

# Section 3

## Health and Safety

“Life can change in  
an instant”

# Cooperative Education and Other Forms of Experiential Learning **POLICIES AND PROCEDURES 2000**

Topics Covered

## ❖ 2.3.1.2 - Health and Safety

As part of the pre-placement orientation, students involved in Cooperative Education and work experience must receive instruction on health and safety in the workplace. To ensure the physical safety and personal well being of students, teachers must ensure that students demonstrate the following prior to placement:

- an understanding of workplace health and safety rules
- the appropriate use of safety equipment, including fire extinguishers and smoke and carbon monoxide detectors
- an understanding of the need for personal protective equipment, including goggles, gloves, boots, and aprons
- an understanding of the Occupational Health and Safety Act
- the correct handling of materials and equipment as specified in the Workplace Hazardous Materials Information Systems (WHMIS) training program
- an understanding of the coverage provided by the Workplace Safety and Insurance Act
- the procedures for reporting accidents
- the procedures for reporting unsafe practices

Both teachers and placement supervisors must ensure that all students with special needs are thoroughly familiar with and able to implement all the safety precautions that may be required at the placement. They must also ensure that any necessary workplace accommodations to ensure students' safety are in place.

Students in the Ontario Youth Apprenticeship Program must be provided with trade-specific health and safety training. (p.17)

# Pre-placement Orientation Lessons



## Day 3 Health and Safety

### Health and Safety at the Workplace

#### Objectives:

1. Students will be introduced to the concept of a “safety attitude at all times”.
2. Students will examine responsibilities of employers and employees in contributing to a safe work environment.
3. Students will become familiar with the terms of The Occupational Health and Safety Act (Ontario) and the Employment Standards Act (Ontario).

#### Contents:

1. Key Duties under The Occupational Health and Safety Act
2. WHMIS – Workplace Hazardous Materials Information System
3. Major Health and Safety Concerns in the Workplace
4. Types of Hazards
5. Different versions of the Health and Safety Quiz (Students need to achieve 80% to enter the workplace)

## **Strategies and Learning Activities:**

1. A guest speaker is invited from one of the following organizations: Young Worker Safety Awareness Program; The Industrial Accident Prevention Association; The Worker Safety and Insurance Board or The School Board Health and Safety Officer. They present an interesting program with videos and they also distribute pamphlets about working safe at their work placements. A question sheet is distributed before the video with questions for the students to answer concerning the information they have been told.

**Time: 1/2 of the class**

2. **Local Fire Department Public Education Center** – It is suggested that contact be made with this center for a presentation on fire extinguishers and smoke. It is a short demonstration.
3. **I.A.P.A. Booklet** – If a speaker is not available a teacher can work through the booklet.
4. CPR test with answer key.
5. Case studies of ways to prevent accidents at the workplace.
6. Crossword puzzles to help students learn Health and Safety terminology.

## **Suggested Evaluation Methods:**

Participation, assignments, student binder entries, crossword puzzle answers, case studies and discussion, Health and Safety Tests (students must obtain 80% on the test before they are allowed to go to their Co-op placement.)

## **Possible Resources:**

Workbooks from the Young Worker Safety Awareness Program, The Industrial Accident Prevention Association, or The Worker Safety and Insurance Board.

# Health and Safety

## The Ontario Occupational Health and Safety Act (OHSA)

- The Act is the law in most cases. (Federal workplaces are covered under the Canada Labour Code, Part 11.)
- The Act defines the **rights and responsibilities** of employers and employees in the workplace.
- Having rights does not prevent accidents! The responsible worker prevents accidents! Take charge!
- All accidents are preventable!

### Employees' Rights

1. **The Right to Know**
  - the employer must inform you of any hazards in the workplace and provide training so you can work safely
  - WHMIS, "Workplace Hazardous Materials Information System," is part of this training
2. **The Right to Participate**
  - you have the right and responsibility to participate in ongoing health and safety issues in the workplace
3. **The Right to Refuse**
  - you have the right to refuse work that you believe is dangerous to your health or safety, or to the health or safety of another worker
  - you must follow proper procedure by first reporting your concerns to your supervisor

### **Shared Responsibility**

- Under the Act employers, supervisors, and employees share the responsibility of identifying and solving workplace health and safety problems

