

# 3 STEPS TO EFFECTIVE WORKER EDUCATION AND TRAINING





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## Acknowledgments

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## WorkSafeBC publications

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# About this guide

This guide is meant to help employers and supervisors keep new and young workers safe on the job — and prevent painful and costly work-related injuries. This guide consists of three basic steps that will help you accomplish this. The three steps are as follows:

1. Provide new and young workers with safety orientation and basic training before they start working.
2. Train new and young workers for tasks specific to their jobs.
3. Provide supervision and ongoing training for all workers to ensure that they continue to work safely.

**This guide is not meant to replace your current worker orientation and training program. Rather, it is meant to help you build on what's already working well in your workplace.** Employers and supervisors in small businesses will find this guide especially useful.

Use this guide to:

- Evaluate or modify your current safety education and training program
- Learn where to find more information about health and safety education and training requirements in the Occupational Health and Safety Regulation (the Regulation)

## Young worker statistics

- Every working day in B.C., 46 young workers are hurt on the job.
- Every week, three young workers are permanently disabled as a result of work-related injuries.
- In 2007, workers between the ages of 15 and 24 reported 11,379 workplace injuries. Many more go unreported.
- In 2007, six young workers were killed in work-related accidents.



## Why focus on *young* and *new* workers?

### Who are *young workers* and *new workers*?

A *young worker* is any worker who is under 25 years of age. A *new worker* can be any age, and includes workers who are:

- New to the workplace
- Facing hazards that have changed or developed while they were at work or absent from work
- In a new workplace or location that has different hazards than the old one



Young workers, particularly young male workers, are at a much higher risk of injury than other workers. More than half of workplace accidents involving workers aged 15 to 24 occur during their first six months on a job; nearly 20 per cent occur during the first month.

Young workers generally have less experience in recognizing hazardous situations than older workers. Many are also eager to please and afraid they'll look dumb if they ask questions, so they take risks that could be avoided. They may also be unaware of rights and responsibilities such as questioning potentially hazardous work activities.

It's not just young workers who are getting hurt. Starting a new job can be risky for workers of any age, including experienced workers. Over half of claims accepted by WorkSafeBC are for accidents that occur during a worker's first six months at a new job. Some of these injured workers have been in the workforce 10 or 20 years; others are starting their first job. Whether young or old, new workers may not be fully aware of the hazards in their new job, and they may feel pressured to work quickly to keep up with more experienced workers.

That's why it's important for employers and supervisors to take extra care with young and new workers. Make sure they receive the training they need to work safely, and that they understand and use their training. It's also important to tell workers that they shouldn't be afraid to ask questions if they don't understand something.

## Provide safety orientation, and train workers on the basics

# Step 1

When you hire new and young workers, it's essential to include safety issues as part of their orientation to the worksite on the first day of work, *before they start working*.

Using a checklist can make the orientation easier and more thorough, and you can keep the checklist on file as a record of employee training. The sample checklist on pages 4–5 provides a template that you can customize to meet the orientation needs of your workplace. Page 6 includes information on how to fill out the checklist. There's also a list of typical orientation topics on pages 7–8, which will point you toward areas that you should consider for orientation and training.

Three of these topics must be included in every orientation, so we've described them in more detail. These topics are:

- Rights and responsibilities (see pages 9–10)
- Workplace hazards (see pages 11–12)
- Safe work procedures (see page 15–16)

Another useful resource is the video *Lost Youth*, which will help new and young workers become more aware of hazards and their responsibilities for safety on the job. You can view this video online, purchase a copy, or borrow one from WorkSafeBC.



### **Orientation and training requirements for young and new workers**

New amendments have been added to Part 3 of the Regulation to help ensure that young and new workers will be prepared to work safely. These amendments — which came into effect July 26, 2007 — describe orientation and training requirements. Employers have had these responsibilities before; but for the first time, they are collected in one place and detailed in clear, concise language. The new amendments are in sections 3.22 to 3.25 (“Young or New Workers”) of the Regulation.

## Sample worker orientation checklist

Employee name: \_\_\_\_\_

Position (tasks): \_\_\_\_\_

Date hired: \_\_\_\_\_ Date of orientation: \_\_\_\_\_

Person providing orientation (name and position): \_\_\_\_\_

Company name: \_\_\_\_\_

| Topic  | Initials<br>(trainer) | Initials<br>(worker) | Comments |
|--|-----------------------|----------------------|----------|
| 1. Supervisor name: _____<br>Telephone #: _____  |                       |                      |          |
| 2. Rights and responsibilities<br>(a) General duties of employers, workers, and supervisors    |                       |                      |          |
| (b) Worker right to refuse unsafe work and procedure for doing so                              |                       |                      |          |
| (c) Worker responsibility to report hazards and procedure for doing so                         |                       |                      |          |
| 3. Workplace health and safety rules<br>a) _____<br>b) _____<br>c) _____<br>d) _____           |                       |                      |          |
| 4. Known hazards and how to deal with them<br>a) _____<br>b) _____<br>c) _____<br>d) _____     |                       |                      |          |
| 5. Safe work procedures for carrying out tasks<br>a) _____<br>b) _____<br>c) _____<br>d) _____ |                       |                      |          |

