MIOSHA Training Institute

MIOSHA Michigan Occupational Safety and Health Administration

Macomb Community College

Effective Safety and Health Training

Student Materials
Level Two MTI Course
Consultation Education and Training Division
Michigan Occupational Safety and Health Administration
Michigan Department of Labor and Economic Opportunity
www.michigan.gov/miosha
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MICHIGAN DEPARTMENT OF LABOR & ECONOMIC OPPORTUNITY

(Revised 08/22)

MIOSHA Michigan Occupational Safety and Health Administration

Effective Safety and Health Training

MIOSHA Training Institute Level Two Course

Presented By:
Consultation Education and Training (CET) Division
Michigan Occupational Safety and Health Administration (MIOSHA)

MIOSHA
Michigan Occupational Safety and Health Administration

1

Objectives

Discuss the value of health and safety training.

Determine who and what needs to be trained.

Discuss how to design effective training.

Identify ways to make sure training is effective.

Enhancing and adding flexibility in your training programs.

2

Class Introductions / Activity

- Your name and company?
- Reason for taking this course and associated expectations?
- What is your role in Safety and Health Training?
- Write two truths and one lie about yourself on a piece of paper.

Read aloud and the class will try to guess which of the three is the lie :)

3

4

What Constitutes "*Effective*" Training?

The definition of "effective"

- adequate to accomplish a purpose; producing the intended or expected result
- producing a deep or vivid impression

Source: Dictionary.com

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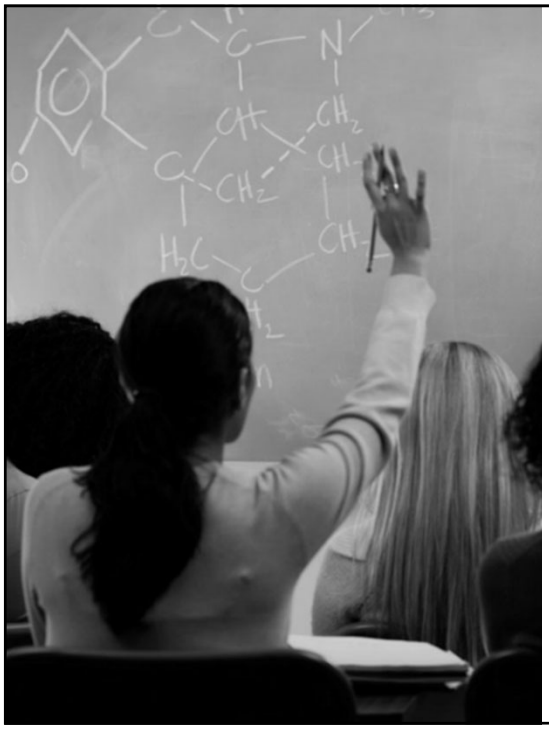

Key Elements of Effective Training

- Remove training barriers enabling participation
- Ensure trainers are competent (able to deliver content)
- Provide site/job/task/skill specific training
- Utilize appropriate instructional methods
- Ensure content covers what is required by regulations

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Illustrate points using stories

- Creates relevance to students
- Principles and skills in real word setting

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Key Elements of Effective Training (cont.)

- Provide an opportunity for employees to ask questions
- Assess competencies – test!
  - Do employees recognize, understand, and avoid hazards?
  - Do employees use any and all safeguards in place?
  - Observe them
    - Are they performing as trained?
- Periodically evaluate and verify the effectiveness

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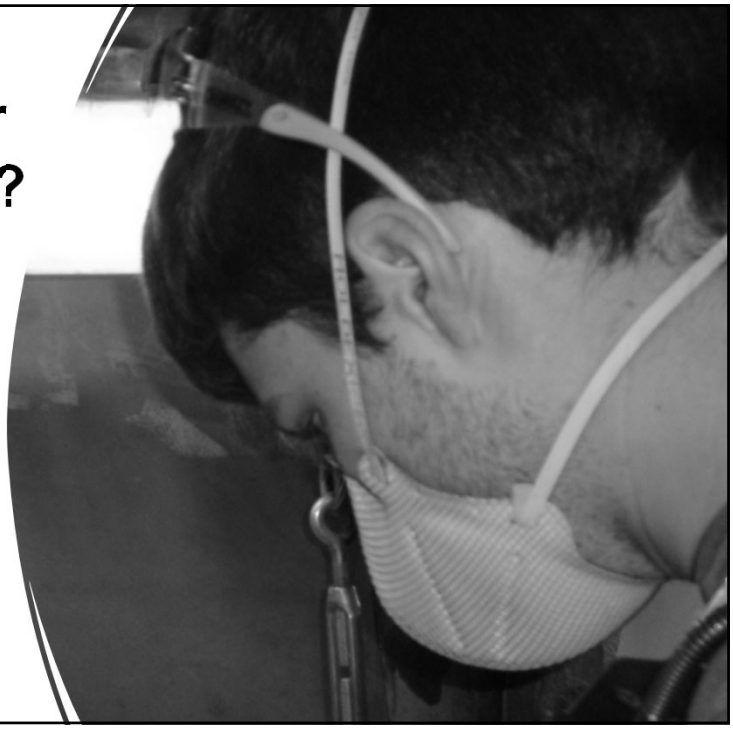
When is Refresher Training Required?

- If it is required by MIOSHA regulations
- Observed non-compliance
- New hazards/procedures introduced to the workplace
- Return to work environment
  - Extended leave, remote work
- Non-routine tasks
  - Infrequently encountered hazards can merit refresher training



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Safety and Health Management Systems (SHMSs)

What seven elements does an effective SHMS include?

1. Management Leadership
2. Worker Participation
3. Hazard Identification and Assessment
4. Hazard Prevention and Control
5. Education and Training
6. Program Evaluation and Improvement
7. Communication and Coordination for Host Employers, Contractors and Staffing Agencies

