



Safety for Supervisors

Participant Workbook and Reference Guide

September 2017
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Workplace health and safety:
a priority for all.



Acknowledgement

The content of SASWH's Safety for Supervisors course was obtained from WorkSafe Saskatchewan's *Supervision and Safety* and *OHC Level I* programs, the *Saskatchewan Employment Act*, *The Occupational Health and Safety Regulations, 2020*, as well as SASWH's Safety Management System Standards.

Acronyms

Throughout this material the following acronyms will be used:

- Act: *Saskatchewan Employment Act*
- LRWS: Ministry of Labour Relations and Workplace Safety, Occupational Health and Safety Division
- Regulations/OH&S Regulations: *The Occupational Health and Safety Regulations, 2020*
- OHC: Occupational Health Committee
- OHO: Occupational Health Officer
- OHSD: Occupational Health and Safety Division of the Ministry of Labour Relations and Workplace Safety
- SASWH: Saskatchewan Association for Safe Workplaces in Health
- SEA: Saskatchewan Employment Act
- SMS: provincially approved Safety Management System
- WCB: Saskatchewan's Workers' Compensation Board
- WRS: Workplace Responsibility System

Note:

- when "legislation" is used, it means any combination of the SEA and/or OH&S Regulations.

Learning Outcomes

The complete Safety for Supervisors course will assist supervisors to understand and explain:

- how to locate key information in Saskatchewan occupational health and safety legislation, and understand that information to address OH&S issues in their workplace
- roles and responsibilities (workplace responsibility system)
- supervisor's legal duties and required competence, aligned with SMS, such as:
 - hazard identification and control
 - inspections
 - incident reporting and investigations
- supervisory functions to achieve an effective, healthy and safe workplace
- supervisor's role in a safety culture

Module 1: Why Manage Health and Safety?

Why Manage Health and Safety?

Safety needs to be a priority for everyone who works for the organization. A supervisor must put safety first and have a solid commitment to safety.

1. It is the law – provincial OH&S legislation.
2. Core business function – health and safety of employees impact every activity within the organization.
3. Efficient and effective operation.
4. Reduced likelihood of workplace injury and illness.
5. Improved morale.
6. Increased productivity and quality of work.
7. More attractive employer.

Excellence in safety = Excellence in business.
Safe, healthy employees have a positive impact on all operations of the organization.

Module 2: Occupational Health and Safety Legislation

Difference Between Acts and Regulations

- An Act is a law that is passed by the Legislature. It is the “what” must be done.
- The regulations set out the way in which an Act will be implemented and enforced. It is the “how” to do.
- Although regulations do not have the force of law, regulations are enforceable because they tell how a law will be implemented.

When it comes to health and safety in the workplace, Saskatchewan is governed by:

- *Saskatchewan Employment Act* (SEA) Part III - Occupational Health and Safety [proclaimed April 29th, 2014]; and
- *The Occupational Health and Safety Regulations, 2020* (OH&S Regulations) [amended 2012, 2014, 2020]

Exceptions are places of employment under federal jurisdiction, such as federally run health care facilities, which are governed by the *Canada Labour Code*, Part II.

The Occupational Health and Safety Regulations, 2020 give detailed provisions about how to meet the requirements of the SEA;

- elaborate on the duties established under the SEA;
- set out responsibilities for those governed by the legislation;
- set out rules and requirements for minimum health and safety standards; and
- set out rules and requirements for controlling hazards in specific industries, processes or conditions.

During this course you will see how:

the SEA Section 3-9, General Duties of Supervisors

leads to

OH&S Regulation 3-6, Supervision of Work (generic requirements)

which then leads to

OH&S Regulation 31-3, Additional Requirements re Supervisors
in Health Care Facilities (more prescriptive requirements)

So here the SEA ties in with the OH&S Regulations in two separate sections.

The SEA, OH&S Regulations require **everyone** in the workplace to work together to identify and control health and safety hazards.

The OH&S legislation:

- sets out the rights and duties of all parties in the workplace;
- establishes procedures for dealing with workplace hazards; and
- provides for enforcement of the law where compliance has not been achieved voluntarily.

OH&S legislation sets out the basic minimum requirements that all employers must meet or exceed.

The Purpose of the SEA (complete publication)

The purpose of the SEA is to establish and promote compliance with:

- Employment standards;
- Workplace safety standards;
- Regulate relationships between employers and unions;
- Provide individual protections, standards and benefits, as well as rights, duties and obligations; and
- Enhance and reflect the realities of modern workplaces and work practices for Saskatchewan.

Legislation Included in the SEA (complete publication)

The SEA replaces 12 pieces of legislation:

- The Assignment of Wages Act
- The Building Trades Protection Act
- The Construction Industry Labour Relations Act, 1992
- The Employment Agencies Act
- The Fire Departments Platoon Act
- The Health Labour Relations Reorganization Act
- The Labour-Management Dispute (Temporary Provisions) Act
- The Labour Standards Act
- The Occupational Health and Safety Act, 1993
- The Radiation Health and Safety Act, 1985
- The Trade Union Act
- The Wages Recovery Act

How the SEA is Organized

PART I Preliminary Matters
PART II Employment Standards
PART III Occupational Health and Safety
PART IV Appeals and Hearings re: Parts II and III
PART V Radiation Health and Safety
PART VI Labour Relations
PART VII Public Service Essential Services (place holder)
PART VIII Labour-Management Actions (Temporary Measures During an Election)
PART IX General
PART X Repeals and Consequential Amendments
PART XI Coming into Force

How to Read the SEA

- Use the table of contents to search for topics.
- Search by section and not by page number.
- The SEA is organized into parts designated by roman numerals (i.e. Part I, II, etc.).
- The SEA subdivides the part into divisions (e.g., Part III, Division 3, Duties).
- Divisions are divided into sections (e.g., SEA 3-8 General duties of employer and SEA 3-10 General duties of workers).
- For most parts, the first division of each part references the interpretation of the part and includes definitions.
- In the SEA, to find the general duties of supervisors, go to the table of contents and find Part III - Occupational Health and Safety. Follow the section numbers and titles until you find section 3-9 General duties of supervisors.

For example, Division 3 Duties:

- 3-8 General duties of employer
- 3-9 General duties of supervisors
- 3-10 General duties of workers
- 3-11 General duties of self-employed persons
- 3-12 General duties of contractors
- 3-13 General duties of prime contractors at certain multi-employer work sites
- 3-14 General duties of owners
- 3-15 General duties of suppliers

Occupational Health and Safety	
DIVISION 1	
Preliminary Matters for Part	
3-1	Interpretation of Part
3-2	Responsibilities of minister re Part
DIVISION 2	
Administration	
3-3	Appointment of director of occupation health and safety
3-4	Appointment of chief occupational medical officer
3-5	Appointment of chief mines inspector
3-6	Appointment of occupational health officers
3-7	Written credentials for occupational health officers
DIVISION 3	
Duties	
3-8	General duties of employer
3-9	General duties of supervisors
3-10	General duties of workers
3-11	General duties of self-employed persons
3-12	General duties of contractors
3-13	General duties of prime contractors at certain multi-employer work sites
3-14	General duties of owners
3-15	General duties of suppliers
3-16	Duty to provide information
3-17	Exemption
3-18	Provision of information to medical

Every section of the OH&S legislation is preceded by the number 3 (meaning Part III of the SEA).

How to Read the Regulations

- When looking for information, search for the regulation numbers not the page numbers.
- The table of contents is used to find major parts and regulations.
- Preliminary matters is used to find sections for definitions.

The regulations have a preliminary matters section following the table of contents. This section contains definitions of terms, such as officer (regulation 1-2(1)). Some parts of the regulations contain interpretation sections to define key technical terms used there. *Examples:* See Part 5: First aid, or Part 9: Scaffolds, aerial devices, elevating work platforms and temporary supporting structures.

Table of Contents	
PART 1	Preliminary Matters
1-1	Title
1-2	Definitions and Interpretation
1-3	Giving notice to summary
1-4	Generality of duties not limited
1-5	Certification by professional engineer
PART 2	Notice Requirements
2-1	Slow operations
2-2	Avoidance causing serious bodily injury
2-3	Dangerous occurrences
2-4	Medical information
2-5	Report to inquiries
PART 3	General Duties
3-1	General duties of employers
3-2	General duties of workers
3-3	Employment of young persons
3-4	Duty of employer or contractor to provide information
3-5	Duty of contractor to inform
3-6	Supervision of work
3-7	Duty to inform workers
3-8	Training of workers
3-9	Workers' contacts with officers
3-10	Biological monitoring
5-4	More than 1 employee
5-5	First aid personnel
5-6	Certificates
5-7	First aid station
5-8	First aid register
5-9	First aid room
5-10	Workers being transported
5-11	First aid supplies and equipment
5-12	Transportation of injured workers
5-13	Asphyxiation and poisoning
5-14	Additional provisions
PART 6	General Health Requirements
6-1	Sanitation
6-2	Ventilation and air supply
6-3	Mechanical ventilation
6-4	Cleaning and maintaining ventilation systems
6-5	Signs
6-6	Lighting
6-7	Thermal conditions
6-8	Toilet facilities
6-9	Personal washing
6-10	Clothing
6-11	Change and oh. cover facilities
6-12	Eating areas
6-13	Drinking water
6-14	Smoking
6-15	Lifting and handling loads

- The Appendix in the regulations is used to locate reference tables. The Appendix contains tables of information that are referenced, but not included in the main document. *Example:* Table 7 lists prescribed places of employment as related to workplaces requiring worker occupational health and safety representatives (regulation 4-8) and occupational health and safety programs (regulation 3-11).

source: WorkSafe Saskatchewan's OHC L1 Workbook (01/17)

Ministry of Labour Relations and Workplace Safety (LRWS)

LRWS is the Ministry that oversees the implementation of the SEA PART III pertaining to OH&S. LRWS occupational health officers (OHOs) enforce the OH&S law. They promote and protect safe and healthy workplaces.

When an OHO visits and inspects your workplace, they are looking to see if any changes need to be made in the workplace to ensure the safety of all workers.

To contact LRWS, call toll free 1.800.567.7233 (Regina) or 1.800.667.5023 (Saskatoon).

Module 3: Rights and Responsibilities

Primary Responsibility for Workplace Health and Safety

The legal responsibility for identifying and correcting health and safety hazards rests on the shoulders of the workplace parties (i.e. employers, contractors, owners, workers, supervisors, self-employed persons, owners and suppliers). The Act and Regulations require **everyone** in the workplace to work together to identify and control health and safety hazards.

Safety is everyone's responsibility. Along with a personal safety responsibility for everyone, it is part of a supervisor's job to ensure the workplace is safe, and workers are adequately trained to properly respond to hazardous situations before the hazard results in injury or illness.

Since employers have the most control over the conditions of work and how work is done, they have the greatest degree of responsibility for the health and safety of workers.