| Topic  | Initials<br>(trainer) | Initials<br>(worker) | Comments |
|--|-----------------------|----------------------|----------|
| 6. Procedures for working alone or in isolation  |                       |                      |          |
| 7. Measures to reduce the risk of violence in the workplace and procedures for dealing with violent situations                                     |                       |                      |          |
| 8. Personal protective equipment (PPE) — what to use, when to use it, where to find it, and how to care for it<br>a) _____<br>b) _____<br>c) _____ |                       |                      |          |
| 9. First aid<br>(a) First aid attendant name and contact information   |                       |                      |          |
| (b) Locations of first aid kits and eye wash facilities  |                       |                      |          |
| (c) How to report an illness, injury, or other accident (including near misses)  |                       |                      |          |
| 10. Emergency procedures<br>(a) Locations of emergency exits and meeting points  |                       |                      |          |
| (b) Locations of fire extinguishers and fire alarms  |                       |                      |          |
| (c) How to use fire extinguishers  |                       |                      |          |
| (d) What to do in an emergency situation   |                       |                      |          |
| 11. Where applicable, basic contents of the occupational health and safety program   |                       |                      |          |
| 12. Hazardous materials and WHMIS<br>(a) Hazardous materials (controlled products) in the workplace  |                       |                      |          |
| (b) Hazards of the controlled products used by the worker  |                       |                      |          |
| (c) Purpose and significance of hazard information on product labels   |                       |                      |          |
| (d) Location, purpose, and significance of material safety data sheets (MSDSs)   |                       |                      |          |
| (e) How to handle, use, store, and dispose of hazardous materials safely   |                       |                      |          |
| (f) Procedures for an emergency involving hazardous materials, including clean-up of spills  |                       |                      |          |
| 13. Where applicable, contact information for the occupational health and safety committee or the worker health and safety representative          |                       |                      |          |

## How to fill out the worker orientation checklist

The orientation checklist on pages 4–5 covers the topics specified in section 3.23(2) of the Regulation. Checklist topics #3, 4, 5, and 8 include blank lines so you can add topics specific to your workplace. Once a topic has been discussed or demonstrated, the trainer and the employee should initial the item. If the topic is irrelevant, mark “N/A” in the Comments column. Also indicate in the Comments whether any follow-up is necessary. Here’s a brief explanation of each item on the checklist:

1. Provide workers with written contact information for their supervisors. If possible, introduce supervisors to workers immediately.
- 2a. Go over the responsibilities specified in sections 115–117 of the *Workers Compensation Act*. Make a copy of the Act and the Occupational Health and Safety Regulation available to workers, or point them to the online version at [worksafebc.com](http://worksafebc.com).
- 2b. Tell workers that it is their duty to refuse to perform work if they believe it may be dangerous to themselves or others, and that they cannot be punished for doing so. See sections 3.12–3.13 of the Regulation.
- 2c. Tell workers that hazards should be reported immediately, and identify who they should report hazards to (for example, their supervisor or a safety coordinator). See section 3.10 of the Regulation.
3. Go over general rules, which include following work procedures, using personal protective equipment, and operating equipment safely.
4. Inform workers about any known hazards that apply to them and tell them how to deal safely with these hazards. For example, tell them to wear respirators while sanding and discuss respirator care.
5. Demonstrate specific tasks (for example, cleaning equipment or using ladders) and safe work procedures (for example, locking out equipment before cleaning or repairing it).
6. Tell workers about person check procedures for working alone or in isolation. Teach them safety strategies such as keeping the back door locked. See sections 4.21–4.23 of the Regulation.
7. Warn workers about any potential for violence. Tell them how to prevent incidents (for example, remain calm with abusive customers) and how to deal with incidents (for example, do not attempt to restrain shoplifters or robbers). See sections 4.27–4.31 of the Regulation.
8. If workers need to use PPE (for example, respirators while painting), tell them what equipment to use and teach them how to use it properly. See Part 8 of the Regulation.
9. Make sure workers know what to do if they or someone else is injured. They need to know where to find first aid supplies and who to report the injury to (all injuries must be reported).
10. Explain evacuation procedures. Show workers emergency exits, meeting points, locations of fire alarms and fire extinguishers, and how to use extinguishers.
11. Explain what an occupational health and safety program is and go over it briefly with workers. Tell them where they can find a written copy of the program. See sections 3.1–3.3 of the Regulation.
12. Workers need to know about hazardous products such as paints, solvents, or cleaning products. Tell them how to handle and dispose of such products safely, and where to find more information (for example, on product labels and MSDSs). If workers are uncertain about proper procedures, they should always talk to a supervisor.
13. Where applicable, introduce workers to committee members or the worker representative and identify the location of the joint health and safety committee minutes. Tell them why there is a committee or representative, and provide them with contact information.

