In addition to driving performance with F/P Annual plans goals were established in three areas:

1. Supervisory EHS Professional Development (SEHSPD)
2. Hazard Assessments
3. PPE in Labs
EHS SAC – Third Year Goals
Supervisory EHS Professional Development

Danny Mah
Implementation & Collaboration Team – EHS Department

Collaboration Quote
“Alone we can do so little; together we can do so much” – Helen Keller
“I’ve taken these courses before”

- A collaboration of work by EHS Staff and developed in house;
- We invited stakeholders to the table, from across campus to assist in the development;
- Contains videos and case studies and resources;
- Self paced – tailored to your learning needs;
- Accessible to all who possess a CCID.
What is it about?

7 Interactive modules

– Introduction/Foundations
– Hazard Management
– Inspections
– Incident and Emergency Management
– Training and Competency
– Environment Management
– Contractor Management
Inside the modules

- Course overview
- Learning objectives
- Case studies
- Knowledge checks
- Legislation
- References
This course is divided into seven modules:

- Module 1: Introduction/Foundation
- Module 2: Hazard Management
- Module 3: Inspections
- Module 4: Incident and Emergency Management
- Module 5: Environment Management
- Module 6: Training and Competency
- Module 7: Contractor Management

Glossary of Terms:
This button is available on each page, when selected, it will open the glossary of terms for you to search for any words and their meanings that you may be unclear on.

Course navigation:
When you see one of these buttons, it will either provide you with supplementary information or a link to relevant resources for further exploration.
### Provincial Codes and Standards
- Workers Compensation Board

### Environment
- Canadian Environmental Protection Act
- Alberta Environmental Protection & Enhancement Act
- Environmental Code of Practice for Pesticides

### Radiation
- CNSC

### Select the links in blue to navigate to that site

### Biohazards
- Canadian Biological and Toxin Weapons Convention Implementation Act
- Canadian Laboratory Biosafety Guidelines
- Canadian Human Pathogens and Toxins Act
- Canadian Human Pathogens Importation Regulations

### Chemical Hazards
- Workplace Hazardous Materials Information System (WHMIS)
- Canadian Controlled Goods Regulations (Defense Production Act)

### Emergency Management
- Alberta Emergency Management Act
- Transportation of Dangerous Goods Act (TDG)
Use the checklists and tips below to help communicate with and promote an established EHS culture within your team and department.

- **Identify Any Gaps in Learning and Understanding**
  When training staff, new or existing, it is important to check that they understand, this can be done by:
  - Asking open ended questions
  - Conducting a one-to-one review at the end of the training session (some employees might feel more comfortable having a discussion in private)
  - Asking scenario based questions

- **Supportive Materials**
  A new employee can only absorb a certain amount of new information, can you provide them with any materials to help instill that deep-knowledge learning?
  - A brochure outlining points covered in orientation sessions
  - A PPE checklist
  - Setting up a buddy system after initial orientation
  - Think of some scenarios that you can use, ask your new employees what they would do in that situation
  - Pass along details on how they can get involved in an environment, health and safety committee
  - If they have questions that you can’t answer, follow up and find out the answer or let them know who they can ask

- **Notice Board**
  Mount a notice board in a common area to display any training information and updates, such as:
  - Any relevant training seminars coming up
  - Any new members of staff joining your team
  - Keep the noticeboard updated weekly and/or monthly

- **Training Day**
  Training isn’t just for new workers and it doesn’t have to be boring:
  - Organise a training day with some hands-on activities
  - Arrange for someone from another department to come in and give a talk to your staff on a relative subject, you can always return the favour by giving a talk at their department
  - At the end of your meetings allow time for ‘question me’, where your employees can ask you questions relating to your collective field, the goal being to find a difficult question for you to answer. This encourages employees to ask questions and think about their level of knowledge in their field.

- **Keep up to Date With the Law**
  Make sure you are aware of any changes or updates to the Occupational Health and Safety (OHS) Code:
  - Check out the Government of Alberta’s website for helpful tips and guides
  - Download a copy of the OHS Code Explanation guide from here: http://www.qp.alberta.ca/Legislative_Publications.cfm

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https://www.ualberta.ca/environment-health-safety

ehs.info@ualberta.ca
EHSSAC Goal – Supervisory EHS Professional Development

- Identify supervisors in your Faculty/Portfolio;
- 50% of the supervisors identified participating by end of March 2018.
What’s in it for me…and other takeaways

- Understand Occupational Health & Safety obligations
- Improve on current safety measures
- Further develop your safety skills
- Prevention of injury and illness
- Reduce costs and disruptions
- Identify causal factors
- Loss prevention – Equipment, research data
What’s in it for me…and other takeaways

✓ Make informed choices about safety
✓ Environment stewardship
✓ Understand the in/outs of hiring contractors
✓ Checklist available for download with highlights of each module when you need them
✓ Join the discussion
✓ All online courses are FREE of charge to UA staff and students
Who would benefit?