Workplace Responsibility System (WRS)

WRS is the cornerstone of health and safety legislation. Employers have the legal, financial and moral responsibility to provide a safe and healthy workplace. Everyone is responsible for safety and must integrate safety into their everyday work.

Workers' participation is critical to achieving health and safety, as it is only through worker participation that hazards can be identified properly and managed effectively. The best person to improve work practices is the person doing the work. Only workers who are adequately informed, competently trained and empowered can effectively fulfill their responsibilities.

The WRS has many advantages; it:

- provides for collaboration to resolve health and safety concerns;
- harnesses the knowledge of all to improve health and safety;
- motivates everyone to protect their health and safety and that of their co-workers;
- is better suited to developing solutions that are specific to each workplace; and,
- encourages the employer and workers to take joint action to resolve issues by including the creativity, leadership, experience and knowledge of everyone in the organization.

Supervisor's Responsibilities in WRS

- ensure they know their scope of responsibility;
- ensure that workers they supervise know and comply with legislation and employer policy on:
 - identifying the hazards in their work and know the controls
 - their duty to report hazards
 - their duty to report incidents;
- investigate hazards and incidents and take steps to eliminate/control hazards;
- set a good example by complying with legislation and employer policy;
- recognize positive, safe work efforts; and,
- integrate health and safety into every worker's regular work activities.

Supervisors represent the employer and they are accountable for workers under their supervision. For example:

- the employer is responsible for having a system in place to identify and control hazards in the workplace; and for providing appropriate personal protective equipment (PPE) when required as a control for identified hazards; and,
- supervisors are responsible and accountable to ensure employees under their supervision are trained appropriately and use the PPE as intended.

If the WRS has not dealt with a concern, anyone in the workplace can contact LRWS OHSD.

Rights Under the Legislation

To assist in the process of the WRS, the law has given every worker, including managers and supervisors, three basic rights:

1. The right to know.
2. The right to participate.
3. The right to refuse.

The Right to Know

The Right to Participate

The Right to Refuse

Protection of Worker's Rights

The protection of workers to exercise their health and safety rights, along with the consultative mechanism provided by OHCs, are important parts of the system of checks and balances to make sure everyone fulfils their health and safety obligations.

1. The Right to Know

Every worker has a right to be:

- informed about the hazards at work;
- trained to recognize those hazards; and,
- trained to protect him or herself.

Workers have the right to know about any hazards (potential or actual) to which they may be exposed, before they are confronted with the hazards in the workplace. This means workers have the right to be trained and to have information on any factors that would in any way compromise their safety or their health (example: machinery, equipment, working conditions). Workers must use the information and instruction provided.

2. The Right to Participate

One of the three fundamental worker rights enshrined in legislation is the right to participate in health and safety decisions.

In workplaces having 10 or more workers, the occupational health committee is the principal vehicle for worker participation in the workplace. It is the forum for cooperative involvement of both labour and management. The committee brings together workers' in-depth, practical knowledge of specific jobs and management's larger overview of job interrelationships, general company policies and procedures.

In workplaces having less than 10 workers, the occupational health and safety representative is the key vehicle for worker participation in small, high-hazard workplaces. The representative is the liaison between the employer and co-workers, bringing worker concerns to the attention of the employer.

Workers' participation assists in developing a strong safety culture. Workers participate by:

- being knowledgeable regarding their rights and responsibilities under the legislation;
- asking for information from the supervisor;
- reporting health and safety concerns;
- discussing health and safety concerns at meetings;
- working safely;
- assisting in inspections and investigations; and,
- participating in safety - workers assist in cultivating a culture of safety.

3. The Right to Refuse

A worker has the right to refuse work that the worker has *reasonable grounds to believe is unusually dangerous*. The unusual danger may be to the worker or to others. This right is set out in Division 5 of the Act, section 3-31.

First the worker must have reasonable grounds to believe. It is not what the individual worker believes but what a reasonable prudent worker would believe if he or she were in the same circumstances as the refusing worker. A reasonable prudent worker could be someone else doing the same act or series of acts.

Next the worker must consider if the act or series of acts is unusually dangerous.

We may encounter varying degrees of danger in our jobs; however, the Right to Refuse is about an UNUSUAL danger that could include:

- a danger that is not normal for the job
- a danger that would normally stop work
- a situation for which the worker isn't properly trained, equipped or experienced.

The right to refuse is the right of an individual and not the right of a group.

During a refusal, the refusing worker is protected from discriminatory action through the Act. The definition of discriminatory action is found in the Act, Division 1, Section 3-1(i). Section 3-35 of the Act states: (excerpt)

Protection of Workers' Rights SEA 3-35 Discriminatory action prohibited

**No employer shall take discriminatory action against a worker because the worker:
(f) refuses or has refused to perform an act or series of acts pursuant to section 3-31.**

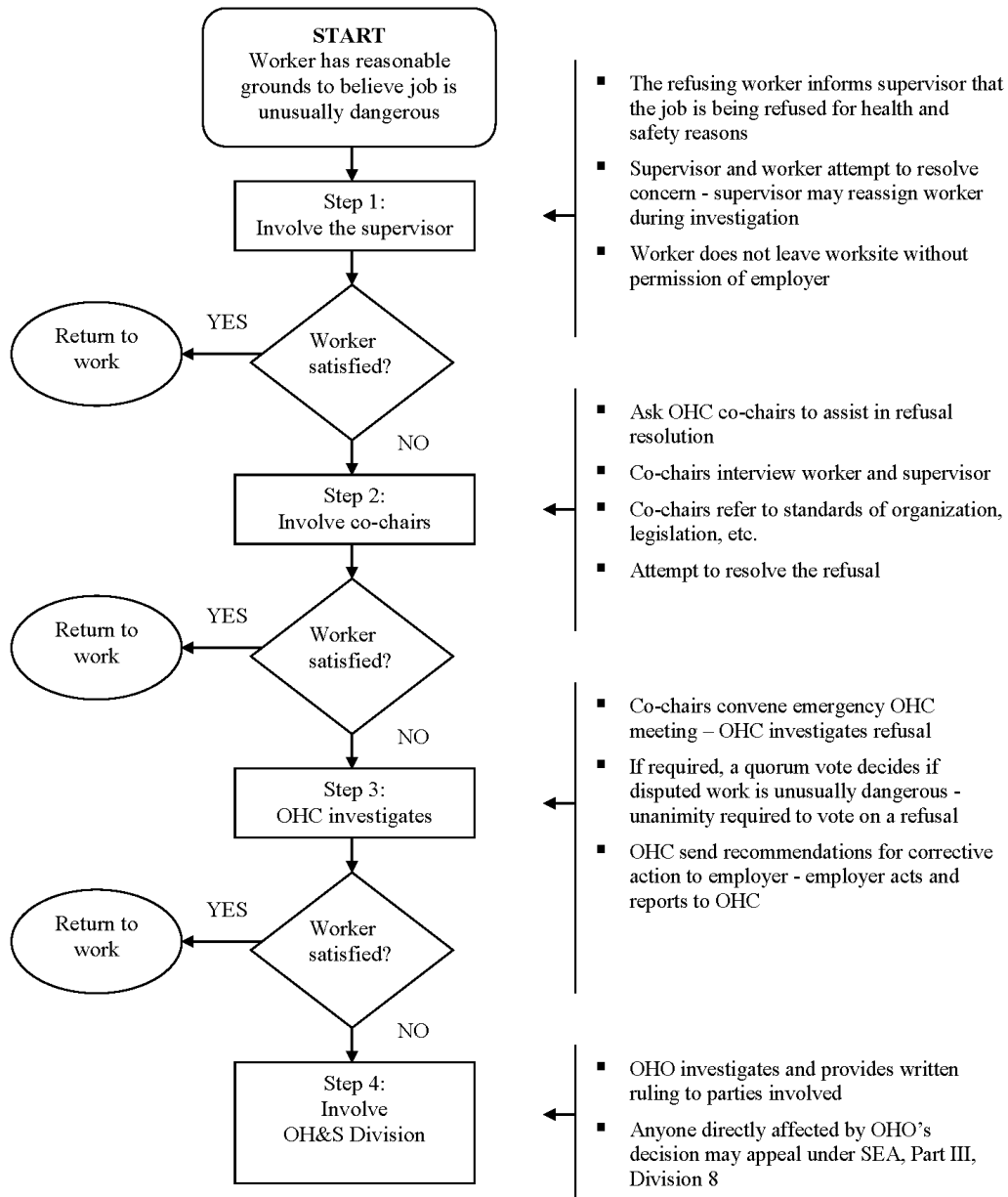
“discriminatory action” means any action or threat of action by an employer that does or would adversely affect a worker with respect to any terms or conditions of employment or opportunity for promotion, and includes dismissal, layoff, suspension, demotion or transfer of a worker, discontinuation or elimination of a job, change of a job location, reduction in wages, change in hours of work, reprimand, coercion, intimidation or the imposition of any discipline or other penalty”

As well, where a worker has exercised their right to refuse, the employer shall not request or assign another worker to perform that work unless that other worker has been advised by the employer, in writing of:

- the refusal and the reason for the refusal;
- the reason or reasons the worker being assigned or requested to perform the act or series of acts may, in the employer's opinion, carry out the act or series of acts in a healthy and safe manner; and,
- the right of the worker to refuse to perform the act or series of acts pursuant to section 3-31.

As the Charge Nurse you may be the supervisor who must deal with a work refusal of another worker. Ensure you have been provided with the necessary education to fulfill this role. If you are the Charge Nurse, follow the legal requirements found in the OH&S legislation and your facility policy regarding Section 23 (SEA 3-31). Attempt to resolve the situation. If it remains unresolved then the OH&S Co-Chairs need to be called. Ask your on-call manager to take over at this point. A Section 23 (SEA 3-31) cannot be placed on the back burner until another shift arrives or an on-site manager is in the building.
August 2012 SUNSpots (Volume 38, Issue 4)(SEA Update SASWH)

Refusal to Work Flowchart



source: WorkSafe Saskatchewan OHC LI Workbook, January 2017

Case Study #1: Right to Refuse

A long-time employee says openly that she is going to lift all clients manually even though there is an agency zero-lift policy. She believes that using a lift takes too long. She states that she does not have time, her work gets "backed up" and she is tired of getting off shift late.

One of her colleagues refuses to perform a manual two-person lift with this employee and comes to you as the supervisor to inform you of what is happening.

Is this a correctly applied right to refuse? Why or Why Not?

Does the worker have reasonable grounds to believe a danger exists?

As the supervisor what immediate steps would you take to resolve this situation?

How would you investigate this situation?

How could this situation have been prevented?

What steps would you take to prevent this from happening in the future?

Case Study #2: Right to Refuse

A new lab technologist is on outpatient duty for the first time since being hired at your agency. She has been working for about two hours when she comes into the lab and tells you that she refuses to take blood from a two-year old. She reveals she has only taken blood from an adult or a newborn.

