

# **Working with Workers: Talking About Workplace Safety and Health**

## **A training module for Community Health Workers**

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We appreciate feedback.

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This module was developed as a collaborative project by the Barry Commoner Center for Health and the Environment and the Make the Road New York training program for Community Health Workers. This module was included as a 1-day class within a comprehensive training program for Community Health Workers. However, it can also be used as part of a 1-day continuing education program for working Community Health Workers. It was developed with input from the National Institute for Occupational Safety and Health (Pietra Check and Leslie Nickels). It was developed and tested with four different cohorts of students over 3 years.

The goal of the module is to introduce Community Health Workers to the field of occupational safety and health. It helps them to identify when work might be a contributing factor to a health complaint and provides them with ideas for how they might assist clients in reducing these exposures.

This module is in 3 parts:

- 1) A trainers guide with imbedded powerpoint images and an appendix with further background on occupational health and the Occupational Safety and Health Act which has rules that protect workers health and safety
- 2) A handout for students with multiple case studies and participatory activities
- 3) A powerpoint to accompany the mini lectures.

# 5-Hour Occupational Safety and Health for Community Health Workers

## OCCUPATIONAL SAFETY AND HEALTH FOR COMMUNITY HEALTH WORKERS

### TRAINER'S GUIDE Working with Workers: Talking About Workplace Safety and Health

#### AGENDA

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SESSION	Length
<i>Welcome and Evaluation</i>	<i>10mins</i>
1. Relationships Between Work and Health	60 mins
2. Motivational Interviewing for Workplace Health	75 mins
<i>Break</i>	<i>15mins</i>
3. Hazards: Identifying Hazards in The Workplace	75 mins
<i>Lunch</i>	<i>30mins</i>
4. Resources for CHWs (Action Planning)	60 mins
<i>Break</i>	<i>15mins</i>
5. Putting It All Together	30mins
<i>Closing and Evaluation</i>	<i>10mins</i>

COUNTABLE HOURS 5 hours

*Acknowledgement: This material is based in part upon materials developed by NIOSH, Draft Training for Promotoras/CHWs on Occupational Health (version in development), Office of Health Communications, Working with Others: Talking about Safety and Health. We would like to especially thank Pietra Check and Leslie Nickels of NIOSH.*

## PURPOSE

Work can contribute to clients' health in both positive and negative ways. While work can provide both income, positive meaning and social interaction there are also hazards at work that can cause health problems. Also work-related issues like the hours of work, the location of work and the attitudes of employers and coworkers can make it easier or harder for workers to manage their health. This training guide will introduce CHWs to these issues and provide them with some skills to incorporate this into their work.

## TRAINING OBJECTIVES:

1. Recognize the importance of Occupational Health and Safety (OSH) information in community health
2. Develop confidence to use this information with clients
3. Provide CHW trainees specific OHS resources and tools for use with clients

## PREPARING TO TEACH

If you do not have a background in occupational safety and health, you can review Appendix 1, which is a train-the-trainer guide. You should also review the powerpoint to make sure that you understand all of the concepts. If you have additional questions you can find information at the following government websites:

National Institute for Occupational Safety and Health, CDC [www.cdc.gov/NIOSH](http://www.cdc.gov/NIOSH)

Occupational Safety and Health Administration [www.OSHA.gov](http://www.OSHA.gov)

State Government Occupational Health Programs: [www.cdc.gov/niosh/oep/statesurv.html](http://www.cdc.gov/niosh/oep/statesurv.html)

The following national networks might provide you with local resources and referrals:

Association of Occupational and Environmental Clinics: [www.AOEC.gov](http://www.AOEC.gov)

National COSH Network: [www.coshnetwork.org](http://www.coshnetwork.org)

Migrant Clinicians Network [www.mcn.org](http://www.mcn.org)

## Materials Checklist

1. Participant handouts (1 packet for every participant)
2. The following supplies should be on the table or readily available:
  - A package of pens
  - Flipchart paper
  - Markers
  - Painter or masking tape
  - Projector and computer for powerpoint
  - Colored dots (six color pack)

## WELCOME AND INTRODUCTIONS 10MINS

**Materials:** Prepared flip chart and markers, copies of pretest if you plan to use it

Introduce yourself & your role with the hosting organization

- 1) Introduce the host organization

Then go around the room asking workers to introduce themselves by sharing:

- 2) Their name
- 3) (Optional: this can be repeated in the Hazard Identification Section). Their current job (if unemployed, ask for the last job they've done). As workers share their information, write down their occupation on a blackboard or flip chart paper.

Review the agenda with everyone and explain the things that will be covered throughout this training.

Explain the the overall purpose of this training is to:

1. Provide CHW's some basic knowledge and tools that will help worker-clients recognize health and safety risks at work, and
2. Prepare CHWs to take action to improve their clients (and even their own) occupational safety and health

Show the first slide to emphasize why it is important to think about how CHW can help prevent workplace injuries and illnesses. Ask students if they know anyone who has experienced a work-related injury and take a few examples.

**Work-Related injuries, illnesses and deaths are too common and are preventable**

**2.9 million work related injuries and illnesses in private sector in 2016**

- That is 3 out of every 100 workers

**5,190 fatal work injuries in 2016**

- Every 100 minutes a worker dies from a fatal injury on the job. 3 workers will die during our 4 hour class today

Tell participants that now as a group we are going to collectively create a set of “learning agreements”. These agreements will allow us to have a respectful and just learning space where we can all learn from each other, a space that is open for disagreement, etc. Example: Raise your hand to participate, workers should be self-conscious about how much they and others participate.

Go around the room and take between 3 to 5 suggestions. Every time someone gives a suggestion, ask the whole group if this is OK with them.

### ADMINISTER THE PRE-TEST (5 MINUTES)

*NOTE: We have provided a pre- and post- test if your program is interested in tracking learning goals in that way. It is not a required or necessary part of the curriculum*

**SESSION 1: RELATIONSHIPS BETWEEN WORK AND HEALTH****30MINS**

**Materials:** Copies of case studies, pen/paper

**SESSION OBJECTIVE**

1. Students will understand the relationship between work and health
2. Students will understand attitudes among low-wage workers about workplace safety and health.

**Activity**

Break the class into 4 small groups and assign ONE of **Case Studies #1, #2, #3 and #4** to each. Tell students we are going to take 15 mins to read and discuss them in small groups.

Ask the group to answer the questions that are at the bottom of the case studies.

When time is done, ask for a volunteer from each group to present their discussion to the class. Tell each group to try and limit their presentation to just 5 minutes so that we have time to get to all 4 groups.

You may want to keep a list on the white board or flip chart during the discussion of all of the ways the groups think that the workers' health problems might have been prevented.

**Activity summary:** Stress the important role CHW might play in bringing out the many issues raised by the cases which include for example:

***Case study Maria:***

Discuss the reasons why Maria might not have advocated for herself or asked to take a break to rest and drink water when the weather got so hot. Discuss why the workplace was allowed to become so hot and suggest that employer can provide air conditioning or adequate fans. Emphasize that it is the employer's responsibility to making sure that the workers rest and drink water. Is it reasonable to expect the production numbers be reduced to accommodate the need for rest when there is a heat wave?

***Case study Daniel:***

Discuss why Daniel was not aware of the potential health effects of the chemicals he was using at work. Emphasize that it is the employer's responsibility to inform workers about which chemicals they are using and if the chemicals can cause potential health problems. Discuss the reasons why Daniel might not have told his employer about the shortness of breath he experienced at work.

***Case study Ana:***

Discuss the employer's remark "this is not women's kind of work." Should jobs be designed so that women who are, on average, shorter than men can't do them? What is the employer's responsibility for designing workstations so that they can be comfortable for workers of different heights? What if the worker were the same height but male, how would that change the view of the problem with design of the work station. Why might Ana want to change to the day shift and how might that desire affect her willingness to tell the employer about the poor design of the workstation. NOTE: you may want to reemphasize now or later that the OSHA laws says

Each employer (1) shall furnish to *each* of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees (see slide # 17 OSHA general duty clause). Therefore, the workers size should not change the responsibility of the employer to provide safe conditions to all the workers.

***Case study Jose:***

Why was Jose not able to readjust his diabetes management when changing shifts? Whose responsibility is it to develop a plan for how to adjust to the new schedule? Why might Jose be afraid to mention his diabetes to his employer? Why might his health care provider not be aware of the need to discuss with Jose approaches to manage his diabetes given a major change to his daily schedule?

***NOTE TO THE TRAINER: Review with the class the list of prevention approaches you created based on the students' report back from the small group discussions of each case. Take note of how often the CHWs discuss what the EMPLOYER might have done versus focusing on what the WORKER needs to do.***

You may find that the students are focusing too much on prevention approaches that place the emphasis on the worker's responsibility to be safe. As a facilitator, be prepared to challenge some of these attitudes. Remind them that safety and health is the responsibility of the employer and the employer is the one who has the ability to change working conditions and help workers to be safe and healthy at work. Facilitators should stress this theme throughout the training.

## **SESSION 2: MOTIVATIONAL INTERVIEWING (MI) FOR WORKPLCE HEALTH,** **75 MINS**

**Materials:** Projector, flip chart paper and markers

**Objective:** Students will incorporate workplace safety and health topics in the Motivational Interview process to practice generating open ended questions. They will also practice asking questions that get clients to discuss work-related health issues.

**Mini lecture on MI:** (30 mins)

*If your students have previously learned about MI use this as a review and emphasize examples from the previous cases of how the concepts can be applied to asking clients about working conditions. This exercise will focus on open-ended questions, so you may want to place the biggest emphasis on that component.*

Explain to students that MI is one way of speaking and working with clients that can help you create a stronger relationship and focus the client on identifying solutions and actions they feel capable of doing. One specific application of motivational interviewing is to help them identify work-related issues.

MI is one way of speaking and working with clients that can help you create a stronger relationship with the client and focus them on identifying solutions and actions they feel capable of doing. The 4 main characteristics of MI as they relate to occupational health and safety are:

1. **Open-Ended Questioning**
2. **Affirmation**
3. **Reflective Listening**
4. **Summary**

Use the power points to review the main concepts and provide examples related to work. Indicate to the students that they have a handout with this same information. Engage the students as much as possible in providing examples and practicing each of the characteristics. You may want to use some of the case studies from the previous exercise to illustrate aspects of MI. The activity (described below) will focus primarily on open-ended questioning as it applies to work-related questions, so you may want to focus your lecture examples on the other components.

### **Motivational Interviewing**

Motivational Interviewing is one way of speaking and working with clients that can:

- **Help you create a stronger relationship with the client**
- **Focus the client on identifying solutions and actions they feel capable of doing**

### **Motivational Interviewing**

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4. **Summary**

## Open Ended Questions

Open-ended questions require more than just a "yes/no" answer.

- The information the client provides improves the conversation for both the worker and the CHW.

**Verbal probing is a technique that can help with moments of resistance and/or hesitation or if additional information is needed. Some strategies include asking the client:**

- What he or she was thinking that made them hesitate
- How or why they remember a particular situation or experience.
- How they felt about something that happened, or what made them feel that way

robes

## Open-ended Questions and Probes

Example		
Question	Open or Closed?	A probe would likely be useful
Do you work in construction?	Closed	What do you work as?
How was work today?	Open/Closed	Can you tell me about something that happened today that you enjoyed?
What did you do today at work?	Open/Closed	What are the different steps you have to do to complete that task?
What potential risks have you noticed at work?	Open	Have any of your co-workers noticed anything?

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## Affirmation

Comments and gestures that recognize positive behaviors and successes. Focusing on the worker's strengths, efforts, patience and perseverance brings about confidence and self-efficacy.

- Acknowledging small successes  
*"It's great that you were able to ask your boss that question"*
- Complementing for making an effort  
*"Thank you for coming in today and telling me this"*
- Stating appreciation or understanding.  
*"Your initiative shows the respect and care you have for your coworkers"*

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## Reflective and Active Listening

Reflection throughout the dialogue is a key part of active listening. The CHW makes sure that he or she has understood the client.

