; or a Public Works operator may have, as one of his jobs, "cutting grass".

The PJI Method

There are two basic goals of Proper Job Instruction: a) to make sure the worker knows the importance of doing the job correctly, and, b) to be certain the worker knows how to do it correctly. The PJI method takes advantage of the kinds of findings reported above and is a dependable way to meet these goals. It consists of the following main steps:

1. PREPARATION
 - A. Prepare Yourself
 - B. Prepare the Learner
2. INSTRUCTION
 - A. Present the operation - Tell and Show
 - B. Tryout Performance - Test
 - C. Follow-Up - Check

Prepare Yourself: Proper instruction requires you to develop an instructional plan, with the subject matter organized in logical steps. The plan should also define how much skill the learner is to have achieved by the end of the training period.

Using a Job Safety Analysis (See Section 7), the job can be broken down into its logical sequence of steps: highlighting the key factors that must be taught; outlining the tools, equipment, and materials needed for the job; and suggesting how the work arrangement should be laid out. The job outline then becomes your blueprint for the proper job instruction.

Prepare the Learner: The first thing to do is to put the learner at ease (as discussed under Individual Job Orientation). Then talk about the task to be learned, and find out what the employee already knows about it. This enables you to know where to start and what you have to build on. Also try to stimulate their interest in learning the operation. You can do this by showing how the job is related to other jobs, to the City as a whole; the importance of the job; and the advantage in being able to perform the operation. Make sure the person being taught is properly positioned, so they have a full view of the demonstration to see every motion made by the instructor, and see the operation from the same vantage point as the instruction (not upside down, or backwards).

Preparing the learner means getting the person being taught in the proper frame of mind, maintaining their interest, getting him/her properly positioned, and letting him/her know you are there to help.

Present the Operation: This involves more than simply showing the employee what to do. It involves telling, questioning, showing, explaining, and demonstrating. Presenting the operations involves a step-by-step approach, with steps small enough to be mastered fairly easily. It involves emphasis of "key points" (those vital points of information which make or break the job; special tricks of the trade to make the operation better; safety tips, feel, knack and so on). It involves instructing clearly and completely, using words the worker will understand, explaining new terms, speaking slowly and clearly, relating the new material and new employee, and making sure the worker can both see and hear what you mean.

Tryout Performance: Testing the learner by having him perform the operation is important because:

1. It is the only way you really know what the person being taught has learned,
2. It gives the worker the satisfaction of accomplishment,
3. It represents the employee's ability to do the real job,
4. It shows you how much of the operation the person has grasped and how much re-instruction is necessary.

Have the employee, both tell and show you what they are doing, and what the key points are. Try to correct errors immediately or, better yet, do everything you can to prevent errors and false starts. Re-tell, re-show, and repeat (and have the learner do the same) until you know for certain they know it.

Follow-up: This enables you to determine how effectively the training is being applied, and where additional training may be helpful. The follow-up provides an excellent opportunity for motivating the new worker through your interest, by answering questions, and stressing the positive parts of his/her performance. For reinforcement, have the employee review the key points for you occasionally. As soon as you are sure the person has mastered the job, taper off to the normal amount of supervision. Give the individual the opportunity to show what they can do on their own.

PJI Benefits

Improved job performance (through better loss Control) comes from serious and consistent use of Proper Job Instruction. More specifically, PJI brings benefits such as:

- Increased productivity and reduced labor turnover.
- Higher morale and improved employee motivation.
- Greater efficiency and less waste.
- Better cost control.

SAFETY LITERATURE AND POSTERS

The use of Safety posters and slogans can be very effective if they are used in the correct way. The material should be selected to address problems that have occurred in order to have the most effect. A review of recent accident history should indicate what posters are necessary.

Posters should be placed in highly visible areas (i.e., break room, mail room, lunch room, etc.). Try to use multi-colored attention-getting posters. These should be replaced at least every 30 days to keep employees' attention. Consult with the Administrative Services Coordinator prior to posting information to ensure the safety message is consistent with the City's loss prevention and safety program.

SAFETY VIDEOS AND WEBINARS

The City has access to a training video library through IPRF on a variety of topics intended to supplement on the job and in-person training. Just as with Safety Posters, videos and webinars need to be selected to address specific problem areas. They should demonstrate the safe performance of a specific action (i.e., lifting or driving). Videos and webinars should supplement not replace other means of training.

SEASONAL EMPLOYEE TRAINING GUIDE

Each spring, the issue of orientation and training for summer help needs to be addressed. The seasonal employee needs much of the same safety training the full-time staff requires. Some annual "refresher training" for full-time staff can be scheduled in conjunction with summer help orientation.