Is this a correctly applied right to refuse? Why or Why Not?

Does the worker have reasonable grounds to believe a danger exists?

As the supervisor what immediate steps would you take to resolve this situation?

How would you investigate this situation?

How could this situation have been prevented?

What steps would you take to prevent this from happening in the future?

Case Study #3: Right to Refuse

A cognitive client in a special care home repeatedly runs into staff with her electric wheelchair. She is verbally abusive as well. The staff members initiate a refusal to work due to physical and verbal abuse.

Is this a correctly applied right to refuse? Why or Why Not?

Does the worker have reasonable grounds to believe a danger exists?

As the supervisor what immediate steps would you take to resolve this situation?

How would you investigate this situation?

How could this situation have been prevented?

What steps would you take to prevent this from happening in the future?

Case Study #4: Right to Refuse

An environmental services worker has been employed at your facility for six years. She has never had any health problems from using the cleaners and polishers required in her job. The facility recently purchased a new brand of cleanser to be used in cleaning, wiping and disinfecting various surfaces. After a one-time use, this worker goes home with a headache and stuffy nose. The next day she returns to work feeling fine. At the end of the day she goes home with the same symptoms again. After a week of working with the new product, the worker has an asthmatic attack, her first one in years. After she recovers and returns to work, she puts in a refusal to work citing the use of the new cleaner as the cause of her illness.

Is this a correctly applied right to refuse? Why or Why Not?

Does the worker have reasonable grounds to believe a danger exists?

As the supervisor what immediate steps would you take to resolve this situation?

How would you investigate this situation?

How could this situation have been prevented?

What steps would you take to prevent this from happening in the future?

Case Study #5: Right to Refuse

A dietary worker at your facility has suffered from heat stroke in the past and now finds that she is sensitive to warm temperatures. If the heat in the kitchen reaches a certain level, the symptoms of heat stroke start to surface in a mild form. She talks to her co-workers and they also feel uncomfortable when the kitchen gets that hot. They decide that the next time the kitchen is hot they will put in a refusal to work. No one tells you about this.

Is this a correctly applied right to refuse? Why or Why Not?

Does the worker have reasonable grounds to believe a danger exists?

As the supervisor what immediate steps would you take to resolve this situation?

How would you investigate this situation?

How could this situation have been prevented?

What steps would you take to prevent this from happening in the future?

Preventing Work Refusals

It is preferable that concerns in the workplace are resolved prior to becoming a refusal to work. Preventing work refusals can be achieved by:

- employer, supervisors and workers knowing and complying with legislation;
- educating workers in their rights and duties and providing training that is specific to the hazards;
- ensuring that new workers are orientated, trained and supervised;
- ensuring correct procedures are used and appropriate equipment is available and maintained; and,
- dealing with concerns in a timely manner.

Protection of Workers' Rights SEA 3-35 Discriminatory action prohibited

Workers are legally protected from disciplinary action or other sanction by the employer for fulfilling their responsibilities or exercising their rights under the Act.

“discriminatory action” means any action or threat of action by an employer that does or would adversely affect a worker with respect to any terms or conditions of employment or opportunity for promotion, and includes dismissal, layoff, suspension, demotion or transfer of a worker, discontinuation or elimination of a job, change of a job location, reduction in wages, change in hours of work, reprimand, coercion, intimidation or the imposition of any discipline or other penalty”

Offences and Penalties

In the SEA, find Division 12 - Offences and Penalties.

- Section 3-78 identifies what is considered to be an offence under OH&S legislation.
- Section 3-79 states the penalties that can be levied against every person who is guilty of an offence mentioned in Section 3-78.

General Duties and Responsibilities

Act, Division 3 and OH&S Regulation 3-1: General Duties of Employers:

my summary notes:

Act 3-9: General Duties of Supervisors:

my summary notes:

OH&S Regulation 3-6(1): Duties of Employers and Supervisors

my summary notes:

OH&S Regulation 31-3: Additional requirements re supervisors in healthcare facilities

my summary notes:

Act 3-10: Duties of Workers

my summary notes:

Act 3-14: General Duties of Owners

In healthcare, an example of an owner may be the owner/operator of a personal/private care home.

my summary notes:

Other Duties

As you have time after this course, you may want to read more about duties of:

- Self-employed Persons: SEA, Division 3, section 3-11
- Contractors: SEA, Division 3, section 3-12 and Prime Contractors section 3-13
- Suppliers: SEA, Division 3, section 3-15
- Occupational Health Committees (OHCs): SEA, Division 4, section 3-27

Module 4: Motivators for Working Safely

The primary motivation for safety is to ensure that everyone leaves work safe and sound, and that there is no damage to people, property or processes in any way.

Legal

Section 3-78 of the Act specifies the actions that will render a person guilty of an offence under the Act. These include a person who:

- fails to comply with a requirement of a notice of contravention;
- intentionally obstructs an occupational health officer;
- fails to reasonably cooperate with the director of occupational health and safety, chief medical officer or occupational health officer
- makes a false entry in a log or document;
- takes discriminatory action against a worker contrary to section 3-35;
- fails to comply with an order, decision or direction made pursuant to the Act or a Regulation
- fails to comply with any provision in the Act or Regulations.

Liability

In addition to the Regulations, Section 217.1 of the Criminal Code:

- establishes an occupational health and safety duty under the *Criminal Code of Canada*;
- modernizes the law regarding criminal liability of corporations and their sentencing;
- makes it easier for the courts to convict organizations for disregard of workplace safety;
- establishes a legal duty for all persons directing work and can include supervisors, employers, suppliers, directors, forepersons, lead hands and co-workers; and,
- increases the financial and personal penalties to those convicted of criminal negligence.

Economic

WCB statistics indicate that, within Saskatchewan, healthcare currently is the industry with the greatest number of reported incidents. These incidents are costing the province's healthcare sector millions of dollars in direct WCB costs paid to, and on behalf of, injured workers. Indirect costs also add up as equipment is damaged and there are delays in work processes.

Miscellaneous costs are found in the cost of investigations, recruiting, hiring and training new staff or even time lost by other staff distracted by the incident.

Personal

The personal motivation to work safely comes from each person's desire to lead healthy and happy lives – both inside and outside of the workplace. Leisure hours are not under the person's control if time is spent dealing with the mental, emotional and physical consequences of workplace injuries. Working safely must be part of every person's daily life – planning for the future, in good health, in order to enjoy every aspect of life.

Module 5: Due Diligence

Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances. To exercise due diligence, an employer must implement a plan to identify possible workplace hazards and carry out the appropriate corrective action to prevent incidents or injuries arising from these hazards.

Applied to occupational health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the workplace.

Regulation 1-4(5) and 1-4(6)

These Regulations explain each party's responsibilities where a duty is imposed on more than one person. Generally, a duty falls primarily on the person with the greatest control over the situation. If that person does not comply, this does not necessarily remove the obligations of others.

Refer to Appendix A in this workbook to read more about due diligence.

When completing an assessment of an organization's due diligence, one would look at what the employer did to prevent an injury. Prevention is important.

Using an example of a worker injury, prevention would consider how the worker was educated, what was their training, what resources are available to them, including adequate supervision, so they didn't need to do a dangerous task that resulted in the injury.

Everything Must Be Documented – if it's not documented there is no proof that it was done. Employers must be able to prove that all precautions, reasonable under the circumstances, were taken to avoid harm and an offense against the law; and to prevent worker injuries or incidents in the workplace.

If prosecuted, you must prove your due diligence. You are assumed guilty until you prove your innocence. You must show the court how you took every precaution reasonable in the circumstances. Evidence of due diligence and proof that every reasonable precaution was taken has protected supervisors from prosecution.

"...even if all of the other elements of a due diligence defence can be demonstrated in court, lack of ongoing enforcement of the system is treated as a lack of complete due diligence and the defence will fail on this ground."

<http://www.ohscanada.com/LawFile/discipline.aspx>

Module 6: Orientation and Training

The employer has a duty to provide information through orientation and training.

Orientation

The process of introducing new, inexperienced, and transferred workers to the organization, their supervisors, co-workers, work areas, and jobs, including such topics as responsibilities, expectations, rules, start times, washrooms, lockers, etc.

Orientation should occur prior to workers commencing full duties. Although training often takes part during the orientation period, orientation would not be considered “training”.

Facility/Department Safety Orientation

For new or transferred to a new job/work unit:

- orientation should be completed prior to commencing full duties;
- a checklist should be completed, signed and kept on file; and,
- the supervisor should participate in the orientation.

As per SMS Standard 3.2, orientations must include a worksite tour and department specific safety orientation as follows:

Worksite tour:

- where emergency equipment is located;
- what areas are restricted/prohibited; and,
- introduction to OHC members.

Department specific safety orientation:

- location of:
 - emergency exits and equipment;
 - location of the OH&S bulletin board;
 - location of the Act and Regulations;
 - location of the policy and procedures manual;
 - location of the communications book;
 - location of the safety data sheets (SDSs) for WHMIS 2015;
- job specific hazards; and,
- relevant safe work practices and procedures.

Supervisors must ensure that workers receive and understand the orientation.

Training

The Saskatchewan Employment Act, PART III, Division 1 Preliminary Matters: 3-1 (1) (ff):

“**train**” means to give information and explanation to a worker with respect to a particular subject-matter and require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter;

The objective of training is to:

- ensure the implementation of health and safety into specific job practices; and,
- ensure the skill level needed to do the job safely and to the accepted standard.

Occasions when employee training may be required are:

- commencement of employment;
- recertification of mandatory education;
- reassignment or transfer to a new job;
- introduction of new equipment, processes, or procedures; and/or
- inadequate performance, as part of a performance plan.

OH&S Regulations state workers shall be properly trained when they:

- begin work at a place of employment; or
- are moved from one work activity or worksite to another that differs with respect to hazards, facilities or procedures, and
- an employer shall ensure that no worker is permitted to perform work unless the worker:
 - has been trained and has sufficient experience, to perform the work safely, and in compliance with the Act and the regulations; or
 - is under close and competent supervision.

Training must include:

- procedures to be taken in the event of a fire or other emergency;
- the location of first aid facilities;
- identification of prohibited or restricted areas;
- precautions to be taken for the protection of the worker from physical, chemical or biological hazards;
- any procedures, plans, policies and programs that the employer is required to develop pursuant to the Act or any Regulations made pursuant to the Act that apply to the worker's work at the place of employment; and,
- any other matters that are necessary to ensure the health and safety of the worker while the worker is at work.

Even in situations where classroom includes practice and return demonstration of understanding theory and/or skills, workers may still require effective supervision, mentoring/coaching and support as they work to apply the classroom training to their jobs. It is the responsibility of the supervisor to assess the amount of ongoing support required for each worker they supervise.

Ensure ALL training is documented! Employers are responsible to maintain copies of training certificates and produce the documentation when an OHO requests it ensure that the training provided met the requirements of the SEA and the Regulations.

