

Occupational Safety and Health Overview for NPS Employees



NPSafe

Safe Acts & Attitudes Foster Excellence

How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TELNPS course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TELNPS courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

*When you have a question, press the push to talk button and say,
“Excuse me [instructor’s first name], this is [your first name]
at [your location]. I have a question (or I have a comment).”
Then release the push to talk button. This is important.
Until you release the button, you will not be able to hear the instructor.*

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

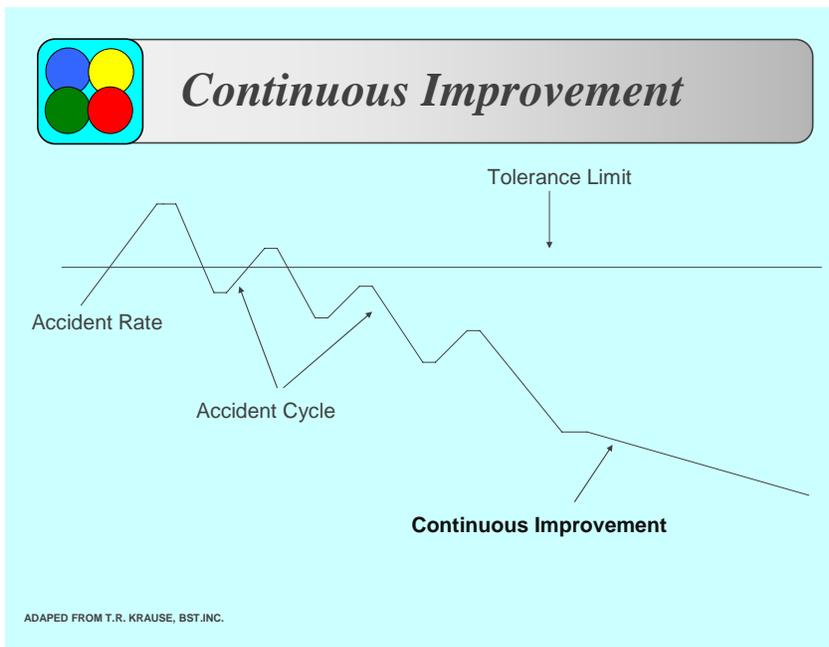
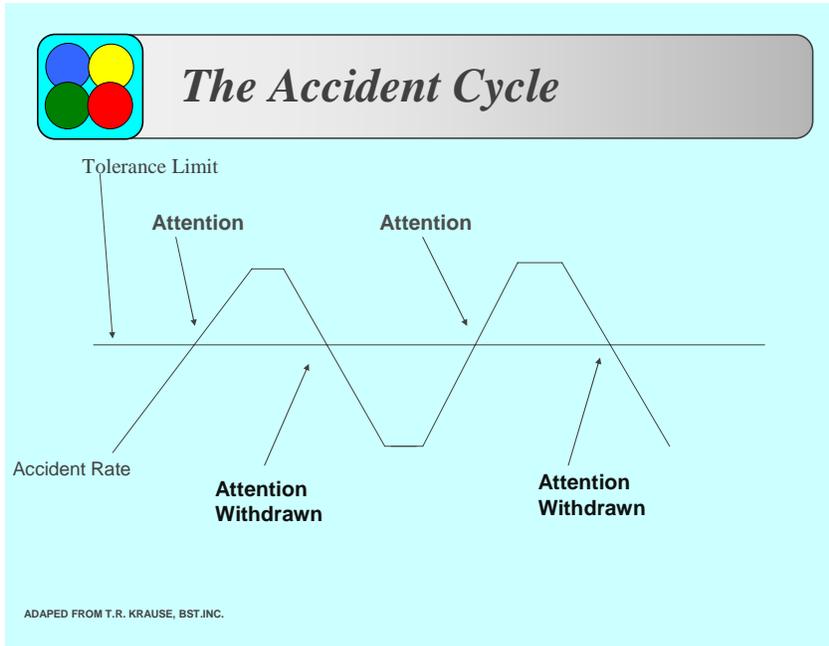
Course Objectives