INTRODUCTION

CORE ELEMENTS OF THE SAFETY AND HEALTH PROGRAM RECOMMENDED PRACTICES

MANAGEMENT LEADERSHIP	• Top management demonstrates its commitment to continuous improvement in safety and health, communicates that commitment to workers, and sets program expectations and responsibilities. • Managers at all levels make safety and health a core organizational value, establish safety and health goals and objectives, provide adequate resources and support for the program, and set a good example.
WORKER PARTICIPATION	• Workers and their representatives are involved in all aspects of the program—including setting goals, identifying and reporting hazards, investigating incidents, and tracking progress. • All workers, including contractors and temporary workers, understand their roles and responsibilities under the program and what they need to do to effectively carry them out. • Workers are encouraged and have means to communicate openly with management and to report safety and health concerns without fear of retaliation. • Any potential barriers or obstacles to worker participation in the program (for example, language, lack of information, or disincentives) are removed or addressed.
HAZARD IDENTIFICATION & ASSESSMENT	• Procedures are put in place to continually identify workplace hazards and evaluate risks. • Safety and health hazards from routine, nonroutine, and emergency situations are identified and assessed. • An initial assessment of existing hazards, exposures, and control measures is followed by periodic inspections and reassessments, to identify new hazards. • Any incidents are investigated with the goal of identifying the root causes. • Identified hazards are prioritized for control.
HAZARD PREVENTION & CONTROL	• Employers and workers cooperate to identify and select methods for eliminating, preventing, or controlling workplace hazards. • Controls are selected according to a hierarchy that uses engineering solutions first, followed by safe work practices, administrative controls, and finally personal protective equipment (PPE). • A plan is developed to ensure that controls are implemented, interim protection is provided, progress is tracked, and the effectiveness of controls is verified.
EDUCATION & TRAINING	• All workers are trained to understand how the program works and how to carry out the responsibilities assigned to them under the program. • Employers, managers, and supervisors receive training on safety concepts and their responsibility for protecting workers' rights and responding to workers' reports and concerns. • All workers are trained to recognize workplace hazards and to understand the control measures that have been implemented.
PROGRAM EVALUATION & IMPROVEMENT	• Control measures are periodically evaluated for effectiveness. • Processes are established to monitor program performance, verify program implementation, and identify program shortcomings and opportunities for improvement. • Necessary actions are taken to improve the program and overall safety and health performance.
COMMUNICATION AND COORDINATION FOR HOST EMPLOYERS, CONTRACTORS, AND STAFFING AGENCIES	• Host employers, contractors, and staffing agencies commit to providing the same level of safety and health protection to all employees. • Host employers, contractors, and staffing agencies commmunicate the hazards present at the worksite and the hazards that work of contract workers may create on site. • Host employers establish specifications and qualifications for contractors and staffing agencies. • Before beginning work, host employers, contractors, and staffing agencies coordinate on work planning and scheduling to identify and resolve any conflicts that could affect safety or health.

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Who Trains Temporary Employees?

- ***Both*** host employers and staffing agencies have roles in complying with workplace health and safety requirements and they ***share*** responsibility for ensuring worker safety and health.

- A key concept is that each employer should consider the hazards it is in a ***position*** to ***prevent and correct***, and in a position to ***comply*** with MIOSHA standards. For example: staffing agencies might provide general safety and health training, and host employers provide specific training tailored to the particular workplace equipment/hazards.

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Who Trains Temporary Employees?

The key is ***communication*** between the agency and the host to ensure that the necessary protections are provided.

Staffing agencies have a duty to inquire into the conditions of their workers' assigned workplaces. They must ensure that they are sending workers to a safe workplace.

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Who Trains Temporary Employees?

Staffing agencies need not become experts on specific workplace hazards, but they should determine what conditions and hazards exist at their client (host) agencies, and how best to ensure protection for the temporary workers.

The staffing agency has the duty to inquire and ***verify*** that the host has fulfilled its responsibilities for a safe workplace.

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Benefits of Implementing a Safety and Health Management System

- Lowered workers' compensation costs
- Reduced personnel turnover
- Reduced lost workdays
- Compliance with standards and regulations
- Reduction or elimination of property damage due to incidents
- Reduced impact on the environment due to incidents
- Increased productivity
- Improved employee health status
- Improved product quality
- Higher employee morale

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Module 2 Determining the Need for Training

- *Is training the solution?*
- *When do we need training?*
- *Who needs training?*

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Determining the Need for Training

Act 154: The MIOSHA Act

Provide	PPE, guards, safe equipment, programs, start-up procedures, etc.
Train	Hazards, Steps/Procedures, Safeguards
Supervise	Observe that job is done safely Supervisors represent employer
Ensure	Accountability for all employees

If you haven't provided, supervised and/or ensured….training is NOT the issue.

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Can Training Ever be Enough?

- **General training**
  Orientations, videos, PowerPoints, pamphlets, books
- **Job-specific training**
  Must address specific steps, hazards, and safeguards

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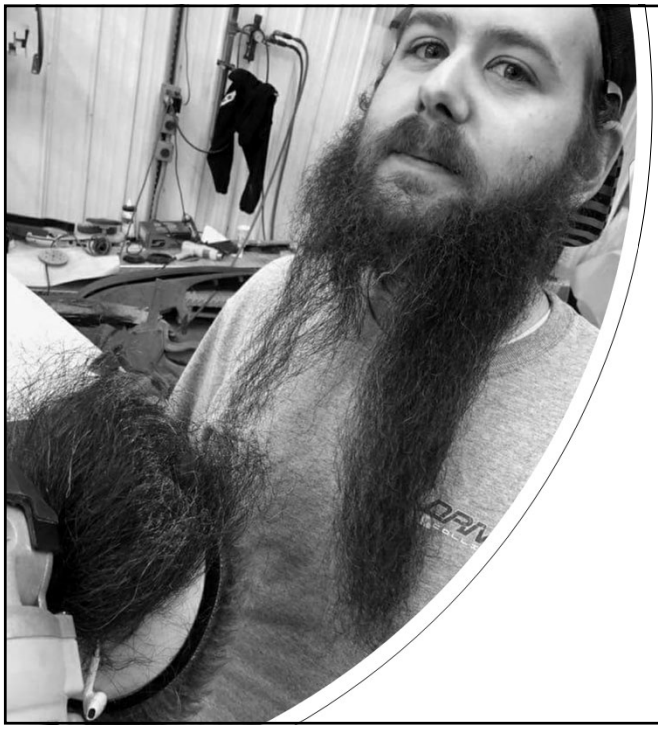

Who Needs Training

- Managers / Supervisors
- Operators
- Engineers
- Maintenance
- Office staff
- Contractors
- Guest
- Temporary Workers

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How Do Training Needs Arise?

- New hires
- Promotions
- Job transfers
- New work procedures
- New workplace hazards (i.e., Pandemics)
- New workplace equipment
- New working relationships between workers and managers
- Increased or revised workload
- Change in ownership
- When a knowledge gap exists
- **MIOSHA standards and other regulatory requirements**

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Determining the Need for Training

Before we get started, we need to know:

- Does this standard and training requirement apply to my organization?
- Who is required to be trained?
- What should the training include?
- When is the training required?
- Who will provide the training?