Example issues to be addressed include:

- Basic safe work rules
- Use of personal protective equipment
- Power tool safety
- Hazard Communication/Right To Know (Chemical Safety)
- First Aid refresher and blood borne pathogen basic awareness training
- Body mechanics, lifting, and ergonomics
- Environmental Awareness - heat, poison ivy, insects, etc. and weather emergencies

SUMMARY OF REQUIRED AND SUGGESTED SAFETY TRAINING PROGRAMS

Listed below are examples of annual training programs that are required for certain departments on an annual or bi-annual basis. For department specific information, please contact the Administrative Services Coordinator.

Hazard Communication/Right to Know

The purpose of this standard is to ensure that the hazards of all chemicals used in the work place are evaluated, and the information concerning their hazards is transmitted to employers and employees. This transmittal of information is to be accomplished by means of a comprehensive Hazard Communication Program, which is to include container labeling and other forms of wording, material safety data sheets, and employee training. <https://www.osha.gov/dsg/hazcom/index.html>

Control of Hazardous Energy Sources – Lockout/Tagout

The purpose of this standard covers all maintenance and servicing operations where the unexpected energization or start-up of a machine (or equipment) or release of stored energy could cause injury to an employee (s). Maintenance and service operations which take place during normal production operations that require an employee to:

1. Remove or bypass a guard or safety device, or
2. Place any body part in a "point of operation" or associated danger zone, as covered by this standard. A written program and documented training is required. <https://www.osha.gov/Publications/3120.html>

This standard includes all equipment requiring repairs, including vehicles.

Emergency Preparedness

IDOL/OSHA Standards for emergency preparedness requires employers to develop emergency evacuation plans and fire prevention plans. Plans should be written, have alarm systems, should be functional, evacuation routes posted, and all employees trained.

Bloodborne Pathogens

This standard affects all employees who may come in contact with human blood, bodily fluids or other potentially infectious body fluids, or materials. It requires identification of employees/occupations where exposure may occur, a written exposure control program requiring personal protective equipment, and employee training. <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.1030>

Personal Protective Equipment

This standard requires the use of Personal Protective Equipment for eyes, face, head, and extremities, protective clothing, respiratory devices, and protective shields and barriers, whenever it is necessary by reason of hazards of process or environment, chemical hazards, radiological hazards, or mechanical irritants which are capable of causing injury to any part of the body. A written hazard assessment of the work place is required to determine the necessary protective equipment, and if employee training is required. The needs then also must be documented. A PPE Analysis Form is attached as **Exhibit B**.

Confined Space Entry

This standard requires employers to identify confined spaces (i.e., manholes, lift stations, vaults, tunnels, etc.), and to determine if the space has or can develop a hazardous atmosphere, or the potential for engulfment. If the space does or has the potential to contain any hazard capable of causing death or serious physical harm, it should be classified as a permit space and the employer needs to establish and enforce a written confined space entry program. Specific training is required in this standard.

Respiratory Protection Program

This standard requires a written respiratory protection program to be developed when employees are using respirators in the work place. Dust masks are considered respiratory protection. A physician's evaluation is needed. Fit testing and training the employees on the use of the respiratory protective equipment is also required.

Process Safety Management

If an employer has a process that equals or exceeds the threshold quantities identified in a list of highly hazardous chemicals, they would be subject to this standard. The standard requires written operating procedures as well as employee training.

Occupational Exposures to Hazardous Chemicals in Laboratories

This standard addresses the use of hazardous chemicals in laboratories. Hazardous chemicals could be present in police crime labs, academic labs, and hospital labs. The standard would require a chemical hygiene plan to be developed as well as specific employee information and training.

Hazardous Waste Operations and Emergency Response

This standard requires specific training, medical surveillance control methods, sanitation, and personal protective equipment for employees who are involved in hazardous waste operations and response to chemical emergencies.

The Operation of Powered Machinery and Equipment

Various IDOL/OSHA Regulations require employers to provide training to employees who will be operating powered machinery and equipment. The specific OSHA standard relating to the piece of machinery and equipment should be reviewed to determine the extent of the training needed. Note within the state of Illinois, employees under a certain age are prohibited from operating particular pieces of equipment.

Back Injury Prevention

It is suggested that all employees receive training on back injury prevention.

Office Ergonomics

Employees who are working predominantly at a desk should receive training on office ergonomics.

Driver's Training

Motor vehicle accidents are the number one cause of employee related deaths. All employees who drive City vehicles or their own car driven during business hours as part of the job should be provided with drivers training and refresher courses.

Accident Investigation

All supervisors should be trained on accident investigation techniques.

Safety Rules

Safety rules should be established for all locations, and should become part of an employee's overall initial orientation training.

EXHIBIT A

NEW EMPLOYEE CHECKLIST

Check off each item as you discuss it with the new employee.