Training Plan

The employer's training plan identifies the required training for everyone in the organization - when and how it will be delivered, along with any re-evaluation/recertification required. The employer ensures that workers are trained in all matters that are necessary to protect their health and safety. The supervisor supports workers they supervise by providing the time to attend the training.

Consider what training is required for workers you supervise.

Possible Additional Supervisory Responsibilities

The following is a sample of possible additional supervisory responsibilities found in *The Occupational Health and Safety Regulations, 2020*. Refer to the legislation for specific information.

- Regulation 3-24 - Working alone or at isolated place of employment
- Regulation 3-25 - Harassment
- Regulation 3-26 - Violence
- Regulation 7-3 - Respiratory protective devices
- Regulation 10-6 - Locking out
- Regulation 6-22 - Exposure control plan
- Regulations 21-1 to 21-13 (PART 21) - Chemical and Biological Substances
- Regulation 35-1 - Cytotoxic drugs
- Regulations 22-1 to 22-15 (Part 22) Workplace Hazardous Materials Information System

Module 7: Safety Management System (SMS) and Occupational Health & Safety Program Requirements

A SMS is a systematic approach to managing health and safety. It consists of an orderly arrangement of interdependent activities and related procedures.

Supervisors should know their role in the SMS, what responsibilities they have and what they are accountable for.

The requirements of each workplace will vary, and employers are responsible for ensuring compliance with legislation pertinent to health and safety in their workplace. Employers should, as a part of their approach to ensuring a safe and healthy workplace, review all the relevant legislation and determine which Parts of the legislation relate to their workplace and operations.



The Act (section 3-20) and Regulations (Regulation 3-11 and Table 7) stipulate the places of employment that are required to develop and maintain an occupational health and safety program and the contents required within the program. A written SMS is a means of bringing all the various elements of occupational health and safety together. The purpose of the system is to identify, eliminate, and control hazards, on an ongoing basis, to protect the health and safety of workers.

The approved SMS in health care in Saskatchewan, includes the following six elements:



1. Management commitment and leadership
2. Hazard identification and control
3. Training and communications
4. Inspections
5. Reporting and investigations
6. Emergency response

Each element is broken down into more detail in the sub elements. Your SMS does not have to be organized in this exact order, but must contain these elements.

1 - Management and Leadership 1.1 Governance 1.2 Senior Management Involvement 1.3 Health & Safety Policy 1.4 Worker Rights 1.5 Responsibilities 1.6 Accountability 1.7 Safety Rules 1.8 Measurement 2 - Hazard Identification and Control 2.1 Risk Assessment 2.2 Safe Work Practices/Procedures 2.3 Personal Protective Equipment (PPE) 2.4 Procurement	3 - Training and Communications 3.1 Training 3.2 Orientations 3.3 Occupational Health Committee 3.4 Communication 3.5 Document Development, Review and Communication 3.6 Employee Involvement 4 - Inspections 4.1 Inspections 5 - Reporting and Investigation 5.1 Reporting 5.2 Investigations 6 - Emergency Response 6.1 Emergencies
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The safety policy is the employer's written promise to provide employees with a healthy and safe work environment. Every supervisor should be familiar with the philosophy and content of the safety policy and the SMS.

Effective and Successful SMSs

All SMS elements must be in writing. In order for your SMS to be effective and successful several items must be present.

- The tone of safety is set at the top of an organization. An effective SMS requires actively supportive leadership that establishes a common safety vision. Effective leadership means walking the safety walk and not just preaching the safety talk.
- Supervisors must know what is in the SMS and understand it. They must know their role in the SMS; what responsibilities they have and what they are accountable for. Supervisors are the link for safety between the employer and the workers.
- Workers must have meaningful involvement in the development and execution of the SMS. They must be actively engaged in the identification of hazards and risks, as well as actively participate in the planning, evaluation and implementation of control measures for their safety.
- Workers must know the requirements of the SMS that they're expected to follow. This involves communication both in orientation and training as well as ongoing. The SMS documentation must be easy to access and easy to understand.
- The only way to ensure workers are carrying out their safety obligations is adequate supervision.
- The SMS, starting with the governing Board (if there is one), must have a basic, continuous improvement plan. Program administration ensures that all elements of a SMS are properly looked after and communicated at all levels of the organization.

Safety often means a cultural shift requiring effort and persistence. An effective SMS takes time and resources to develop. However, it will serve as the foundation from which the safety culture of the organization is built and maintained.

Module 8: Occupational Health Committees (OHCs)

OHCs and occupational health and safety representatives are the primary mechanisms for employers and workers to work together in identifying and resolving health and safety concerns. Effective committees reduce incidents and illnesses in the workplace.

The Act, Division 4 and Regulations 4-1 to 4-12

These sections of the Act and Regulations state the requirement that:

- every workplace with 10 or more workers must have a committee;
- the committee consists of two to 12 members;
- at least half the members must be workers that are NOT connected to management and they must be elected by the workers they represent or appointed by the trade union they represent;
- quorum must be met; and,
- OHCs hold regular meetings at intervals not exceeding three months.

Each committee must have two (2) co-chairpersons. One must be designated by the employer and one selected by worker members of the committee at its first meeting. Both co-chairs have the same rights and responsibilities, including the right to call and chair meetings. The worker co-chairperson keeps the workers informed of the committee's activities. The employer co-chairperson is responsible for keeping the employer informed.

OHC Minutes, OH&S Bulletin Board

Supervisors should know the location of the OH&S bulletin board and be able to locate the Minutes of OHC meetings and other relevant posted safety information.

Module 9: Hazard Identification and Control

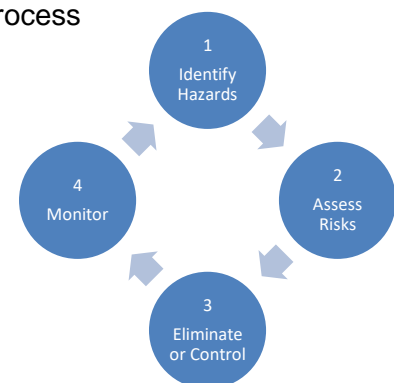
What is a Hazard?

A hazard is a situation that poses a level of threat to life, health, property, process or environment. Basically, it is anything that can cause an injury or illness.

- Some hazards can be acute – they have an immediate effect, such as being hit by a truck.
- Other hazards are considered chronic – repeated exposures, over time, can eventually cause an effect, such as hearing loss after repeated overexposure to noise.

Hazard identification and control is required at all stages of a work process including:

- prior to establishing and using a work place;
- when planning and designing work processes;
- before selecting, purchasing, installing and using equipment;
- before changes are made to the workplace or systems of work; and,
- whenever there is new information about work processes.



Legislative Requirements

An occupational health and safety program required by the Act must include:

- the identification of existing and potential risks to the health or safety of workers at the place of employment and the measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate or control those risks;
- a schedule for the regular inspection of the place of employment and of work processes and procedures; and,
- a strategy for worker participation in occupational health and safety activities, including audit inspections and investigations of accidents, dangerous occurrences and refusals to work.

Hazard Identification Responsibilities

Everyone at the workplace - workers, supervisors and the employer - share in the responsibility to identify and control hazards. For workers this means:

- recognizing what a workplace hazard is (or could be);
- knowing how to report it to the employer; and,
- being involved in the hazard identification and control process. (e.g., JSA)

Workers must be able to:

- recognize workplace hazards,
- know how to report hazards to the employer, and
- be involved in the hazard identification and control process

For supervisors:

- being aware of hazards in the workplace;
- informing workers of potential hazards; and,
- having control systems in place to decrease the risk of injury.

Expectations of the supervisor are higher because they have more authority to control and influence safety in the areas they supervise. Not only do supervisors have to know what the hazards are, they need to make sure that the hazards have been identified, the workers know about them, that controls are in place and that workers know about and can apply the controls.

Supervisory Role in Identifying Hazards

Supervisors are responsible for ensuring their staff can and do work safely. To do this they must determine where and how staff might be hurt and how likely it is that staff will get hurt. The following three activities, performed by a supervisor, support hazard identification in the workplace:

1. Workplace Inspections
Inspections are an important activity in the workplace. They are used to identify, assess and control workplace and job hazards before they result in an incident.
2. Job Safety Analysis
Workplace and job safety analysis plays a major role in preventing and reducing the number of incidents.
3. Incident Investigations
The identification of immediate and root causes, and the correction of inadequate standards and practices can prevent future occurrences.

Workplace Hazards

Hazards can be broken down into two (2) broad categories: Health Hazards and Safety Hazards.

Health Hazards

A Health Hazard is any agent, situation or condition that can cause occupational illness. There are five types of health hazards:

1. chemical hazards - such as battery acids and solvents
2. biological hazards - such as bacteria, viruses, dusts and moulds. Biological hazards are often called biohazards
3. physical agents (energy) strong enough to cause harm - such as electrical currents, heat, light, vibration, noise and radiation
4. ergonomic (work design) hazards
5. psychosocial hazards includes harassment as defined in the SEA 1(1)(l) and explained in OH&S Regulation 3-25 and in OH&S Regulation 3-26 - violence

A health hazard may produce serious and immediate (acute) effects, or cause long term (chronic) problems. All or part of the body may be affected.

Sufferers may not recognize the symptoms immediately. For example: noise induced hearing loss is often difficult to detect until it is well advanced.

The time that it takes for an illness to develop after exposure is called the latency period.

Safety Hazards

A definition of a safety hazard is anything that could cause a physical injury, such as a cut or fracture. Safety hazards involve any force strong enough to cause injury. An injury caused by a safety hazard is usually obvious and could be:

- Slip, trip or fall
- Pinch or nip point on machinery
- Fall from a height
- Material falling on a worker
- Fire or explosion

Sources of Workplace Hazards

The elements in an organization that can be significant sources of hazards are:

People- This involves hazards that are due to workers, clients, visitors and suppliers. This includes managers and supervisors who develop, implement and enforce policies and safe work procedures and the workers who follow them. It includes systems, training, skills and motivation.

Equipment - This comprises hazards associated with equipment, machinery, tools and devices that are used in the workplace. It also includes the safe design and use of equipment, machinery, tools, devices and work processes to fit the worker. It includes design, ergonomics, maintenance and inspections.

Materials - This incorporates any materials, chemicals, biological substances or hazardous waste. It includes use, handling, storage, transportation, disposal.

Environment - This includes the physical building and environmental conditions in a building, such as temperature, noise, light, housekeeping measures, air quality, humidity.

Each element needs to be considered in order to proactively identify as many actual and potential hazards as possible before they result in incidents.

What are the hazards in your work?



Health Hazards	Safety Hazards

Hazard Identification Activity



From this picture of a laundry area, write down the hazards you see.

Risk

Once hazards have been identified, the level of risk needs to be determined. Think about:

- How many workers are exposed to each hazard?
- How often and under what conditions?
- How serious could workers be harmed?
- How quickly could a dangerous situation arise?
- Have problems arisen before?

