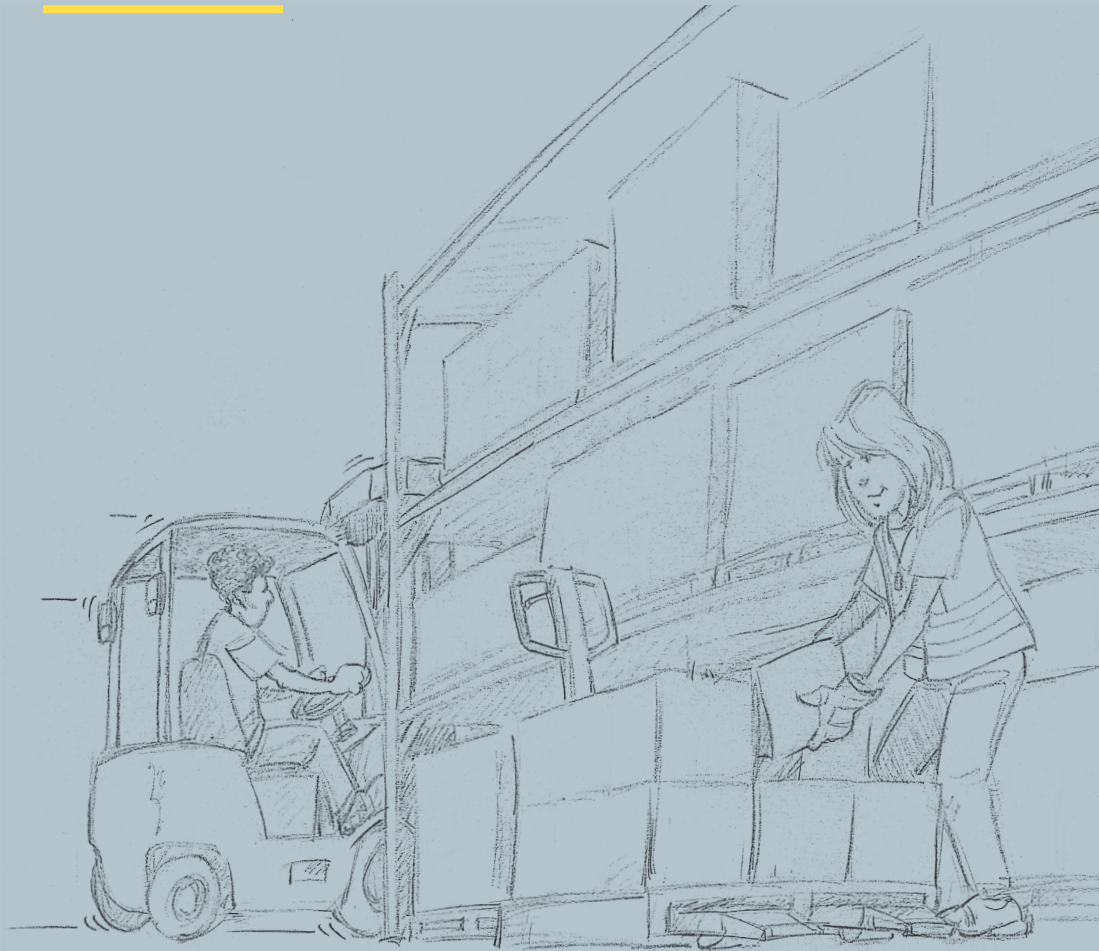


DF-1099

STUDENT OCCUPATIONAL HEALTH AND SAFETY HAZARD ASSESSMENT

TOOLKIT FOR TEACHERS SUPERVISING WORK-ORIENTED TRAINING PATH PRACTICUMS



STUDENT OCCUPATIONAL HEALTH AND SAFETY HAZARD ASSESSMENT

TOOLKIT FOR TEACHERS SUPERVISING WORK-ORIENTED TRAINING PATH PRACTICUMS

SOURCE

Laberge, M., Tondoux, A., Camiré Tremblay, F. (2017). *Évaluation des risques liés à la SST. Les critères de conception d'un outil pour les superviseurs de stage du « Parcours de formation axée sur l'emploi »*, Report R-968, Montreal, QC: Institut de recherche Robert-Sauvé en santé et en sécurité du travail.

ACKNOWLEDGMENTS

We would like to thank the members of the follow-up committee, the academic advisors and the teachers who took part in the various consultations while the study was being conducted and this guide was being written.

COMMENTS

Do you have any comments or suggestions concerning this guide?
Write to publications@irsst.qc.ca

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Note: The illustrations used in this guide have been included for explanatory purposes only and do not necessarily depict real or ideal work situations. Some poor work practices have intentionally been shown in order to highlight certain hazards.

LEGAL DEPOSIT

Bibliothèque et Archives nationales du Québec
ISBN 978-2-89797-117-5
ISSN 2292-9444
May 2020

IRSST

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ONE TOOLKIT, FOUR OBJECTIVES

The purpose of this toolkit is to provide teachers who supervise Work-Oriented Training Path (WOTP) practicums with the knowledge they need to promote the occupational health and safety (OHS) of their students by meeting the following four objectives:

1

RAISE AWARENESS OF THE MAIN OCCUPATIONAL HEALTH AND SAFETY HAZARDS

Overview of the main OHS hazards that students could be exposed to (14 fact sheets)



2

OBSERVE TO IDENTIFY HAZARDS IN WORK SITUATIONS

Advice for observing work and identifying situations where students could get injured during their practicum



3

TALK TO EMPLOYERS ABOUT OCCUPATIONAL HEALTH AND SAFETY

List of questions to guide discussions with employees about OHS hazards



4

LEARN MORE ABOUT OCCUPATIONAL HEALTH AND SAFETY

OHS resources in Quebec



AVOIDING OCCUPATIONAL HAZARDS ON THE WOTP

The Work-Oriented Training Path (WOTP) is one of three educational paths under the Quebec Education Program (Secondary Cycle 2). It is offered in all school boards in Quebec to students aged 15 and over who have difficulties at school. These conditions may be associated with learning difficulties, adjustment disorders or other disabilities.