## Typical orientation and training topics

The following table describes key orientation topics. Each topic includes examples of areas for discussion during training, as well as references that you can use for more information. This table is not comprehensive — your orientation should include topics that are specific to your workplace, which may not be described here. That’s why it’s important to do a hazard assessment in your workplace. An assessment will help you identify any other necessary health and safety topics for training.

The “Resources” column in the following table includes three types of resources. Regular text is used for references to the Occupational Health and Safety Regulation and web resources. *Italicized text* is used for references to other publications (booklets and guides). **You can find a searchable version of the Regulation and electronic versions of publications online at [worksafebc.com](http://worksafebc.com).**

| Topic  | Things to discuss  | Resources  |
|--|--|--|
| Worker rights and responsibilities                         | <ul style="list-style-type: none"> <li>• Responsibility to follow the Regulation and other health and safety rules</li> <li>• Responsibility to use PPE when required</li> <li>• Right to refuse unsafe work</li> </ul>  | <ul style="list-style-type: none"> <li>• Regulation: Part 3, Rights and Responsibilities</li> <li>• Regulation: Sections 115–117 (<i>Workers Compensation Act</i>)</li> </ul>  |
| Falls from elevation (including ladder safety)             | <ul style="list-style-type: none"> <li>• Fall protection system being used</li> <li>• Fall protection procedures</li> <li>• Proper use of fall protection equipment</li> <li>• Ladder safety</li> <li>• Inspection and maintenance of ladders and fall protection equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Regulation: Part 11, Fall Protection</li> <li>• <i>An Introduction to Personal Fall Protection Equipment</i></li> </ul>   |
| Lockout (for machinery and power tools)                    | <ul style="list-style-type: none"> <li>• Define lockout</li> <li>• Types of lockout</li> <li>• When to lock out</li> <li>• Review procedures for specific equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• Regulation: Part 10, De-energization and Lockout</li> <li>• <i>Lockout</i></li> </ul>   |
| Lifting and moving objects or people (sprains and strains) | <ul style="list-style-type: none"> <li>• Demonstrate safe lifting technique</li> <li>• Use of specialized equipment for lifting or moving materials or people</li> <li>• Storage priorities (heavier items at lower heights and lighter items higher up)</li> </ul>                    | <ul style="list-style-type: none"> <li>• Regulation: Sections 4.46–4.53</li> <li>• <i>Handle With Care: Patient Handling and the Application of Ergonomics (MSI) Requirements</i></li> <li>• <i>Understanding the Risks of Musculoskeletal Injury (MSI): An Educational Guide for Workers on Sprains, Strains, and other MSIs</i></li> <li>• <i>Preventing Musculoskeletal Injury (MSI): A Guide for Employers and Joint Committees</i></li> </ul> |
| Guarding (for machinery and power tools)                   | <ul style="list-style-type: none"> <li>• Types and purposes of guards</li> <li>• Inspection and use of guards</li> <li>• Requirement to leave guards in place</li> </ul>   | <ul style="list-style-type: none"> <li>• Regulation: Sections 12.1–12.6</li> <li>• <i>Safeguarding Machinery and Equipment</i></li> <li>• <i>Safeguarding in Manufacturing</i></li> </ul>  |