- Senior Administrators;
- Supervisors;
- Anyone who directs the work of another person.
How do I start?

• Access now available
• Available through EHS Moodle Training
  https://training.ehs.ualberta.ca
• Approximate 30 – 40 slides per module and case studies take about 30-45 minutes/module
Kitten Approved
Collaboration Quote

“Teamwork is the fuel that allows common people to attain uncommon results.” – Andrew Carnegie
The University's Promise of a Safe, Healthy and Environmentally Respectful Community

Community Members know their responsibilities, authorities and accountabilities for EHS

We manage these things

- Administering the System
- Training
- Inspection
- Identification
- Hazard
- Risk
- Environmental
- Contracts
- Systems & Procedures

Additional guidance is provided to the Community to effectively manage legislation, hazards, risks and environmental impacts

Recently published

Safety through collaboration
EHS Committee Mini Conference
Tuesday October 24, 2017

UAPPOL Hazard Identification, Assessment & Control (HIAC) Procedure
EHSSAC Goal – Hazard Assessments

- Document 100% of Hazard Assessments for:
  - High & Major Consequence Activities

- By end of March 2018
What do we mean by High & Major Consequence Activities?

- Activities that have the potential to cause:
  - Death (High Consequence)
  - Permanently Disabling Injuries (Major Consequence)
Brainstorm with knowledgeable people in your F/P

– What do you do?

– Which of these activities could lead to a death or permanently disabling injury or illness?
2. Assess the identified high and major consequence hazards
3. Implement hazard controls to reduce risk to a tolerable/acceptable level
4. Document your hazard assessments; preferably on the HAWApp
5. Share with faculty, staff and students
One more thing to do…

• Assign someone to administer the HAWApp for your F/P
  – Ensure they’re trained by Andrew
  – The F/P HAWApp Admin is responsible for
    • inviting people to use the App and setting permissions
    • Developing/maintaining the folder structure used to organize HA’s in the F/P
Important Considerations

• You are the experts on what you do
  – EHS can help if you need it
• Best way to start is to start
• Training on Hazard Assessments is built into SEHSPD and upcoming Lab/Chem Safety eLearning
• Use what you’ve got if it works for you
April 2018 and beyond

- Moderate and lower consequence activity hazard assessments
- Assess hazards when doing something new
- Update existing HA’s when changes occur
Michelle Rooker  
Operations Team – EHS Department  

Collaboration Quote  
“No one can whistle a symphony. It takes a whole orchestra to play it.” – H.E. Luccock
History of PPE Initiative

- Initiative started on September 15, 2014
- Driven by two serious incidents on campus in which researchers were not wearing appropriate PPE
- Purpose of the initiative is to increase awareness of PPE requirements and compliance in wearing PPE
The Basics
EHSSAC Goal – Personal Protective Equipment

- 90% Required PPE worn
- 90% Required PPE Documentation Posted/Available
- Applies to labs and work areas (e.g. workshops) with PPE requirements for staff and students
Groups to:

1. Assess and document their PPE needs in their space
2. Communicate, sign-off and post requirements in the lab/work area
3. Wear the PPE they said they’re supposed to wear
How do we measure compliance?

Unannounced Inspections
• Randomly done
• Following incidents involving PPE

Announced Inspections
• Routine Inspections by EHS Staff

Results can be made available to committees by department or building

Safety through collaboration
EHS Committee Mini Conference
Tuesday October 24, 2017
What are we looking for?

- Is the PPE checklist posted or available?

- Is required PPE being worn by staff/students?

Groups are able to tailor their PPE requirements for their specific circumstances

- They can list exceptions, based on a documented hazard assessment
How are we doing?

Announced Inspections
Better compliance than checklist posted

Unannounced Inspections
More groups with checklist than wearing PPE

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Resources available

- EHS Videos
- PPE Posters
In addition to driving performance with F/P Annual plans goals were established in three areas:

1. Supervisory EHS Professional Development (SEHSPD)
2. Hazard Assessments
3. PPE in Labs

Committee Chairs to Report to EHS SAC on progress