WORK-STUDY CO-OP PROGRAM

The Work-Oriented Training Path includes two co-op program options that involve work placements as a learning method. The trades that students can learn in a practicum are listed in the Directory of Semiskilled Trades of Quebec's Ministère de l'Éducation et de l'Enseignement supérieur (MEES). Over one hundred trades are identified.

KEY ROLE PLAYED BY SUPERVISING TEACHERS

The teachers who supervise students during their work placements play a key role. They help students choose trades that suit their interests and abilities, find workplaces and negotiate practicum agreements with employers. Subsequently they help students get settled at the company providing the work placement, monitor their progress and assess the degree to which they have mastered the required skills at the end of the practicum.

Like all workers, students enrolled in the Work-Oriented Training Path are exposed, during their practicums, to occupational hazards that can endanger their health and safety. Despite the many different work situations they have to deal with, teachers are responsible for:

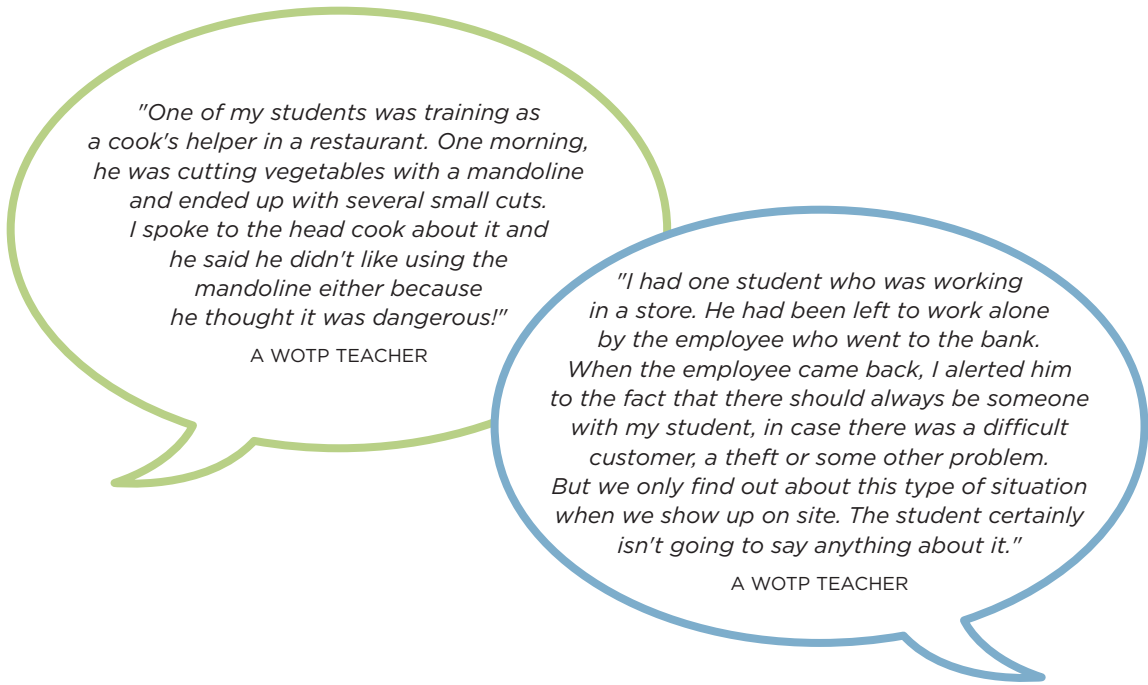
- Ensuring that students end up in work placements that are appropriate for them with respect to occupational health and safety (OHS).
- Assessing the workplace hazards for each student so as to be able to intervene appropriately with the host companies.
- Guiding students in developing occupational skills that help ensure their own health and safety.

"Sometimes, a problem occurs outside the strict boundaries of their tasks, especially in small companies. For example, I've got one student working at a garage. When he does his usual job in the garage, everything's fine. But when I went to supervise him on a day when it wasn't too busy and I asked him what he'd done that day, he said he'd cleared snow off the roof!"

A WOTP TEACHER

"I had a student who was doing her practicum in a pet shop. She began to develop allergies, so she had to quit."

A WOTP TEACHER



RESEARCH PROJECT ON WHICH TOOLKIT IS BASED

The toolkit has been developed on the basis of a research project conducted with teachers who supervise WOTP work placements and employers who host students in their companies.

The results show that students may face a wide range of hazards related to the many different trades involved and the location of the practicum. Teachers focus on raising students' awareness as an accident prevention strategy, based on their own occupational experience and information gleaned from specialized websites. Most teachers say they put their trust in the common sense of the employers involved to ensure the OHS of their students and admit they sometimes shy away from raising the issue with them, as they say they have limited OHS knowledge and fear the topic could put employers off from taking on students. It is essential to discuss the issue with companies, however, as school boards are responsible for the OHS of their students. This guide provides suggestions for raising the topic constructively with students and companies.

To find out more, see [Report R-968 on the IRSST website](#).

1

RAISE AWARENESS OF THE MAIN OCCUPATIONAL HEALTH AND SAFETY HAZARDS

The 14 fact sheets below provide an overview of the main OHS hazards to which trainees could be exposed. Each sheet gives examples of hazards in work situations that can be associated with a specific semiskilled trade.

However, no solutions to prevent these hazards are proposed, as they need to be sought in collaboration with employers.

- **FACT SHEET 1** **Chemical Hazards**
- **FACT SHEET 2** **Biological Hazards**
- **FACT SHEET 3** **Machinery and Equipment Hazards**
- **FACT SHEET 4** **Slips, Trips and Falls**
- **FACT SHEET 5** **Falling Objects**
- **FACT SHEET 6** **Vehicle Hazards**
- **FACT SHEET 7** **Awkward Postures**
- **FACT SHEET 8** **Repetition and Contact Stress**
- **FACT SHEET 9** **Lifting, Pulling, Pushing, Carrying**
- **FACT SHEET 10** **Workplace Violence and Harassment**
- **FACT SHEET 11** **Noise**
- **FACT SHEET 12** **Temperature Hazards**
- **FACT SHEET 13** **Vibration**
- **FACT SHEET 14** **Other Workplace Hazards (Electrical, Confined Space, Fire and Explosion)**

While each fact sheet addresses a specific type of hazard, it is important to keep in mind that any given work situation can involve several different hazards. A trainee working in a daycare who's holding a child in her arms is exposed to:

- Various lifting and carrying hazards
- Biological hazards, especially if the child is ill
- Violence if the child is angry and struggles when she's holding him

FACT SHEET 1

EXAMPLES OF RELEVANT TRADES

Butcher's Helper
 Cook's Helper
 Hair Salon Assistant
 Fast-Food Counter Attendant
 Fish Processing Worker
 Furniture or Cabinet Assembler
 Metal Fabrication Labourer
 Residential Cleaner
 Silk-Screen Printing Press Assistant
 Vehicle Cleaner

TO FIND OUT MORE

CCOHS: [Workplace Hazardous Materials Information System \(WHMIS\): What is it?](#)
 CNESST: [Workplace Hazardous Materials Information System \(WHMIS\): What is it?](#)

CHEMICAL HAZARDS

Students work with hazardous chemicals that can be absorbed through the respiratory tract, the skin or orally.