Determine the Degree of Risk

$$\text{Risk} = \text{Probability} \ \& \ \text{Severity}$$

Probability

- How likely is it that someone will get hurt?

Severity

- How serious could the injury be?



Step 1 Severity Potential

What are the consequences of this incident occurring? Consider what could reasonably have happened as well as what actually happened. Look at the descriptions and choose the one most suitable.

Actual Harm Rating	Description
1 Minor	An incident that has contacted or affected a patient/worker and resulted in no injury or minor injury/harm requiring minimal intervention or first aid.
2 Moderate	Harm/Injury which requires professional or medical treatment beyond first aid.
3 Major	Harm/injury resulting in physical and/or emotional harm and lessening of bodily function. Temporary loss of function. Long term incapacity/disability.
4 Severe	Death or significant harm resulting in irreversible complications including permanent major loss of function.

Step 2 Probability

What is the likelihood of the consequence identified in step 1 happening? Consider this without new or interim controls in place. Look at the descriptions and choose the one most suitable.

Frequent	Possibility of repeated occurrence (daily, weekly or monthly)
Occasional	Possibility of occurrence (several times in 1 to 2 years)
Uncommon	Possibility of isolated occurrence (2 to 5 years)
Remote	Not likely to occur (may happen outside of 5 years)

Step 3 Hazard Risk Rating Scoring Matrix

Take Step 1 rating and select the correct column, take Step 2 rating and select the correct line. Circle the risk score where the two ratings cross on the matrix below to obtain the risk rating.

Severity	Probability			
	Frequent	Occasional	Uncommon	Remote
4) Severe	16	15	12	11
3) Major	14	13	10	7
2) Moderate	9	8	6	3
1) Minor	5	4	2	1
Corrective Actions	High (Immediate short term)		Medium (within 1 week)	Low (within 1 month)

Step 4 Corrective Actions

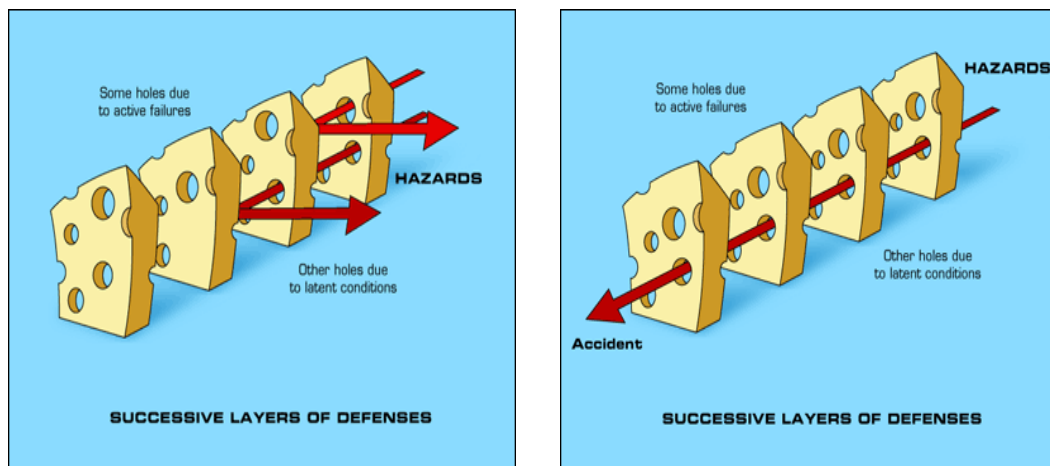
Once the level of risk has been identified, use the **Action Required** chart below to understand priority levels and required actions.

High	12-16	Short term action <u>will</u> be immediately required to lower the risk level and then medium and long term plans to control the risk to as low as reasonably practicable using the Hierarchy of Controls. If this is not achievable the task should not proceed unless the risk is assessed and control options have been implemented.
Medium	7-11	Action required this week to eliminate or minimize the risk using the Hierarchy of Controls.
Low	1-6	Action required within a reasonable timeframe (2-4 weeks) either eliminating or minimizing the risk using the Hierarchy of Controls.

NOTE: The numbering classification in the risk matrix is used to prioritize the levels of risk the higher the level of risk the sooner the action required to address the issue.

Controlling Hazards

Swiss Cheese Model

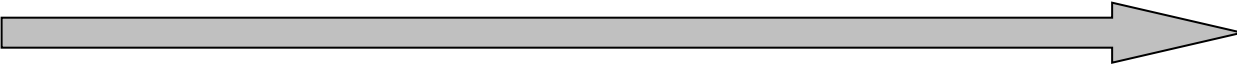


James Reason proposed what is referred to as the “Swiss Cheese Model” of system failure. Every step in a process has the potential for failure, to varying degrees. The ideal system is like a stack of slices of Swiss cheese. Consider the holes to be opportunities for a process to fail, and each of the slices as “defensive layers” in the process. An error may allow a problem to pass through a hole in one layer, but in the next layer the holes are in different places, and the problem should be caught. Each layer is a **defense** against potential error impacting the outcome.

For a catastrophic error to occur, the holes need to align for each step in the process allowing all defenses to be defeated and resulting in an error. If the layers are set up with all the holes lined up, this is an inherently flawed system that will allow a problem at the beginning to progress all the way through to adversely affect the outcome. Each slice of cheese is an opportunity to stop an error. The more defenses you put up, the better. Also the fewer the holes and the smaller the holes, the more likely you are to catch/stop errors that may occur.

Hazard Control Methods

The most effective corrective action or preventative measure will focus on controlling a hazard at the source, without introducing any new or potential risks.

		
Most Effective		Least Effective
At the source	Along the path	At the worker
<ul style="list-style-type: none"> ▪ Elimination ▪ Substitution ▪ Redesign ▪ Isolation ▪ Automation 	<ul style="list-style-type: none"> ▪ Barriers ▪ Absorption ▪ Dilution 	<ul style="list-style-type: none"> ▪ Training ▪ Supervision ▪ Policies & procedures ▪ Hygiene practices ▪ Administrative ▪ PPE

Controlling at the Source

- Elimination: Try to eliminate the hazard. Get rid of hazardous job, tool, process, machines or substances.
- Substitution: Replace hazardous substances with something less dangerous.
- Redesign: Sometimes engineering can be used to redesign layout of the workplace, workstations, work processes and jobs to prevent ergonomic hazards.
- Isolation: Isolating, containing or enclosing the hazard is often used to control chemical and biological hazards.
- Automation: Dangerous processes can sometimes be automated or mechanized.

Controlling Along the Path to the Worker

Hazards that cannot be isolated, replaced, enclosed or automated can sometimes be removed, blocked, absorbed or diluted before they reach workers.

- Barriers: Proper equipment guarding can protect workers from contacting moving parts. Screens and barriers can block welding flash, x-ray radiation.
- Absorption: Baffles can block or absorb noise.
- Dilution: Ventilation might dilute the concentration of a hazardous gas with clean air from the outside (e.g., confined space).

Controlling at the Level of the Worker

Control at the level of the worker does not remove the risk posed by a hazard. It only reduces the risk of the hazard injuring the worker and lessens the potential seriousness of an injury.

Control at the level of the worker is the least effective means of protecting workers.

Administrative Controls

- New policies.
- Improving work procedures.
- Rotating workers through repetitive jobs.
- Safe work practices and procedures.
- Training (workers must be trained to use safe work practices and procedures).
- Supervision.

Emergency Planning

- Written plans should be in place to handle fires, chemical spills and other emergencies.

Housekeeping

- Repair and preventative maintenance programs for tools, equipment and machinery.
- Cleaning.
- Waste disposal.
- Spill cleanup.



Hygiene Practices

- Reduce the risk of toxic materials being absorbed by workers or carried home to families.
- Leave work clothes at work.
- Separate work areas and eating areas.
- Hand washing enforced.

Personal Protective Equipment

- Does not eliminate the hazard; must be used properly and consistently to be effective.
- Workers must be trained to use, store and maintain their equipment properly.
- Workers must understand the limitations of their personal protective equipment.

Putting it all together



1. Select a hazard from this situation. What is the hazard? Why is it a hazard?

2. Determine the risk level of that hazard, using the risk matrix.

3. What is the recommended corrective action time frame for that risk level according to step 4?

4. What controls/actions do you suggest, according to the hierarchy?

Short-term: _____

Intermediate term: _____

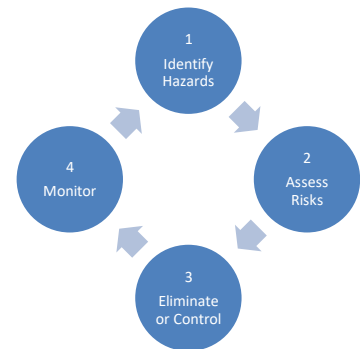
Long-term: _____

5. How will you implement these controls?

6. How will you monitor these controls?

Supervisor Role in Controlling Hazards

- Identify the hazard and gather information
- Assess the risk level
- Develop a plan to deal with the hazard – hierarchy
- Implement the plan, including training and supervision
- Monitor and follow-up



Module 10: Workplace Inspections

An inspection is a proactive examination of the workplace that involves identifying hazards, analyzing the risks associated with these hazards, and applying controls. Regular inspections will prevent or reduce incidents in the workplace.

Inspections are a tool used by the OHC to comply with their duties as outlined in the Act, which states it is also the duty of the employer to ensure that inspections are done.

The purpose and function of a workplace inspection is to:

- identify actual and potential hazards associated with people, equipment, material and the environment;
- compare legislated standards against the ones in place at the facility;
- evaluate controls that had been implemented and identify the need for new controls; and,
- monitor effectiveness of the occupational health and safety program.

Inspections are Important

During an inspection you will:

- listen to the concerns of workers;
- gain further understanding of jobs and tasks;
- identify existing and potential hazards;
- determine underlying causes of hazards;
- monitor hazard controls (personal protective equipment, engineering controls, policies, procedures); and,
- recommend corrective action.

Types of Inspections

Inspections aren't just an inspection of the physical workplace but a systematic inspection of the SMS. Provided here are examples of types of workplace inspections:

Ongoing

- Supervisors and workers continually conduct ongoing inspections while they do their jobs in order to identify hazardous conditions and either correct them immediately or report them for corrective action.
- Supervisors continually monitors the workplace.

Pre-operation

- Regular checks by equipment users to ensure that the equipment meets minimum acceptable safety requirements.

Periodic

- Regular, planned inspections such as:
 - critical components of equipment or systems that have a high potential for causing serious injury or illness. For example:
 - new equipment inspections
 - preventative maintenance inspections
- Planned workplace inspections are also done by the OHC and cover all conditions including work practices and procedures.

The supervisor should be monitoring the workplace on an ongoing basis for things like housekeeping and adherence to workplace rules.