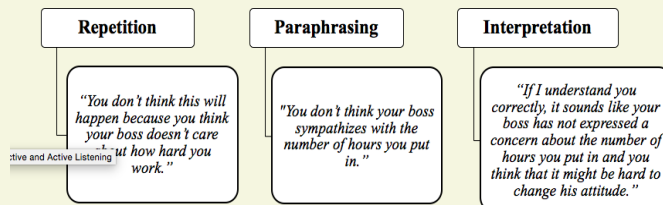
### Strategies:

- Repeat what was said in the clients' own words
- Paraphrase what the client said using the CHW's own words
- Interpret the clients' meaning or intent using the CHW's own words

robes

## Example Reflective and Active Listening

Client: "I don't think that will happen. My boss doesn't care about how hard we work."



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## Summarizing

A summary statement gives the client the opportunity to hear his/her own thoughts out loud, to verify or tweak them, and to be reminded of his/her own statement of problems, solutions, and desire to change.

It's helpful to end summary statements with an open question such as "What else?" to invite the worker to continue the narrative.

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## Examples of Summarizing

The CHW repeats what the client says with short and concise key points.

- "This is what I've heard you say up until now... What am I missing?"
- "Let me make sure I understand you completely. What I've been hearing you say is... Is that right?"

The worker may begin to offer statements indicating the desire to change:

- "I don't want to set the wrong example for my kids."
- "I want my kids to grow up being able to see both their parents."
- "We work so hard, we have to be given more breaks."
- "My worksite needs to be safer if we want to prevent injuries."

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### Activity: Open and Close-Ended Questions (45 min)

Keep the same groups as you had for the first activity and distribute flip-chart paper and markers to each group. Tell students that we are going to use the previous case studies and imagine that we are talking to these workers. The goal is to develop questions that focus on work-related issues. While all the components of MI are important for now we are just going to focus on open-ended questions.

Explain that in their groups they are going to come up with a list of open-ended questions that they might have asked the worker which gets the worker to discuss their working conditions. They should not just repeat the same questions and information they discussed in activity 1. The goal is to ask additional questions that will give them new information that will help the CHW develop an action plan. Tell them they have 15 minutes to do this.

If some groups are done earlier, remind them to tape their flip-chart paper to the wall. As groups start taping their answers, ask them to read the other questions created by the rest of the class.

Once time is up, ask everyone to sit down and explain to them that the class, as a group, will look at all the questions that they taped on the wall and classify each question with the following letter:

**C**=Close-Ended Question  
**O**=Open ended question  
**W**=Work-related question

Take 30 minutes to go through each of the questions by reading each one out loud to the whole class and asking the whole class: “Is this question a C, O or W?” As you go through, make sure to write the letter C or O and W next to each question for the whole class to see. If a question is a “C” ask students how it might be changed to an “O.” Point out that sometimes closed-ended questions are needed, but these questions should be accompanied by an open ended question to further understand a close ended response. For example: *Does your employer offer any training? If yes, can you describe that training for me? If no, what kind of training would help you do your job more safely?*

At the end of each group’s list of questions ask participants how many W’s there are out of all of the questions. If W’s are low, then remind workers the objective of this training is to increase the capacity and ability of CHW’s to convey Occupational Safety and Health information when talking to other workers. The CHWs will not be able to do this unless they start by asking questions about their client’s work and reinforce how the questions might have been more focused on work. At the end you may want to discuss how the groups might have had more W questions

## SESSION 3: IDENTIFYING HAZARDS IN THE WORKPLACE 75MINS

**Materials:** Projector, handout, paper/pen, colored dot stickers,

### SESSION OBJECTIVES

1. Recognize causes of potentially work-related injuries and illnesses and present technical terms and concepts to classify workplace hazards.
2. Learn about the major approaches to controlling hazards

#### Warm Up Activity:

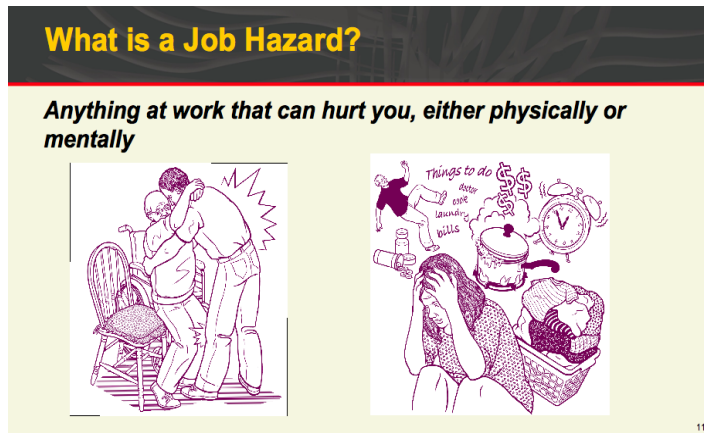
Go around the room asking participants for ONE of their current or most recent occupations. As participants share their occupations, write them down.

When done, ask participants to take a few seconds to remember the occupations written on the board and then tell them that by the end of this session: “although all these occupations seem different, when we talk about occupational safety and health these occupations share some common hazards”

#### Mini lecture on work-related hazards (15 min)

Indicate that the students have notes related to what you will be presenting in the section **Work-Related Hazards**.

Define the term “job hazard” as *anything at work that can hurt you, either physically or mentally*.



Explain that some job hazards are obvious, but others are not. This means that some hazards can be easily seen (such as a sharp blade) while others can't (such as stress). Some hazards can hurt you now (such as hot grease), while others may cause health problems in the future (such as exposure to noise which causes hearing loss over many years). In order to be better prepared to be safe on the job, it is necessary to understand how to identify different types of hazards.

Remind students of the first PowerPoint that described the large number of workers who are injured, get sick, or die because of these hazards. Emphasize that the real number is probably much larger since many cases never are officially recognized and reported. As CHW they can help identify and prevent these cases by recognizing preventable hazards

Explain to the class that hazards can be divided into six categories: Chemical, Safety, Physical, Psychosocial, Ergonomic and Biologic. Write these as column headings on a flipchart page or whiteboard.

Project the slide (#12) which provides definitions of the first 3 categories (Chemical, Safety and Physical hazards). Ask the students to call out examples of potential workplace hazards either from their own experience or from familiar workplaces (such as restaurants, stores, health care facilities or offices) that would fall into those first 3 categories and write them on the flip chart or board under each heading

Then project the slide (#13) which provide definitions of the second 3 categories and repeat the activity

### Hazard Mapping 1

**CHEMICAL HAZARDS (Green)**  
They exist as solids, liquids or gases.  
Open containers  
Liquid chemicals  
Metal dust  
Fumes

**SAFETY HAZARDS (Light blue)**  
Anything at work that can injure your body.  
Being hit, cut or amputated  
Burned, shocked or electrocuted  
A condition causing slip, trip or fall

**PHYSICAL HAZARDS (Dark Blue)**  
Anything that can put you in contact with  
Constant loud noise  
Vibration of tools or equipment  
Inadequate lighting  
too hot or too cold temperatures

### Hazard Mapping 2

**PSYCHOSOCIAL (Yellow)**  
A work environment that promotes stress, harassment, and violence  
Not enough staff  
Too much work or pressure to do it fast  
High production quotas  
Environments where employees work alone

**ERGONOMIC HAZARDS (Orange)**  
Tasks that create temporary or permanent pain in your muscles, joints, tendons or nerves.  
Repetitive movements  
Awkward postures  
Heavy lifting

**BIOLOGIC HAZARDS (Red)**  
Tiny living organisms that can make you sick or develop a disease.  
Contact with blood or an infectious disease  
Allergens, TB, Hepatitis

**Note to trainer:** *Here are some common examples you can add if the students get stuck on one of the categories.*

**Chemical hazards** include cleaning products, pesticides, lead paint chips or dust

**Safety hazards**, cluttered workspaces, hot surfaces, or slippery floors,

**Physical hazards** including load noise from machinery, vibrations from driving a large truck or using a jack hammer, and radiation from x-rays

**Ergonomic Hazards** such as lifting heavy boxes or repetitively moving your arms or wrists like on a factory assembly, or working in awkward postures painting a ceiling with your arms raised

**Biological hazards**, such as when health care workers are around patients with flu, HIV/AIDS, or tuberculosis (TB). Exposure to mold from leaky pipes. Cutting grass when you are allergic to it.

**Psychosocial hazards** including being sexually harassed, being asked to do too much work for the amount of time, having a boss that is verbally abusive.

## **ACTIVITY 1: HAZARD MAPPING (30 min)**

Distribute the colored-dot stickers and explain to the workers that they will now complete a hazard mapping exercise. The purpose of the activity is to get them to be able to visually recognize work related hazards using the **Classification of Hazards** chart students. The students will identify hazards in the image and place the appropriate dots on the hazards they detect.

Hand out copies of the fast food restaurant picture to each table. Ask students to take 15 minutes to put the appropriate color dot on the handouts when they identify a hazard. They can work in groups or as individuals. Then project the image of the fast food restaurant (#14). Take about 15 minutes to gather input from the students. Ask students to call out hazards they identified and the color of each hazard. You can use dots or colored markers to place dots on the projected image. You can use powerpoint #15 to summarize some of the main hazards in food service at the end if needed.

### Food Services: Examples of Job Hazards

<ul style="list-style-type: none"> <li>• <b>Safety</b> <ul style="list-style-type: none"> <li>• Injury from sharp objects (knives)</li> <li>• Fire/burns</li> <li>• Trips/Slips/Falls</li> </ul> </li> <li>• <b>Physical</b> <ul style="list-style-type: none"> <li>• Heat conditions</li> <li>• Cold conditions</li> </ul> </li> <li>• <b>Biological</b> <ul style="list-style-type: none"> <li>• Bacteria (handling raw meat, unsanitary conditions)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chemical</b> <ul style="list-style-type: none"> <li>• Cleaning products (e.g. bleach)</li> </ul> </li> <li>• <b>Biomechanical/Ergonomic</b> <ul style="list-style-type: none"> <li>• Heavy lifting (e.g. heavy bags or boxes)</li> <li>• Awkward postures (e.g. dish washing)</li> <li>• Repetitive movements (e.g. chopping meat or vegetables)</li> </ul> </li> <li>• <b>Psychosocial</b> <ul style="list-style-type: none"> <li>• Stress (no time for breaks)</li> <li>• Violence, harassment</li> </ul> </li> </ul>
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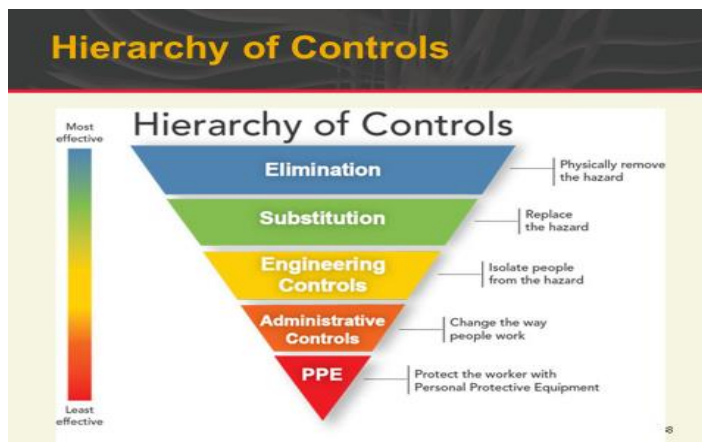
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## **ACTIVITY 2: CONTROLLING HAZARDS (30 Min)**

### **Hazard Control Mini Lecture: (10 min)**

Explain that we don't have time to learn about all of the solutions to these hazards. However, it is important to keep in mind that there are more and less effective ways of controlling hazards. Occupational safety and health experts call this the hierarchy of controls. Show the hierarchy of control slide (#16) and describe controls from the least effective (bottom of hierarchy) to most effective:

- Personal protective equipment includes gloves, clothing respirators, to protect from chemical exposure; hearing protection to minimize hearing loss, etc. Note: These controls do not eliminate the hazard in the workplace; they just put a barrier between the worker and the hazard. This represents a “weak fence” that can break easily if the proper respirators or training to use them are not provided.
- Administrative controls include training, rotating workers, adequate staffing, sufficient rest periods, training in the language understood by workers.
- Engineering controls include enclosing harmful machinery, re-designing equipment, installing appropriate ventilation systems, etc.
- Isolating, substituting and eliminating the hazard entirely are important measures that are even more effective and demonstrate employer willingness to institute an effective H&S program versus relying solely on workers to change their behavior.