# Step 1

| Topic   | Things to discuss  | Resources   |
|---|--|---|
| Forklifts and other mobile equipment  | <ul style="list-style-type: none"> <li>• Maintaining eye contact with equipment operator</li> <li>• Speed limits and locations of travel lanes</li> <li>• Equipment inspection and maintenance</li> <li>• Load limits and procedures for safe operation</li> <li>• Operators must demonstrate competency in using equipment</li> </ul> | <ul style="list-style-type: none"> <li>• Regulation: Part 16, Mobile Equipment</li> <li>• <i>Safe Operation of Lift Trucks</i></li> </ul>   |
| Confined spaces (for example, working in tanks, silos, vats, rail cars, hoppers, or sewers) | <ul style="list-style-type: none"> <li>• Location of any confined spaces in the workplace, and the hazards they pose</li> <li>• Who may or may not enter a confined space</li> <li>• Procedures workers must follow if they are required to enter a confined space</li> </ul>  | <ul style="list-style-type: none"> <li>• Regulation: Part 9, Confined Spaces</li> <li>• <i>Hazards of Confined Spaces</i></li> <li>• <i>Confined Space Entry Program: A Reference Manual</i></li> </ul>   |
| Personal protective equipment (PPE)   | <ul style="list-style-type: none"> <li>• When and how to use specific PPE</li> <li>• Where to find PPE</li> <li>• Limitations of protection</li> <li>• Storage, maintenance, and inspection</li> </ul>   | <ul style="list-style-type: none"> <li>• Regulation: Part 8, Personal Protective Clothing and Equipment</li> </ul>  |
| WHMIS   | <ul style="list-style-type: none"> <li>• Reading and understanding labels</li> <li>• Reading and understanding MSDSs</li> <li>• Location of MSDSs</li> <li>• Hazards of products being used</li> <li>• Control measures and appropriate PPE</li> </ul>   | <ul style="list-style-type: none"> <li>• Regulation: Sections 5.3–5.19</li> <li>• OHS Guidelines: G5.3-1–G5.15</li> <li>• <i>WHMIS: The Basics</i></li> </ul>   |
| First aid and emergency procedures  | <ul style="list-style-type: none"> <li>• Names and locations of first aid attendants</li> <li>• Locations of first aid kits</li> <li>• Locations of fire exits</li> <li>• Locations of fire extinguishers and how to use them</li> </ul>   | <ul style="list-style-type: none"> <li>• Regulation: Sections 3.14–3.21</li> <li>• Online First Aid Assessment Tool<br/><a href="http://www2.worksafefbc.com/calculator/firstaid/">www2.worksafefbc.com/calculator/firstaid/</a></li> </ul>   |
| Violence  | <ul style="list-style-type: none"> <li>• Procedures for identifying and dealing with aggressive customers, clients, or patients</li> <li>• Procedures for preventing and dealing with shoplifting and robbery incidents</li> <li>• Procedures for handling money</li> <li>• Procedures for opening and closing</li> </ul>              | <ul style="list-style-type: none"> <li>• Regulation: Sections 4.27–4.31</li> <li>• <i>Preventing Violence, Robbery, and Theft</i></li> <li>• <i>Preventing Violence in Health Care</i></li> <li>• <i>Home and Community Health Worker Handbook</i></li> <li>• <i>Take Care</i></li> </ul> |
| Working alone   | <ul style="list-style-type: none"> <li>• Procedures for person checks</li> <li>• Work activities that may place workers at risk of injury, and which should not be performed when working alone</li> <li>• Procedures for late-night work</li> <li>• Procedures described under “Violence” (see previous topic)</li> </ul>             | <ul style="list-style-type: none"> <li>• Regulation: Sections 4.20.1–4.23</li> <li>• OHS Guidelines: G4.20.1–G4.22.2</li> </ul>   |

## Rights and responsibilities

Everyone has the right to a safe work environment. Employers, supervisors, and workers all have responsibilities to make sure work is performed safely.

### Employer responsibilities

Employers have the following responsibilities:

- Provide a safe and healthy workplace.
- Identify workplace hazards and assess the risks of injury associated with those hazards.
- Ensure that workers and supervisors are adequately instructed and trained.
- Keep written records of training (detailing who, what, and when).
- Establish and maintain an occupational health and safety program, including a written health and safety policy and a procedure for incident investigations.
- Support supervisors, safety coordinators, and workers in their health and safety activities.
- Take action immediately when a worker or supervisor tells you about a potentially hazardous situation.
- Initiate immediate investigations into incidents.
- Report serious incidents to WorkSafeBC.
- Provide adequate first aid facilities and services.
- Provide personal protective equipment where required.
- Ensure that your employees follow the requirements of the Regulation and the *Workers Compensation Act* (the Act).

### Supervisor responsibilities

Supervisors have the following responsibilities:

- Instruct workers in safe work procedures.
- Train workers for all tasks assigned to them, and regularly check that they are doing their work safely.
- Ensure that only authorized, adequately trained workers operate tools and equipment or use hazardous chemicals.
- Ensure that workers follow safe work procedures for handling, storing, and maintaining equipment and materials.
- Enforce health and safety requirements.

### See the Regulation

For more information on rights and responsibilities:

- Rights and Responsibilities: Part 3
- Correction of Unsafe Conditions: Sections 3.9 to 3.11
- Refusal of Unsafe Work: Sections 3.12 and 3.13
- Impairment: Sections 4.19 and 4.20
- Workplace Conduct: Sections 4.24 to 4.26
- General Duties of Employers, Workers, and Supervisors: *Workers Compensation Act*, sections 115 to 117
- Accident Reporting and Investigation: *Workers Compensation Act*, sections 172 to 177



- Correct unsafe acts and conditions immediately.
- Identify workers with problems that could affect safety at the worksite. Follow up with interviews and referrals where necessary.
- Create health and safety rules, and inspect the workplace regularly for hazards.