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Group Activity

Complete a Sample Matrix

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Sample - Training Matrix Form

ABC Inc. Required Employee Training Matrix

Standard Number	Sample Training Topics	Frequency	Supervisors	Maintenance	Shipping	Equipment Operator
1	General Provisions					
11*	**Fixed and Portable Ladders**					
6	Fire Exits					
13*	**Mobile Equipment**					
18	Overhead and Gantry Cranes (includes					
19	Crane, Locomotive & Truck Cranes (includes testing)					
20	Underhung Cranes and Monorail Systems					
21	Powered Industrial Trucks					
23	Hydraulic Power Presses					

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It's easy to assume people know how things work.

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Interpreting a MIOSHA Standard -
Example: Part 451. Respiratory Protection

PART 451. RESPIRATORY PROTECTION

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R 325.60051 Scope and application. 1
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1910.134(c) Respiratory protection program. 4
1910.134(d) Selection of respirators. 4
1910.134(e) Medical evaluation. 6
1910.134(f) Fit testing. 7
1910.134(g) Use of respirators. 8
1910.134(h) Maintenance and care of respirators. 9
1910.134(i) Breathing air quality and use. 10
1910.134(j) Identification of filters, cartridges, and canisters. 11
1910.134(k) Training and information. 11
1910.134(l) Program evaluation. 12
1910.134(m) Recordkeeping. 12
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Interpreting a MIOSHA Standard -
Example: Part 6. Fire Exits

PART 6. FIRE EXITS

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R 408.10601 Scope. 2
R 408.10602 Applicability. 2
R 408.10603 Definitions; B to F. 2
R 408.10604 Definitions; H to M. 2
R 408.10605 Definitions; N to S. 3
R 408.10606 Adoption of standards by reference; access to other MIOSHA rules. 3
R 408.10608 Notification of emergency escape procedures and routes; designation of evacuation assistants. 4
R 408.10611 Design of buildings and structures. 4
R 408.10612 Occupancy of new buildings. 4
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R 408.10671 Fire escape stairs. 12
R 408.10672 Stair construction and load. 12
R 408.10673 Exposure to fire escape stairs. 12
R 408.10674 Access to fire escape stairs. 12
R 408.10675. Swinging stairs. 13

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Part 6. Fire Exits

Does this standard and associated training requirement apply to my organization?

R 408.10601. Scope.
Rule 601. This part specifies requirements for means of egress for employee use required by the advent of hazardous conditions such as fire, explosion, and natural disaster.

Who is required to be trained?

R 408.10602. Applicability
Rule 602. (1) This part covers new and existing construction.....
(2) If .....fire safety standards conflict with this part, the more restrictive....shall apply.

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Part 6. Fire Exits

What should the training include?

R 408.10608. ***Notification*** of emergency escape procedures and routes; designation of evacuation assistants.

Rule 608. (1) An employer ***shall*** assure that employees are ***informed*** of emergency escape procedures and emergency routes to approved means of egress.

(2) An employer ***shall*** designate a sufficient number of persons to assist in the safe and orderly emergency evacuation of employees.

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Part 6. Fire Exits

What should the training include? (continued)

R 408.10623. Employee emergency plans
Rule 623. (1) This rule applies to all emergency action plans ***that are required*** by a particular MIOSHA standard.....

Meaning.....if not required by another MIOSHA standard, Rule 623 doesn't apply here.

If an emergency plan is required by another standard..... I would read on in this Rule where it says when the plan has to be in writing and what the plan shall contain at a minimum.

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Part 6. Fire Exits

What should the training include? (continued)

R 408.10624. Fire Prevention Plans
Rule 624. (1) This rule applies to all fire prevention plans that are required by a particular Michigan occupational safety and health act standard.

Similar to the previous rule.....***if required by another standard*** then it must meet some minimum requirement listed in (2) and

(4) An employer ***shall inform*** employees of the fire hazards of the materials and processes to which they are exposed.

(5) An employer ***shall review***, with each employee, upon initial assignment, those parts of the fire prevention plan that.....

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Part 6. Fire Exits

When is the training required?

If it says shall inform, train, review.....with no frequency one would assume it is initial training.

Rule 624 (5). States an employer shall review, with each employee, upon initial assignment.....(implying before being exposed to existing or newly introduced hazards).

However, keep in mind training needs to be effective.

How much does someone remember about training they received ten years ago? Does some refresher training make sense?

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Who will provide the training?

Technical Training	Leadership
• Someone well versed in the topic and/or equipment • Subject matter expert - "qualified" and "competent person" • Site Safety person - depends on above • Outside consultant	• Nice to have them kick off a training to show support and reiterate the importance/purpose of the safety and health training • Important in building a workplace safety and health culture

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Group Activity

Interpreting Standards

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Group Activity

Based on your given standard - answer the following questions:

- Does this standard and training requirement apply to my organization?
- Who is required to be trained?
- What should the training include?
- When is the training required?
- Who will provide the training?

Record your answers and have a group spokesperson report out the group findings.

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Parts 42/92/430. Hazard Communication

§1910.1200 HAZARD COMMUNICATION 1
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(b) Scope and application 1
(c) Definitions 1
(d) Hazard classification 16
(e) Written hazard communication program 1
(f) Labels and other forms of warning 1
(g) Safety data sheets 19
(h) Employee information and training 20
(i) Trade secrets 2
(j) Effective dates 2

§1910.1201 Retention of Dot Markings, Placards, and Labels. (General Industry) 2

§1926.61 Retention of Dot Markings, Placards, and Labels. (Construction) 2

§1928.21 Applicability of Standards in 29 CFR Part 1910. (Agriculture) 2

Appendix A--Health Hazard Definitions (Mandatory) 2
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Part 33. GI Safety Standard – Personal Protective Equipment

PART 33. PERSONAL PROTECTIVE EQUIPMENT

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R 408.13323 Rigid helmet headgear substitutes. 9
R 408.13324 Rigid helmet filter plates. 9
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R 408.13363 Flexible and cushioned fitting goggles; protection. 13

Does this PPE standard address hearing protection?

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Parts 380.
Occupational Noise Exposure
(GI Health Standard)

GENERAL INDUSTRY SAFETY AND HEALTH STANDARD
PART 380. OCCUPATIONAL NOISE EXPOSURE IN GENERAL INDUSTRY

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Note: Part 380. ONLY applies to GI and **NOT** Construction.

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Parts 680.
Noise Exposure for Construction
(Construction only)

PART 680. NOISE EXPOSURE FOR CONSTRUCTION

R 325.60131 Noise exposure; conservation program.