### **Activity (20 Min):**

Make a table with two columns on a piece of flipchart paper. Label the left column “Hazards” and the right column “Possible Solutions.”

Take the example of the hazard from the fast food restaurant hazard mapping exercise: “slippery floors.”

Ask the class this question:

“How can this workplace hazard be removed or reduced?”

Ask students to suggest answers, and write the answers on a flip sheet or white board. After the students list various solutions ask them to say where each possible solution falls on the hierarchy of controls

Your students might include these solutions for slippery floors:

- Put out “Caution” signs. (Administrative control)
- Clean up spills quickly. (Administrative control)
- Install slip-resistant flooring. (Engineering control)
- Use floor mats. (Engineering control)
- Wear slip-resistant shoes. (Personal Protective Equipment)
- Install grease guards on equipment to keep grease off the floor. (Elimination)

Push students to think of solutions higher up in the hierarchy. Emphasize the importance of removing the hazard so it can’t hurt anyone. This way, the workplace itself is safer, and all the responsibility for safety doesn’t fall on individual workers.

**SESSION 4: RESOURCES FOR CHW'S (ACTION PLANNING)****60 MINS**

**Materials:** Handout, markers, flip-chart paper, PowerPoint.

**SESSION OBJECTIVES****Objectives:**

1. Students will gain a better understanding of the Occupational Safety and Health Act (OSHA) and how OSHA can be used to promote healthier and safer workplaces.
2. Develop a set of next steps that clients can take to address hazards at the workplace.

**ACTIVITY 1: WORKERS' SAFETY AND HEALTH RIGHTS (30 MINS)**

**Background preparation-** For trainers who feel that they need additional background on the OSHA Act see appendix 1 (Note this will refer to the MRNY Susan Hardwood train-the-trainer guide and we will attach this as an appendix for trainers)

**Workers' Rights Mini Lecture (Use PowerPoint slide 17-25)**

Tell students that we are now going to talk about OSHA and the rights of workers.

Start by asking "Who has heard of OSHA? What is it?" As participants give answers, write down words that capture their ideas on the blackboard or flip-chart paper.

Explain to participants that first we are going to review some facts about basic workers' rights under OSHA. Direct them to the information on **Workers' Rights** in their handouts.

Use the power point slides to review the components of OSHA. The background information has more details if there is something you are not familiar with. Try and make the presentation interactive by asking questions like:

1. Who is responsible for keeping workers safe at the work place?
2. What specifically is the employer required to do?
3. Refer to the hierarchy of control diagram (PowerPoint slide #16) to reinforce that using personal protective equipment alone is not enough.
4. What is an imminent danger and what should a worker do?

## Is there a law for workplace safety and health?

The Occupational Safety and Health Act (OSH Act) became a law in 1971. The OSH Act was created to promote workplace safety and health rights for workers.

### 1) The General Duty Clause 5 (a) (1)

#### (a) Each employer --

*(1) shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees;*

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## The employer is responsible to ensure a healthy and safe work environment

- Make sure workers have and use safe tools and equipment and properly maintain this equipment.
- Use posters, labels or signs to warn workers of potential hazards.
- Establish or update operating procedures, and communicate them so that workers follow safety and health requirements.

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## Employer responsibility for training

The employer must train the worker to recognize, abate (minimize), and prevent safety and health hazards in their workplaces.

This must be done when you start a job, and when new equipment or chemicals are provided to perform your job.

The employer must explain hazards of chemicals used and how they can affect one's health.

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## What should a worker do if there are hazards?

- **First**, ask the employer to correct the unsafe working conditions (in writing and pictures if necessary)
  - Employer must follow the hierarchy of controls in correcting the hazard
- **If ignored**, workers can file a complaint with OSHA
  - Can be done anonymously.
- **If an inspection happens**, workers can participate in OSHA investigations and get information
- **If an accident or illness occurs**, report it to your employer.

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## Occupational Safety and Health Administration

The OSH Act also created a federal agency, the Occupational Safety and Health Administration (OSHA).

The agency works to:

1. Develop rules about workplace safety
2. Enforce those rules through inspecting workplaces
3. Track workplace accidents
4. Train workers and employers on workplace health and safety

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## OSHA employer requirements (cont)

- Post, at a prominent location within the workplace, the OSHA poster informing workers of their rights and responsibilities.



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## Employer responsibility for medical screening and recording injuries and illnesses

- Provide *medical examinations and training* when required by OSHA standards.
- Such as blood lead testing or hearing tests when exposures are above a threshold
- Provide *access to employee medical and exposure records*
- Provide information on the injuries and illnesses that *have happened to co-workers* in the workplace (which is registered in the OSHA 300 log)

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## For Imminent Danger Call OSHA Immediately

- Workers should call OSHA immediately (1-800-321-OSHA) to report imminent dangers.
- To count as an "imminent" danger, there must be:
  - A threat of death or serious physical harm (meaning such severe harm to a part of your body you will lose use or not be able to use it well).
  - Exposure to a health hazard (e.g., a chemical) that will shorten the worker's life or substantially reduce the worker's physical or mental abilities (harm does not have to happen immediately).

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## Your client reported her employer and was fired. Is this okay?

**No!**

**Under the law workers are protected from retaliation. In the OSH standards, Section 11 (c), it says:**

*"A person may not discharge or in any manner retaliate against a worker because the worker exercised any right afforded by the OSH Act."*

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### ACTIVITY 1: HELPING WORKERS TO TAKE ACTION (30 mins)

Tell participants that we are now going to think about actions CHWs can suggest to their clients, this might include helping their clients use their rights under OSHA but it could include other kinds of actions including contacting local resources that focus on worker safety and health. Ask students to brainstorm some other ideas they might have for helping their clients take action. While there are many solutions, not all of them are things that the CHW are in a position to accomplish. Here are some suggestions they might come up with or you might help them think about that are things that they can do as CHWs such as:

1. Assess if affected worker knows safety and health procedures at the workplace
2. Find out if workers have received training
3. Find out if there are more workers from the same site experiencing this

Once the students have begun to discuss potential action plans, ask them to divide into the same groups they were in for the cases in first exercise. Ask them to take the action cards, cut them up and look at the list of resources provided in their material. Discuss how they would use those action cards and any other ideas they have to help the worker take action. They might also think about other resources they may know in the local community that the workers could go to for assistance. If time permits, ask each group to briefly summarize the discussion.

Note: Including both the Action Cards and Local Resources is helpful. However, this may require the instructor to investigate and list local resources in their respective area, including some websites. . Referral organizations themselves can give you additional suggestions for potential referral resources and can help CWH's find out who does this work in their respective communities, as well as at the state and national levels.



## SESSION 5:

### PUTTING IT ALL TOGETHER TO IMPROVE WORKERS HEALTH (30 MINS)

**Materials:** Flip chart markers

**Objective:** Practice what you have learned from the class.

Tell workers that they are going to work on a “Role-play”

**Read Activity: Role Play.**

The whole class will perform a MI with **Sonia**, who is a worker in the fast food restaurant from the hazard mapping activity.

- The class participants take the role of a CHW and the facilitator will take the role of Sonia
- Make sure the CHW's understand that they will be using open-ended questions (see some examples below) to get as much information about the hazards to which Sonia is exposed and what her employer is currently doing to control hazards. In the role play you should encourage workers to apply everything they learned in the module from taking a history to helping the worker consider action steps.

*“I am a restaurant worker. I have been working here for 7 years. Most of my tasks require me to chop vegetables and carry trays of dirty dishes. Other tasks I perform include the cleaning of our working stations and when the restaurant closes, vacuuming and mopping a giant floor. There are days that I have to work for more than 11 hours. I feel exhausted at the end of my shift. Because I was so tired, I had two accidents last month. I slipped on the floor and I cut my finger. I'm not the only one that has gotten sick or hurt at our job. The chemicals we work with to clean surfaces also make my hands red and I get rashes.”*

*Ex.:*

- What were you doing when you got hurt?
- How did you take care of your injuries?
- What did your supervisor do when you got injured?
- How do you use the chemical cleaners that caused your rash

Use a penny or a colored piece of paper. Ask for an initial volunteer. That person will start the exercise as the CHW and you will play the role of the worker. After the first volunteer has asks some questions tell them to hand the penny of piece of paper to another student to take over. Make sure that the students rotate the role of CHW. After about 20 minutes, you should switch and the trainer will play the role of the CHW and a volunteer will be the worker. You should provide a final model for the students for how to ask question that lead into a reasonable set off action steps. At the end you can summarize on the flip sheet the major points that were missed and the major accomplishments of the students.

You should emphasize the following points in the role plys:

- Apply the motivational interview techniques

- Make sure that your encounter is *client centered*. That you are only asking the client to take steps that the client feels comfortable taking. “We can discuss this further at our next meeting” is one way of handling this.
- Make sure that the action steps you develop for the client are achievable both for the client and for you as a CHW.

**Activity Summary:** Solving the issues at work that lead to health problems can be complicated. Sometimes just re affirming the stresses clients face and helping them think about solutions can make a big difference. There are causes that can be out of the worker’s control, in this case work scheduling and access of food during her shift.

## **CLOSING AND EVALUATION** **10MINS**

To conclude, distribute and read together with participants **Handout: Additional Suggestions**.

### **ADMINISTER POST-TEST (5 MINUTES)**

#### **GROUP CONCLUSION**

After collecting the post-test, ask everyone to stand up, if space permits, ask people to create a circle.

Then ask people

- How should we conclude this training?

Take two responses and then ask the group:

- Which one of the two suggestions should we do as a group?

Usually, the group will give comments or give ideas about how they felt about the training.

If there is no participation, ask the group to share one thing they learned throughout the training.

Once everyone has participated, the facilitator should share a thought as well, then conclude by saying that “we have explored the theoretical approach and should now put it into practice BUT remember that you are not alone. Now that we are a group, let’s help each other as we grow as CHW’s.”

## APPENDIX 1: A BRIEF INTRODUCTION TO THE OSHA ACT

### WHO IS COVERED BY OSHA?

The OSH Act is applicable to nearly all private employers and their employees in the 50 states, the District of Columbia, Puerto Rico and other U.S. territories. The law covers in theory almost every field of business, including manufacturing, construction, the food industry, service jobs, car washes, private educational institutions, etc.

Importantly, there are a few categories of workers NOT covered by the law:

- People who are self-employed (for example, plumbers in business for themselves)
- Farm workers on small farms which employ only immediate family members
- Domestic workers who work in private homes directly for the family (workers employed by an agency to do domestic work are covered)
- Government employees – these workers are covered by other similar laws. New York State workers are covered by the Public Employee Safety and Health Act (PESH Act).

Workers are covered regardless of immigration status.

The OSH Act is enforced by the Occupational Safety and Health Administration (“OSHA”), an agency within the United States Department of Labor.

### Resources

- Occupational Safety and Health Administration: <http://www.osha.gov/workers.html>
- U.S. Department of Labor Guide to OSH Act: <http://www.dol.gov/compliance/guide/osha.htm>
- New York Department of Labor Guide to PESH Act: [http://www.labor.state.ny.us/workerprotection/safetyhealth/dosh\\_pesh.shtm](http://www.labor.state.ny.us/workerprotection/safetyhealth/dosh_pesh.shtm)

### WHAT DOES OSHA REQUIRE OF EMPLOYERS?

Most fundamentally, OSHA establishes a “general duty” for employers to provide a workplace free of known hazards that can cause death or serious physical harm. The “general duty” clause of OSHA is in the text of the law itself, in section 5(a). This duty is intentionally broad, and applies to **all** workers in **all** worksites that are covered by OSHA.

In addition to the “general duty” that is in the text of the law itself, there are a large number of special regulations and rules that the Occupational Safety and Health Administration (also called “OSHA”) has passed to regulate specific hazards, worksites, or jobs.

There are four main categories of regulations (also called “standards”). These apply to:

- General Industry (general rules that apply to most workplaces);
- Construction (rules specific to workers in the construction industry);
- Maritime (covering workers in shipyards, marine terminals, and in longshoring); and
- Agriculture.

Some standards apply across all industries, such as rules requiring employers to provide protective personal equipment for workers, to train workers on hazards they face on the job, to prevent the spread of infectious disease, and more.