	1. Tour of Department and Facilities (Discuss Hazards)
	2. Proper Lifting Procedures
	3. Personal Protective Equipment Issued And Its Usage
	4. Procedure for Obtaining, Cleaning, Repairing, and Replacing Personal Protective Equipment
	5. Specific Safety Rules Applicable to the Department (Including the reason for the rules)
	A.
	B.
	C.
	6. Where To Keep Personal Belongings (Clothing, Personal Tools, Lunch, etc.
	7. What To Do In The Event Of An Injury
	8. What To Do In The Event Of A Non-Injury Accident
	9. Fire Safety/Emergency Planning Rules
	10. Clean-Up Rules - Housekeeping
	11. What To Do In The Event Of Near Misses
	12. How To Report Unsafe Conditions

Supervisor's Signature Date

Employee's Signature Date

Submit this form to the Administrative Services Coordinator upon completion.

EXHIBIT B

Personal Protective Equipment Analysis

Questions	Typical Operations of Concern	YES	NO
EYES			
Do your employees perform tasks, or work near employees who perform tasks, that might produce airborne dust or flying particles?	Sawing, cutting, drilling, sanding, punch press operations, grinding, hammering, chopping, abrasive blasting, etc.		
Do your employees handle, or work near employees who handle, hazardous liquid chemicals or encounter blood splashes?	Pouring, mixing, painting, cleaning, syphoning, dip tank operations, health care services, etc.		
Are your employees' eyes exposed to other potential physical or chemical irritants?	Battery charging, installing fiberglass insulation, compressed air or gas operations, etc.		
Are your employees exposed to intense light or lasers?	Welding, cutting, laser operations, etc.		
FACE			
Do your employees handle, or work near employees who handle, hazardous liquid chemicals?	Pouring, mixing, painting, cleaning, syphoning, dip tank operations, health care services, etc.		
Are your employees' faces exposed to extreme heat?	Welding, pouring molten metal, smithing, baking, cooking, drying, etc.		
Are your employees' faces exposed to other potential irritants?	Cutting, sanding, grinding, hammering, chopping, pouring, mixing, painting, cleaning, syphoning, etc.		
HEAD			
Might tools or other objects fall from above and strike your employees on the head?	Work stations or traffic routes located under catwalks or conveyor belts, construction, trenching, utility work, etc.		
Are your employees' heads, when they stand or bend, near exposed beams, machine parts, pipes, etc.?	Construction, confined space operations, building maintenance, etc.		
Do your employees work with or near exposed electrical wiring or components?	Building maintenance; utility work; construction; wiring; work on or near communications, computer, or other high tech equipment; arc or resistance welding; etc.		
FEET			
Might heavy tools, heavy equipment, or other objects roll, fall onto, or strike your employees' feet?	Construction, plumbing, smithing, building maintenance, trenching, utility work, grass cutting, etc.		

Do your employees work with or near exposed electrical wiring or components?	Building maintenance; utility work; construction; wiring; work on or near communications, computer, or other high tech equipment; arc or resistance welding; etc.		
Do your employees handle, or work near employees who handle, molten metal?	Welding, foundry work, casting, smithing, etc.		
Do your employees work with explosives or in explosive atmospheres?	Demolition, explosives manufacturing, grain milling, spray painting, abrasive blasting, work with highly flammable materials, etc.		
HANDS			
Do your employees' hands come into contact with tools or materials that might scrape, bruise, or cut?	Grinding, sanding, sawing, hammering, material handling, etc.		
Do your employees handle chemicals that might irritate skin, or come into contact with blood?	Pouring, mixing, painting, cleaning, syphoning, dip tank operations, health care and dental services, etc.		
Do work procedures require your employees to place their hands and arms near extreme heat?	Welding, pouring molten metal, smithing, baking, cooking, drying, etc.		
Are your employees' hands and arms placed near exposed electrical wiring or components?	Building maintenance; utility work; construction; wiring; work on or near communications, computer, or other high tech equipment; arc or resistance welding; etc.		
BODY			
Are your employees' bodies exposed to irritating dust or chemical splashes?	Pouring, mixing, painting, cleaning, syphoning, dip tank operations, machining, sawing, battery charging, installing fiberglass insulation, compressed air or gas operations, etc.		
Are your employees' bodies exposed to sharp or rough surfaces?	Cutting, grinding, sanding, sawing, glazing, material handling, etc.		
Are your employees' bodies exposed to extreme heat?	Welding, pouring molten metal, smithing, baking, cooking, drying, etc.		
Are your employees' bodies exposed to acids or other hazardous substances?	Pouring, mixing, painting, cleaning, syphoning, dip tank operations, etc.		
HEARING			
Are your employees exposed to loud noise from machines, tools, music systems, etc.?	Machining, grinding, sanding, work near conveyors, pneumatic equipment, generators, ventilation fans, motors, punch and brake presses, etc.		