### **Employee's Responsibilities**

- comply with the Act
- wear personal protective equipment (PPE) as required by the employer
- report all hazards, dangerous situations, or violation of the Act to your supervisor/employer immediately
- report all injuries, suspected injuries, illness at work to your supervisor/ employer immediately
- if a problem is not being dealt with adequately, advise the joint health and safety committee or health and safety representative in the workplace
- use all equipment safely, as required by your supervisor/employer
- post the following, where clearly visible: the Act, Employer's Health and Safety Policy, MSDS, current information pertaining to the Joint Health and Safety Committee (where applicable)
- develop and implement a training program for health and safety
- provide a safe workplace
- provide PPE and make sure it is worn
- train workers to use equipment safely, and ensure they do use it safely to protect workers from dangerous situations
- tell workers about known hazards, and provide training to work safely with the hazards
- comply with the Act
- take every precaution reasonable to protect the workers

### **Supervisor's Responsibilities**

- make sure workers follow the Act
- make sure workers work safely and use PPE
- tell workers about hazards
- show workers how to work safely
- take every precaution reasonable to protect the workers

# Health and Safety

## **What Do I Do If I Get Hurt At My Placement?**

- students are covered under The Workers' Compensation Board, except for a student working as a teacher's aide
- Workers' Compensation covers the student for the time spent at the placement (training station) as indicated in the student's ITP
- if you are injured, notify your supervisor and your teacher monitor (Co-op teacher) immediately

## **First Day of your Placement**

- ask your supervisor/employer to identify the most common hazards of this workplace

## **WHMIS: Right to Know**

### **What is WHMIS?**

WHMIS stands for Workplace Hazardous Materials Information System. It is a Canada-wide system designed to protect Canadian workers by providing workers and employers with vital information about hazardous materials used in the workplace. WHMIS provides for the transfer of information about the hazardous materials from suppliers to employers and, in turn, to employees who use those materials in the workplace, by means of:

- 1) labels,
- 2) material safety data sheets (MSDSs), and
- 3) worker training programs.

## **Important Acronyms**

**IAPA:** Industrial Accident Prevention Association

**JHSC:** Joint Health and Safety Committee

**MOL:** Ministry of Labour

**MSDS:** Material Safety Data Sheet

**OHSA:** Occupational Health and Safety Act

**PPE:** Personal Protective Equipment

**WCB:** Workers' Compensation Board

**WSIB:** Workplace Safety and Insurance Board

**WHMIS:** Workplace Hazardous Materials Information system

**WHSC:** Workers Health and Safety Centre

# Health and Safety

## Major Health and Safety Concerns in the Workplace

### MAJOR CONCERNS

Fire exits, alarms, detectors,  
Extinguishers

Eye wash stations, fire blankets,  
first aid kits, etc.

Noise

Clothing, jewelry

Improper lifting methods

Office hazards

Driving employer's vehicles

Electrical hazards

Toxic substances

### PRECAUTIONS

Know location, proper usage.

Know location, proper usage.

Use ear plugs, protectors.

No loose clothing when operating  
some equipment.  
Beware of rings, etc.

Practice proper techniques.  
(bend knees)

Keep cabinet drawers closed.  
(e.g., filing cabinets)

If it is absolutely necessary  
to drive, be cautious.  
Employer must provide the  
vehicle insurance.  
Follow proper safety rules. Turn  
off power. "Lock out" machines  
before cleaning or repairing.

Know WHMIS symbols, protective  
clothing: gloves, safety glasses, hard hats,  
steel-toed boots.



# Health and Safety

## Types of Hazards

Type	Example
<b>Chemical</b>	<ul style="list-style-type: none"><li>• liquids (e.g., office supplies, cleaning products, paints, acids)</li><li>• vapours and fumes (e.g., welding fumes, toluene)</li><li>• gases (e.g., oxygen, acetylene, propane, carbon monoxide)</li><li>• flammable, combustible and explosive materials</li></ul>
<b>Physical</b>	<ul style="list-style-type: none"><li>• electricity</li><li>• noise and vibration</li><li>• heat and cold</li><li>• dust and fibers</li><li>• radiation</li><li>• exposed moving machinery</li></ul>
<b>Biological</b>	<ul style="list-style-type: none"><li>• unclean restrooms</li><li>• improperly stored medical waste</li><li>• mold, fungus and mildew</li><li>• bacteria and viruses</li><li>• plants (like poison ivy)</li><li>• insect bites</li><li>• animal bites</li></ul>
<b>Ergonomic</b>	<ul style="list-style-type: none"><li>• lighting</li><li>• workstation layout</li><li>• video display terminals</li><li>• work surfaces</li><li>• chairs</li><li>• lifting</li><li>• repetitive movements</li><li>• posture</li><li>• shift work</li></ul>

# Health and Safety

## Assignment

### All workplace injuries and deaths are preventable

The safe way to do anything is to first find out the proper procedure for doing it. You should receive the necessary training for the job you have to do. This training should include the proper procedures and practices that have to be carried out on the job. Asking these questions to your supervisor will enable you to work safely. Please have this assignment completed and with you when your Co-op teacher comes to make his/her first visit.