Rule 1. (1) An employer shall ensure that protection against the effects of noise exposure is provided when the sound levels exceed those shown in Table D-2 of this rule when measured on the A-scale of a standard sound level meter at slow response. [1926.52(a)]

(2) An employer shall utilize feasible administrative or engineering controls if employees are subjected to sound levels exceeding those listed in Table D-2 of this rule. If the controls fail to reduce sound levels within the levels of th

(a) If the daily noise exposure is composed of 2 or more periods of noise exposure of different levels, then an employer shall consider their combined effect rather than the individual effect of each. An employer shall compute exposure to different levels for various periods of time according to the formula set forth in subdivision (b) of this subrule. [1926.52(d)(2)(i)]

(b) $F_e = \frac{T_1 + T_2 + \ldots + T_n}{}$

Note: There are two different noise standards –
Construction requirements are NOT the same as GI

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Part 85.
Control of Hazardous Energy (Lockout)
(GI Safety Standard)

PART 85. THE CONTROL OF HAZARDOUS ENERGY SOURCES

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Mobile Equipment
(Construction Safety Standard)

PART 13. MOBILE EQUIPMENT

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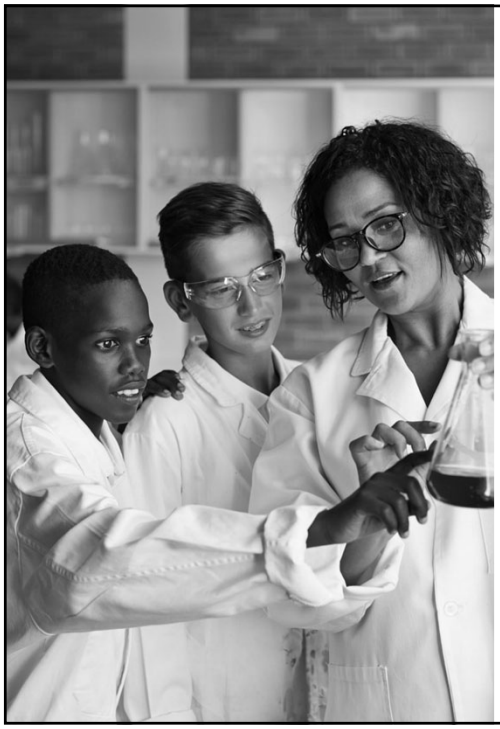

Module 3
How to Design Your Training

- Characteristics of adult learners
- Flow of training
- Activities and games
- Developing objectives

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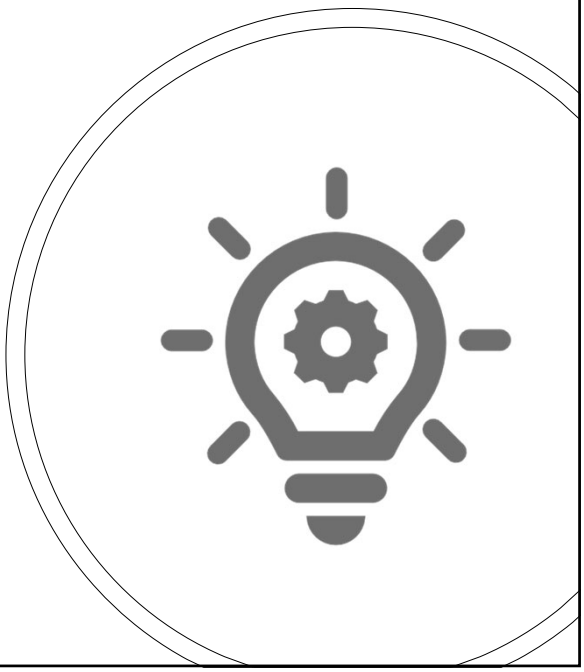
Active Learning - How Do We Get There?

While we are really good at thinking about why things are needed from our perspective, it is much more important to consider what is important to the learner.



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Group Activity

Understanding Adult Learners

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Think back to positive and negative learning experiences, whether in a training session, the classroom, or at meetings.

What made it a positive learning experience?

What made it a negative learning experience?

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Discuss the characteristics of adult learners

- Learn better in an informal and ***applied*** environment.
- Must recognize the need to learn.
- Want to apply new learning back on the job.
- Need to integrate past experience with new material.
- Prefer the concrete to the abstract.
- Need a variety of training methods.
- Want to solve realistic problems.
- Prefer hands-on methods of learning.

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Discuss the characteristics of adult learners

Motivation. If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain.

Feedback **and active learning** are **critical** ways to ensure that the instruction is meeting the learners' needs.

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Virtual Training (Instructor Perspective)

- Practice proper preparation
- Be in the class to greet participants
- Set expectations
- Build in participant engagement
- Ask for feedback

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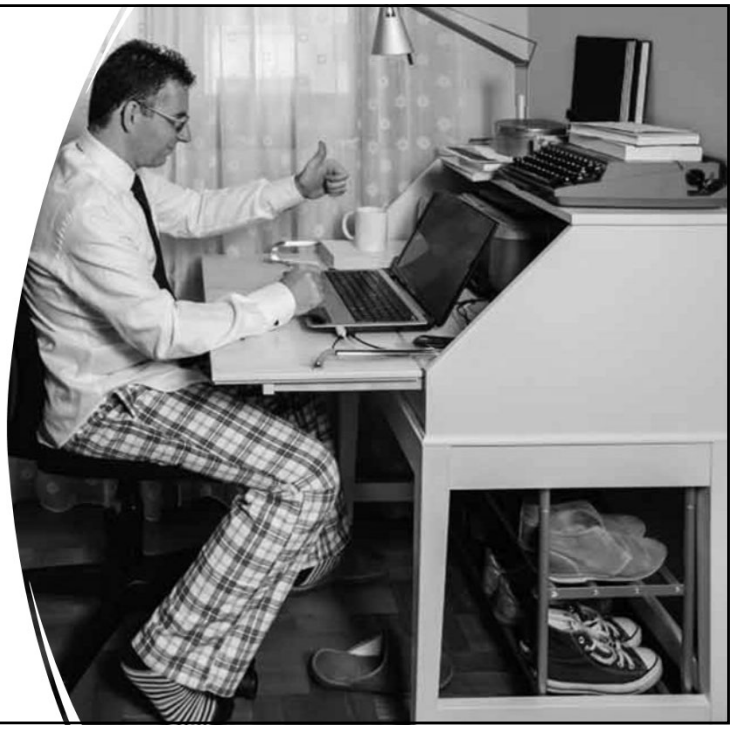
Virtual Training (Student Perspective)



- Prepare for Training
- Arrive on Time
- Cameras
- Set an Out of Office reply or message
- Participate

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Develop the overall flow of their training

- **<u>Gain Attention</u> - This is the first thing we must do!**
- Inform Learner of Objectives
- Stimulate Prior Knowledge
- Present Material
- Guided Practice
- Elicit Performance
- Provide Feedback
- Assess Learning and Performance
- Promote Transfer and Retention

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Active Learning - How Do We Get There?