## Worker responsibilities

Workers have the following responsibilities:

- Know and follow health and safety requirements that apply to your job.
- If you don't know how to do something safely, ask your supervisor for training before you begin work.
- Participate in all required health and safety education and training.
- Work safely, and encourage your co-workers to do the same.
- Use all required personal protective equipment and clothing.
- Correct any unsafe conditions or immediately report them to your supervisor.
- Immediately report any injury to a first aid attendant or supervisor.
- Inform your supervisor of any physical or mental impairments that may affect your ability to work safely.
- Make suggestions to improve health and safety.

The following WorkSafeBC publications and videos describe rights and responsibilities:

- *Effective Health and Safety Programs: The Key to a Safe Workplace and Due Diligence* — a pamphlet outlining the elements of a health and safety program and defining due diligence
- *Safety on the Job Is Everyone's Business* — a pamphlet listing responsibilities of employers, supervisors, and workers
- *How to Implement a Formal Occupational Health and Safety Program* — this book provides information on the workplace health and safety responsibilities of workers, supervisors, and employers
- *Due Diligence* — a video for employers and supervisors describing responsibilities for health and safety
- *The Supervisor* — a video that examines the supervisor's responsibility for workplace health and safety

## Workplace hazards

All workers and supervisors need to be alert to hazards so that they can correct any unsafe work conditions or report them to a supervisor or the employer.

Never assume that new and young workers will be able to recognize hazards that could cause injury, disease, or death. For each job, inform workers of all hazards, even if they seem obvious. Explain systems that are in place to eliminate or minimize hazards, such as local exhaust ventilation, personal protective equipment, and guards around equipment.

Help workers recognize hazards in the workplace:

- Discuss or point out hazards in your workplace — for example, hot fat, moving equipment, or needles discarded in garbage bags.
- Discuss past accidents and near misses that have occurred and how they might have been avoided. Explain what has been done to prevent these incidents from recurring.
- Explain what workers should do when they see an unsafe condition or hazard:
  - They should eliminate the hazard if they are able to do so safely (for example, clean up a spill).
  - If they cannot eliminate the hazard, they should immediately report it to their supervisor, who will ensure that corrective action is taken.

### Personal protective clothing and equipment (PPE)

For some tasks, workers must wear personal protective clothing or equipment (for example, gloves, safety goggles, high-visibility vests, or respirators). Train workers on when PPE is required; how to use it properly; and how to clean, inspect, maintain, and store it.

- List all required PPE for each task or group of tasks.
- Demonstrate the correct use of PPE for workers.
- Provide written instructions for workers to refer to in the future.

### What are *hazards* and *risks*?

A *hazard* is a thing or condition that may expose a person to a risk of injury or occupational disease. A *risk* is the chance of injury or occupational disease.

For example, a spill of oil or water in a hallway presents a slipping hazard. In this case, the risk of injury is relatively high, especially if it's a narrow hallway and the spill is large; however, the injury may or may not be severe.

On the other hand, the risk of a falling hazard from an extension ladder is relatively low, but the severity of such an injury will likely be worse than a slip and fall on level ground.

## See the Regulation

For more information on personal protective clothing and equipment:

- General Requirements: Sections 8.2 to 8.7
- Supervisor's Responsibilities: Section 8.8
- Worker's Responsibilities: Section 8.9
- Personal Clothing and Accessories: Section 8.10
- Specific personal protective equipment and clothing: Sections 8.11 to 8.44
- Fall Protection: Part 11

For more information on chemical and biological substances, see Part 5. WHMIS requirements are listed in sections 5.3 to 5.19.

## Hazardous materials

Workers exposed to hazardous materials such as chemicals have the right to know about the products they are using. The Workplace Hazardous Materials Information System (WHMIS) provides specific health and safety information about workplace hazardous materials, which are referred to as *controlled products*. Even if hazardous materials are not controlled products according to WHMIS, workers require education and training in their use.

Employers must provide the following training to workers who work with or near controlled products:

- How to read and understand WHMIS labels and material safety data sheets (MSDSs)
- Where MSDSs are stored
- Specific safe work procedures for the products they use
- First aid and emergency procedures for specific products

Workers who have been properly trained in WHMIS will know:

1. The hazards of the products they are working with
2. How to protect themselves from those hazards
3. What to do in the event of an emergency (when using the product), including where to get first aid supplies and services
4. Where to find more information about the products

The following WorkSafeBC resources are available:

- **WHMIS: The Basics** — a booklet that explains the basics of WHMIS and answers some commonly asked questions about it
- **WHMIS at Work** — a booklet of general information about the WHMIS system