You can find the text of these standards online at OSHA’s website, where they are grouped by category and arranged under descriptive sub-headings at:

[http://www.osha.gov/pls/oshaweb/owasrch.search\\_form?p\\_doc\\_type=STANDARDS&p\\_toc\\_level=1&p\\_keyvalue=1910](http://www.osha.gov/pls/oshaweb/owasrch.search_form?p_doc_type=STANDARDS&p_toc_level=1&p_keyvalue=1910).

For many jobs held by low-wage immigrant workers, there may not be specific standards that apply. For example, there are no special rules about how much a worker can be required to lift in a store or restaurant. But even if there is no specific standard that applies in these situations, the employer’s “general duty” still requires that the employer protect against recognized hazards.

## USING THE HIERACHY OF CONTROLS

Where a known hazard exists at a worksite, OSHA requires employers to use the “hierarchy of control” to address every known hazard at the worksite.

- First, the employer must try to eliminate the hazard. For example, an employer may substitute a less toxic cleaning product for one that is causing a hazard.
- Second, if the hazard cannot be completely eliminated, the employer must use administrative, work practice, or engineering controls to limit the hazard. These can take many forms. For example, an employer can install a guard on a machine with a sharp blade. While this does not eliminate the risk posed, it helps control the risk. Likewise, the employer can train employees on best practices to limit or manage the hazard – such as how to lift heavy items, or how to properly dispose of toxic chemicals.
- Third, if a hazard is not adequately controlled, the employer must provide workers with personal protective equipment (PPE) to protect against the hazard. PPE includes masks, respirators, goggles, hardhats, and other equipment that protects workers from hazards.

## WHAT ARE AN EMPLOYEE’S RIGHTS UNDER OSHA?

OSHA provides workers five basic rights.

- As noted above, OSHA at its most fundamental provides workers a right to a healthy and safe workplace, free from known hazards that can cause death or serious physical harm.
- OSHA also gives workers a right to information.
  - Employers must post the OSHA “Job Safety and Health: It’s the Law” poster in a conspicuous place where employees and applicants for employment can see it. OSHA requires only that it be posted in English, but the poster is available in other languages as well.
  - Employers must inform workers of the existence, location, and availability of their medical and exposure records when they begin employment and at least annually.
  - Employers must make available Material Safety Data Sheets (MSDS) for hazardous substances used at the worksite. Here is an example of MSDS developed by Clorox company which produces bleach and other common household cleaners <https://www.thecloroxcompany.com/brands/safety-information/sds/>

MSDS are created by the manufacturer of the substance, and include basic information on the substance such as the:

  - chemical and common name of the potentially dangerous product,
  - hazardous ingredients of the chemical and the associated hazards,
  - physical and chemical characteristics of the chemical or product,
  - potential for the substance to catch on fire or explode,
  - description of how the chemical reacts with other substances,

- health symptoms related to overexposure to the substance,
- precautions for safe handling, how to respond to spills, and how to dispose of the chemical or product, and
- control measures or PPE necessary to protect the worker from the hazard.

- Employers must have a Hazardous Communication Plan, which outlines:
  - Proper labeling of containers of hazardous substances,
  - Location and access by workers to MSDS,
  - Inventory of hazardous chemicals or products in each work area, and
  - Details on how the employer will inform the workers of the hazards associated with the substances they use.

- Employers must maintain information on worksite injuries and illnesses.

Employers with more than 10 workers must keep a log of all injuries and illnesses (called the OSHA Form 300 - Log of Work-Related Illnesses and Injuries). Employees, former employees, and their representatives have the right to review the OSHA Form 300 in its entirety. A summary version must be posted in visible form between February 1 and April 30 of the year following the year covered in the form.

Employers with ten or fewer employees are exempt from recordkeeping requirements, as are employers in certain “low-hazard” industries, including: automobile dealers, accessory and apparel stores, eating and drinking establishments, and service industries like medical and dental offices.

- An employer’s inspection history can be searched and found online at: <http://www.osha.gov/pls/imis/establishment.html>
- OSHA gives workers a right to training by the employer about how to safely perform the work, in compliance with the OSHA standards that apply.
- OSHA provides workers a right to report unsafe working conditions and to participate in OSHA investigations. Workers can:
  - Ask employers to correct unsafe working conditions. For imminent dangers, workers should call OSHA immediately (1-800-321-OSHA).
  - File a complaint with OSHA anonymously about the condition. Complaints may be filed online at <http://www.osha.gov/as/opa/worker/complain.html>.
  - Participate in OSHA investigations and get information about the resolution.
- Finally, OSHA protects workers against retaliation for asserting their rights. For more information, review the OSHA Guide to Employee Workplace Rights, available at: <http://www.osha.gov/Publications/osha3021.pdf>
  - It is illegal for an employer to retaliate against a worker for reporting an unsafe condition or participating in an OSHA investigation. Workers must report retaliation to OSHA within 30 days of the incident to be protected.
  - Examples of what may count as retaliation include: firing or laying off, blacklisting, demoting, denying overtime or promotions, discipline, intimidation, threats, reduction of hours or pay, etc.

## TAKING ACTION

- Where and How to File an OSHA Complaint:

OSHA complaints can be filed either in writing (by mail or online) or by telephone. If filing by letter, complaints should be sent to the regional office that has jurisdiction over the worksite in question. A map with contact information is available at <http://www.osha.gov/html/RAmap.html>

To file by phone, call OSHA's toll-free number at 1-800-321-OSHA. You will be asked for the zip code of the workplace and then connected to the area office with jurisdiction. You can also request to be sent a copy of the complaint form (OSHA-7 form).

- Protecting a Worker's Identity:

OSHA accepts anonymous complaints by workers who do not disclose their names or by unions, community groups, or members of the public. Note: anonymous complaints are given lower priority for investigation than complaints made by employees who share their identity.

Workers can also share their identity with OSHA, but request that OSHA not disclose their name to the employer. Requesting such confidentiality will in no way affect how OSHA handles the complaint. OSHA must shield the identity of the complainant when requested to do so.

OSHA will never ask workers' immigration status, and workers should never disclose their status. Immigration status is totally irrelevant to employees' rights under OSHA, or employers' obligations to provide a safe workplace.

- What to Include in a Complaint:

No matter how you file a complaint, it is key to provide as much information as possible. Include:

- The employer's full name
- The full address of the worksite, including where an OSHA inspector can enter the premises
- The mailing address of the employer (if different)
- The name(s) of the highest ranking manager on site and/or, if applicable, the name of any safety engineer or personnel
- The phone number of the head office
- The type of business
- A detailed description of the hazard.
- Try to be as complete and precise as possible in describing the type of hazard(s), including specific details (name and model of any equipment, the names of any chemicals involved, the type of metal/material, etc.).
- Include the number of employees affected by each hazard, when the hazard occurs. If the worker can do so safely, include any photographs, drawings, or other documentation about the hazard(s).
- Be very clear about the location of the hazard so that the inspector can find it at the worksite.
- Whether the hazard has been brought to the attention of the employer or any government official. If the employer or a manager has been made aware, be very clear about how and when this information was shared (the manager witnessed an accident, for instance).
- Indicate whether the identity of the person filing the complaint should be kept confidential from the employer.
- Complainant name, telephone number, address, signature (even if confidentiality is requested), and date.
- Indicate if complainant is an authorized representative of other employees.

In addition to the above, include further details if available: whether the complainant is writing on behalf of any other employees; whether the hazard violates an OSHA standard, if known, and why; whether any employees have already been injured by the hazard with a description of the injury or harm; whether the employer has received any OSHA citations in the past three years, if known.

- What then?

Complaints are given different priorities for investigation depending on various factors. OSHA will conduct on-site inspections in response to a complaint when:

- the unsafe condition represents an imminent danger of serious physical harm;
- the employer has been cited by OSHA for an egregious, willful, or failure-to-abate violation within the past three years; or
- where the complaint was in writing and signed by an employee or employee representative and describes a hazard "with reasonable particularity."

In other situations, OSHA will call the employer and mail a letter, giving the employer five days to respond. If the employer denies the truth of the complaint or claims that the hazard has been fixed, OSHA is required to inform the complainant. If the worker disputes the employer's response, OSHA is required to use "professional judgment," based on both accounts, to determine whether an inspection is necessary.

If OSHA decides to not inspect, OSHA is required to provide the complainant with the reasoning behind the decision. At this point a written complaint, signed by a current employee or an employee representative, describing an OSHA violation with "reasonable particularity" may result in an inspection (assuming the initial complaint did not meet this standard for whatever reason). OSHA must inspect in response to such a complaint unless it determines that there is no reasonable basis for the complaint or if OSHA has evidence that the hazard is being corrected.

There is no formal appeal if OSHA decides not to inspect the worksite. However, complainants may request further clarification of a decision not to inspect from the OSHA area director and, if subsequently, from the OSHA regional administrator in an informal review.

When OSHA investigates, the agency will order employers to correct violations of OSHA standards and may fine the employer for violations.

- Employees have rights during an OSHA inspection.
  - Employees have the right to have their own representative present during the inspection (an employer cannot pick the employee rep).
  - Employees have the right to speak privately with the inspector.
  - At the end of the inspection, the inspector will hold a conference with the employer, employee, and employee representative, either together or separately, to discuss how any hazards will be abated. OSHA must provide a written summary on request.
- If OSHA orders the employer to correct a hazard, it will ordinarily mandate a period of time within which this correction must be done. Workers have the right to contest this "abatement period" by writing the OSHA area director within 15 days after the employer is issued a citation.

- Similarly, if no inspection is ordered, workers may request further information from first the OSHA area director and then the regional administrator if, after an inspection, no citations are issued.

## FIGHTING RETALIATION

The OSH Act forbids employers from retaliating, discriminating against, or otherwise punishing, employees for exercising their rights under the law, including complaints to the employer, a union, OSHA or any other government agency and participation in OSHA inspections, conferences, hearings, or other OSHA-related activities.

Retaliation need not take the form of termination of employment. Blacklisting, demotions, reduction in pay or hours, denial of a request for overtime or promotions, threats, intimidation, or any other adverse actions taken because of the employee's exercise of OSHA rights, may also count as illegal retaliation.

If a worker has been the victim of retaliation, he or she must contact the nearest OSHA office within 30 days of learning of the retaliatory act. If OSHA concludes there was retaliation, OSHA can require the employer to restore any illegally deprived benefits – including reinstatement to a job, back pay that was not earned because of the retaliation, and any similarly lost benefits. If the employer refuses, OSHA can initiate action in court to compel compliance, a process that unfortunately can take years.

Workers are protected from retaliation, regardless of immigration status. Note, however, that if a worker is fired in retaliation for exercising protected rights, that worker may not win back his or her job if unable to present valid documentation of their authorization to work in the U.S.

## REFUSING DANGEROUS WORK: A LIMITED RIGHT

While health and safety laws exist to protect workers from dangerous conditions, under federal laws, workers have a LIMITED RIGHT to refuse to do a job they believe to pose an immediate risk of serious harm to their health and safety.

To legally refuse unsafe work:

- The worker must believe in good faith that an immediate danger exists – in other words, the worker must not refuse in order to harass their employer or disrupt business; and
- The conditions must be unsafe enough that an outside observer would agree that there is a real danger of death or serious injury; and
- There must not be enough time to request that OSHA inspect the workplace and have the dangers removed before the worker's health is put at immediate risk.

If these criteria are met, the worker then MUST:

- Ask the employer to correct the hazard; Y Ask the employer for other work;
- Tell the employer that he/she will not perform the work unless and until the hazard is corrected; and
- Stay at the worksite until ordered to leave by employer if the employer refuses to address the unsafe condition.

Only if all of these conditions are met may a worker refuse unsafe work and be protected from retaliation by the employer.

***If a worker refuses to perform work he or she considers unsafe, but these conditions are not met, then the worker will not be protected if the employer fires the employee for refusing the to work. Thus, workers should be very careful when deciding to refuse work.***



Examples:

- A worker cannot refuse work because he/she believes that working in a basement will cause breathing problems.
- A worker probably can refuse to work on an unstable ladder that is likely to cause a fall, if the worker has asked the employer for a safe ladder and the employer refuses to take action.

Most importantly, if a worker feels that he or she must refuse to do an assigned task because of the hazard it poses, that worker should NEVER leave the worksite until first ordered to do so by an employer or manager.