- Exercises
- Case study
- Role play
- Modeling/Demonstration
- Games
- Stories
- Discussion
- Brainstorm
- Open-ended question
- Small group/break out sessions

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Explain how activities and games are used to keep students engaged

For examples of the various types of activities, here is one example: www.thiagi.com

Games, Games, Games!

1. **Jeopardy!** ®: Perhaps the most common training game. Seems to be naturally well-suited to be adapted for training purposes. Categories are flexible. Use key points for "answers". Use it for review before a post-test. Some general tips for ease of use and play (for many training games):
   a. Create "teams" of multiple players.
   b. Give them (or have them choose) creative team names.
   c. Use kids' "squeaky" toys instead of "lock out" buzzers.
   d. Call yourself "Alex Tyvek ®" for fun.
   e. Use Post-It's ® for your questions/board. They stick to a lot.
   f. Decide ahead if they have to say "What is...?" or not.
   g. Give everyone a prize (not just the "winners").

2. **Family Feud** ®: Another "spirited" fun game. Obviously well suited for "teams." Again, use (large) kids pop-up (or other) toys as the buzzers. Use easel and paper, overhead transparencies, or Word, Excel, or PowerPoint for the "board."

3. **Hollywood Squares** ®: A great game that involves the whole group no matter how big it is! Just like the

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Develop observable and measurable objectives

Let's answer these two questions:

- Why do we need to write objectives?
- How do we write objectives?

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Why do we need to write objectives?

Provides the road map to where you are going and how you are going to get there.

Tells the learner what they will be able to do at the end of the instruction.

Tells learners how their performance will be assessed.

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How to Write Strong Objectives

Top Two Requirements:

- Observable and Measurable
- Learner focused

Examples:

- The student will be able to:
  - Identify the possible health hazards related to the given construction scenarios.
  - List the top five MIOSHA safety violations found in General Industry over the past three years.
  - Describe how to use the four sources of evidence when conducting an accident investigation: people, position, parts, and paper.

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Verbs to Avoid

- Know
- Comprehend
- Understand
- Appreciate
- Familiarize
- Study
- Be aware
- Become acquainted with
- Cover
- Internalize
- Learn
- Realize
- Believe
- Enjoy
- Discover
- Think

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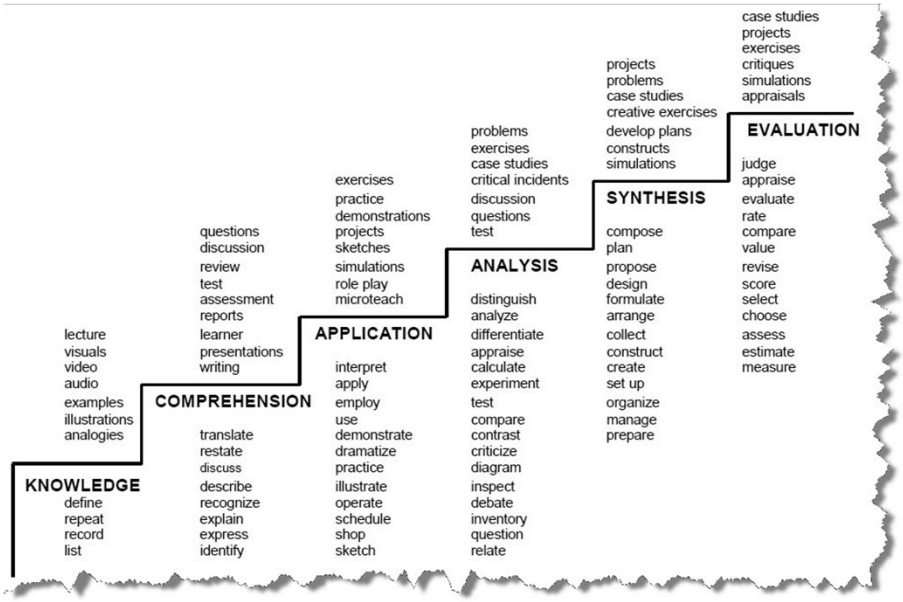
Verbs to Use



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Objectives - Example

- Directly relate the objectives to the training requirements within the standard
- Referring to Part 451, objectives might be:
  - The student will be able to:
    - Demonstrate how to don and doff equipment.
    - Describe limitations of equipment

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Group Activity

Writing Objectives

61

Use the Standard(s) you worked on previously

- Based on the Standards' training requirements, write one or two training objectives
- Objectives should be:
  - Learner focused
  - Observable
  - Measurable

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Module 4
Making Sure Your Training is Effective

- Discuss characteristics of an effective trainer
- Validate the knowledge of your workforce
- Write a sample test question

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Individual Activity

- Take out a blank sheet of paper
- Record your thoughts on the given topic
- Don’t analyze your thoughts – just write
- You will have one minute

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Characteristics of an Effective Trainer

- Knowledge of subject
- Good eye contact
- Practice, Practice, Practice
- Professional appearance
- Make people comfortable
- Good listener
- Motivational
- Open body language
- Good voice quality
- Enthusiastic
- Tactful
- Flexible
- Organized
- Use of different media
- Positive Attitude
- Sense of humor
- Engages attendees (stories, asks questions)
- And more….

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Effective Presentation Skills

- Gained attention and interest
- Topic introduced clearly
- Main points stated clearly and organized
- Language clear and concise
- Easy to follow
- Sufficient eye contact
- Voice used to add impact
- Nonverbal communication effective
- Good posture

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Training Environment

- Room layout
- Temperature
- Noise/distractions
- Chairs, lighting, work surfaces if needed
- Instructor position
- Etc.

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Activity
Individual Presentations

- You will have two minutes to prepare a one-minute presentation based on the topic provided.
- Incorporate Effective Presentation Skills into your presentation.
- Feedback will be provided to the presenter using the evaluation form provided.

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Questions or comments about the exercise?