1. a) Am I required to wear personal protective equipment? If so, what equipment?  
  
b) Is there any equipment I have to supply?
2. What does your company do in emergency evacuation situations? What should I do?
3. Are there any Health & Safety issues that I should be aware of?
4. Where are the first-aid supplies kept?
5. Will there be any opportunities for me to be trained in Health & Safety? Will there be any WHMIS training?
6. Where are some of the hazards in my workplace?
7. Who is the person in charge of the Joint Health & Safety Committee within this office? (N/A if office has less than 6 people)
8. Who do I report any Health & Safety issues to? Who is the rep?
9. Inform your employer if you are certified in First Aid or CPR, or have any serious medical conditions they should be aware of.
10. What do I do if I have an accident at work?

# Health and Safety

## CASE STUDIES

In each of the case studies below, identify the hazardous substances or work activity.

1. Martha worked at an ice cream store after school, on weekends and during the summer. Her job was to scoop ice cream to make cones, sundaes and milk shakes. After a year of working at her job, Martha noticed numbness, a kind of pins and needles in her hand. Her family doctor told her repetitive movement of her wrist caused the numbness. He cautioned her that the numbness was an early symptom of Carpal Tunnel Syndrome.
2. Geetram worked as a grill person in a fast food restaurant. Part of his job was to clean the grill at the end of the shift. He proceeded to clean the grill with an industrial cleaner that had been poured into a small, unlabelled container. His eyes began to water and after a few minutes, he felt light-headed.
3. Hassan was just starting a part-time job at a supermarket deli. His first day was a Saturday and his supervisor was just about to show him how to use the meat slicer when several customers came to the counter. Hassan's supervisor began to serve the customers and asked Hassan to help out by slicing up an order of ham.

See Case Studies discussion at end of this section.

4. **Please read the following scenario, and answer the questions below.**

A worker was cutting a lawn using a power motor. He was wearing running shoes. He was cutting downhill on a sharp incline when he slipped, causing one foot to go under the mower. His toes were amputated.

- a. What went wrong in this case?

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- b. How could the young worker have prevented this accident?

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**5. Please read the following scenario, and answer the questions below.**

A young worker worked part-time after school cutting parts to build birdhouses and feeders. The boss told him to speed up production and to remove the guard on the table saw to work faster. Late in the evening the young worker lost all of his hand except for one joint of his little finger.

a. What went wrong in this case?

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b. How could the young worker have prevented this accident?

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# Health and Safety

## CASE STUDIES

### Discussion

1. Martha worked at an ice cream store after school, on weekends and during the summer. Her job was to scoop ice cream to make cones, sundaes and milk shakes. After a year of working at her job, Martha noticed numbness, a kind of pins and needles in her hand. Her family doctor told her repetitive movement of her wrist caused the numbness. He cautioned her that the numbness was an early symptom of Carpal Tunnel Syndrome.

#### IDEAS FOR DISCUSSION:

- Martha's job involves three risk factors (posture, force and repetition).
- The more risk factors that are involved, the larger the problem.
- She must constantly bend her wrist in order to scoop ice cream.
- This motion also requires force, as the ice cream is difficult to scoop unless it is soft.
- Her injury is chronic, which means it has occurred after repeated exposure over a period of time.
- Chronic injuries are difficult to treat.
- Solutions to this hazard will likely involve changes to the work itself.
- The best solution will be the use of a scoop that puts less pressure on her wrist.
- Frequent rest breaks and more varied tasks may be necessary.

2. Geetram worked as a grill person in a fast food restaurant. Part of his job was to clean the grill at the end of the shift. He proceeded to clean the grill with an industrial cleaner that had been poured into a small, unlabelled container. His eyes began to water and after a few minutes, he felt light-headed.

#### IDEAS FOR DISCUSSION:

- Industrial cleaners must be labeled by the supplier.
  - If they are poured into smaller, containers, a workplace label is required.
  - Workers should review the information on the label and the Material Safety Data Sheet (MSDS) prior to using the substance - in this case, they should check the MSDS to see if the cleaner reacts with heat.
3. Hassan was just starting a part-time job at a supermarket deli. His first day was a Saturday and his supervisor was just about to show him how to use the meat slicer when several customers came to the counter. Hassan's supervisor began to serve the customers and asked Hassan to help out by slicing up an order of ham.

#### IDEAS FOR DISCUSSION:

- Hassan should tell his supervisor that he has not been trained in the safe operation of the slicer.
- He could injure himself by attempting to use it before having been properly trained and supervised.