EXAMPLES OF HAZARDOUS SITUATIONS

- Degreasing metal parts using a chemical with a label that has one or more WHMIS hazard symbols
- Disinfecting a work surface with a mixture of various chemicals
- Handling chemicals
 - Without personal protective equipment (e.g., gloves, mask, goggles or full face mask)
 - Or with inadequate protective equipment (e.g., gloves that are too big or goggles that are scratched)
- Working in a room with inadequate ventilation

MAIN AGGRAVATING FACTORS

Using a chemical without information about the related hazards or the precautions to take:

- Chemical packaging without proper labelling
- Lack of training on using the chemical

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Skin irritation, burns
- Headache, nausea, vomiting
- Chronic intoxication affecting the nervous system, liver or respiratory system



FACT SHEET 2

EXAMPLES OF RELEVANT TRADES

Assistant Childcare Educator
 Attendant — Pet Care
 Baker's Helper
 Grooming Assistant
 Livestock Worker
 Recreation Assistant
 Sorting Equipment Operator
 Solid Wood Preparation Worker
 Stable Hand
 Forester

TO FIND OUT MORE

CCOHS: [Biological Hazards](#)

BIOLOGICAL HAZARDS

Students may come into contact with biological agents found in the workplace (e.g., viruses, bacteria, fungi)

EXAMPLES OF HAZARDOUS SITUATIONS

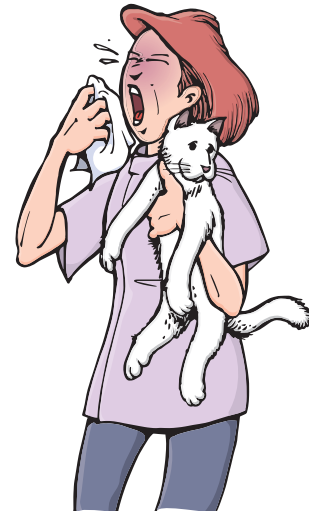
- Working with children or seniors (e.g., wiping a child's runny nose or changing an infant's diaper)
- Working with animals (e.g., brushing down horses in a stable or cleaning cat litter boxes in a pet shop)
- Handling soiled material in a sorting centre
- Handling flour in a bakery
- Exposure to sawdust in a woodworking shop
- Exposure to tick bites when working in the woods

MAIN AGGRAVATING FACTORS

- Not wearing personal protective equipment (e.g., gloves, mask)
- Protective equipment unavailable or inadequate (e.g., gloves that are too big or goggles that are scratched)
- Working in a room with inadequate ventilation
- No training on biological hazards and protective procedures to follow

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Allergies (e.g., skin allergies, rhinitis or asthma)
- Skin or lung infections
- Lyme disease



FACT SHEET 3

EXAMPLES OF RELEVANT TRADES

- Cook's Helper
- Fast-Food Counter Attendant
- Industrial Butcher's Helper
- Press Operator Helper
- Printer's General Helper in Finishing/Binding
- Shellfish Processing Worker
- Stock Handler
- Tire Installer
- Wood Panel Cutter

TO FIND OUT MORE

CCOHS: [Tools and Machines](#)

MACHINERY AND EQUIPMENT HAZARDS

When students work with a machine or tool, a part of their body can come into contact with it (e.g., crushed, cut, caught, hit).

EXAMPLES OF HAZARDOUS SITUATIONS

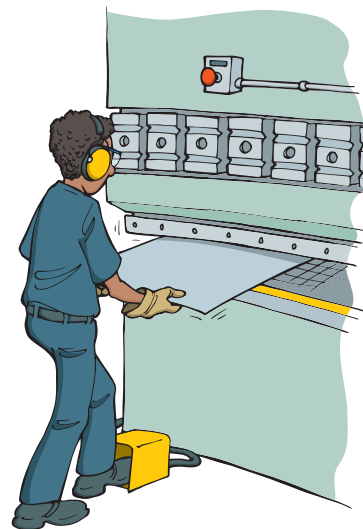
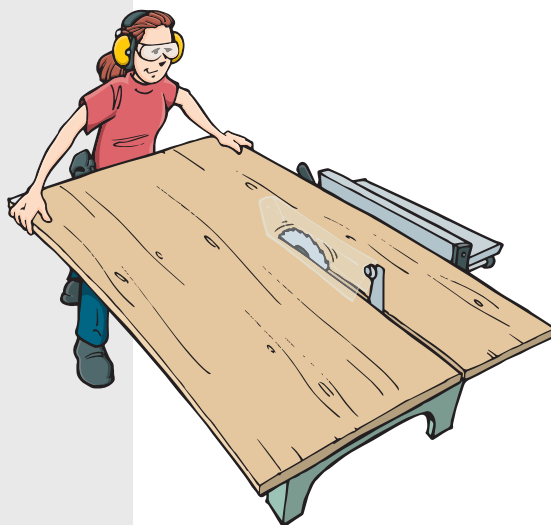
- Using a hazardous piece of equipment:
 - Opening boxes with a utility knife
 - Cleaning various components of a meat slicer
- Working on a machine whose moving parts are accessible when it's running:
 - Taking objects from a moving conveyor belt
 - Holding a workpiece close to the moving parts of a machine (e.g., cutting wood on a table saw, folding metal workpieces)
- Working inside a machine when it's stopped (e.g., manually removing cardboard boxes from a jammed compactor)

MAIN AGGRAVATING FACTORS

- No training on proper procedures to follow:
 - For using the machine when it's running
 - For cleaning or maintaining the machine
 - In the event of a machine breakdown or stoppage
- Tools in poor condition or inappropriate
- Lack of guards or light curtains to prevent workers from accessing moving parts of a running machine (e.g., guards removed)
- Emergency stop buttons hard to reach or don't work properly

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Cuts or burns
- Getting fingers or hands caught or crushed
- Serious injuries (e.g., severe cut with loss of finger, hand, etc.)