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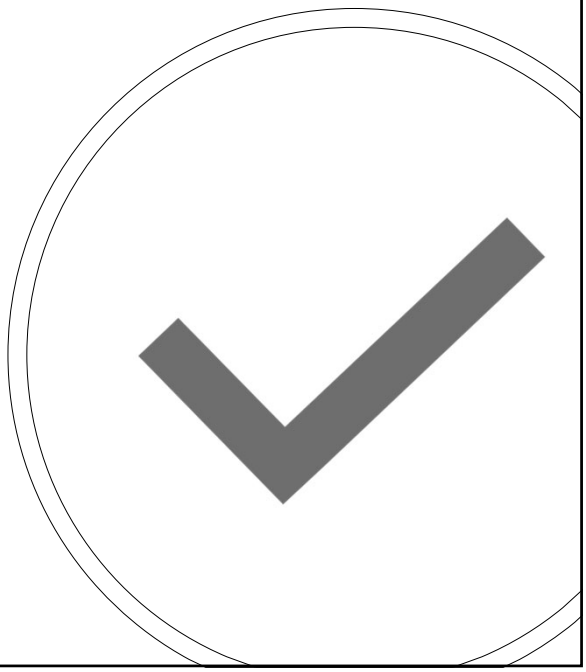
Validation

- Test learner's knowledge of the topic
- **Improved employee performance**
- Demonstrate the job/hazard specific skills
- **Improved safety record**



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Part 21. Powered Industrial Truck Training - Validation

III. Testing - Rule 2153

(1) Testing
- (a) Operating ability
- (b) Knowledge of the equipment
- (c) Knowledge of employee responsibility
- (d) Daily checks

(2) Performance test

(3) Valid permit

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Verifying Knowledge and Skills

Verify knowledge through testing

Verify skills through application

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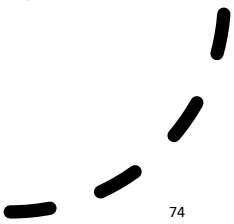
Testing

- The most common way to verify learning is to test.
- Tests should be based on objectives.
- We want to remove subjectivity out of tests.



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Overview: Testing Questions

- True/False
- Matching
- Multiple Choice
- Completion/Fill in Blank
- Short Answer
- Essay

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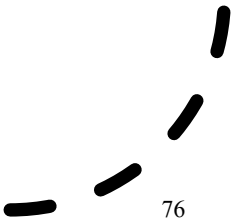
True/False

Advantages

- Can test a large amount of content
- Students can answer 3-4 questions a minute

Disadvantages

- They are easy to answer
- Students have a 50-50 chance of getting the right answer



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Matching

Advantages

- Maximum coverage at knowledge level in a minimum amount of space
- Good for basic levels of learning

Disadvantages

- Time consuming for students
- Not good for higher levels of learning

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Multiple Choice

Advantages

- Can cover broad range of content
- Minimal writing for students
- Versatile at all levels

Disadvantages

- Difficult to write good test items
- Difficult to come up with alternative responses

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Multiple Choice

- Write clear stem question
- Avoid “always,” “never,” and “all of the above”
- Vary the position of the answer
- Do not make the answer stand out as a result of phrasing

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Essay

Advantages

- Students can respond in their own way
- Easy to build or write
- Requires higher level of application

Disadvantages

- Requires well written instructions
- Time consuming to write responses

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Essay

- Make questions focused so answers do not ramble
- Create grading criteria
- Outline a model answer
- Grade “blind”

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Completion/ Fill in the Blank/ Short Answer

Advantages

- Easy to present
- Easy to test recall
- Scoring can be easy and objective since specific answers are expected

Disadvantages

- Only good for simple recall
- Can be confusing and subjective

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Completion/Fill in the Blank/Short Answer

- Be sure there is only one correct answer - otherwise be flexible
- Consider spelling errors

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Individual Activity

Writing Test Questions

Write two test questions using what we have learned today on the standard you were given earlier.

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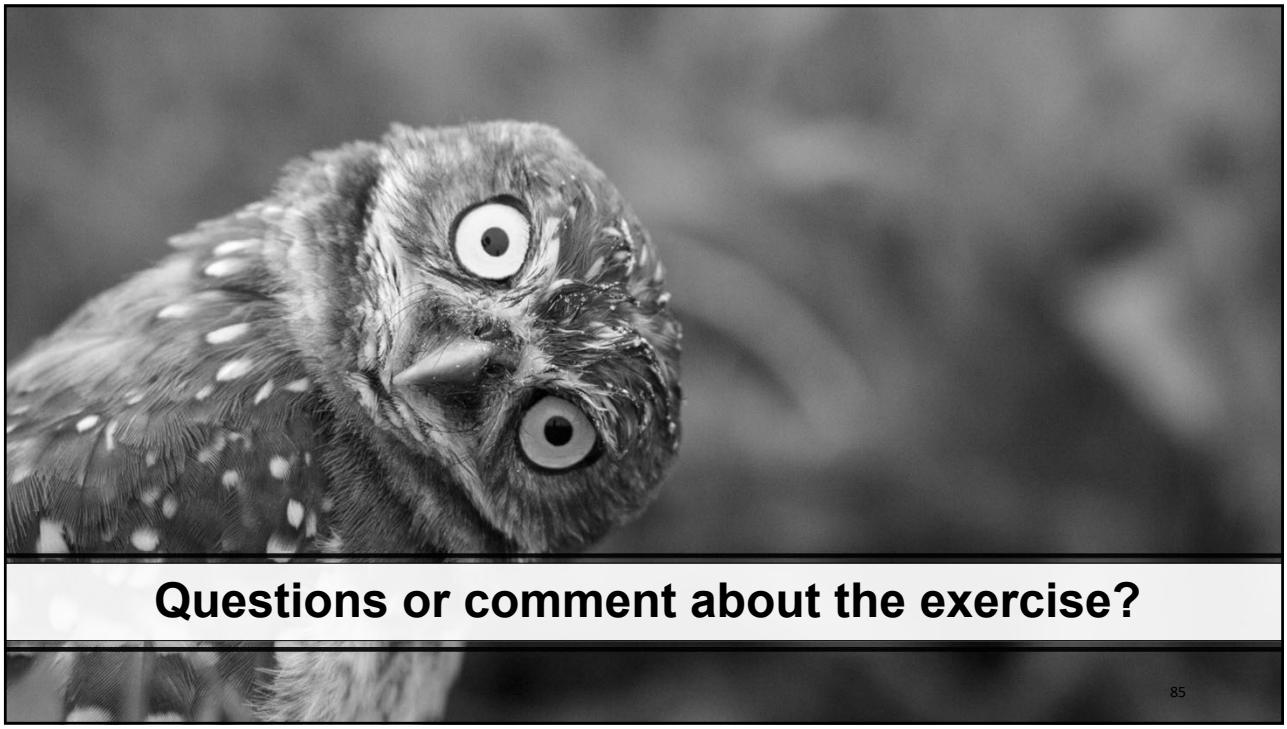