## Train young and new workers for their specific tasks

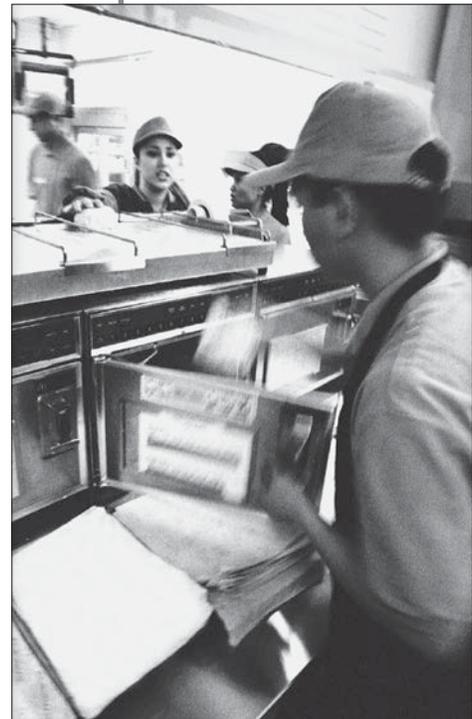
# Step 2

All workers — especially young workers — need supervised, hands-on training in the tasks they will perform. For example, if a worker is required to operate a tool or machine, that worker has to be properly trained in using the equipment safely. Workers must be properly trained *before* they start a job.

Specifically, you need to train workers in how to:

- Perform tasks safely
- Operate machines and equipment safely
- Use and maintain any required PPE such as gloves or goggles
- Follow safe work procedures

You may also need to explain what tasks the worker should *not* do without specific training or qualifications, such as operating a forklift or handling chemicals. Make workers aware of any restricted access areas, such as confined spaces or a laboratory. Use your company's health and safety program and safe work procedures as a guide. For a general procedure for on-the-job training, see page 14.



In your workplace:

- Explain which tasks have safe work procedures that workers must follow.
- Train workers in safe work procedures.
- If a written safe work procedure is available, give workers a copy or explain where it is available.
- Check periodically to make sure workers are still following safe work procedures and document these follow-up checks.

Employers must not direct or instruct workers or supervisors to carry out a task or operate a piece of equipment without first providing adequate instruction and training.

## See the Regulation

For more information on safe work procedures:

- Authorization and training before using equipment: Section 4.10
- Safety check before starting equipment: Section 4.11
- Procedures for handling chemical and biological substances: Sections 5.2 and 5.7
- De-energization and Lockout: Part 10
- Occupational Health and Safety Programs: Sections 3.1 to 3.4

## General training procedure

Here's a general procedure you can follow when training new and young workers.

### 1. *Provide an overview*

- Explain each job in detail and the reasons for doing it.
- Explain in detail any safety precautions, including PPE.
- If a written safe work procedure for the task is available, provide a copy or tell workers where they can find a copy.

### 2. *Demonstrate and describe*

- Go through the procedure at slow speed and answer any questions.
- Include safety precautions during the normal sequence of tasks.
- Have the worker perform the procedure.
- Encourage questions to make sure the worker understands everything you're saying and doing.
- Team up new or young workers with experienced workers so they have someone to request help from.

### 3. *Observe the new worker on the job and check progress*

- Conduct regular inspections of worker activities.
- Document follow-up inspections.
- Make inspections shorter and less frequent as the worker demonstrates safe work practices.
- Correct unsafe work habits immediately.
- Monitor the worker at scheduled intervals to ensure that the worker is meeting safety standards.
- Remember that, as a supervisor, you're responsible for the worker's health and safety.
- Encourage worker initiative and respect suggestions.
- Keep written records of training and supervision, documenting who, what, and when.

## Safe work procedures

Some tasks require workers to follow a specific safe work procedure to eliminate or minimize risks. For example, in your workplace you may have developed procedures for locking out machinery or picking up discarded needles. Workers must be trained to follow your step-by-step safe work procedures. Two sample safe work procedures are provided, one on this page and one on page 16.

Here are examples of topics that require written work procedures:

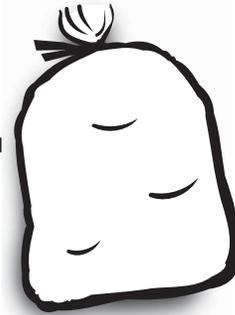
- Lockout
- Confined space entry
- Fall protection
- Personal protective equipment
- Violence in the workplace
- Emergency evacuation
- Chemical spill clean-up
- Asbestos removal
- Working alone or in isolation

### Sample: Basic steps to lock out

Lockout is the use of locks to prevent machinery or equipment from being started up accidentally when maintenance work is being done. Follow these five basic steps to lock out machinery and equipment:

1. Identify the machinery or equipment that needs to be locked out.
2. Shut off the machinery or equipment. Make sure that all moving parts have come to a complete stop. Also ensure that the act of shutting off equipment does not cause a hazard to other workers.
3. Identify and de-activate the main energy-isolating device (such as a switch or valve) for each energy source.
4. Apply a personal lock to the energy-isolating device for each energy source, and ensure that all parts and attachments are secured against inadvertent movement.
5. Test the lockout to make sure that each energy source has been effectively locked out. First ensure that all workers are in the clear and that no hazard will be created if the lockout is not effective.