Supervisors are responsible for knowing the following for the areas they are supervising as these are items that would be inspected:

- OH&S legislation requirements
- Employer's SMS
- The safe handling, use, storage, production and disposal of chemical and biological substances
- Any PPE requirements (i.e., need for, safe use of)
- Emergency procedures

Four Things That Must be Inspected

1. People (work practices and application of training)
2. Equipment (including vehicles, tools, machines and mobile equipment)
3. Materials and substances (such as chemicals, biological substances, hazardous waste)
4. Environment (such as work area design, noise, heat, lighting, air quality)

Prepare for the Inspection

Select an area/task/process to inspect.

Use a checklist (enhance the template to suit the inspection). There are many standard checklists to draw from. A checklist must be customized to fit your facility/department/area. Visit SASWH's website for a sample inspection checklist or to contact SASWH's Safety Specialist for your area who can assist you with the inspection process.

SASWH's Sample Inspection Template

General Appearance of Area									
Item	Risk matrix score	Verification			<ul style="list-style-type: none"> Reference (e.g., standard/Act/regulations, etc.) Recommendation for correction action (short and/or long term) based on that reference 	Person(s) responsible	Target/ completion date	Status (C, PC, AR)	Date of follow-up
		D	O	I					
lighting									
noise									
thermal conditions									
entrances/exits									
clutter									
Comments:									

Be familiar with:

- documented department specific safe work policies, practices and procedures and job safety analysis (JSA)
- guidelines on procedures and programs (e.g., for WHMIS, TLR)
- equipment list, and manufacturer's user manual for each piece of equipment
- orientation checklist, training records for programs that are used (e.g., WHMIS, TLR, Power Mobile Equipment,)
- emergency response codes and guidelines (e.g., code red, code brown, code white)

Steps for an Inspection

In general the following logical steps are taken:

- Step 1 - identify the hazards
- Step 2 - assess the risks
- Step 3 - eliminate or control the hazards
- Step 4 - monitor and review

During the inspection, supervisor's responsibilities include:

- identifying hazards that could cause injury or illness and take corrective measures
- correcting/coaching when necessary;
- follow-up on actions from previous inspections, hazard controls and workplace incident reports;
- using effective observation skills as to how work is performed;
- talking with workers about tasks they are doing and any concerns they might have;
- discussing identified hazards with workers and any suggestions they may have to eliminate/control hazards;
- reminding workers about applicable regulations, work standards, processes, training;
- complimenting workers who work safely and coach as necessary;
- documenting what is found on the inspection - include positive findings as well as areas to improve, corrective actions planned/taken, recommendations, timelines;
- communicating with workers what was found, how it was/is being dealt with; and
- setting a good example by working safely at all times, complying with legislation, standards and employer policy.

Following the inspection, supervisor's responsibilities include:

- risk assess the identified hazards;
- developing ways to eliminate/control hazards according to assessed priority;
- setting specific target dates;
- documenting results of workplace inspections; and,
- following up on controls.

Module 11: Incident Reporting and Investigation

Incident is not defined in legislation. The approved Provincial SMS standards use the following definitions:

Incident: an unwanted, unplanned event that results in, or could have resulted in, a loss (production, property or human).

Near Miss: an unwanted, unplanned event that didn't, but could have, resulted in a loss (production, property or person).

Dangerous Occurrence

Dangerous Occurrence is defined in the OH&S Regulations, Regulation 2-3.

my summary notes:

Purpose of an Investigation

While workplace inspections are proactive efforts to prevent incidents, investigations are reactive efforts to prevent the same or similar incident from happening again. The goal is to identify the precise sequence of events that led up to an incident, determine the root cause and put controls in place.

Incident Reporting and Investigation Process

Your SMS should have an investigation process to follow when incidents occur. As a supervisor you need to know what that process is.

Your workplace process should:

- Define duties, roles and responsibilities of the employer, supervisors, workers and OHC
- Require identification of:
 - contributing factors and root causes of the incident (including near miss)
 - recommendations to prevent the incident from reoccurring
 - ensure effective and immediate investigation, documentation and reporting
- Provide a mechanism to track and identify trends
- Ensure that workers will be informed of outcomes of investigations

Purpose of an Investigation:

To determine the root cause of an incident and put controls in place to ensure that it never happens again.

The purpose is *not to assign blame* but to always find the root cause for the incident.

All Incidents are Preventable

You should start every investigation with the principle that **all incidents are preventable**. If you go into the investigation thinking “things happen” then your investigation may reflect this attitude.

Steps in an Investigation

The employer (manager/supervisor/OHC) needs to investigate promptly. If you are the supervisor when an incident occurs then you should be starting the investigation.

The steps in an investigation are:

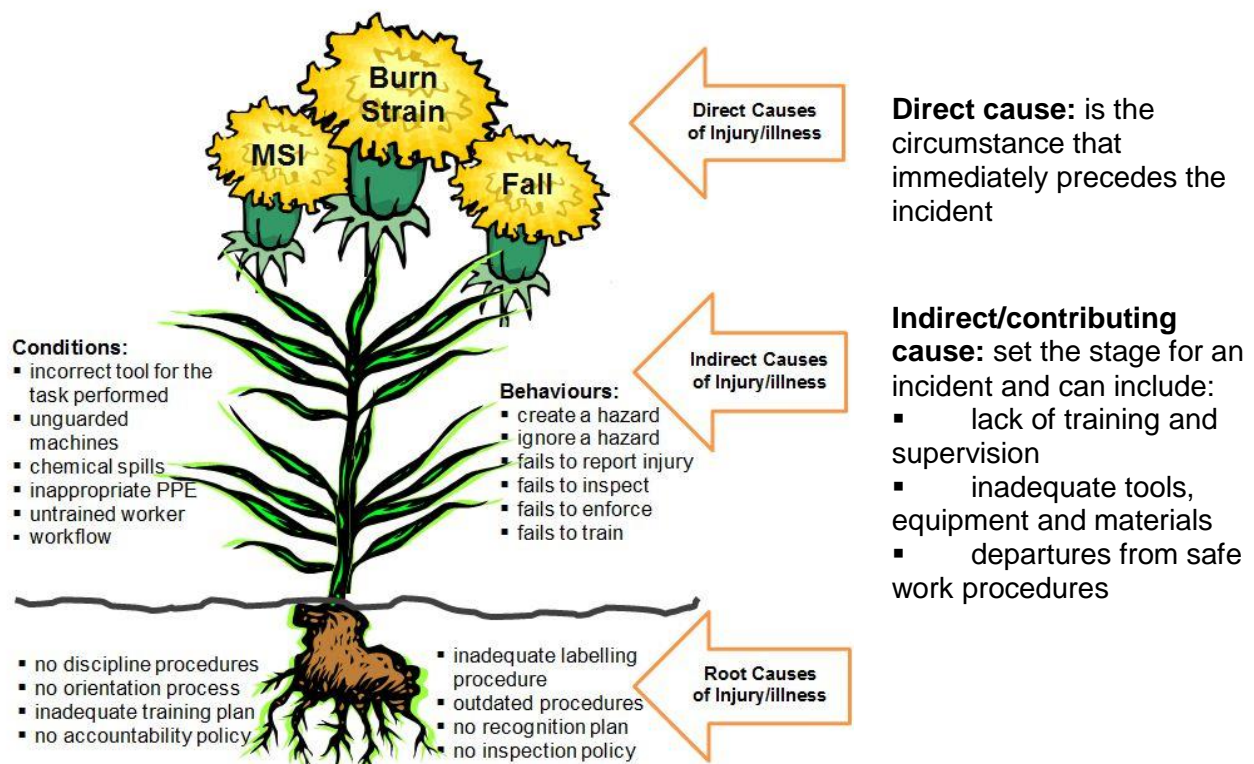
- Secure and investigate the scene
- Collect evidence as soon as possible
 - physical, documentary, witness
- Analyze evidence
 - determine direct, indirect/contributing and root causes
- Prepare recommendations

**Find out what happened.
How did it happen?
Why did it happen?**

Causes

If the root cause of the problem is not identified then one is merely addressing the symptoms (contributing factors) and the problem will continue to exist.

When collecting evidence and conducting the investigation we are looking for the direct, indirect/contributing and root causes of the incident.



Root cause: the most basic cause, if corrected would prevent reoccurrences of this and similar incidents

- what is missing or not adequately implemented in the SMS, such as:
 - inadequate mechanisms to identify and control hazards
 - design flaws (i.e., job, equipment, tools, installations)
 - inadequate orientation or training

The 5 Why Method of Analysis

The 5-Why analysis method is used to move past symptoms and understand the true root cause of a problem.

By asking "Why?" five times, successively you can delve into a problem deeply enough to understand the ultimate root cause.

Though this technique is called 5-Whys, five is a rule of thumb. You may ask more or less Whys before finding the root of a problem.



Analyze the Evidence

The next step is to analyze the evidence and determine what happened and why it happened. This will lead to the:

- Direct cause
- Indirect or contributing causes
- Root cause or causes

Watch out for conclusions or phrases like:

- *Worker was not paying attention.*
- *Worker should have known better.*
- *Accidents happen, or*
- *It was just an accident.*

Some of these may be contributing causes but not the root cause or causes.

Control Measures

Once root cause is identified recommendations for corrective action must be identified, implemented, assessed and monitored.

- Make recommendations for corrective actions
- Develop action plan
- Communicate recommendations
- Implement recommendations
- Monitor and assess effectiveness

Monitoring Corrective Action

The effectiveness of the corrective action taken, following investigations, must be monitored by the OHC and the supervisor. Ask yourself:

- Have workers have been informed?
- Have hazards been controlled?
- Have new hazards been created?
- Are the follow-up processes adequate?
- Have the orientation, training and SMS been modified to deal with the new situation?

Role of the Supervisor in the Investigation

The supervisor:

- may do the investigation and/or assist the manager
- knows the health and safety rules;
- informs and involves workers;
- takes corrective action; and,
- ensures consistent enforcement.

Case Study #1 – Patient Handling

A care worker was assisting a resident to her wheelchair. The resident was following instructions to stand but her knees buckled. The worker tried to keep the resident from falling while also ringing the call bell for help. The worker sustained a low back injury.

Case Study #2 - Violence

A care worker was helping a male resident take a bath. It was mid-morning. After getting the resident from his room and helping him to the tub room, the worker moved to help the resident to disrobe. Suddenly, the resident shoved the worker, causing her to fall backward and hit her head.

Case Study #3 – Slip and Fall

A worker was walking past the entrance to the bathing/tub room. The worker slipped and fell, suffering a contusion to the elbow.

Investigation

Collect evidence/information (physical, document, witness):

Task:

System:

People:

Materials:

Environment:

Direct cause(s):

Indirect/contributing cause(s):

Root cause(s):

Control Methods – short term/immediate:

Control Methods – long term:

Supervisor follow-up:

Module 12: Effective Supervision

Levels of Supervision

Supervisors assess workers they supervise to determine the level of supervision each requires. Greater levels of supervision are appropriate for workers:

- new to the job;
- returning from extended absence;
- in training;
- doing jobs which present special risks;
- dealing with new situations;
- working alone;
- job sharing, part time or casual;
- reluctant to follow safety rules;
- with communication barriers (English as second or additional language); and/or
- with a documented need for additional supervision.