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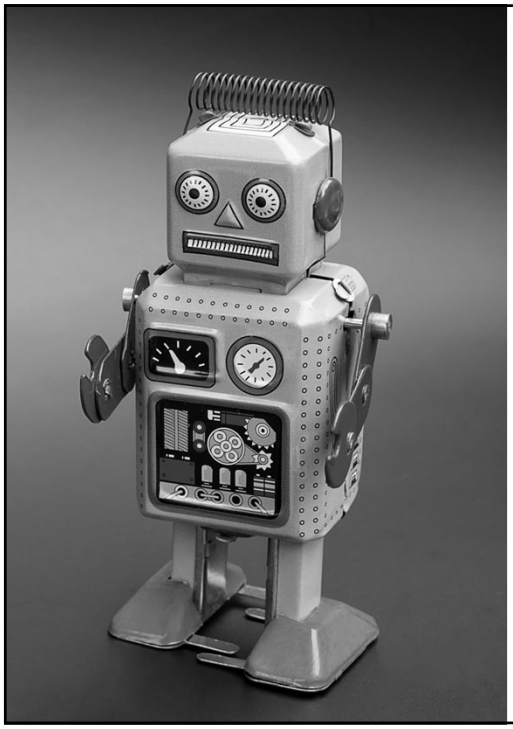

Module 5
Enhancing and adding flexibility in your training programs

- Tools, resources, and ideas to make your training interesting, engaging, and effective.

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NIOSH FACE
Fatality Assessment and Control Evaluation Program
Division of Safety Research • 1095 Willowdale Road • Morgantown, West Virginia 26505 • Phone:(304)285-5916

FACE Report Number 2014-01 **July 22, 2016**

Maintenance Worker Struck by Forklift Carriage—Tennessee

SUMMARY

On February 28, 2014, a 51-year-old maintenance worker was crushed by the forks of a forklift he was repairing. At the time of the incident, the maintenance worker was working below the elevated forks, replacing a hydraulic seal on the forklift carriage lift mechanism while the carriage and forks were supported by resting the fork tips on the edge of a shipping container. The forklift operator was standing next to the forklift. As the maintenance worker tightened a hydraulic fitting, the fork tips slipped off the container edge. The carriage and forks fell, striking his head and pinning him underneath. The forklift operator radioed to call 911. Emergency medical services dispatched to the incident, and the maintenance worker was transferred to the hospital where he succumbed to his injuries.

CONTRIBUTING FACTORS

Key contributing factors identified in this investigation include:

- *Lack of specific written maintenance procedures for hydraulic seal replacement*

Photo 1. Incident scene, pallet with material on the ground; arrow indicates forklift involved.
(Photo courtesy of TOSHA.)

https://oem.msu.edu/index.php/work-related-injuries/work-related-fatalities

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Warning, the next picture is graphic…

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Developing training material

Sources for training material

- Manufacture information
- MIOSHA/OSHA
- Online videos and photos
- Streaming videos
- Examples from the shop floor or worksite
- Industry Associations
- Insurance Companies

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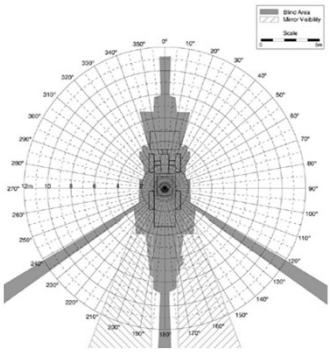

Be a Safe Driver 26

AVOID FALLS AND TIPOVERS

- Stay with your truck. Don't jump from a moving or falling sit-down rider truck.
- Stay away from the edge of docks and ramps.
- Check that bridgeplates and dockboards are secure. Be certain that either the trailer wheels are chocked or the trailer is locked to the dock. Check capacities. Be sure your truck, with load, isn't too heavy for where you are driving.
- Make sure the load you are moving is stable. Spread the forks as far as you can and center the load. Insert forks as far under the load as you can. Be even more careful with long, high or wide loads. They can be less stable.
- Use forward tilt only when you have the load in a rack, over a stack or close to the floor. Use minimum fork tilt to pick up or place a load. When lifting or lowering outside a rack, keep the load backrest vertical or tilted back slightly.
- When moving loads on grades or ramps, drive with your forks pointed upgrade. Without a load, drive with forks downgrade. Slow down, and don't turn on grades or ramps.

Operator Manual

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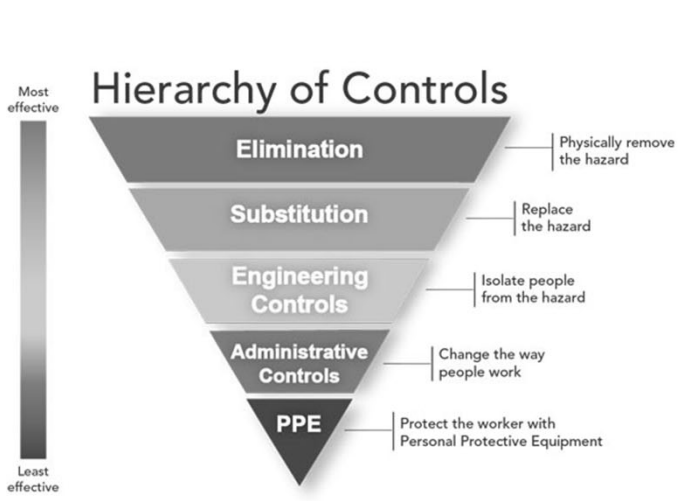

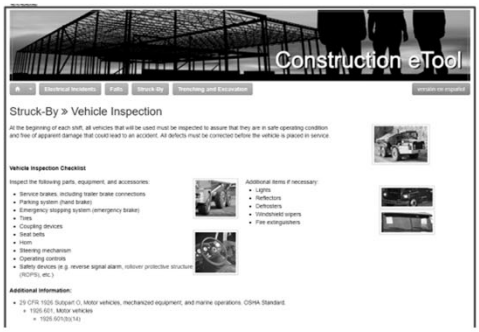

MIOSHA
Michigan Occupational Safety and Health Administration

Michigan Worker Death Notification

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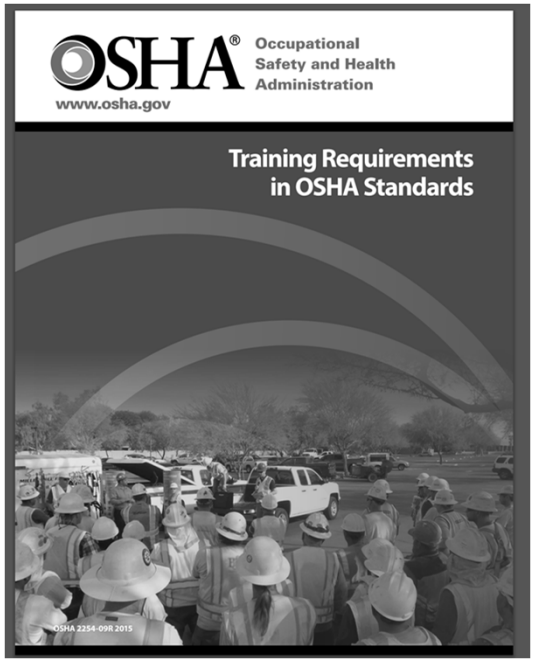

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Utilizing videos

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Personal protection equipment or PPE provides excellent protection. However, it is only effective if it is used.