FACT SHEET 4.1

EXAMPLES OF RELEVANT TRADES

Exterior Siding Cleaner
Stock Handler
Water and Sewer Labourer

TO FIND OUT MORE

CCOHS: [Slips, Trips and Falls](#)

SLIPS, TRIPS AND FALLS

1 FALLS FROM HEIGHTS

Students can be involved in an accident if they lose their balance when working at heights (e.g., on a roof, on a ladder or in a cherry-picker).

EXAMPLES OF HAZARDOUS SITUATIONS

- Using equipment to reach merchandise or materials located at height (e.g., ladder, stepladder)
- Working on a rooftop terrace or in a cherry-picker
- A ditch or trench near a student's work area

MAIN AGGRAVATING FACTORS

- Working on a stepladder or ladder while one's arms are full (e.g., handling merchandise)
- Equipment poorly suited to the task (e.g., stepladder too short for worker to reach merchandise)
- Equipment in poor condition
- No guardrails or inadequate guardrails (e.g., rope instead of a fixed railing)
- No personal protective equipment (harness)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Pain, sprain or fracture



FACT SHEET 4.2

EXAMPLES OF RELEVANT TRADES

All trades in the directory are at risk of these hazards.

TO FIND OUT MORE

CCOHS: [Slips, Trips and Falls](#)

WSPS: [Preventing Slips, Trips, and Falls](#)

SLIPS, TRIPS AND FALLS

2 SLIPS AND TRIPS

Students can be involved in an accident if they slip on the floor or trip over something.

EXAMPLES OF HAZARDOUS SITUATIONS

- Moving around on slippery (e.g., greasy or wet), damaged, uneven or cluttered floor
- Moving around in narrow or poorly lit corridors
- Moving around on stairs
- Outside, moving around on:
 - Sloping ground
 - Uneven ground
 - Icy surface

MAIN AGGRAVATING FACTORS

- Moving around with one's arms full
- Inappropriate footwear for the job (e.g., lack of footwear with non-skid soles in kitchen)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Pain, sprain or fracture



FACT SHEET 5

EXAMPLES OF RELEVANT TRADES

Mover Helper
 Stock Handler
 Stock Handler in a Distribution Centre
 Warehouse Clerk

FALLING OBJECTS

Students can be involved in an accident if objects or materials are at risk of falling or collapsing.

EXAMPLES OF HAZARDOUS SITUATIONS

- Working in a warehouse where merchandise is stored:
 - At height (on pallets, shelves)
 - In bulk
 - Piled up high
- Moving loads with handling equipment (e.g., trolley, pallet jack)
- Working under a machine

MAIN AGGRAVATING FACTORS

- Storage equipment inappropriate for load
- Products stored in unstable way (e.g., uneven stack, load poorly distributed on pallet)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Getting hit, getting hands or feet crushed
- Fracture



FACT SHEET 6.1

EXAMPLES OF RELEVANT TRADES

Crossing Guard
 Delivery Driver
 Mover Helper
 Municipal Road Labourer
 Parking Lot Attendant
 Parking Lot Patroller

TO FIND OUT MORE

WorkSafeBC: [Road Safety at Work](#)

VEHICLE HAZARDS

1 VEHICLE HAZARDS

Students can be involved in traffic accidents as drivers or passengers of a motor vehicle, but also as pedestrians.

EXAMPLES OF HAZARDOUS SITUATIONS

- Travelling in a car during a shift
- Performing tasks on the roadway
(e.g., crossing guard who holds up traffic flow at an intersection)

MAIN AGGRAVATING FACTORS

- Vehicle in poor condition or poorly maintained
(e.g., underinflated tires)
- Roads in poor state of repair
- Bad weather conditions (slippery road surface because of rain or freezing rain, poor visibility because of snow or fog)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Various injuries resulting from a traffic accident



FACT SHEET 6.2

EXAMPLES OF RELEVANT TRADES

Stock Handler

Stock Handler in a Distribution Centre

Warehouse Clerk

TO FIND OUT MORE

WSPS: [Warehousing — Manage Pedestrian & Traffic Safety](#)

VEHICLE HAZARDS

2 HAZARDS RELATED TO MOTOR VEHICLE TRAFFIC WITHIN A COMPANY

Students can be involved in a collision with a vehicle as pedestrians or as drivers of another vehicle within a company

EXAMPLES OF HAZARDOUS SITUATIONS

- Working in a company where there are motor vehicles or handling equipment operating (e.g., delivery trucks, forklifts)
- Working on jobsites in close proximity to vehicles and equipment

MAIN AGGRAVATING FACTORS

- Traffic lanes that equipment and pedestrians must share (e.g., aisles in a warehouse where there are both pedestrians and forklifts)
- Hazardous traffic lanes in a company or on a jobsite: narrow lanes, sloped, with poor visibility

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Various injuries resulting from a collision with equipment or a vehicle



FACT SHEET 7

EXAMPLES OF RELEVANT TRADES

All trades in the directory are at risk of these hazards.

TO FIND OUT MORE

CCOHS: [Work-related Musculoskeletal Disorders \(WMSDs\) – Risk Factors](#)

INSPQ: [Working Conditions that Contribute to Work-Related Musculoskeletal disorders](#)

AWKWARD POSTURES

To perform a task, students have to hold a position where one or more of their joints are at extreme angles and they have to maintain that position for a long time.

It is worth noting, however, that any static position—that is, any position maintained for an extended period of time—can become uncomfortable, even if it is a natural body position (e.g., standing or sitting the whole day).