Communication

Good communication skills are essential for supervisors to:

- pass on information;
- provide support for training and feedback;
- gain understanding;
- correct mistakes or unsafe behavior; and,
- coordinate with other departments and groups.

Listening Skills

- Listen to understand.
- Don't plan your response until you've listened and understood what is being said or asked.

Speaking Skills

- Speak slowly and clearly.
- Express your thoughts clearly.
- Make eye contact.
- Be respectful and tactful.
- Confirm understanding of your message.

Communication Methods

Communication can be:

- written;
- verbal;
- visual;
- through body language;
- by demonstrating; and/or
- by leading by example.

Communication Specifics

- Use assertive language. Assertive is different than aggressive.
- Give clear and concise messages.

Walking the Talk

- Lead by example by following safety rules and complying with legislation.
- Pay attention; notice things.
- Ensure your workplace is safe.
- Demonstrate to employees that their health and safety is important.
- Identify hazards and assess risks before an incident occurs.

Resolving Workers Concerns

Prevention is the best medicine! The proactive identification and control of hazards will prevent the occurrence of incidents.

- It is the expectation that supervisors address safety concerns with employees when they are reported.
- If the issue is an incident that has occurred or a near miss then a workplace incident report needs to be filled in and the supervisor can deal with the issue.
- If it is a concern that was not an actual incident or near miss a hazard/concern form needs to be filled in and the supervisor can deal with the issue.

Adult Learning Styles

Refer to Appendix B in this workbook to read more about adult learning styles.

Incident Prevention

The underlying or root causes for many incidents may be directly related to the organization's SMS. The system can be strengthened and incidents reduced through:

- increased awareness of safety;
- empowerment of workers to participate in their own safety;
- adequate policies and safe work practices in place;
- sufficient orientation, training and supervision of workers;
- adequate hazard identification and appropriate controls; and,
- ensuring that all workers comply with workplace requirements.

Characteristics of Effective Supervisors

Review each characteristic in column 1. Record in column 2 what you can do to achieve a safe workplace that would align with each characteristic.

Characteristics of Effective Supervisors	What can a successful supervisor do to achieve a safe workplace?
Approachable	
Consistent	
Decisive	
Experienced	
Good communicator	
Good listener	
Honest	
Leader	
Proactive	
Problem solver	
Sets an example	
Teacher	

Module 13: Safety Culture

Definition

A positive safety culture is a work environment in which all workers actively participate and take ownership for safety. Safety is the attitude and atmosphere of the workplace.

A Workplace Responsibility System (WRS) helps to build a strong culture of safety. The strength of the safety culture is determined by the involvement and the "buy in" to safety by all workers.



Safety culture is strong or weak based on the involvement and the “buy in” to safety of all workers right from the CEO to the most casual employee.

Health and safety does not exist in a vacuum isolated from other aspects in the organization therefore it must become a part of the overall organizational culture. *Safety Culture* can have a direct impact on safe performance. If someone believes that safety is not really important, even temporarily, then cutting corners or making unsafe decisions or judgments will be the result, especially when there is a small perceived risk rather than an obvious danger.

Studies and experience have shown that workers can do an unsafe act many times before a serious injury occurs. Every time a worker commits an unsafe act without a negative repercussion (injury, close call, reprimand) it reinforces the perception that it is not unsafe. The more we get away with it – the more we believe it’s safe. *“You know I’ve done it that way 50 times and there was never an issue – today must be my unlucky day”*. Actually they were lucky the previous 50 times – not unlucky today. When it comes to safety luck should never play a role. Safety management should be by good practices, NOT by good luck.

“WHAT YOU PERMIT YOU PROMOTE”

If a supervisor fails to take action or delays taking action, they not only condone the unsafe activity but they may also encourage it.

Building a Safety Culture

For an organization to have a positive safety culture, all levels must have the shared perception of the importance of safety and must communicate with each other.

- Attitudes, both personal and organizational, affect the development of a safety culture in a workplace.
- The environment in which people work and the systems and processes in an organization also influence the safety culture.

Organizations need to consider all of these aspects in developing and nurturing a safety culture.

- You cannot try to change people's attitudes without looking at the environment they work in and the systems they work with.

Creating a strong safety culture requires a common vision and effort from everyone in the organization.

Leaders and Culture

- Leadership is the most powerful component of a strong safety culture.
- Leaders affect change, which in turn creates and sustains an organization's culture.
- Leaders influence culture by having an increased visibility and commitment to safety through daily safety walkabouts.
- Leaders are the people who will implement the safety program to employees in their department.
- It is imperative that a leader's beliefs and attitudes match what they expect out of their employees.

Here are some points in developing a safety culture:

- Discipline doesn't necessarily make people work safely. You need to get them involved.
- Improve the standard of your safety training.
- Eliminate fear of reporting injuries.
- Focus on controls not consequences.
- Reward pro-active activities; recognition of positive work efforts; celebrate the good things.
- Be enthusiastic about safety.
- Instead of doing things better, do better things.
- Yesterday's solutions will give you what you've already got.
-

Supervisor's Role in Developing a Safety Culture

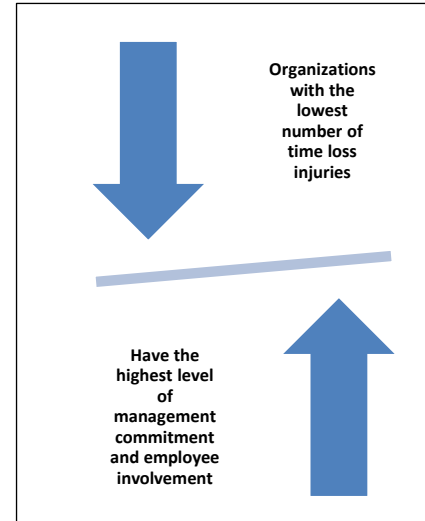
- Be a role model.
- Engage staff.
- Empower staff.

OH&S Legislation, WRS and a SMS are interconnected and a strong safety culture requires attention to all of them.

- OH&S Legislation is the law - minimum safety requirements.
- WRS - defines everyone's roles and responsibilities as well as the three basic rights of workers.
- SMS - represents an organization's competence in the area of safety (OH&S Legislation, OH&S Program and the WRS).

Creating a strong safety culture requires a common vision and effort from everyone in the organization.

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- Leaders affect change, which in turn creates and sustains an organization's culture.
- Leaders influence culture by having an increased visibility and commitment to safety through daily safety walkabouts.
- Leaders are the people who will implement the SMS in their department.
- It's imperative a leader's beliefs and attitudes match what they expect out of their employees.



Leadership

Leaders come in all positions - formal - informal - people others look up to.

A leader/supervisor doesn't need to have all of the answers.

Think about your workplace - who are some of the leaders?

Module 14: Injury Prevention Initiatives

Supervisors have an important role to play in injury prevention. As a supervisor you can:

- Increase awareness of safety.
- Empower workers, even those you don't supervise, to participate in their own safety.
- Ensure adequate hazard identification and appropriate controls.
- Ensure that all workers you supervise comply with workplace requirements.

In Saskatchewan there are several strategies and campaigns promoting the elimination of workplace injuries and illnesses. You may be aware about some in your workplace as well as through radio and television advertising and bulletin boards.



Provincial Safety Measures

In order to gauge our success in achieving Mission Zero we use two kinds of measures. These are Leading and Lagging Indicators.

Lagging Indicators

Lagging measures indicate facts about past events. Examples of lagging measures include things like:

- Injury frequency and severity
- Near misses (frequency, trend)
- Fatalities or other accidents
- Lost workday rate
- SMS failures
- Workers' compensation claims
- OH&S contraventions

Leading Indicators

Leading measures are measurable factors that indicate future value or direction of performance.

Examples of leading measures include:

- Corrective action implementation rates.
- Average time to implement corrective measures, etc.
- Percentage of incidents investigated and corrective action performed.
- Number of safety suggestions made by employees being implemented.
- Percentage of Job Safety Analysis (JSA) completed for critical jobs.

Leading indicators are the activities that take us to where we want to be and are measurable. For example, we know that training supervisors is an effective method of increasing safety in the workplace. What do **you** think would be a good goal as far as the percentage of supervisors trained? Of course the answer is 100%.

Trained OHC members also help make the workplace safe. What do you think a good goal would be for the percentage of OHC members to be trained? Of course the answer is 100%.

We know that investigating incidents to the root cause and making recommendations for corrective actions is an effective way of reducing and eliminating workplace incidents. Currently the leading indicator being measured is the percentage of root cause investigations completed and with a corrective action plan attached for back and shoulder injuries with 10 or more consecutive lost time days.

Other Leading Indicators could include:

- Percentage of employee training completed compared to expected.
- Percentage of completed inspections compared to scheduled inspections.
- Number of new or enhanced safety controls implemented.
- Risk or hazard assessments and job hazard analysis completed.

Summary

Supervisors have a legal responsibility to ensure workplace and employee safety by using their knowledge and skills in:

1. Identifying and communicating hazards in the workplace and putting controls in place to eliminate or decrease the risk of injury.
2. Conducting daily/continual workplace inspections.
3. Completing workplace incidents investigations that identify the root cause and make recommendations to reduce the likelihood of reoccurrence of a similar incident.

Appendix A - Due Diligence

So what do the words due diligence mean? The following points help to explain due diligence.

General duty of care

The legislation imposes a duty on everyone in the workplace to take reasonable care of their own health and safety and that of others, to the degree that they have the authority and ability to do so.

Regulatory compliance

To defend adequately, the supervisor (or person required to prove due diligence) must be able to show that they took every reasonably practicable action to ensure compliance. Did they follow what OHS legislation required?

Reasonably practicable

The person must show that they took every possible precaution, unless they can show cost in time, trouble and money greatly exceed the benefits of taking the precaution. The greater the risk, the greater the health and safety measures required.

Proactive planning

Due diligence requires a proactive and systematic approach to health and safety. A supervisor can establish and implement a health and safety system that:

- Identifies hazards;
- Assesses the risks;
- Implements measures to eliminate or minimize risks; and
- Monitors the system.

The following are important terms used to determine due diligence:

Forseeability

Could a reasonable person have foreseen that something could go wrong?

Was the workplace inspected, was there regular maintenance on equipment, was an SDS reviewed before workers used the chemical, etc.? These are proactive actions.

Preventability

Was there an opportunity to prevent an incident? If so, was the effort made? If a machine's safety shut-off switch broke, did someone fix it right away? Was a less hazardous chemical purchased? When a worker raised a concern, was it dealt with right away?

Severity of the hazard

How serious would the consequences likely have been? Did a hazard and risk assessment take place for the workplace? Do you know the hazards with the greatest risk? If something went wrong, how bad could a worker get hurt?