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Online Streaming

Caught in/Between Hazards - M276E (15 mins)

MARCOM's Video On Demand (VOD) program on Caught-In/Between Hazards in Construction Environments provides the information employees need to recognize .....

PURCHASE DVD

Full Video

Preview

Online Exam (LMS)

Printable Exam (VOD)

www.michigan.gov/mioshavideos

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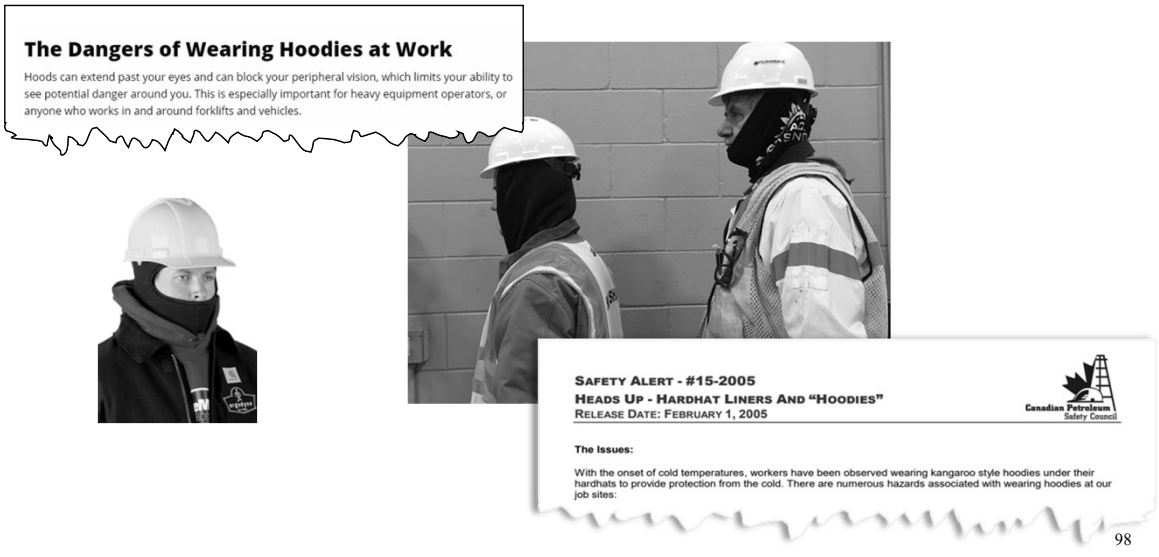
Issues from your own worksite (continued)



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Trade Groups and Insurance Companies

Construction [edit]

- American Institute of Constructors
- American Subcontractors Association
- Associated Builders and Contractors
- Associated General Contractors of America
- Consulting Estimators Round Table

Industry [edit]

- The Aluminum Association
- American Bearing Manufacturers Association
- American Chemistry Council
- American Cleaning Institute
- American Composites Manufacturers Association
- American Forest & Paper Association
- American Gear Manufacturers Association
- American Hardware Manufacturers Association
- American Home Furnishings Alliance

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Summary

- Discuss the value of health and safety training
- Determine who and what needs to be trained
- Design engaging instruction targeted toward their learners' needs
- Explain the requirements to ensure their training is successful

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Assessment

- The purpose of this assessment is to validate the knowledge learned in class.
- Passing score of 70% correct is required.
- Class reference materials/books are not allowed to be used during the assessment.
- Collaboration/discussion with others is not allowed during the assessment.
- Answers will be reviewed after everyone completes and submits their assessment.

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Online Transcript

www.macomb.edu/webadvisor

Choose Noncredit/Continuing Education

Log In

What?

- Check individual courses – Proficient / Not Proficient
- Track courses taken through the MTI
- Request a transcript to show certification
- Manage account information

How?

- Select *What's My User ID?*
- Key in the Last Name and SS# or Macomb ID
- Select *Log In*
- If you need help call 586-498-4106 or email mti@macomb.edu

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Thank You For Attending This Presentation

Michigan Occupational Safety and Health Administration
Consultation Education and Training Division
525 W. Allegan Street, P.O. Box 30643
Lansing, Michigan 48909-8143

For further information or to request consultation, education and training services, call 517-284-7720
www.michigan.gov/miosha

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Effective Safety and Health Training
Student Resources

MIOSHA Publications:

Training General Industry Fact Sheet (#003)

MIOSHA Standards:

Parts 42, 92, & 430. Hazard Communication

General Industry Safety Part 6. Fire Exits

Construction Safety Part 6. Personal Protection Equipment

Construction Safety Part 13. Mobile Equipment

General Industry Safety Part 33. Personal Protective Equipment

General Industry Safety Part 85. Control of Hazardous Energy

General Industry Health Part 380. Occupational Noise Exposure

General Industry Health Part 433. Personal Protective Equipment

Construction Health Part 680. Noise Exposure for Construction

Other Resources:

Teachers Corner – Create your crossword puzzle
https://worksheets.theteacherscorner.net/make-your-own/crossword

Additional Sample Excel Training Matrix (on student flash drive)

E-Learning Industry – Online Education Resources
https://elearningindustry.com

Temporary Worker Initiative:

Injury & Illness Recordkeeping Requirements for Temporary Workers (CET-0193)

Guidelines for Temporary Workers: A Shared Responsibility (CET-0196)

Multi-Employer Work Sites Instruction (MIOSHA-COM-04-1)

Federal OSHA Temporary Worker Webpage

MIOSHA Training Institute (MTI) Resources:

www.michigan.gov/mti

MIOSHA Training Calendar:

www.michigan.gov/mioshatraining

MIOSHA Homepage:

www.michigan.gov/miosha

Michigan Department of Labor and Economic Opportunity
Michigan Occupational Safety and Health Administration
Consultation Education and Training Division
525 W. Allegan St., P.O. Box 30643
Lansing, Michigan 48909-8143

For further information or to request consultation, education and training services
call 517-284-7720
or
visit our website at www.michigan.gov/miosha

www.michigan.gov/leo

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