If you answered yes to any of these questions, personal protective equipment should be required when employees are performing tasks that would expose them to potential injuries or hazards. For additional information about the appropriate type of PPE and how to train your employees on proper use, visit https://www.osha.gov/dte/library/ppe_assessment/ppe_assessment.html.

ACCIDENT INVESTIGATIONS

INTRODUCTION

Unfortunately, in almost every organization, accidents do occur. An accident is an undesired event that results in physical harm to a person, or damage to property. In order for a supervisor or manager to understand the sequence of events that can lead to an accident, it is essential that he/she understand what is trying to be prevented or controlled.

When an accident or injury occurs, there is seldom a single cause; instead it is usually a combination of factors or causes which come together to bring about the undesired events. By using the information gained through an accident investigation, a similar or possibly worse accident can be prevented by implementing needed safe guards.

This section is intended to provide guidelines and critical steps to conduct thorough and affective accident and injury investigations. The goal of the accident and injury investigation guidelines is to outline the “action steps” that must be taken when an incident occurs resulting in an unintentional injury to an employee or damage to property. Reacting quickly to the incident with a prescribed procedure and action steps is essential to ensure that the proper information is collected, and to fulfill an incident investigation’s ultimate purpose – to prevent future incidents.

All supervisors, managers and employees should be trained, and annually refreshed with the established injury and accident investigation guidelines.

OBJECTIVE

Once an accident occurs, the primary objective after attending to anyone injured, should be to identify how and why the accident occurred, and be able to implement controls to prevent it from reoccurring. The following should be the prime focus:

- To ensure all incidents and accidents are properly investigated.
- To provide prompt and detailed information to the worker’s compensation or liability insurance carrier
- To ensure corrective action is taken to prevent reoccurrence of the incident.
- To identify hazards in the workplace.

Not only are investigations necessary for accidents involving physical injuries or damage to property, but they should also be utilized in near miss accident situations. A near miss situation is an unplanned event which did not result in injury, illness, or damage – but which had the potential to do so. Only a fortunate break in the chain of events prevented an injury, damage or fatality.

By achieving this objective, the supervisor maintains the efficiency of his operations. Performing an investigation should begin with:

1. Who is involved?
2. What occurred?
3. What were the immediate causes of the accident?
4. Why were these immediate causes present?
5. What steps are to be taken to remove these causes?

DEFINITIONS

For the purpose of this guideline, the following definitions apply:

“Injury” - The occurrence of a sudden and unforeseen event, arising out of, or in the course of employment, attributable to any factor that caused:

- A wound, bruise, cut, tear, scratch, abrasion, or any other injury; or
- An Occupational Disease (an exposure to conditions or substances that resulted in a disease).

“Seriously Injured” The occurrence of an injury that resulted in:

- The death of an employee;
- The loss of or the loss of the use of a limb or of part of a limb, or a significant physical trauma;
- Injuries that result in hospitalization
- Loss of an eye
- An injury resulting in days away from work, other than the day of the work-related injury or the occupational disease began.

“Property Damage” The occurrence of a sudden and unforeseen event, that resulted in destruction of personal or City property.

INJURY/ACCIDENT INVESTIGATION TOOLKIT

The City’s worker’s compensation carrier, IPRF has created the Injury/Accident Investigation Toolkit for the purpose of centralizing the accident/injury investigation guidelines. The Tool Kit includes seven (7) reports and forms to assist with accident investigation and forms to submit a claim. By doing so, the toolkit will become a quick resource that will help guide the supervisor through the action steps needed to effectively manage a work related injury.

FOUR STEP GUIDELINE FOR WORKPLACE INJURY INVESTIGATION

Step #1	Care for the Injured Employee	
	Responsible Party – Immediate Supervisor	
	Help all injured workers get medical treatment!	
	<ul style="list-style-type: none"> • Seek medical attention in accordance with City policy and procedures. • If no policy or procedure is in place, go to the nearest emergency room. 	
What to do when an employee is seriously injured:		
<ul style="list-style-type: none"> • In an emergency, call 911 immediately. • Call the Administrative Services Coordinator or Assistant City Administrator immediately if the injury is serious or life threatening. 		
<u>All public sector employers under Illinois OSHA’s jurisdiction must report:</u>		
<ul style="list-style-type: none"> • All work-related fatalities within 8 hours. • All work-related inpatient hospitalizations, all amputations and all losses of an eye within 24 hours. 		