### **Sample: Handling garbage bags safely**

Follow these steps to prevent contact with needles and other sharp items improperly discarded in garbage bags or containers:

1. Handle garbage as little as possible.
2. Use waterproof garbage bags.
3. Be alert. If possible, look for needles or other sharps sticking out of bags. Listen for broken glass when you move bags.
4. Don't compress garbage or reach into garbage containers with your bare hands.
5. Don't use your bare hands to pick up garbage that has spilled out of an overflowing container. Wear puncture-resistant and liquid-resistant gloves (the type worn by firefighters), or use other tools designed for picking up garbage.
6. Don't let garbage bags get too full, if possible. Leave enough free space at the top of the bag so that when you grab it, you grab the top of the bag only — not any of the contents. You may have to change bags more often to prevent them from getting too full. This will also make them lighter and easier to hold away from your body.
7. Hold garbage bags by the top, away from your body. Don't hold garbage bags against your body.
8. Don't place one hand under a bag to support it.
9. Dispose of wastes according to federal, provincial, and local regulations.

## Provide supervision and ongoing training for workers

# Step 3

The most important part of training is the follow-up supervision.

Adequate supervision includes the following:

- Ensure proper instruction and training of workers.
- Follow up training with regularly scheduled observation to ensure that workers continue to follow safe work procedures. Document this observation.
- Make information inspections on a daily basis to ensure that workers understand and are following safe work procedures, including proper lifting techniques and the use of protective equipment, devices, and clothing.
- Enforce safety rules and work procedures.
- Conduct informal discussions (crew talks) with workers to discuss specific safety issues as they arise.
- Encourage worker feedback.

### Training records

Maintain records of the education, training, and supervision for each worker, listing dates and topics covered. Review training records regularly to ensure that training is up-to-date and that it meets health and safety requirements.

### Supervisor training

Young and new workers are often in situations where they are supervising their co-workers, even though they may not have the title of supervisor or assistant manager. Before promoting workers to supervisory roles or asking them to take on supervisory tasks, ensure that they have been trained on their responsibilities for health and safety as a supervisor.



## Sample supervisor training checklist

Use this checklist when training supervisors in their health and safety responsibilities. Adapt the checklist for your workplace.

Supervisor name: \_\_\_\_\_

Date of training: \_\_\_\_\_

Person providing orientation (name and position): \_\_\_\_\_

Annual review date: \_\_\_\_\_

| Topic   | Initials<br>(trainer) | Initials<br>(super.) | Comments |
|---|-----------------------|----------------------|----------|
| 1. Supervisor health and safety responsibilities (see section 117 of the <i>Workers Compensation Act</i> )  |                       |                      |          |
| 2. Company health and safety rules  |                       |                      |          |
| 3. Unsafe conditions — how to report them and to whom   |                       |                      |          |
| 4. Right of workers to refuse unsafe work (section 3.12 of the Regulation)  |                       |                      |          |
| 5. Personal protective equipment — making sure it is available to and used by workers; and that it is properly cleaned, inspected, maintained, and stored (section 8.8 of the Regulation) |                       |                      |          |
| 6. How to supervise new, young, and regular workers in the safe performance of their jobs   |                       |                      |          |
| 7. How to take corrective action when workers do not follow safe work procedures  |                       |                      |          |
| 8. Workplace inspections — how and when to conduct them   |                       |                      |          |
| 9. Hazard identification and risk assessment  |                       |                      |          |
| 10. First aid — name of first aid attendant and locations of first aid kits and eye wash facilities   |                       |                      |          |
| 11. Reporting injuries — how to report them and how to respond to a report from a worker  |                       |                      |          |

| Topic  | Initials<br>(trainer) | Initials<br>(super.) | Comments |
|--|-----------------------|----------------------|----------|
| 12. Incident investigations — how and when to conduct them   |                       |                      |          |
| 13. Safe work procedures — how and when to develop them  |                       |                      |          |
| 14. Worker instruction and training — when and how to conduct the following:<br>a) Orientation<br>b) Instruction and training<br>c) Crew talks |                       |                      |          |
| 15. Records — how to document worker instruction, training, and supervision  |                       |                      |          |
| 16. Emergency procedures reviewed (be specific):<br>a) _____<br>b) _____<br>c) _____   |                       |                      |          |
| 17. Review of written safe work procedures used by workers being supervised (be specific):<br>a) _____<br>b) _____<br>c) _____                 |                       |                      |          |
| 18. Other topics covered (be specific):<br>a) _____<br>b) _____<br>c) _____  |                       |                      |          |

### Quick facts for supervisors

- Supervisors have the right to refuse to direct workers to perform work they consider unsafe.
- Workers must not be disciplined for refusing to perform a task they have reasonable cause to believe is dangerous.
- Employers and supervisors must immediately investigate observed unsafe acts and conditions that are reported by workers, and make sure that such acts or conditions are remedied without delay.