EXAMPLES OF HAZARDOUS SITUATIONS

- Leaning forwards:
 - To pick up merchandise off the ground or far away
 - To cut vegetables (e.g., on a kitchen counter that's too low)
- Twisting the upper body without moving one's feet, to grasp objects that are behind or to the side
- Precision task requiring worker to keep head held down for several minutes while performing task (e.g., folding sweaters)
- Tipping head back to read what's written high up (e.g., price labels on shelves)
- Arms raised above shoulders to grasp objects high up
- Squatting down or putting one knee down to help children get dressed in a daycare



FACT SHEET 7

EXAMPLES OF RELEVANT TRADES

All trades in the directory are at risk of these hazards.

TO FIND OUT MORE

CCOHS: [Work-related Musculoskeletal Disorders \(WMSDs\) – Risk Factors](#)

INSPQ: [Working Conditions that Contribute to Work-Related Musculoskeletal disorders](#)

AWKWARD POSTURES (CONT'D)

EXAMPLES OF HAZARDOUS SITUATIONS (CONT'D)

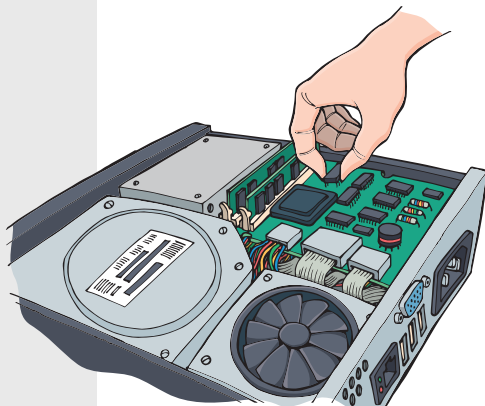
- Pinch gripping small objects (e.g., slotting electronic components onto a computer motherboard)
- Entering information on a computer keyboard that's too thick, with wrists extended
- Twisting wrist to fasten hardware onto a piece of furniture using a screwdriver
- Working for several hours at a stretch on a machine (e.g., press for cutting metal workpieces, sewing machine) while staying in the same position and being unable to change because:
 - Hands and feet are needed to operate the controls or hold workpieces in the machine
 - Head has to be kept in the same position to monitor the operation visually throughout the task
- Working in a standing position for several hours, without a chance to sit down except during breaks
- Working in a sitting position all day long

MAIN AGGRAVATING FACTORS

- Physical exertion combined with an awkward posture (e.g., lifting a heavy load while leaning over)
- Keeping the same posture for two hours or more
- Posture that must be repeated frequently
- Using work equipment that restricts changes in body position:
 - Clearance under work surface is too small for worker to move legs and feet
 - Equipment that cannot be adjusted height-wise or depth-wise

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Discomfort, fatigue and pain
- Musculoskeletal disorders (MSD) that might affect various joints



FACT SHEET 8.1

EXAMPLES OF RELEVANT TRADES

Food Services Worker
 Industrial Butcher's Helper
 Laundry Room Attendant
 Mail Preparation Clerk
 Metal Grinding Worker
 Sorting Equipment Operator
 Sander
 Shellfish Processing Worker
 Stock Handler

TO FIND OUT MORE

CCOHS: [Work-related Musculoskeletal Disorders \(WMSDs\) – Risk Factors](#)

WorkSafeBC: [Understanding the Risks of Musculoskeletal Injury \(MSI\): An Educational Guide for Workers on Sprains, Strains, and Other MSIs](#)

REPETITION AND CONTACT STRESS

1 REPETITIVE MOTION

To carry out their tasks, students have to perform the same motions over and over at a forced rate.

EXAMPLES OF HAZARDOUS SITUATIONS

- Repeating the same movements without a break
- Forced to keep up with the speed of a machine or conveyor
- Very short work cycles (around 30 seconds) and very little chance to rest between cycles

MAIN AGGRAVATING FACTORS

- Awkward movements or postures
- Physical exertion (e.g., taking heavy items off a conveyor belt)
- Problem sustaining the pace, especially at the start of a new task

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Discomfort, fatigue and pain
- Musculoskeletal disorders (MSD) that might affect various joints



FACT SHEET 8.2

EXAMPLES OF RELEVANT TRADES

Fish Processing Worker
 Furniture or Cabinet Assembler
 Landscape Labourer
 Mechanical Assembler
 Plastic/Rubber Products Assembler
 PVC Window Assembler
 Sewing Machine Operator (Commercial Production)
 Wood Door and Window Assembler

TO FIND OUT MORE

IRSST: [Recognizing Hypothenar Hammer Syndrome](#)

WorkSafeBC: [Understanding the Risks of Musculoskeletal Injury \(MSI\): An Educational Guide for Workers on Sprains, Strains, and Other MSIs](#)

REPETITION AND CONTACT STRESS

2 CONTACT STRESS AND IMPACT

Students use manual tools having hard or sharp edges or work by pressing part of their body against a hard surface.

EXAMPLES OF HAZARDOUS SITUATIONS

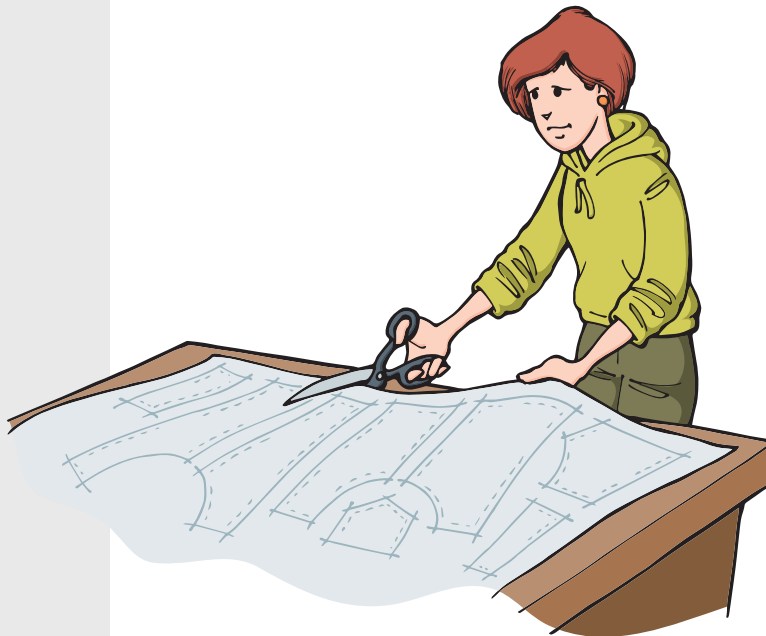
- Using manual tools with hard or sharp edges (e.g., chisel)
- Work where forearms or wrists are pressed against the edge of the work surface
- Work done while kneeling on the ground
- Using hand like a hammer to strike an object

MAIN AGGRAVATING FACTORS

- Contact stress over a long period of time
- Repeated use of supports or exposure to impacts

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Discomfort, fatigue and pain
- Musculoskeletal disorders (MSD) that might affect various joints



FACT SHEET 9.1

EXAMPLES OF RELEVANT TRADES

All trades in the directory are at risk of these hazards.