# BOOKLET

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## OCCUPATIONAL SAFETY AND HEALTH FOR COMMUNITY HEALTH WORKERS

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### AGENDA

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SESSION	Length
<i>Welcome and Evaluation</i>	<i>10mins</i>
1. Relationships Between Work and Health	60 mins
2. Motivational Interviewing for Workplace Health	75 mins
<i>Break</i>	<i>15mins</i>
3. Hazards: Identifying Hazards in The Workplace	75 mins
<i>Lunch</i>	<i>30mins</i>
4. Resources for CHWs (Action Planning)	60 mins
<i>Break</i>	<i>15mins</i>
5. Putting It All Together	30mins
<i>Closing and Evaluation</i>	<i>10mins</i>
<b>COUNTABLE HOURS</b>	<b>5 hours</b>

*Acknowledgement: This material is based in part upon materials developed by NIOSH, Draft Training for Promotoras/CHWs on Occupational Health (version in development), Office of Health Communications, Working with Others: Taking about Safety and Health. We would like to especially thank Pietra Check and Leslie Nickels of NIOSH.*

## SESSION 1: CASE STUDY

**Objective:** Students will understand the relationship between work and health

**Activity:** Students will read the case study and answer the questions at the bottom.

### **Case Study - Maria**

Maria is a 50 year old woman who is slightly overweight. She was hired 4 weeks ago by a mail-order warehouse as order filler. As order filler she fills large mailing envelopes with individual customer orders and places them on conveyors to be sent to the mail room. She is required to fill a certain number of orders per day or she receives a warning. Workers are only allowed three warnings before they are fired.

In week three, the weather became hot and humid and the warehouse had few windows and no air conditioning. She was not able to work as fast as she wanted to and during week three she received two warnings. She returned to work on the 4<sup>th</sup> week determined to work faster.



[http://training.itcilo.it/actrav\\_cdrom2/en/osh/body/bmain.htm](http://training.itcilo.it/actrav_cdrom2/en/osh/body/bmain.htm)

The weather continued to be hot and humid. By lunch time she was sweating a lot and feeling a little nauseous. Her production numbers were a little low and since she wasn't hungry she decided to work through her lunch break. Soon after, she collapsed at her work station.

-----  
*In your groups, answer the following questions*

1. What caused the worker to get ill in this case?
  
  
  
2. How might it have been prevented?
  
  
  
3. How can you as a CHW help this client?
  
  
  
4. What information do I need to have to help the client?

## SESSION 1: CASE STUDY

### Case Study - Daniel

Daniel is a 40-year old man who works as a janitor for a contract cleaning company. His regular job had been cleaning office buildings. The contractor recently won a new contract to clean restaurant kitchens and dining areas. Daniel's work schedule is 11 PM to 7AM.

Since cleaning procedures at a restaurant are different from office buildings, he was provided new cleaning chemicals in order to make sure that harmful bacteria do not contaminate cooking and eating surfaces. The cleaning materials were in large containers that were labeled by their use (such as "for food preparation surfaces") but the containers did not give the actual name of the chemicals.

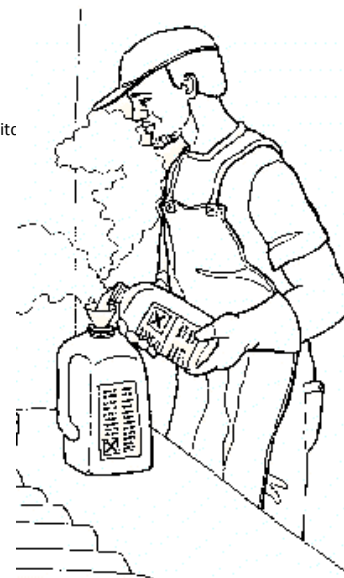
Within the 1<sup>st</sup> month he started to notice he was short of breath by the end of every shift. As weeks passed the shortness of breath got worse. However, he chose not to mention anything to his boss since the shortness of breath went away during his days off.

But after a few months the shortness of breath continued even at home. A friend saw that he was having trouble breathing and told Daniel that his breathing sounded just like his little brother who has asthma. Daniel didn't think an adult could suddenly develop asthma, but he was feeling so sick and tired that he decided to go to the clinic to find out if there was some medicine that might help.

-----  
*In your groups, answer the following questions*

1. What caused the worker to get ill in this case?
2. How might it have been prevented?
3. How can you as a CHW help this client?
4. What information do I need to have to help the client?

<http://training.itc>



## SESSION 1: CASE STUDY

### Case Study - Ana

Anna is a 30 year old woman who works at a sausage factory. For several years she has worked the evening shift packing finished sausages into cardboard boxes.

A new job in the same factory opened up during the day shift. When she talked to the factory manager about the opportunity, he was initially unwilling to give her the job; he said “this is **not** women’s kind of work” but then gave her the job.

When she started, Ana found that it was much more physically challenging compared to her last job. She had to lift a metal pole holding newly stuffed sausages up onto a drying rack. This job had previously been done by much taller and stronger men and the rack was heavy and located above her shoulder height. She thought that either a stool or lowering the height of the rack would make her job much easier but she was afraid to speak up.



[http://i.istockimg.com/file\\_thumbview\\_approve/24252190/6/stock-illustration-24252190-arm-sling.jpg](http://i.istockimg.com/file_thumbview_approve/24252190/6/stock-illustration-24252190-arm-sling.jpg)

After the first week she began experiencing terrible shoulder and arm pains but she was determined to continue. She was sure that it would get easier with time. By the end of the first month her arm pain was so severe that she barely had the strength to cook dinner for the family. Days afterwards, the pain was so unbearable that she had to call in sick and went to a clinic to ask for pain medications.

-----  
*In your groups, answer the following questions*

1. What caused the worker to get ill in this case?
  
  
  
  
  
  
  
2. How might it have been prevented?
  
  
  
  
  
  
  
3. How can you as a CHW help this client?
  
  
  
  
  
  
  
4. What information do I need to have to help the client?

## SESSION 1: CASE STUDY

### Case Study - Jose

Jose is a 50 year old diabetic man. He has worked for 5 years in a factory driving a forklift that carries parts and equipment from the storeroom to various assembly lines. He has always worked the day shift (7:30AM-4PM). His diabetes has been well controlled over these 5 years.

Recently, managers laid-off a good amount of workers and Jose was told that he will be moved to the evening work-shift (4 PM-midnight). Although he was able to take his medicine on the usual schedule, several other things changed. Rather than eating his major meal at 6 PM, he would wait until he got home from work at 1 AM. He also had to give up coaching for his son's soccer team, which was his main source of physical activity during the week.

The time between 10PM and midnight was the most difficult for him as he often felt a little lightheaded and found it hard to concentrate. Before, Jose used to sleep around that time so he thought that his body was just getting used to the schedule. About 2 weeks into his new shift, Jose was driving his fork lift, became dizzy and ran into a stack of boxes.

The boxes fell over but luckily no one was around. Jose banged his head on the steering wheel of the fork lift and was taken to the hospital where he got 10 stiches on his forehead. While hospitalized they checked his blood glucose level which was 60, a level that causes dizziness and confusion. -----



<http://www.gettyimages.com.au/detail/illustration/man-on-forklift-moving-box-royalty-free-illustration/468706090>

*In your groups, answer the following questions*

1. What caused the worker to get ill in this case?
  
2. How might it have been prevented?
  
3. How can you as a CHW help this client?
  
4. What information do I need to have to help the client?

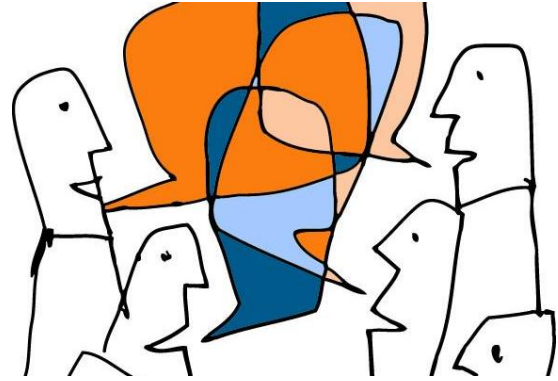
## **SESSION 2:** **MOTIVATIONAL INTERVIEWING**

**Objective:** Students will incorporate workplace safety and health topics in the Motivational Interview process.

Motivational Interviewing (MI) is one way of speaking and working with clients that can help you create a stronger relationship and focus the client on identifying solutions and actions they feel capable of doing.

The 4 most essential parts of Motivational Interviewing are:

1. Open Ended Questions
2. Affirmation
3. Reflective listening
4. Summary



**Activity:** We are going to use the previous case studies and imagine that we are talking to these workers. The goal is to find out more information about their issues.

- Your task is to come up with a **set of open-ended questions** that you would ask these workers **in order to understand their workplace issues**.
- Use the flip-chart paper and markers to write the questions.
- When you are done tape your questions to the space assigned by the facilitator. Then, walk through the room to read the questions created by the other groups.

## **SESSION 2:** **MOTIVATIONAL INTERVIEWING HANDOUT**

### **1. Open-Ended Questions**

Open-ended questions require more than just a “yes/no,” answer. They evoke a much longer answer, which enriches the conversation for both the worker and the CHW.

However, you may still find the worker to be resistant or unsure how to respond. Verbal probing is a technique that can help with moments of resistance and/or hesitation on the part of the worker.

It is generally used throughout the interview to find out more about the basis for a response or to elicit additional information. You may choose to ask the client what he or she was thinking that made them hesitate. Or ask them to explain how or why they remember a particular situation or experience. Even how they felt about something that happened, or what made them feel that way are useful questions to ask.



<i>Example</i>		
<b>Question</b>	<b>Open or Closed?</b>	<b>A probe would likely be useful</b>
Do you work in construction?	Closed	What do you work as?
How was work today?	Open/Closed	Can you tell me about something that happened today that you enjoyed?
What did you do today at work?	Open/Closed	What are the different steps you have to do to complete that task
What potential risks have you noticed at work?	Open	Have any of your co-workers noticed anything?

#### **In Short:**

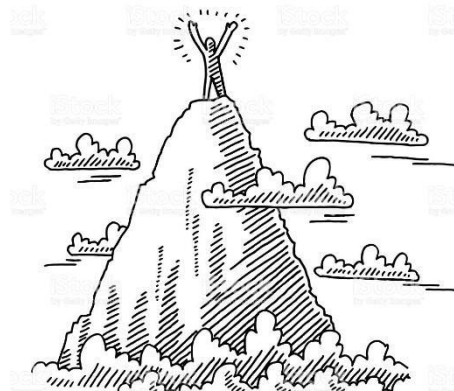
- All of these additional questions can make it easier for the worker to think about their responses or move past hesitation.
- People tend to give more detailed answers to open-ended questions, which can help you when you are working with clients to identify real thoughts, feelings, issues, and barriers they experience.
- Sometimes probes are necessary to get more information, even when you are using open-ended questions.



## 2. Affirmation

Affirmations are comments and gestures that recognize positive behaviors and successes. Affirmations can be as simple as:

- ❑ Complementing for making an effort *“Thank you for coming in today and telling me this”*
- ❑ Acknowledging small successes *“It’s great that you were able to ask your boss that question”*
- ❑ Stating appreciation or understanding. For example, a construction worker shares with you that they covered all visible holes in the roof of their building so that nobody falls through in the future *“Your initiative shows the respect and care you have for your coworkers”*

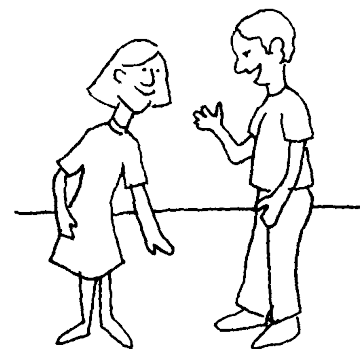


Focusing on the worker’s strengths, efforts, patience and perseverance brings about confidence and self-efficacy. Just imagine how you feel when someone appreciates and compliments the actions you take in your daily life.