Step #2	Secure the accident scene	
	Responsible Party – Immediate Supervisor	
	<i>The Immediate Supervisor will make the determination if Step #2 is warranted or not. If not, proceed to Step #3.</i>	
	<p>Prevent disturbance of the incident scene/area is very important.</p> <ul style="list-style-type: none"> • Inform all applicable inter-agency supervisors and safety committee. <p>The injury/accident area may encompass as little as one piece of equipment and the immediate area, or could include an entire room, depending on what was affected during the incident. It should be secured until a higher authority releases the area.</p> <p>If a fatality or catastrophe (three or more employees admitted to a hospital) occurs, then the area must be secured until the Illinois Department of Labor or OSHA releases the area.</p>	

Step #3	Begin Accident Investigation	
	Responsible Party – Immediate Supervisor	
	Once medical treatment is rendered, the immediate supervisor of the injured employee must begin the investigation process which will include completing the following reports:	
	Reports/Forms	Submittal time
	Employer’s First Report of Injury or Illness (Form 45)	Within 24 Hours
	IPRF Injury Description Report (Form 45-A)	Within 24 Hours
	IPRF Supervisors Investigation Form (Form 45-B)	Within 24 Hours
IPRF Witness Report (Form 45-D)	Within 24 Hours	
IPRF Questionable Claim Report Form (Form 45-E)	Anytime during the claims process	

All forms and reports listed in the table above are accessible on the Shared Drive – Forms – Incident Accident.

Complete an Employer’s First Report of Injury or Illness (Form 45)

Employer’s First Report of Injury or Illness Filing

Illinois Workers’ Compensation Act requires that all injuries be reported on Form 45, “Employer’s First Report of Injury or Illness”. Submit the completed form to the Administrative Services Coordinator.

Injuries that do not require medical attention should still be reported but noted as a **“Record of incident Only”**.

Supervisor Injury Investigation Reports

Care must be taken to assure the investigation is fact finding, not fault finding. Obtaining signed statements as soon as possible following an accident insures that the City has an accurate account of how the injury occurred. If possible, photograph the injury/accident site or area for causative factors.

Meet with the injured employee

Responsible Party – Immediate Supervisor

It is important to meet with the injured employee to ensure their well-being and to obtain additional reports to complete the accident reporting process.

The injured employee is to complete the following forms:

Reports/Forms	Submittal time
IPRF Employee Accident/Injury Report (Form 45-C)	Within 24 Hours
IPRF Medical Authorization Release Form (Form 45-F)	Within 24 Hours

Step #4

RTW

When the injured employee is granted a “Return to Work” (RTW)

Injured employees who have sought medical care/treatment for their injury must provide a completed Fitness for Duty form prior to returning to work. Forms are available by contacting the Administrative Services Coordinator.

TWO STEP GUIDELINE FOR ACCIDENT (PROPERTY DAMAGE) INVESTIGATION

Step #1	Secure the accident scene
	Responsible Party – Immediate Supervisor
	<i>The Immediate Supervisor will make the determination if Step #1 is warranted or not. If not, proceed to Step #2.</i>
	<p>Prevent disturbance of the incident scene/area is very important.</p> <ul style="list-style-type: none"> • Inform all applicable inter-agency supervisors and safety committee. <p>The injury/accident area may encompass as little as one piece of equipment and the immediate area, or could include an entire room, depending on what was affected during the incident. It should be secured until the investigation is completed.</p>

Step #2	Begin Accident Investigation	
	Responsible Party – Immediate Supervisor	
	The supervisor must begin the investigation process immediately, which will include completing the following reports:	
	Reports/Forms	Submittal time
	Supervisor’s Accident Investigation Form	Within 24 Hours
	Police Report of Accident	Within 24 Hours
Photos of the Damaged Property	Within 24 Hours	
All forms and reports listed in the table above are accessible on the Shared Drive – Forms – Incident Accident.		
<u>Supervisor Accident Investigation Reports</u>		
Care must be taken to assure the investigation is fact finding, not fault finding. Obtaining signed statements as soon as possible following an accident insures that the City has an accurate account of how the accident occurred. If possible, photograph the accident site, and property damaged for causative factors.		

ELEMENTS THAT PRODUCE ACCIDENT CAUSES

People: The first element is people. This includes both employees and management. The employee is usually the human element directly involved with most accidents. While the human element is involved in a high percentage of accident causes, the investigator must consider what training was provided by management to address safety hazards in the workplace, what type of equipment and the condition of tools provided to the employee, what materials were being used by the employee, and the outside environmental influences affecting the incident.

Equipment: The second element is equipment. Equipment means the tools and machinery the employee works with. The concern is the condition of the equipment and its compatibility with the job. Emphasis should be placed on both power equipment and hand powered tools.

Material: The third element is the materials. The materials can be sharp, heavy, hot, or toxic. In any organization, this element can be a big source of accidents.

Environment: The final element is environment. This includes all parts of the physical surroundings, including buildings where people work. Environmental items are usually associated with such items as lighting, noise, and atmospheric conditions.