TO FIND OUT MORE

IR SST: [Towards an Integrated Prevention Strategy for Manual Handling](#)

IR SST: [Prevention Guide – Handling Work and Customer Service in Warehouse Superstores](#)

OHSCO: [MSD Prevention Toolbox – Getting Started \(Part 3A\)](#)

WorkSafeBC: [Understanding the Risks of Musculoskeletal Injury \(MSI\): An Educational Guide for Workers on Sprains, Strains, and Other MSIs](#)

LIFTING, PULLING, PUSHING, CARRYING

1 LIFTING, CARRYING, LOWERING

Students move loads: they pick them up, carry them and set them down. These operations may require staying in one place or moving around. The load may be an object, a person or an animal.

EXAMPLES OF HAZARDOUS SITUATIONS

- Handling loads of over 15 kg
- Handling loads for several hours a day
- Moving loads over a long distance, on a slope or on stairs
- Carrying a load far from one's body (e.g., shovelling snow with arms stretched out)
- Picking up or setting down loads at ground level or at heights (above shoulder height)

MAIN AGGRAVATING FACTORS

- Handling loads more than 5 times/min
- Large loads
- Loads that are unbalanced, unstable or hard to grasp (e.g., sharp or slippery edges)
- Uncooperative live load (e.g., struggling child, aggressive dog)
- Awkward posture when handling (e.g., twisting upper body when shovelling snow)
- Different heights for picking up and setting down load (e.g., picking up a baby and laying it down on a changing table)
- Unable to use both hands for handling

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Discomfort, fatigue and pain
- Back injury
- Musculoskeletal disorders (MSD) that might affect various joints, especially the shoulders



FACT SHEET 9.2

EXAMPLES OF RELEVANT TRADES

Stock Handler in a Distribution Centre

Stock Handler

Warehouse Clerk

TO FIND OUT MORE

IRSST: [Prevention Guide — Handling Work and Customer Service in Warehouse Superstores](#)

OHSCO: [MSD Prevention Toolbox — Getting Started \(Part 3A\)](#)

WorkSafeBC: [Understanding the Risks of Musculoskeletal Injury \(MSI\): An Educational Guide for Workers on Sprains, Strains, and Other MSIs](#)

LIFTING, PULLING, PUSHING, CARRYING

2 HANDLING LOADS USING NON-MOTORIZED EQUIPMENT

Students move loads by pulling or pushing equipment such as manual pallet jacks, dollies or trolleys.

EXAMPLES OF HAZARDOUS SITUATIONS

- Moving merchandise:
 - Weighing over 300 kg using a manual pallet jack
 - Weighing over 80 kg using a dolly or trolley
- Physical exertion required to pull equipment:
 - Need to use two hands to apply enough force to move load
 - Need to use full weight of body to move load
- Hands at shoulder height or below waist to push equipment
- Force required to lift load using lever on centre bar of pallet jack
- Handling loads for several hours a day

MAIN AGGRAVATING FACTORS

- Awkward posture when using handling equipment (e.g., bending upper body to push trolley loaded with cardboard boxes)
- Equipment unsuited to load to be moved or in poor condition
- Unstable or poorly secured load
- Wide load that reduces visibility
- Moving load over surface in poor condition, that has a slope or that has stairs
- Moving load through narrow area

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Discomfort, fatigue and pain
- Back injury
- Musculoskeletal disorders (MSD) that might affect various joints, especially the shoulders



FACT SHEET 10

QUESTIONS FOR YOUR STUDENTS

Is your student satisfied with the practicum and the tasks he or she is given to do?

Does your student take time off from the practicum?

Is your student stressed out by the end of his or her shift?

Does your student get along with colleagues or does he or she tend to stay on his or her own (e.g., during breaks or at mealtimes)?

EXAMPLES OF RELEVANT TRADES

Trades that deal directly with customers

[Convenience Store Clerk](#)

[Door Greeter](#)

[Fast-Food Counter Attendant](#)

[Stock Handler](#)

[Wicket Clerk](#)

All trades in the directory are at risk of hazards related to work organization and relations with coworkers.

TO FIND OUT MORE

CCOHS: [Violence in the Workplace](#)

INSPQ: [Fact Sheets on the Indicators of the Tool for Identifying Psychosocial Risk Factors in the Workplace](#)

WORKPLACE VIOLENCE AND HARASSMENT

Students experience situations that can lead to stress or violence. These situations are associated with the way work is organized, the type of tasks to be done, and interactions with coworkers, the hierarchy or customers.

EXAMPLES OF HAZARDOUS SITUATIONS RELATED TO WORK ORGANIZATION

- Problems completing requested tasks within allotted time:
 - Workload too heavy, as always falls behind even when rushing
 - Lack of training
 - Tasks too complex
- Boredom caused by tedious tasks or insufficient workload
- Assigned to tasks disdained or refused by coworkers
- Unusual working hours

EXAMPLES OF HAZARDOUS SITUATIONS RELATED TO RELATIONS WITH COWORKERS

- Cannot ask for help in the event of a problem (e.g., coworkers not available, isolated workstation)
- Subjected to bullying, or even violence, by coworkers
- Discrimination on basis of sex, age, origins or status as unpaid trainee (e.g., sexist or racist comments)
- Sexual harassment

EXAMPLES OF HAZARDOUS SITUATIONS RELATED TO CONTACT WITH CUSTOMERS

- Disrespectful, occasionally aggressive, customers
- Risk of theft of merchandise

MAIN AGGRAVATING FACTORS

- Repeated hazardous situations
- Student has to deal with more than one hazardous situation at the same time (e.g., serve aggressive customers, but unable to ask coworker for assistance)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Stress, anxiety, sleep problems, fatigue
- Alcohol or drug use
- Injury as a result of physical assault
- Psychological, mental health problems



FACT SHEET 11

QUESTIONS FOR YOUR STUDENTS

Can you have a conversation with the student at his or her workstation, standing about a metre away and talking in a normal voice (in other words, without having to yell)?