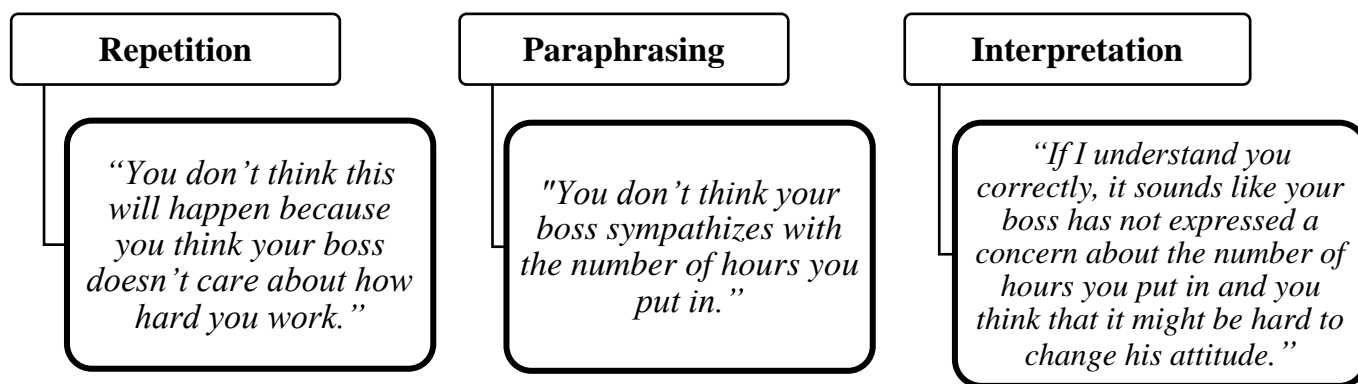
## 3. Reflective listening

Reflection throughout the dialogue with your client is a key part of active listening.

Through active listening and reflection, the CHW makes sure that what he or she has understood the client to say is the same as what the client intended to say. Throughout the conversation, the CHW can reflect and share the reflection in three ways:



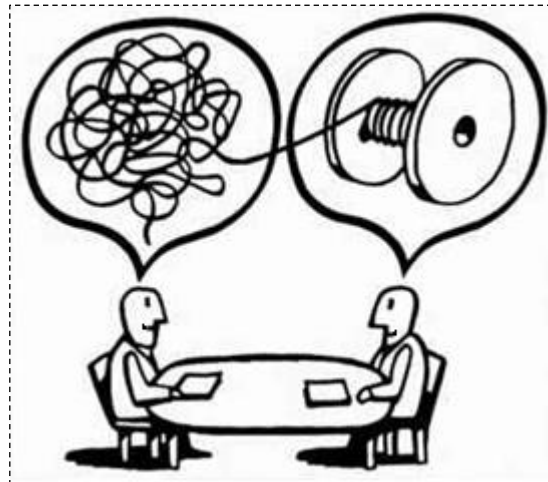
- **Repeat** what was said in the clients’ own words
- **Paraphrase** what the client said using the CHW’s own words
- **Interpret** the clients’ meaning or intent using the CHW’s own words



**Client:** *“I don’t think that will happen. My boss doesn’t care about how hard we work.”*

## 4. Summarizing

Summarizing is done by repeating what the client says with short and concise key points. The CHW pulls together the worker-client's ideas that show his or her desire or plans to change behavior related to health and well-being, and repeats these thoughts back to the client.



A summary statement gives the worker-client the opportunity to hear his/her own thoughts out loud, to verify or tweak them, and to be reminded of his/her own statement of problems, solutions, and desire to change. The CHW can say:

- *“This is what I’ve heard you say up until now... What am I missing?”*
- *“Let me make sure I understand you completely. What I’ve been hearing you say is... Is that right?”*

The worker may begin to offer statements indicating the desire to change:

- *“I don’t want to set the wrong example for my kids.”*
- *“I want my kids to grow up being able to see both their parents.”*
- *“We work so hard, we have to be given more breaks.”*
- *“My worksite needs to be safer if we want to prevent injuries.”*

It's helpful to end summary statements with an open question such as "What else?" to invite the worker to continue the narrative.

### SESSION 3: HAZARDS: IDENTIFYING HAZARDS IN THE WORKPLACE

**Objective:** Understand client's injuries and illnesses with the tasks performed at work

There are general trends that immigrant workers face in the workplace:

- Low wages and exploitation
- Job insecurity
- Normalization** of hazards

Thus, if I were to ask a worker “do you face any hazards in your workplace?” most would answer “NO.”

**Vocabulary:** A **hazard** is someone, something or an environment that causes harm.



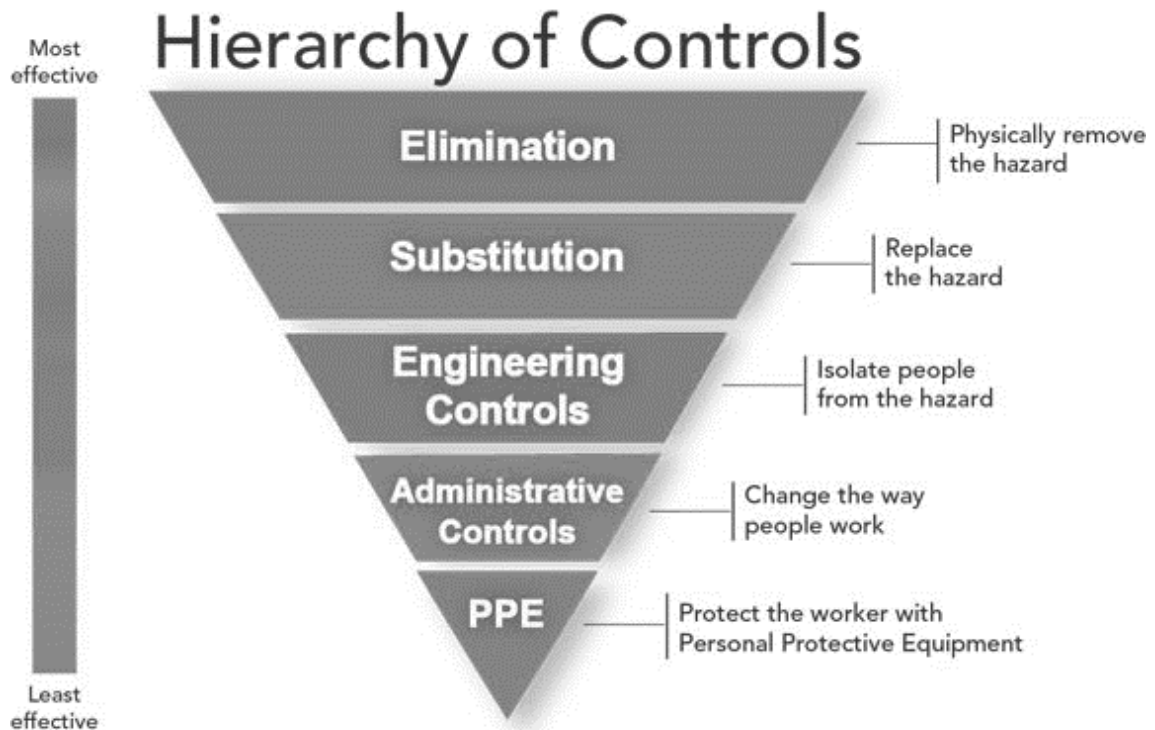
Source: Developed by the Labor Occupational Health Program at UC Berkeley. This image can be used for educational purposes only (with permission)

<p style="text-align: center;"><i>Green</i></p> <p style="text-align: center;"><b>CHEMICAL HAZARDS</b></p> <p>Can be present in areas or job tasks. They exist as solids, liquids or gases.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Open containers</li> <li><input type="checkbox"/> Liquid chemicals</li> <li><input type="checkbox"/> Metal dust</li> <li><input type="checkbox"/> Fumes</li> </ul>	<p style="text-align: center;"><i>Light Blue</i></p> <p style="text-align: center;"><b>SAFETY HAZARDS</b></p> <p>Anything at work that can injure your body.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Being hit, cut or amputated</li> <li><input type="checkbox"/> Burned, shocked or electrocuted</li> <li><input type="checkbox"/> To slip, trip or fall</li> </ul>	<p style="text-align: center;"><i>Dark Blue</i></p> <p style="text-align: center;"><b>PHYSICAL HAZARDS</b></p> <p>Anything that can put you in contact with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Constant loud noise</li> <li><input type="checkbox"/> Vibration of tools or equipment</li> <li><input type="checkbox"/> Inadequate lighting</li> <li><input type="checkbox"/> Too hot or too cold temperatures</li> </ul>
<p style="text-align: center;"><i>Yellow</i></p> <p style="text-align: center;"><b>PSYCHOSOCIAL</b></p> <p>A work environment that promotes stress, harassment, and violence</p> <p>Jobs that have</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not enough staff</li> <li><input type="checkbox"/> Too much work or pressure to do it fast</li> <li><input type="checkbox"/> High production quotas</li> <li><input type="checkbox"/> Environments where employees work alone</li> </ul>	<p style="text-align: center;"><i>Orange</i></p> <p style="text-align: center;"><b>ERGONOMIC HAZARDS</b></p> <p>Tasks that create temporary or permanent pain in your muscles, joints, tendons or nerves.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Repetitive movements</li> <li><input type="checkbox"/> Awkward postures</li> <li><input type="checkbox"/> Heavy lifting</li> </ul>	<p style="text-align: center;"><i>Red</i></p> <p style="text-align: center;"><b>BIOLOGIC HAZARDS</b></p> <p>Anything that can make you sick or develop a disease.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contact with blood or an infectious disease</li> <li><input type="checkbox"/> Can develop allergies, asthma, cancer</li> </ul>

### Activity 1:

1. Place the appropriate colored dots in the class hazard chart below.
2. Your team will use the chart below (**Classification of Hazards**) to look for in the restaurant kitchen.

## SESSION 3 (continued):



- Personal protective equipment includes gloves and clothing respirators to protect from chemical exposure, hearing protection to minimize hearing loss, etc. Note: These controls do not eliminate the hazard in the workplace; they just put a barrier between the worker and the hazard. This represents a “weak fence” that can break easily if the proper respirators or training to use them are not provided.
- Administrative controls include training, rotating workers, adequate staffing, sufficient rest periods, training in the language understood by workers.
- Engineering controls include enclosing harmful machinery, re-designing equipment, installing appropriate ventilation systems, etc.
- Substituting a less hazardous chemical or work practice or, even better, eliminating exposure to the hazard entirely are important measures that are even more effective than the ones above. These two measures demonstrate employer willingness to institute an effective health and safety program versus relying solely on workers to change their behavior.

**Activity 2:**

The class will do a collective brainstorm. How might we control the hazard of a slippery floor for a worker employed in the restaurant pictured in the first activity? For each suggestion determine where it fits in the hierarchy of controls.

**SESSION 4:**  
**RESOURCES FOR CHW'S (ACTION PLANNING)     60 MINS**

**SESSION OBJECTIVES**

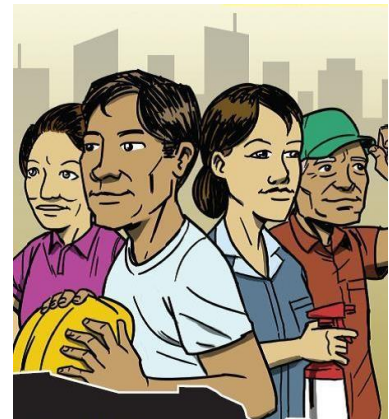
**Objectives:**

1. Students will gain a better understanding of the Occupational Safety and Health Act (OSHA) and how OSHA can be used to promote healthier and safer workplaces.
  2. Develop a set of next action steps that clients can take to address hazards at the workplace.
- 

**Workers Rights Under OSHA**

Is there a law for workplace safety and health?

Yes, after decades of injuries and deaths at work, multiple work-related catastrophes and the hard work of workers and other organizations, the Occupational Safety and Health Act (OSH Act) became a law in 1971. The OSH Act was created to promote workplace safety and health rights for workers.



Let's take a look into one of the most fundamental clauses of the Act:

**1) The General Duty Clause 5 (a) (1)**

*(a) Each employer --*

*(1) shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees;*

The OSH Act also created a federal agency, **the Occupational Safety and Health Administration (OSHA)**.

The agency works to:

1. Develop rules about workplace safety
2. Enforce those rules through inspecting workplaces
3. Track workplace accidents
4. Train workers and employers on workplace health and safety

**Let's take a look of the more detailed description of the rights under OSHA. Remember, workers regardless of immigration status, are also protected.**

Experiencing health issues and/or injuries at work...