In every accident investigation, the supervisor should make sure to consider the potential for all of these sources. Only then can the investigator be reasonably sure that a thorough investigation was completed.

WHO SHOULD PERFORM INVESTIGATIONS?

Accident investigations should be performed by the immediate supervisor of the involved employee. To achieve the stated objective, the person conducting the investigation should have knowledge and experience with the job task being performed when the accident occurred. In cases of serious injury (broken bones, amputations, death, or injuries requiring hospitalization), the investigation should be performed by the immediate supervisor and the department head or their designee. It should be remembered that the investigation is a fact finding mission and not a finger pointing exercise.

How to Investigate an Accident

The five basic elements to an effective accident investigation are:

- Promptness
- Thoroughness
- Accurate reporting
- Identify practical safeguards
- Fact finding -- not fault finding

THE INVESTIGATION

PERSONNEL DATA

The first step in the accident investigation is determining who was involved. This includes the person(s) involved in the accident, and any other employee(s) present. Even if not directly involved, they could provide valuable information. Names of non-employees involved in the accident and any witnesses to the accident should also be included. In the event of a vehicle accident, non-employees will be contacted by the Police Officer who reports to the accident site.

ACCIDENT DESCRIPTION AND INTERVIEW

An interview should be conducted with all of these individuals as soon as possible after the accident. It should be emphasized to these individuals that you are trying to determine the cause of the accident in order to implement corrective measures so the accident will not re-occur.

When interviewing individuals, there are certain techniques which can produce better results than others. Some of these are:

Put the Person at Ease: In case of serious accidents, there may be deep concern, anxiety, and actual fear. A simple, sincere explanation of the real values that can come from the information should be shared.

Interview on the Spot: Experience shows, time and again, that performing the interview at the actual accident scene, assists both the interviewer and the person being interviewed to more accurately relate circumstances and details surrounding the accident.

Interview in Private: An effort should be made to hold any discussions as privately as possible. Everyone need not be sent away; a courteous explanation that each person will be interviewed separately, allowing everyone an opportunity to relate what happened from their perspective, will usually be accepted without offense. When conflicts are discovered in information, the supervisor should re-interview individuals separately, to achieve the most accurate results. If at all possible, try to keep everybody concerned with the accident from discussing the event so they do not rehearse or share their recollections as this may distort what they recall.

Get the Individual's Version: While privacy is important, to eliminate outside bias and influence, the supervisor must be careful not to lead the person being interviewed. The worker should be instructed to relate what they know, exactly as he or she saw or heard it. The supervisor should interrupt as little as possible, and never make judgmental remarks like, "that was sure the wrong thing to do".

Ask Necessary Questions at the Right Time: Questions during the initial interview should be as few as possible. This is to avoid putting the individual on the defensive. Find out "What happened" and "What was done". If "why" questions must be asked, wait until all other information has been obtained.

Repeat The Story, Once You Have Heard It: When the person being interviewed has given you his/her version, to the best of their knowledge and ability, repeat it back. This is to see if your understanding of what was actually said was correct. This has two values:

- It will assure your proper understanding
- It will give the individual a chance to hear what they said, so they can correct anything that wasn't exactly correct or accurate.

End Each Interview on a Positive Note: If a contribution has been made to your understanding of the incident under discussion, let the person know. Express your appreciation for any ideas that come from the interview that could prevent or control future similar events.

Record Critical Information Quickly: Depending upon the nature of the incident being investigated, it may only be necessary to take good outline notes during the interview. Record items such as names, dates, locations, times, numbers, dimensions, etc. A complete report can then be written promptly after the interview. Attempting to write a complete, word-for-word account is very disruptive and can result in a failure to get many important details. Complete your documentation on the Supervisor Accident Investigation Report form.

Drawings and Photos Sometimes Help: Since conditions change quickly following accidents and other incidents, a photograph of the scene, taken as soon as possible after the event can sometimes be a valuable reference. Accurate measurements of the area, conditions of equipment, or materials involved frequently serve a useful purpose in further discussions and investigative procedures.

Keep the Lines of Communication Open: Encourage people to contribute additional facts after the initial investigation they might remember or hear from someone else.

ACCIDENT ANALYSIS - IMMEDIATE CAUSES

Following the interviews, a determination of the immediate causes of the accident can be made. This involves determining the unsafe acts and unsafe conditions that occurred.

Unsafe Acts: Those acts which were committed by the injured individual or another individual that directly, or indirectly, led to the accident.

Unsafe Conditions: The conditions of the machinery, tools, materials, or building that caused the accident.

In most accident investigations, there is a combination of unsafe acts and unsafe conditions discovered. Under unsafe acts, CARELESSNESS IS NOT AN ACCEPTABLE EXPLANATION. This is because there were probably other factors that allowed the practice to occur. Below is a list of the typical unsafe acts and conditions which may have been present.