At the conclusion of this workshop, you should be able to:

1. Describe the accident cycle and explain how focusing on continuous improvement leads to fewer accidents.
2. Give examples of the direct, indirect and emotional costs associated with an accident.
3. Identify the two causal factors that contribute to the majority of accidents.
4. Outline the accident pyramid levels and state the chances of an at risk behavior resulting in an incident at each level.
5. List six of the most common at risk behaviors that cause accidents and give an example of each.
6. State the vision, beliefs and goals of the NPSafe program.
7. List the roles and responsibilities that NPS employees have in implementing the NPSafe program.
8. Complete an Employee's Safety Excellence Action Plan.

The Accident Cycle

Notes



The Costs of Accidents**Notes****Costs**

- Direct
- Indirect
- Human and emotional costs

Direct Costs

- Medical costs
- Workers' compensation benefits
- Property damage

Indirect Costs

- Cleanup time
- Down time
- Overtime for workers filling in
- Training replacements
- Time to investigate accident
- Legal fees

Human and Emotional Costs

- Blame
- Guilt
- Grief
- A Sense of Loss
- Fear

Causal Factors of Accidents**Notes****Two Causal Factors**

- Physical Hazards
- Human Performance

Physical Hazards

- Environment
Harsh weather; animals; natural features such as cliffs, rivers, etc.
- Machinery
- Moving objects

Human Performance

- Actions by a person or a group of people
- Estimates exist that indicate 90 - 95% of all incidents have Human Performance as a causal factor.
- This does NOT mean that the person is at fault 90-95% of the time!
- An employee choosing to engage in an at risk behavior is a matter of human performance

The Accident Pyramid**Notes****What Encourages Employees to Choose At Risk Behaviors**

- Mission pressures
- Pressure from coworkers
- Social norms
- Incentive programs and awards
- Pay systems

At Risk Behaviors May Be...

- Faster
- Easier
- More comfortable

**Man! That Was Close!**

Take a few minutes and list near miss incidents and/or accidents resulting in minor injuries that you or others at your site are aware of that have happened in the last 12-18 months.

Common At Risk Behaviors**Notes**

Some of the most common at risk behaviors that employees choose can be grouped into the following categories:

- Working in the line of fire
- Using the wrong tool for the job
- Eyes not on path
- Working where you can't see your hands
- Using extreme body positions
- Lifting improperly

Examples of Common At Risk Behaviors	
Working in the line of fire	Law enforcement ranger helping a visitor to jump start car. The cars are facing each other and the ranger is standing between the front of his cruiser and the visitor's car when he hooks up the cables and instructs visitor to try to start the car.
Using the wrong tool for the job	Using a screwdriver for a pry bar.
Eyes not on path	Interpretive ranger talking to a group of visitors while walking backwards down a trail.
Working where you can't see your hands	Reaching underneath an air compressor to make an adjustment.
Using extreme body positions	Painter standing on ladder and stretching to paint that last bit of trim with one hand while holding on to the roof to balance with the other hand.
Lifting improperly	Admin personnel lifting storage boxes by bending their back rather than bending legs.

Common At Risk Behaviors (cont.)

Notes

What Have You Seen?	
<p>Take a moment and list specific actions that you have seen employees choose or situations you feel realistically represent examples of the most common at risk behaviors.</p>	
Working in the line of fire	
Using the wrong tool for the job	
Eyes not on path	
Working where you can't see your hands	
Using extreme body positions	
Lifting improperly	

Pressures Encouraging At Risk Behaviors

Whew! What's That Smell?

The maintenance shop received a phone call telling them that the visitors are complaining and making a stink about smelling a terrible odor next to the lodge.

A crew is nearby working on another project. They respond and quickly identify that the problem is an underground septic line that has broke and is leaking sewage.