**2) Who do you think is responsible to keep workplace safety?**

It the responsibility of the employer to ensure a healthy and safe work environment. If an unsafe condition exists, your employer must control the hazard. A hazard is controlled by using the hierarchy of controls, for example, substituting a chemical cleaning agent for a less harmful one.



**These are some more responsibilities an employer has to ensure a safe workplace**

- Make sure workers have and use safe tools and equipment and properly maintain this equipment.
- Use posters, labels or signs to warn workers of potential hazards.
- Post, at a prominent location within the workplace, the OSHA poster informing workers of their rights and responsibilities.
- Establish or update operating procedures, and communicate them so that workers follow safety and health requirements.
- Provide medical examinations and training when required by OSHA standards.
- Provide access to employee medical records and exposure records to workers or their authorized representatives.

**3) What information do you think the employer must share/make available to workers?**

Information such as workplace safety and health rights, hazards of chemicals used and how they can affect one's health, and information on the injuries and illnesses that have happened to co-workers in the workplace (which is registered in the OSHA 300 log) are all examples of the information that must be made available to workers.

**4) Training? Do you mean that we have to be trained on how to do the work?**

Yes, it is the responsibility of the employer to train the worker on basic standards required for the job. Most importantly, the employer must train the worker to recognize, abate (minimize), and prevent safety and health hazards in their workplaces. This must be done when you start a job, and when new equipment or chemicals are provided to perform your job.

## **Steps a Workers Should Use When Exercising His Or Her Rights Under OSHA**

### **If there are hazards in your workplace, what should you do?**

- ✓ **First, ask your employer** to correct the unsafe working conditions (talk/writing, pictures). Employer must follow the hierarchy of controls
- ✓ **If ignored,** you can file a complaint with OSHA, which can be done anonymously.
- ✓ **If an inspection happens,** you can participate in OSHA investigations and get information about the resolution.
- ✓ **If an accident or illness occurs,** report it to your employer.
- ✓ **Finally, for imminent dangers,** workers should call OSHA immediately

### **Your client reported her employer and was fired. Is this okay?**

No, under the law workers are protected from retaliation. In the OSH standards, Section 11 (c), it says: A person may not discharge or in any manner retaliate against a worker because the worker exercised any right afforded by the OSH Act. The worker must report the retaliation to OSHA within 30 days of the retaliatory event. See examples below:

Firing or laying off	Disciplining	Making threats
Blacklisting	Denial of benefits	Reassignment affecting prospects for promotion
Demoting	Failure to hire or rehire	Reducing pay or hours
Denying overtime or promotion	Intimidation	



**To place a complaint or find more information on health and safety in the workplace,** here are few ways we can get connected with OSHA:

**Online:** [www.osha.gov](http://www.osha.gov)

Complaints received on line from workers in OSHA-approved state plan states will be forwarded to the appropriate state plan for response.

**Mail/Fax:** Complete it and then fax or mail it back to your local OSHA Regional or Area Office. Please include your name, address and telephone number so we can contact you to follow up.

**Telephone:** OSHA staff can discuss your complaint and respond to any questions you have. If there is an emergency or the hazard is immediately life-threatening, call your local OSHA Regional or Area Office or 1-800-321-OSHA.



**In-Person:** Additionally, workers' can visit their area office in person. Here is the address of the area office:

Long Island Area Office 1400 Old Country Road, Ste 208 Westbury, New York 11590 (516) 334-3344 (516) 334-3326 FAX	Manhattan Area Office 201 Varick Street RM. 908 New York, NY 10014 (212) 620-3200 (212) 620-4121 FAX	Queens District Office of the Manhattan Area Office 45-17 Marathon Parkway Little Neck, NY 11362 (718) 279-9060 (718) 279-9057 FAX	<b>Richmond County            (Staten Island) -</b> See <a href="#">New Jersey</a>
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## **Activity 1: ACTION PLANNING**

**Objective:** Develop a set of next steps that clients can take to address their issues at the workplace.

CHWs can suggest action steps to their clients, this might include helping their clients use their rights under OSHA but it could include other kinds of actions including contacting local resources that focus on worker safety and health.

Using the Case studies from session 1, in your small groups:

Read handouts **Action Cards** and the **Resource List** (both on the next pages)

Then discuss how to help the workers decide which “actions” to take, and what specific organizations to go to. Choose 4 of the Action Cards and two Organizations to refer workers.

## ACTION CARDS

<p><b>Assess If Affected Worker Knows Safety And Health Procedures At The Workplace</b></p>	<p><b>Find Out if Workers Have Received Training</b></p>
<p><b>Worker Did Not Have Eyes On Task, Worker Can Be Better Protected If He Stays Focused</b></p>	<p><i>Other</i></p>
<p><b>Assess if Worker Knows Additional Resources Outside OSHA</b></p>	<p><b>Talk to other workers to assess if Injuries/Illnesses Have Been Previously Reported</b></p>
<p><b>Motivate Co-Workers to get Involved</b></p>	<p><b>Worker Could've Prevented This Hazard By Being More Careful</b></p>
<p><b>Ensuring medical assistance was received/Support client to obtain it</b></p>	<p><b>Inform worker about Workers' Rights</b></p>
<p><b>Help worker practice conversation about Safety and Health with employer</b></p>	<p><b>Explain how work exposures affect workers' health</b></p>

## LIST OF RESOURCES

### *For Issues with Wage Theft:*

The **New York State Department of Labor (DOL)** is the government agency charged with enforcing your rights to your wages. If you suspect that your rights have been violated or that you are a victim of wage theft, you can file a complaint with the DOL by calling 1-888-4NYSDOL.

### *For Issues with Paid Sick Time:*

The **NYC Department of Consumer Affairs (DCA)** is the government agency charged with enforcing the paid sick days law. If you suspect that your rights have been violated, you can file a complaint with the DCA by visiting their website [nyc.gov/PaidSickLe](http://nyc.gov/PaidSickLeave) [ave](http://nyc.gov/PaidSickLe). The DCA can investigate your complaint and assess fines/damages. You have 2 years to file a complaint.

### *For Domestic Workers:*

**Domestic Workers United**  
395 Hudson Street,  
4th floor  
New York, NY  
10014, t: (646) 699-3989

### *For Restaurant Workers:*

**Restaurant Opportunities Center of NY (ROC-NY)**  
275 7<sup>th</sup> Avenue,  
Suite 1703  
New York, NY  
10001, t: (212) 343-1771

### *For Retail Workers:*

**Retail Action Project**  
7 Pennsylvania  
Plaza  
New York, NY  
10001, t: (646) 490-5925

### *For Construction Workers:*

**New Immigrant Community Empowerment (NICE)**  
37-41 77<sup>th</sup> Street  
Jackson Heights,  
NY 11372 t: (718)  
205-8796

### **Workers Justice Project:**

8973 Bay Parkway  
Brooklyn, NY  
11214 t: 718-600-0425

*For Occupational Health  
and Safety Issues:*

The **Occupational  
Safety and Health  
Administration**  
(OSHA) is the  
government agency  
charged with  
enforcing workers'  
occupational health  
and safety rights. If  
you suspect that  
your rights have  
been violated, you  
can file a complaint  
with OSHA by  
visiting their  
website.

## **Make the Road NY**

**BUSHWICK, BROOKLYN**  
301 Grove Street, 11237  
t: (718) 418-7690

**JACKSON HEIGHTS, QUEENS**  
92-10 Roosevelt Avenue 11372  
t: (718) 565-8500

**BRENTWOOD, LONG ISLAND**  
1090 Suffolk Ave. 11717  
t: (631) 231-2220

**PORT RICHMOND, STATEN  
ISLAND**  
161 Port Richmond Avenue, 10302  
t: (718) 727-1222

## **SESSION 5:** **PUTTING IT ALL TOGETHER TO IMPROVE WORKERS' HEALTH**

### **Role Play**

**Objective:** CHW's will practice the learnings from the class

A *role play* is a learning technique where students use their own experience to act an assigned role in front of the class.

The whole class will perform a MI with **Sonia**, who is a worker in the fast food restaurant from the hazard mapping activity.

- The class participants will take the role of a CHW and the facilitator will take the role of Sonia
- Using open-ended questions (see some examples below) get as much information about the hazards to which Sonia is exposed and what her employer is currently doing to control hazards.

*“I am a restaurant worker. I have been working here for 7 years. Most of my tasks require me to chop vegetables and carry trays of dirty dishes. Other tasks I perform include the cleaning of our working stations and when the restaurant closes, vacuuming and mopping a giant floor. There are days that I have to work for more than 11 hours. I feel exhausted at the end of my shift. Because I was so tired, I had two accidents last month. I slipped on the floor and I cut my finger. I'm not the only one that has gotten sick or hurt at our job. The chemicals we work with to clean surfaces also make my hands red and I get rashes.”*

*Ex.:*

- What were you doing when you got hurt?
- How did you take care of your injuries?
- What did your supervisor do when you got injured?
- How do you use the chemical cleaners that caused your rash?

Then the trainer will role play Sonia and the students should take turns coming up and playing the role of the CHW asking Sonia questions or making suggestions.

## ADDITIONAL RESOURCES

*What other strategies might the CHW use to help the worker balance his/her demanding job and health?*

Working with organizations

- If you are working with a clinic or health center, most likely the clinic or health center has activities that are offered to the community. If there are none, it is a great opportunity not only for you to get a program get started, but also it would create a space for the community you are working with. Unfortunately, occupational safety and health (OSH) trainings are missing.
- Research has proven that training on safety and health topics promotes a greater sense of awareness, allows the worker to develop more skills identifying hazardous tasks/jobs, and is thus a strong preventive approach.
- Find out if the clinics or health centers can work with community based organizations to develop a campaign. If the clinic is offering training on health, can the clinic offer OSH trainings?

What you might suggest to the workers:

- Encourage the worker to commit a few hours to participate in a training Find out if there are more co-workers sharing the same working conditions. If so, develop a work-plan where the worker invites the rest of the co-workers to participate. This is a great “community building” approach where workers can connect their individual issues with each other.



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**Working with Workers: Talking About Workplace  
Safety and Health**  
**A training module for Community Health Workers**

Developed by Barry Commoner Center for Health and the Environment, Queens College and  
Make the Road NY



# Work-Related injuries, illnesses and deaths are too common and are preventable

## **2.9 million work related injuries and illnesses in private sector in 2016**

- That is 3 out of every 100 workers

## **5,190 fatal work injuries in 2016**

- Every 100 minutes a worker dies from a fatal injury on the job.
- 3 workers will die during our 4 hour class today

# Motivational Interviewing

**Motivational Interviewing is one way of speaking and working with clients that can:**

- **Help you create a stronger relationship with the client**
- **Focus the client on identifying solutions and actions they feel capable of doing**

# Motivational Interviewing

**The 4 main characteristics of MI are:**

- 1. Open-Ended Questioning**
- 2. Affirmation**
- 3. Reflective Listening**
- 4. Summary**

# Open Ended Questions

**Open-ended questions require more than just a “yes/no” answer.**

- The information the client provides improves the conversation for both the worker and the CHW.

**Verbal probing is a technique that can help with moments of resistance and/or hesitation or if additional information is needed. Some strategies include asking the client:**

- What he or she was thinking that made them hesitate
- How or why they remember a particular situation or experience.
- How they felt about something that happened, or what made them feel that way

# Open-ended Questions and Probes

Example		
Question	Open or Closed?	A probe would likely be useful
Do you work in construction?	Closed	What do you work as?
How was work today?	Open/Closed	Can you tell me about something that happened today that you enjoyed?
What did you do today at work?	Open/Closed	What are the different steps you have to do to complete that task
What potential risks have you noticed at work?	Open	Have any of your co-workers noticed anything?