Unsafe Acts - Personal Factors

Making safety devices inoperable
Failure to use guards provided
Using defective equipment
Servicing equipment in motion
Failure to use proper tools or equipment
Operating machinery or equipment at unsafe speed
Failure to use Personal Protective Equipment
Operating without authority
Lack of skill or knowledge
Unsafe loading or placing
Improper lifting, lowering or carrying
Taking unsafe position
Unnecessary haste
Influence of alcohol or drugs
Physical limitation or mental attitude
Unaware of hazards
Unsafe act of other

Unsafe Conditions

Inadequate guards or protection
Defective tools or equipment
Unsafe condition of machine
Congested work area
Poor housekeeping
Unsafe floors, ramps, stairways or platforms
Improper material storage
Inadequate warning system
Fire or explosion hazards
Hazardous atmosphere: gases, dust, fumes, or vapors
Hazardous substances
Inadequate ventilation
Radiation exposures
Excessive noise
Inadequate illumination

ACCIDENT ANALYSIS - BASIC CAUSES

After any unsafe act(s) or unsafe conditions have been determined, the supervisor must determine why these unsafe acts and conditions were present. The reason why is the basic cause or root cause of the accident. Always keep in mind that the expected process of how a job task is performed often leads to the unsafe act. Behavioral observations to identify unsafe acts should be conducted often by supervisors and not solely addressed when an accident has occurred.

After determining the basic causes, determine why the basic causes were present. Management ultimately has to take responsibility for accidents in the workplace. Many times the management issue of an accident occurring is a result of standards in the workplace, adequacy of such, training and/or enforcement. It is the supervisor's responsibility to uncover the management issues in their facility.

Determining why the unsafe acts and unsafe conditions were present is probably the most difficult part of the accident investigation. But, remember to continually ask why the employee acted in such a way, or why the machinery and tools were in such a condition as to cause the accident. Unless these "why" questions are answered, the accident will probably occur again.

Basic Causes

- Inadequate hiring standards.
- Inadequate job placement.
- Lack of proper job procedures.
- Inadequate job instruction/ Training
- Inadequate enforcement of work standards.
- Inadequate supervision.
- Inadequate job planning methods.
- Inadequate preventive maintenance program.
- Inadequate maintenance standards.
- Improper layout or design.
- Unsafe design or construction.
- Inadequate purchasing standards.
- Inadequate environmental control program.

CORRECTIVE ACTION

Once the causes of the accident are determined, and why these causes were present, then determine the corrective action to take. Correcting the problems may involve further employee training, changes in job procedure, or redesigning equipment. A simple "telling the employee not to commit the unsafe act again" is not sufficient.

To help assist you with the identification of corrective actions, two additional resources are available:

1. Accident Cause Analysis Flow Chart
2. Root Cause Analysis Form, which could also be used as a Supervisors Accident Investigation Form.

When identifying corrective action or safeguards for implementation, it is important to follow the hierarchy of preference:

1. Engineer the hazard out of the process, if not appropriate,
2. Put into place administrative controls to control the hazard and protect the employee, if not appropriate
3. Provide Personal Protective Equipment.

SAMPLE ACCIDENT CAUSE ANALYSIS FLOWCHART

ACCIDENTS	RESULTS	IMMEDIATE CAUSES	BASIC CAUSES	MANAGEMENT ISSUES
<u>Accident Types</u> 1. Struck by 2. Struck against 3. Contact with 4. Caught on 5. Caught in or between 6. Fall-same level 7. Fall-elevated 8. Exposure 9. Over-exertion 10. Musculoskeletal Disorder 11. Motor Vehicle Accident 12. Other-	<u>Injury/Illness</u> 1. Serious 2. Recordable 3. First Aid 4. Near Miss <u>Property Damage</u> 1. None 2. Minor 3. Serious 4. Major	<u>Unsafe Acts</u> 1. Operating without authority 2. Failure to warn or secure 3. Operating at unsafe speed 4. Nullifying safety devices 5. Using defective equipment 6. Using equipment improperly 7. Failure to use personal protective equipment 8. Improper loading or placement 9. Improper lifting 10. Servicing equipment in motion 11. Servicing hazardous equipment 12. Horseplay 13. Unsafe personal attire 14. Poor housekeeping 15. Not following job procedures 16. Other- <u>Unsafe Conditions</u> 1. Inadequate guards or protection 2. Defective equipment or material 3. Congestion or inadequate work space 4. Fire & explosion hazards 5. Unexpected movement hazards 6. Projection hazards 7. Hazardous environmental conditions 8. Hazardous equipment/storage placement or layout. 10. Inadequate ventilation 11. Inadequate illumination 12. Emergency situation 13. Poor housekeeping 14. Other-	<u>Personal Factors</u> 1. Lack of knowledge or skill 2. Improper motivation-attempting to: a) Save time or effort b) Avoid discomfort c) Attract attention d) Assert independence e) Seek group approval f) Express hostility 3. Physical or emotional issue 4. Other- <u>Job Factors</u> 1. Inadequate work standards 2. Inadequate design 3. Inadequate maintenance 4. Inadequate purchasing standards 5. Normal wear and tear 6. Abnormal use and wear 7. Productivity incentives 8. Other-	1. Inadequate program 2. Inadequate standards/procedures 3. Lack of knowledge of standards/procedures 4. Lack of enforcement of standards/procedures 5. Inadequate equipment 6. Inadequate assignment of accountability or responsibility 7. Other-