Control

Who was in the best position to prevent what went wrong? As a supervisor, you have a lot of control over what happens at the workplace.

Example: Regulation 7-6: At certain workplaces the legislation requires workers to wear protective headwear. The employer has a responsibility to ensure workers are given the appropriate protective headwear, trained on how to inspect their protective headwear and ensure workers understand why and where protective headwear must be worn.

Who ensures workers follow these requirements? In most cases the supervisor. The supervisor has the control to ensure workers under the supervisor's direction comply with legislation requirements.

Proactive Planning

A proactive approach for the employer is to develop and implement a health and safety system in consultation with workers and the OHC. Workers must comply with the health and safety system to the extent that they have the knowledge, authority and ability to do so.

Policies

The employer establishes policies to demonstrate their commitment to safety and health in the workplace.

Training

Ensure each worker has acquired the skill and knowledge (competence) for the work they perform. The legislation requires specific training for many tasks.

Example: The training requirements for an operator of powered mobile equipment (OH&S Regulation 11-2 and Table 11).

Orientation

Workers must understand their rights under the legislation. Employers must ensure that orientation covers this information. Workers must be familiar with workplace policies and rules. These items are covered during orientation.

What a worker needs to know about their job and their workplace is covered at orientation. It includes information like what to do in case of an emergency, location of the first-aid kit, where do we meet if there is a fire drill, etc.

Procedures

Safe operating procedures. Safe work practices. There are many different terms used to describe healthy and safe work procedures. Procedures are documentation outlining the steps to take from start to finish in performing a task in a safe manner.

Health and safety procedures are strong proactive measures because they identify the hazards and risk in a task. The safe procedures take into consideration ways to remove, eliminate or reduce the hazards and risk.

Evaluate and improve

Supervisors can evaluate and improve health and safety through audits, inspections and performance evaluations. Technology, new workers, new machinery, new processes and chemicals contribute to changes in workplace health and safety. Continued evaluation and improvement help supervisors stay on top of concerns and issues.

Implementation

The employer ultimately is responsible to ensure implementation of policies and procedures established in their organization's health and safety system.

The supervisor usually is given the responsibility for implementation directly to workers. How effective an employer's health and safety system works is dependent on the supervisor actions at the workplace and cooperation from workers.

source: WorkSafe Saskatchewan, *Supervision and Safety* (October 15)

Appendix B - Adult Learning Styles

Excerpt from SASWH's Train the Trainer safety programs to assist trainers in understanding participant learning styles. This information is shared with supervisors as it may also assist you with understanding how to effectively supervise different learning styles.

We all have our own way of perceiving things, as well as different ways in which we learn. Most written work describes learning styles as auditory, visual or kinesthetic learning. More recent work has introduced the concept of “multiple intelligence” and includes learning styles beyond the traditional forms, such as emotional, musical and interpersonal intelligence.

The following are descriptions of common learning styles, but keep in mind that most people are on a continuum between the following styles. As a supervisor, you should be aware of these styles and learn to work with them. This helps to figure out why people act the way they do or say things in a certain way. When you understand the variety of learning styles you may become less judgmental about behaviours.

Generalist

These individuals see the big picture but have no interest in the details. The generalist's strength lies in their ability to see themes and concepts in the information you give them but they will often have little patience with details and may require help to focus on the little things.

Generalists tend to be intuitive based learners and enjoy creative endeavors and variety. When you involve them in an activity that involves discussion they may tend to talk about how the information relates to their own experiences.

Detailed

Detailed workers are very good at remembering the details of a situation, but they may get too focused on the details and have difficulty seeing the overall themes or concepts. When given information they can tell you the how of how the information comes together but not necessarily what it means. Detail oriented learners tend to be analytical-based learners – they like structured environments, instructions and examples that are not too complex; they like to have plenty of opportunity to practice. These individuals may take lots of notes.

Some learners require repetition in their learning – they need to go over the material again and again...

Analytical or Intuitive

People tend to learn through either their analytical (left-brain) side or their intuitive (right-brain) side. As you may already know, one side is language oriented and the other feeling oriented. Analytical thinkers enjoy logical thinking and analysis. They like to get information, mull it over and analyze it before they use it. They like objective, detailed information and they need structure to any activity. They enjoy debates and they like to win! They don't appreciate challenges to their way of thinking so you may find that they feel threatened by changes you propose. Analytical thinkers work well independently and they are very open to feedback, so feel free to provide direct feedback to them.

Intuitive thinkers enjoy a non-structured environment with general information, one that promotes creativity. They are subjective and look at situations based on feelings or their past experiences so they prefer discussion after an activity, and they enjoy sharing experiences. These individuals can remember a lot of information because they look at the whole picture and worry about details later.

Auditory

This group uses their ears to learn – they learn by listening. So discussions, verbal instructions, presentations and other hearing oriented activities work well for them. They will not be the note taker.

Visual

These individuals use their eyes to learn – they learn by viewing visual aids. They like to have written instructions and activities.

Psychomotor or Kinesthetic (Activity)

This type of individual learns by doing – they require variety, creativity, group work and the opportunity to practice and some amount of physical or emotional activity. They like to have physical models of what you are talking about, a chance to talk about the material and how it relates to their own experiences, or to simply be able to get up and move. This type of learner can do a variety of things at the same time.

Differences in Learning Styles

Motivation and learning styles may be influenced by culture, gender, personality, stress and other factors. As a supervisor you may be required to make accommodations to remain flexible and responsive to the diversity of your workers.

Some factors may include the following (these are generalizations and do not reflect all situations):

- Women often learn better with cooperative tasks and work better in environments that emphasize creating cohesion rather than competition. Men tend to prefer factual, detailed information that reflects left-brain analytical thinking over intuitive, right-brain thinking.
- Some cultures respond well to stories told verbally and hands-on learning.
- Individuals from some cultures/countries have been raised to view supervisors as experts and do not question what they are taught – they may have difficulty challenging you or getting involved in group discussion.
- In some cultures people will avoid eye contact – this is a sign of respect for elders or leaders.

Adults may be afraid of making mistakes in front of a group – they may have learned to equate mistakes with failure rather than as a learning opportunity. Let workers you supervise know that you are here to coach, mentor and support them so they are healthy and safe.

Resources

Videos

SASWH acknowledges and appreciates permission from WorkSafe BC to include the following videos in its Safety for Supervisors program.

- Supervision in Health Care
- Introduction
- Controlling Hazards
- Correction of Unsafe Work Practices

www2.worksafebc.com/Publications/Multimedia/Videos.asp?ReportID=36091

Health care injuries: Worse than you think

<http://www.youtube.com/watch?v=uDaH7ARhEfE>

Useful Links

- Saskatchewan Association for Safe Workplaces in Health (SASWH): www.saswh.ca
 - the “Resources” tab provides a number of useful documents (e.g., Safety Talks, Job Safety Analysis, Risk Matrix, Inspection Checklist, etc.)
- Ministry of Labour Relations and Workplace Safety: www.lrws.gov.sk.ca
 - various publications can be found at www.publications.gov.sk.ca
- WorkSafe Saskatchewan: www.worksafesask.ca

Saskatchewan’s Occupational Health and Safety Legislation

Copies of Saskatchewan’s OH&S legislation are available for purchase from:

Publications Saskatchewan
B19-3085 Albert Street
Regina, SK S4S 0B1
Telephone: (306) 787-6894 or 1-800-226-7302
Facsimile: (306) 798-0835
Website: www.saskatchewan.ca

The legislation is also available on the Ministry of Labour Relations and Workplace Safety’s website:

<http://www.saskatchewan.ca>

Evaluation - Safety for Supervisors Learning Objectives

Facilitator's Name: _____ Date: _____
 Participant Name: _____ Length of Session (hrs): _____
 (optional) _____

Rate yourself for each of the following:	Prior to the session (1 low; 5 high)	After the session (1 low; 5 high)
I understand and can explain:		
▪ how to locate key information in the <i>Saskatchewan Employment Act & Regulations</i>	1 2 3 4 5	1 2 3 4 5
▪ roles and responsibilities (workplace responsibility system)	1 2 3 4 5	1 2 3 4 5
▪ supervisor's legal duties and required competence such as:		
▪ hazard identification and control	1 2 3 4 5	1 2 3 4 5
▪ inspections	1 2 3 4 5	1 2 3 4 5
▪ incident reporting and investigation	1 2 3 4 5	1 2 3 4 5
▪ supervisory functions to achieve an effective, healthy and safe workplace	1 2 3 4 5	1 2 3 4 5
▪ supervisor's role in a safety culture	1 2 3 4 5	1 2 3 4 5

Note: Please feel free to adjust your personal rating for "prior to the session" so that you report an accurate reflection of how you rate your learning.

Describe one new skill that you will begin to use as soon as you return to your job:

What did you find most important or most helpful during this session?

If you could change one thing about this session, what would it be?

In your workplace, are there any specific OH&S concerns that you are aware of?

Your comments count – they will be reviewed by SASWH and used to enhance this program to ensure learning outcomes are met.

Follow-up request

If you would like a SASWH Safety Specialist to follow-up with you on a specific concern please print your name at the top of this form and provide your contact information:

work ph: _____ email: _____

If you completed the online portion prior to attending a half day classroom session, please continue to the next page...

Split Classroom Approach to Learning

Prior to attending this classroom session, you completed the online portion. SASWH will use the information you provide to assist with evaluating this approach to learning.

Demographics: Male Female
 Age: 18-25 26-40 40+

Duration of Supervisor Responsibilities

1-12 months 13-24 months +24 months - please indicate _____ (years)

Course Materials and Content (check all that apply)

- ☐ I was provided with, or had access to, the legislation necessary to complete the course
- ☐ I was able to print/download and complete the Supervisors Checklist
- ☐ I was able to print/download the additional documents linked in the course
- ☐ The course content was understandable and presented clearly
- ☐ The *Test My Knowledge* activities assisted with retention of course information

Computer knowledge (check one answer that best fits your experience)

- ☐ I understand computers and had no challenges completing the course
- ☐ I understand computers and still had challenges completing the course
- ☐ I have limited understanding of computers but had no challenges completing the course
- ☐ I have limited understanding of computers that contributed to challenges with completing the course

Please provide additional comments:

Online & Classroom Timing

Length of time between completing the online portion and then attending a classroom session

- ☐ 1-2 weeks
- ☐ 3-4 weeks
- ☐ 4-6 weeks
- ☐ +6 weeks - please indicate _____ weeks

Check one of the responses below that best fits your experience

- ☐ I was able to retain information from the online course to aide in my learning during the classroom portion.
- ☐ I was not able to retain enough information from the online course to effectively utilize during the classroom portion.

Please provide additional comments:

If you were to complete this course again, what would be your preference?

- ☐ online and then classroom
- ☐ attend a full classroom session

Why?

Thank you for completing this evaluation form.