Fortunately, the other project they were working on required a backhoe and they have all the equipment and materials to excavate the pipe and repair it in a timely manner. They estimate it will only take about 30-45 minutes from start to finish for the repair. The only piece of equipment not on hand is a trench box which is required to protect workers when working in this type of excavation. The trench box is back at the main maintenance facility which is about a 45-60 minutes away roundtrip.

Oh, by the way, it is now 3:30PM on a Friday afternoon of a three day weekend. The crew was in the process of shutting down the other project and many of them have made family plans for the weekend.

What Things Are Acting on the Crew?

- Visitor complaints
- Knowledge they can fix it quickly
- End of work shift
(Of course this happened at 4PM on a Friday afternoon of 3 day weekend!)
- Coworker pressure
- Constant remarks from leadership about taking care of visitors

What's NOT Acting on the Crew?

- No policy on trench safety procedures
- No one have ever been disciplined for choosing an at risk behavior
- None of the crew can ever recall a supervisor visiting a job site and assessing / commenting on safety

Lagging and Leading Indicators**Notes****Lagging Indicators**

1. DART (Similar to Lost Time Accidents)
 - Days Away
 - Restricted Duty
 - Transfer
2. Workers' compensation costs
3. Continuation of pay costs

Leading Indicators

- What % of employees use the JHA process?
- How often are workplace safety inspections conducted?
- How quickly are identified hazards corrected?
- Are near miss incidents reported?

**Leading and Lagging Indicators**

Take a moment and list some of the leading indicators you can commit to using during the next 3-6 months in order to better manage safety in your workgroup.

Leading Indicators I Will Focus on During the Next 3-6 Months:

Physical Hazards**Notes****Workplace Hazards**

- You have the right to a safe workplace
- Employees are usually the first ones to recognize hazards
- Avoid the pronoun trap –
“*Everyone* thought *somebody* would do something, so *nobody* did.”

Hazard Control Planning

- Modify the work to eliminate the hazard
- Substitute something less hazardous
- Establish engineering controls
- Establish administrative controls
- Provide personal protective equipment

To Receive Course Credit

Sign the course roster

Complete the evaluation today at www.GovLearning.net

Appendix A: NPSafe - National Park Service Employee Safety and Health Implementation Plan (March 2004)

Vision

The NPS is widely recognized for providing world-class resource stewardship and visitor experiences. Just as the NPS excels at protecting natural and cultural resources and serving park visitors, the NPS can excel in providing our employees with a safe work environment. All employees deserve the opportunity to do their jobs safely and effectively so they can go home healthy at the end of the day to fully enjoy their lives and families.

Beliefs

- We believe that healthy productive employees are our most important resource, and employee safety is our most important value
- Injuries and occupational illnesses are unacceptable and all are preventable
- At risk behaviors can be eliminated
- Operating hazards and risks can be controlled
- Safety is everyone's responsibility
- Managing for safety excellence can enhance employee productivity, save millions of dollars in workers compensation costs, and improve overall management effectiveness.

Goals

- 1) The NPS becomes the safest place to work in DOI.
- 2) Safety is integrated into all NPS activities.
- 3) The NPS organizational culture values employee safety as much as it values protecting resources and serving visitors.
- 4) Employees, supervisors, and managers demonstrate unwavering commitment to continuous improvement in employee health and safety.

Appendix A: NPSafe - National Park Service Employee Safety and Health Implementation Plan (March 2004)