ROOT CAUSE ANALYSIS

Accident Date:	Department:
Brief description of accident:	
1. Name of person completing this section of report	2. Position/Title
3. Was equipment involved: Yes <input type="checkbox"/> No <input type="checkbox"/> (If no, skip to question 4)	3 a. Type of equipment:
4. Have similar accidents/incidents occurred? Yes <input type="checkbox"/> No <input type="checkbox"/>	5. Did incident involve same individual? Yes <input type="checkbox"/> No <input type="checkbox"/>
6. Same location? Yes <input type="checkbox"/> No <input type="checkbox"/>	7. Was the scene visited during the investigation? Yes <input type="checkbox"/> No <input type="checkbox"/>
7 a. Date & Time	7 b. Are pictures available? Yes <input type="checkbox"/> No <input type="checkbox"/>
7 c. If no, reason for not visiting.	
Unsafe Act (Primary): <input type="checkbox"/> Failure to comply with policies/procedures <input type="checkbox"/> Failure to use appropriate equipment/technique <input type="checkbox"/> Inattentiveness <input type="checkbox"/> Incomplete or no policies/procedures <input type="checkbox"/> Inadequate training on policies/procedures Other (specify): Detailed explanation of checked box:	
Why was act committed:	
Unsafe condition (Primary): <input type="checkbox"/> Inappropriate equipment/tool <input type="checkbox"/> Inadequate maintenance <input type="checkbox"/> Inadequate training <input type="checkbox"/> Wet surface <input type="checkbox"/> Worn/broken/defective building components <input type="checkbox"/> Broken equipment <input type="checkbox"/> Inadequate guard <input type="checkbox"/> Electrical hazard <input type="checkbox"/> Fire hazard Other (specify): Detailed explanation of checked box:	
Why did condition exist:	
Contributory factors (if any):	
Immediate action taken to prevent recurrence:	
Long range action to be taken:	
What additional assistance is needed to prevent recurrence?	

Basic Elements of Root Cause

Materials <ul style="list-style-type: none"> Defective raw material Wrong type for job Lack of raw material 	Machine/Equipment <ul style="list-style-type: none"> Incorrect tool selection Poor maintenance or design Poor equipment or tool placement Defective equipment or tool 	Environment <ul style="list-style-type: none"> Orderly workplace Job design or layout of work Surfaces poorly maintained Physical demands of the task Forces of nature
Management <ul style="list-style-type: none"> No or poor management involvement Inattention to task Task hazards not guarded properly Other (horseplay, inattention...) Stress demands Lack of Process 	Methods <ul style="list-style-type: none"> No or poor procedures Practices are not the same as written procedures Poor communication 	Management system <ul style="list-style-type: none"> Training or education lacking Poor employee involvement Poor recognition of hazard Previously identified hazards were not eliminated

Accident Analysis Form

Instructions

1. Write down the accident event in the space in the middle of the page.
2. Determine if the accident circumstances are in the areas of People, Equipment, Environment or Management.
3. If there are circumstances in a particular section, as a series of "why?" questions to determine the reasons for every set of circumstances.
4. When you have run out of "why?" questions, analyze the result. Eliminate any unlikely causes or circumstances that you cannot control. Identify the accident cause.
5. Determine what management system needs to be in place to assure that the accident does not happen again.

People

Lack of procedures
Procedures not followed
Procedures not known or understood
Task too difficult to perform
PPE not used or not available
People not trained
Training inadequate
Distraction, Emotions or Fatigue

Equipment

Equipment not maintained
Wrong equipment used
Poor equipment design
Correct equipment not available

Environment

Location of employee
Temperature extremes
Poor Lighting
Inadequate ventilation
Excessive vibration
Excessive noise
Condition of work surface

Management

No management system in place to control hazard.
Supervision did not detect unsafe conditions or behaviors
Supervision did not take action to correct unsafe conditions or behaviors
Lack of supervisor training
Lack of accountability for safety