## Resources

WorkSafeBC produces many pamphlets, booklets, and videos on safe work practices that can help you deal with specific hazards in your workplace. The following are a few of the publications that you may find helpful:

### Where to find WorkSafeBC publications

The publications mentioned in this guide are available on-line at [worksafebc.com](http://worksafebc.com). The website also includes searchable versions of the Regulation and excerpts from the *Workers Compensation Act*.

You can also order paper versions of WorkSafeBC publications. For ordering information, look in the front of this guide opposite the Contents page.

- *Does Your Back Hurt? A Guide to Preventing Low Back Pain* — a pamphlet for workers
- *Back Talk: An Owner's Manual for Backs* — a booklet explaining how the back works and how workers can avoid back injuries
- *HIV/AIDS, and Hepatitis B and C: Preventing Exposure at Work* — a booklet for workers who might come in contact with blood and other body fluids
- *How to Make Your Computer Workstation Fit You* — a self-help guide for workers on how to identify and solve ergonomic problems with computer workstations
- *An Introduction to Personal Fall Protection Equipment\** — a booklet describing the use of safety belts, harnesses, lanyards, and lifelines
- *Lockout\** — a booklet explaining how and when to lock out machinery before working on it
- *Health and Safety for Retail Small Business* — a booklet explaining how to prevent injuries in retail businesses
- *Health and Safety Guide for New Retail Workers*
- *Health and Safety for Hospitality Small Business* — a booklet explaining how to prevent injuries in hotels and restaurants
- *Preventing Tree Planting Injuries†* — a booklet on ways to prevent injuries when planting trees
- *Safe Work Practices for House Construction* — a manual for workers in the construction industry
- *Take Care: How to Develop and Implement a Workplace Violence Prevention Program* — a guide to preventing violence in the workplace
- *Preventing Heat Stress at Work\** — a booklet that provides a basic overview of job-related heat stress and how to recognize, treat, and prevent heat stress
- *Focus on Safety: Safe Work Practices for Film and Television Production in B.C.*

\* also available in Punjabi, Chinese, Spanish, and Vietnamese

† also available in French



## WorkSafeBC offices

Visit our website at [WorkSafeBC.com](http://WorkSafeBC.com).

### Abbotsford

2774 Trethewey Street V2T 3R1

Phone: 604 276-3100

Toll-free: 1 800 292-2219

Fax: 604 556-2077

### Burnaby

450 – 6450 Roberts Street V5G 4E1

Phone: 604 276-3100

Toll-free: 1 888 621-7233

Fax: 604 232-5950

### Coquitlam

104 – 3020 Lincoln Avenue V3B 6B4

Phone: 604 276-3100

Toll-free: 1 888 967-5377

Fax: 604 232-1946

### Courtenay

801 30th Street V9N 8G6

Phone: 250 334-8765

Toll-free: 1 800 663-7921

Fax: 250 334-8757

### Kamloops

321 Battle Street V2C 6P1

Phone: 250 371-6003

Toll-free: 1 800 663-3935

Fax: 250 371-6031

### Kelowna

110 – 2045 Enterprise Way V1Y 9T5

Phone: 250 717-4313

Toll-free: 1 888 922-4466

Fax: 250 717-4380

### Nanaimo

4980 Wills Road V9T 6C6

Phone: 250 751-8040

Toll-free: 1 800 663-7382

Fax: 250 751-8046

### Nelson

524 Kootenay Street V1L 6B4

Phone: 250 352-2824

Toll-free: 1 800 663-4962

Fax: 250 352-1816

### North Vancouver

400 – 224 Esplanade Ave. W. V7M 1A4

Phone: 604 276-3100

Toll-free: 1 888 875-6999

Fax: 604 232-1558

### Prince George

1066 Vancouver Street V2L 5M4

Phone: 250 561-3700

Toll-free: 1 800 663-6623

Fax: 250 561-3710

### Surrey

100 – 5500 152 Street V3S 5J9

Phone: 604 276-3100

Toll-free: 1 888 621-7233

Fax: 604 232-7077

### Terrace

4450 Lakelse Avenue V8G 1P2

Phone: 250 615-6605

Toll-free: 1 800 663-3871

Fax: 250 615-6633

### Victoria

4514 Chatterton Way V8X 5H2

Phone: 250 881-3418

Toll-free: 1 800 663-7593

Fax: 250 881-3482

### Head Office/Richmond

*Prevention Information Line:*

Phone: 604 276-3100

Toll-free: 1 888 621-7233 (621-SAFE)

*Administration:*

6951 Westminster Highway

Phone: 604 273-2266

*Mailing Address:*

PO Box 5350 Stn Terminal

Vancouver, BC V6B 5L5

*After Hours Health & Safety Emergency:*

Phone: 604 273-7711

Toll-free: 1 866 922-4357 (WCB-HELP)