Role: Division Chiefs	
Responsibilities	Timeline
<ul style="list-style-type: none"> Communicate vision clearly and continually 	Roll-out: April 04 – ongoing
<ul style="list-style-type: none"> Monitor employee/unit performance, recognize successes, and take corrective actions when needed 	Begin June 04 – ongoing
<ul style="list-style-type: none"> Incorporate safety as a critical result in all managers' and supervisors' performance plans 	October 05 – henceforth
<ul style="list-style-type: none"> Incorporate safety into all decision-making processes 	Begin April 04 – ongoing
<ul style="list-style-type: none"> Incorporate safety as a critical result in all employees' performance plans 	October 05
<ul style="list-style-type: none"> Ensure requests are submitted for adequate funding of required safety programs and safety training 	Oct 04
<ul style="list-style-type: none"> Integrate audit findings into existing performance management and training processes 	Begin audits Oct 05; Integration begins Oct 06 – ongoing
<ul style="list-style-type: none"> Ensure all levels of employees understand their roles and responsibilities in implementing a safety program 	By August 04
<ul style="list-style-type: none"> Ensure all employees are aware of and control their job hazards 	Program roll-out: June 05 – ongoing
<ul style="list-style-type: none"> Reduce lost time incident and total incident rates below by 5% annually. 	By Jan 05

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Role: Line Supervisors	
Responsibilities	Timeline
<ul style="list-style-type: none"> Monitor employee/unit performance, recognize successes, and take corrective actions when needed 	Begin June 04 – ongoing
<ul style="list-style-type: none"> Incorporate safety into all decision-making processes 	Begin April 04 – ongoing
<ul style="list-style-type: none"> Incorporate safety as a critical result in all employees' performance plans. 	October 05
<ul style="list-style-type: none"> Develop and use employee safety and health orientation checklist identifying job specific hazards and safety concerns 	Begin Oct 05; Pilot programs & template development: ongoing; Complete by Oct 06
<ul style="list-style-type: none"> Develop and continuously improve Job Hazard Analyses for all tasks 	Begin audits Oct 05; Integration begins Oct 06 – ongoing
<ul style="list-style-type: none"> Integrate audit findings into existing performance management and training processes 	By Aug 04
<ul style="list-style-type: none"> Ensure all levels of employees understand their roles and responsibilities in implementing a safety program 	Program roll-out: June 05 – ongoing
<ul style="list-style-type: none"> Ensure all employees are aware of and control their job hazards 	April 04 - ongoing
<ul style="list-style-type: none"> Investigate all accidents and near misses, and implement corrective actions for identified hazards 	Oct 04 and ongoing
<ul style="list-style-type: none"> Reduce lost time incident and total incident rates by 5% annually. 	By Jan 05

Appendix A: NPSafe - National Park Service Employee Safety and Health Implementation Plan (March 2004)

Role: Employees	
Responsibilities	Timeline
<ul style="list-style-type: none"> Collaborate with supervisor on Job Hazard Analyses development and use of employee safety and health orientation checklist 	April 04 - ongoing
<ul style="list-style-type: none"> Integrate audit findings into existing performance management and training processes 	Begin Oct 05; Pilot programs & template development: ongoing; Complete by Oct 06
<ul style="list-style-type: none"> Incorporate safety into all decision-making processes and job tasks 	April 04 – ongoing
<ul style="list-style-type: none"> Ensure all levels of employees understand their roles and responsibilities in implementing a safety program 	Program roll-out: June 05 – ongoing
<ul style="list-style-type: none"> Ensure all employees are aware of and control their job hazards 	April 04 - ongoing
<ul style="list-style-type: none"> Identify and report hazards to immediate supervisor or park management. 	Immediately and ongoing

**Appendix B
Employees’s Safety Excellence Action Plan**

Employees’s Safety Excellence Action Plan	
<p>Work with your supervisor to select six tasks that you perform as part of your position. Create or review a Job Hazard Analysis (JHA) for each of the tasks. Set a goal date by which you plan to have completed the JHA for each task.</p>	
Task	Date
1.	
2.	
3.	
4.	
5.	
6.	
<p>Identify any hazards that currently exist in your workplace. Correct each hazard or report it to your supervisor.</p> <p>Review your performance plan with your supervisor and incorporate safety as a critical aspect of performance.</p> <p>Review your park’s NPSafe implementation plan and identify ways that you can contribute to the completion of the plan.</p>	