Does your student hear buzzing or ringing in his or her ears during or at the end of his or her shift?

Does the student have to turn up the volume to listen to music or the radio on returning home?

Conversely, does the student feel a need for silence after his or her shift?

EXAMPLES OF RELEVANT TRADES

Laundry Room Operator

Metal Fabrication Labourer

Municipal Road Labourer

Rotary Offset Printing Press Assistant

Tire Installer

Wood Panel Cutter

TO FIND OUT MORE

CCOHS: [Noise](#)

NOISE

Students work in an environment where ambient sound is a source of noise pollution and is hazardous above a certain decibel level.

EXAMPLES OF HAZARDOUS SITUATIONS

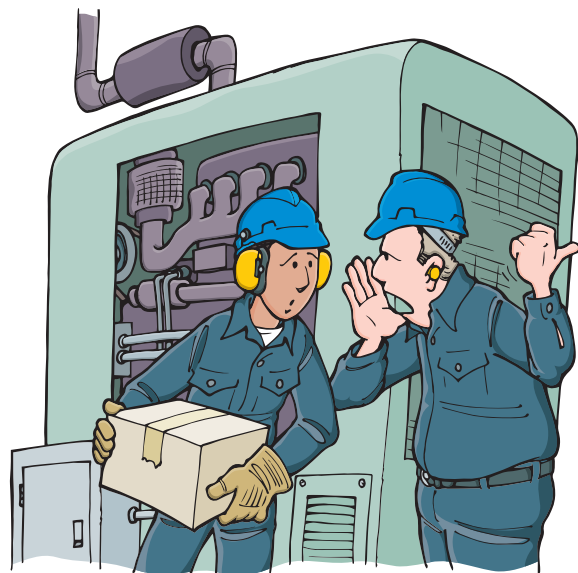
- Working for several hours at a stretch on or near a machine that makes noise:
 - Continuously (e.g., compressor)
 - Intermittently, as a result of impulse or impact (e.g., jackhammer, saw)
- Can only communicate with coworkers by yelling or getting very close to them
- Need to wear hearing protection (hard hat-mounted ear muffs, ear plugs)

MAIN AGGRAVATING FACTORS

- No hearing protection equipment
- Equipment in poor condition or unsuitable

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Auditory fatigue, stress
- Deafness



FACT SHEET 12.1

EXAMPLES OF RELEVANT TRADES

Crossing Guard
Industrial Butcher's Helper
Janitor's Helper
Outdoor Skating Rink Maintenance Worker
Shellfish Processing Worker

TO FIND OUT MORE

CCOHS: [Thermal](#)

TEMPERATURE HAZARDS

1 WORKING IN COLD

Students perform manual work at a temperature below 5°C or below 10°C when there's wind chill.

EXAMPLES OF HAZARDOUS SITUATIONS

- Working in a refrigerated room
- Outdoor jobs, especially in winter (e.g., snow removal)
- Practicum in a room or area open to the outdoors and exposed to drafts (e.g., garage)

MAIN AGGRAVATING FACTORS

- Work clothing or equipment not designed for the cold
- Wind and moisture

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Pain, fatigue
- Cooling of extremities and loss of sensitivity (e.g., Raynaud's phenomenon, also called "white finger")
- Hypothermia, frostbite



FACT SHEET 12.2

EXAMPLES OF RELEVANT TRADES

Baker's Helper
 Cook's Helper
 Metal Fabrication Labourer
 Rotary Offset Printing Press Assistant

TO FIND OUT MORE

CCOHS: [Thermal](#)
 IRSST: [Computer Based Tools for Workplace Heat Stress](#)

TEMPERATURE HAZARDS

2 WORKING IN HEAT

Students perform manual work at temperatures above 25°C.

EXAMPLES OF HAZARDOUS SITUATIONS

- Working in a kitchen or a welding shop
- Working near a source of heat (e.g., oven)
- Performing tasks outdoors on a very hot day

MAIN AGGRAVATING FACTORS

- High humidity along with heat
- Work clothing or equipment not suited for hot conditions

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Fatigue, heavy sweating, feeling faint
- Dehydration, heatstroke



FACT
SHEET **13.1****EXAMPLES OF
RELEVANT TRADES**

Delivery Driver

Mover Helper

Livestock Worker

Materials Handler in
an Industrial Setting

Seafood Lander

TO FIND OUT MORECCOHS: [Vibration](#)**VIBRATION****1 WHOLE-BODY VIBRATIONS**

Students are exposed to vibrations affecting their whole body when operating construction, transportation or handling equipment (e.g., farm tractor, forklift).

EXAMPLES OF HAZARDOUS SITUATIONS

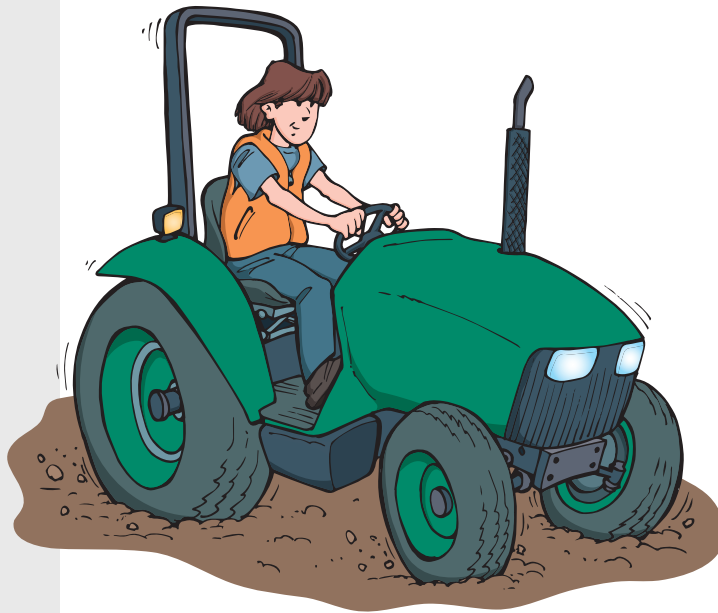
- Operating equipment on a regular basis or for several hours a day
- Feeling bumps or jolts when operating equipment
- Sitting in heavy equipment for long periods

MAIN AGGRAVATING FACTORS

- Operating equipment on rough or uneven terrain
- Uncomfortable posture while operating equipment
- Poor seat adjustment
- Seat or equipment in poor condition (tires, suspension, etc.)