# Affirmation

**Comments and gestures that recognize positive behaviors and successes. Focusing on the worker's strengths, efforts, patience and perseverance brings about confidence and self-efficacy.**

- Acknowledging small successes  
*"It's great that you were able to ask your boss that question"*
- Complementing for making an effort  
*"Thank you for coming in today and telling me this"*
- Stating appreciation or understanding.  
*"Your initiative shows the respect and care you have for your coworkers"*

# Reflective and Active Listening

**Reflection throughout the dialogue is a key part of active listening. The CHW makes sure that he or she has understood the client.**

## **Strategies:**

- Repeat what was said in the clients' own words
- Paraphrase what the client said using the CHW's own words
- Interpret the clients' meaning or intent using the CHW's own words

# Example Reflective and Active Listening

**Client:** *"I don't think that will happen. My boss doesn't care about how hard we work."*

## Repetition

*"You don't think this will happen because you think your boss doesn't care about how hard you work."*

## Paraphrasing

*"You don't think your boss sympathizes with the number of hours you put in."*

## Interpretation

*"If I understand you correctly, it sounds like your boss has not expressed a concern about the number of hours you put in and you think that it might be hard to change his attitude."*



# Summarizing

**A summary statement gives the client the opportunity to hear his/her own thoughts out loud, to verify or tweak them, and to be reminded of his/her own statement of problems, solutions, and desire to change.**

**It's helpful to end summary statements with an open question such as "What else?" to invite the worker to continue the narrative.**

# Examples of Summarizing

**The CHW repeats what the client says with short and concise key points.**

- *“This is what I’ve heard you say up until now... What am I missing?”*
- *“Let me make sure I understand you completely. What I’ve been hearing you say is... Is that right?”*

**The worker may begin to offer statements indicating the desire to change:**

- *“I don't want to set the wrong example for my kids.”*
- *“I want my kids to grow up being able to see both their parents.”*
- *“We work so hard, we have to be given more breaks.”*
- *“My worksite needs to be safer if we want to prevent injuries.”*

# What is a Job Hazard?

***Anything at work that can hurt you, either physically or mentally***



# Hazard Mapping 1

## CHEMICAL HAZARDS (Green)

**They exist as solids, liquids or gases.**

- Open containers
- Liquid chemicals
- Metal dust
- Fumes

## SAFETY HAZARDS (Light blue)

**Anything at work that can injure your body.**

- Being hit, cut or amputated
- Burned, shocked or electrocuted
- A condition causing slip, trip or fall

## PHYSICAL HAZARDS (Dark Blue)

**Anything that can put you in contact with**

- Constant loud noise
- Vibration of tools or equipment
- Inadequate lighting
- too hot or too cold temperatures

# Hazard Mapping 2

## PSYCHOSOCIAL (Yellow)

**A work environment that promotes stress, harassment, and violence**

- Not enough staff
- Too much work or pressure to do it fast
- High production quotas
- Environments where employees work alone

## ERGONOMIC HAZARDS (Red)

**Tasks that create temporary or permanent pain in your muscles, joints, tendons or nerves.**

- Repetitive movements
- Awkward postures
- Heavy lifting

## BIOLOGIC HAZARDS (Orange or write in)

**Tiny living organisms that can make you sick or develop a disease.**

- Contact with blood or an infectious disease
- Allergens, TB, Hepatitis



Source: *Developed by the Labor Occupational Health Program at UC Berkeley. This image can be used for educational purposes only (with permission)*

# Food Services: Examples of Job Hazards

- **Safety**

- Injury from sharp objects (knives)
- Fire/burns
- Trips/Slips/Falls

- **Physical**

- Heat conditions
- Cold conditions

- **Biological**

- Bacteria (handling raw meat, unsanitary conditions)

- **Chemical**

- Cleaning products (e.g. bleach)

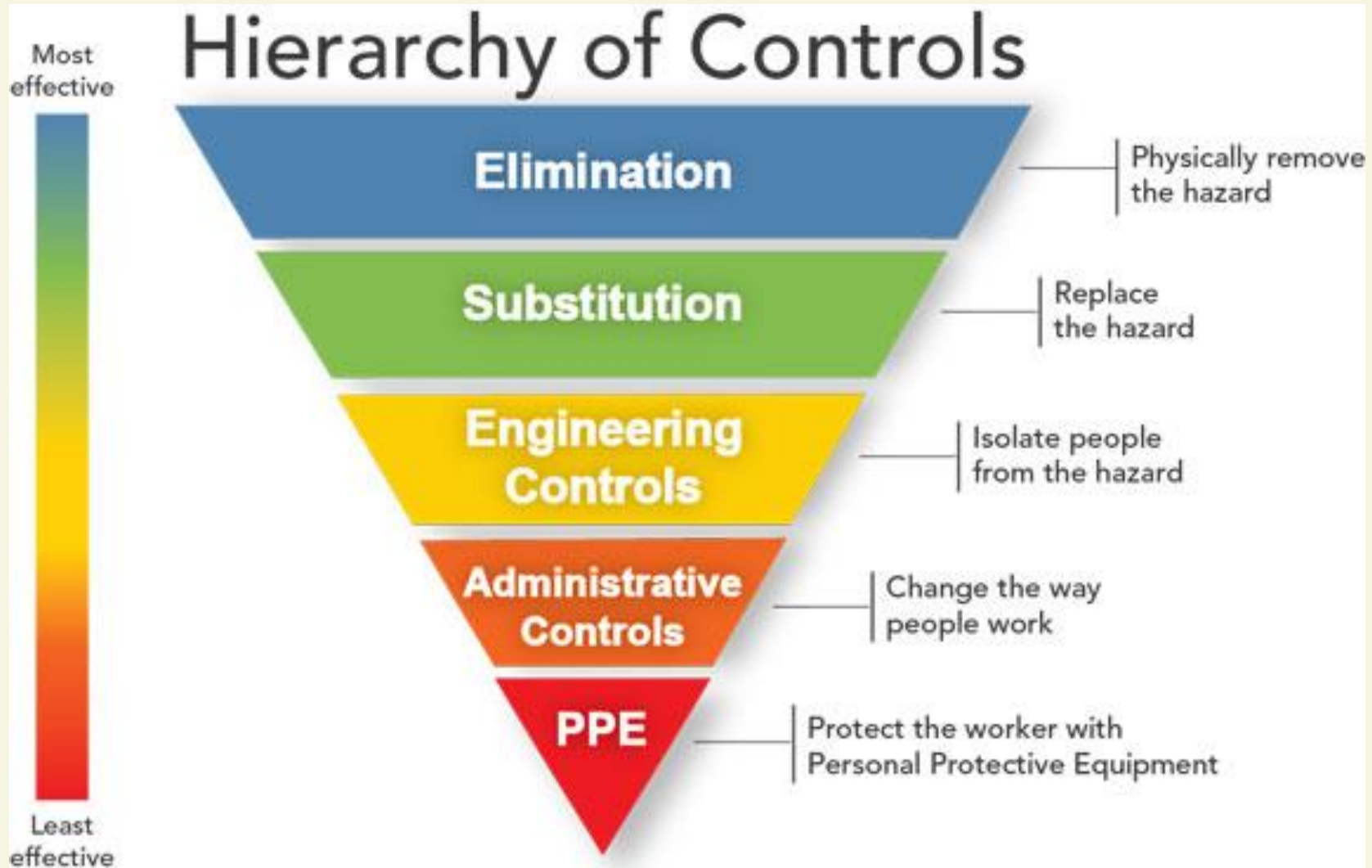
- **Biomechanical/Ergonomic**

- Heavy lifting (e.g. heavy bags or boxes)
- Awkward postures (e.g. dish washing)
- Repetitive movements (e.g. chopping meat or vegetables)

- **Psychosocial**

- Stress (no time for breaks)
- Violence, harassment

# Hierarchy of Controls





# Is there a law for workplace safety and health?

The Occupational Safety and Health Act (OSH Act) became a law in 1971. The OSH Act was created to promote workplace safety and health rights for workers.

## 1) The General Duty Clause 5 (a) (1)

*(a) Each employer --*

*(1) shall furnish to each of his employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to his employees;*

# Occupational Safety and Health Administration

**The OSH Act also created a federal agency, the Occupational Safety and Health Administration (OSHA).**

**The agency works to:**

- 1. Develop rules about workplace safety**
- 2. Enforce those rules through inspecting workplaces**
- 3. Track workplace accidents**
- 4. Train workers and employers on workplace health and safety**

# The employer is responsible to ensure a healthy and safe work environment

- Make sure workers have and use safe tools and equipment and properly maintain this equipment.
- Use posters, labels or signs to warn workers of potential hazards.
- Establish or update operating procedures, and communicate them so that workers follow safety and health requirements.

# OSHA employer requirements (cont)

- Post, at a prominent location within the workplace, the OSHA poster informing workers of their rights and responsibilities.



The image shows a poster from the Occupational Safety and Health Administration (OSHA). At the top left is the OSHA logo with the text "OSHA Occupational Safety and Health Administration". To the right of the logo is the slogan "Job Safety and Health IT'S THE LAW!". The poster is divided into two main sections: "All workers have the right to:" and "Employers must:". The "All workers have the right to:" section lists 10 rights, including a safe workplace, the right to raise concerns, receive training, request inspections, participate in inspections, file complaints, see citations, and request medical records. The "Employers must:" section lists 6 requirements, including providing a safe workplace, not retaliating, complying with standards, reporting fatalities, providing training, and displaying the poster. Below the text is an illustration of three workers in safety gear. At the bottom, there is a green box with the text "Contact OSHA. We can help." and a blue footer with contact information: "1-800-321-OSHA (6742) • TTY 1-877-889-5627 • www.osha.gov".

**All workers have the right to:**

- A safe workplace.
- Raise a safety or health concern with your employer or OSHA, or report a work-related injury or illness, without being retaliated against.
- Receive information and training on job hazards, including all hazardous substances in your workplace.
- Request an OSHA inspection of your workplace if you believe there are unsafe or unhealthy conditions. OSHA will keep your name confidential. You have the right to have a representative contact OSHA on your behalf.
- Participate (or have your representative participate) in an OSHA inspection and speak in private to the inspector.
- File a complaint with OSHA within 30 days (by phone, online or by mail) if you have been retaliated against for using your rights.
- See any OSHA citations issued to your employer.
- Request copies of your medical records, tests that measure hazards in the workplace, and the workplace injury and illness log.

*This poster is available free from OSHA.*

**Employers must:**

- Provide employees a workplace free from recognized hazards. It is illegal to retaliate against an employee for using any of their rights under the law, including raising a health and safety concern with you or with OSHA, or reporting a work-related injury or illness.
- Comply with all applicable OSHA standards.
- Report to OSHA all work-related fatalities within 8 hours, and all inpatient hospitalizations, amputations and losses of an eye within 24 hours.
- Provide required training to all workers in a language and vocabulary they can understand.
- Prominently display this poster in the workplace.
- Post OSHA citations at or near the place of the alleged violations.

FREE ASSISTANCE to identify and correct hazards is available to small and medium-sized employers, without citation or penalty, through OSHA-supported consultation programs in every state.

**Contact OSHA. We can help.**

1-800-321-OSHA (6742) • TTY 1-877-889-5627 • [www.osha.gov](http://www.osha.gov)

# Employer responsibility for training

**The employer must train the worker to recognize, abate (minimize), and prevent safety and health hazards in their workplaces.**

**This must be done when you start a job, and when new equipment or chemicals are provided to perform your job.**

**The employer must explain hazards of chemicals used and how they can affect one's health.**

# Employer responsibility for medical screening and recording injuries and illnesses

- **Provide *medical examinations and training* when required by OSHA standards.**
  - Such as blood lead testing or hearing tests when exposures are above a threshold
- **Provide *access to employee medical and exposure records***
- **Provide information on the injuries and illnesses that *have happened to co-workers* in the workplace (which is registered in the OSHA 300 log)**

# What should a worker do if there are hazards?

- **First, ask the employer to correct the unsafe working conditions (in writing and pictures if necessary)**  
Employer must follow the hierarchy of controls in correcting the hazard
- **If ignored, workers can file a complaint with OSHA**  
Can be done anonymously.
- **If an inspection happens, workers can participate in OSHA investigations and get information**
- **If an accident or illness occurs, report it to your employer.**

# For Imminent Danger Call OSHA Immediately

- **Workers should call OSHA immediately (1-800-321-OSHA) to report imminent dangers.**
- **To count as an “imminent” danger, there must be:**
  - A threat of death or serious physical harm (meaning such severe harm to a part of your body you will lose use or not be able to use it well).
  - Exposure to a health hazard (e.g., a chemical) that will shorten the worker’s life or substantially reduce the worker’s physical or mental abilities (harm does not have to happen immediately).



# Your client reported her employer and was fired. Is this okay?

## No!

**Under the law workers are protected from retaliation. In the OSH standards, Section 11 (c), it says:**

*“A person may not discharge or in any manner retaliate against a worker because the worker exercised any right afforded by the OSH Act.”*