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Back pain
- Herniated disc and arthrosis



FACT SHEET 13.2

EXAMPLES OF RELEVANT TRADES

Sander
Metal Grinding Worker
Metal Polishing Worker

TO FIND OUT MORE

CCOHS: [Vibration](#)
IR SST: [Recognizing Hypothenar Hammer Syndrome](#)

VIBRATION

2 HAND-ARM VIBRATIONS

Students are exposed to vibrations transmitted to their hands and arms when they use vibrating tools (e.g., grinder, jackhammer, vibrating plate compactor) or impact tools (e.g., drill, impact wrench).

EXAMPLES OF HAZARDOUS SITUATIONS

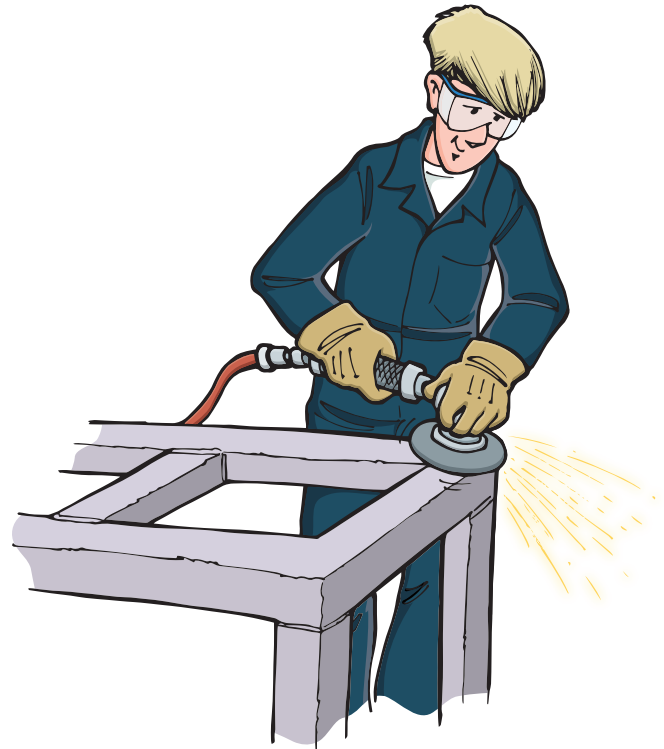
- Using a vibrating or impact tool on a daily basis
- Using a tool for an hour or more
- Using hand to hold workpiece in position while performing task with vibrating tool

MAIN AGGRAVATING FACTORS

- Exposure to cold and humidity
- Having to apply force to the tool
- Using the tool at arm's length
- Poorly maintained tool

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Numbness, tingling sensation in fingers and hands
- Pain, stiffness, weakness in hands or arms
- Circulatory problems (e.g., Raynaud's phenomenon, also called "white finger")



FACT SHEET 14

EXAMPLES OF RELEVANT TRADES

All trades in the directory are at risk of these hazards.

TO FIND OUT MORE

CCOHS: [Electrical Safety – Basic Information](#)

EXAMPLES OF RELEVANT TRADES

[Butcher's Helper](#)

[Livestock Worker](#)

[Shellfish Processing Worker](#)

[Water and Sewer Labourer](#)

TO FIND OUT MORE

CCOHS: [Confined Space – Introduction](#)

TO FIND OUT MORE

CCOHS: [Fire Safety](#)

OTHER WORKPLACE HAZARDS

1 ELECTRICAL HAZARDS

Students may be involved in an accident if they come into contact with an electrical conductor.

EXAMPLES OF HAZARDOUS SITUATIONS

- Using electrical equipment that is obsolete or in poor condition (e.g., having bare electrical wires)
- Working in a room where the wiring needs repair (e.g., wall outlets in poor condition)
- Too few wall outlets in the room so that power bars have to be used to connect all the electrical equipment
- Working near a machine undergoing maintenance

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Burns
- Electric shock or even electrocution

2 CONFINED-SPACE HAZARDS

Students who work in a confined space run the risk of being exposed to poor-quality air—low in oxygen, toxic, or even explosive.

EXAMPLES OF HAZARDOUS SITUATIONS

- Tasks to be performed:
 - In a cold room
 - Inside a silo
 - Inside a pipe or sewer

MOST COMMON SYMPTOMS AND HEALTH EFFECTS

- Anoxia from a lack of oxygen
- Intoxication after breathing in toxic substances

3 FIRE AND EXPLOSION HAZARDS

Students work in an area where there are combustible objects or materials that could:

- Catch fire, and the fire could spread (e.g., chemicals, gasoline, oil, wood)
- Cause an explosion under certain conditions (e.g., combustibles in the form of suspended particles in a confined space)

2

OBSERVE TO IDENTIFY HAZARDS IN WORK SITUATIONS

Observing students as they perform their usual tasks is an excellent way to identify hazards. Teachers can refer to the hazard fact sheets and, in particular, to the section “Examples of hazardous situations” to guide their observing.

Here are some tips for easier and more effective observation, along with examples of what to say when speaking to employers.

Explain to the employer and to coworkers that observations help to determine what the practicum really involves, especially what equipment is used and how tasks are performed.

“It’s easier for students to show me what they have to do (in the workplace) than to explain it to me in class.”

“That way I can learn more about the tasks they have to do and the equipment they use.”

“If students are having trouble with some tasks, I’ll be able to notice it right away from observing them, and it’ll be easier for me to help them later.”

Propose observing at different times during the practicum so as to see the different tasks and the variations in workload (e.g., at lunch time in food services).

“Are there tasks that the student does only on certain days or only at certain times of the day? It would be good if I could observe during those times so I can get an idea of the student’s work as a whole.”

“Are there times when there’s more work? It would be good if I could come and see how the student manages during those times.”

Reassure coworkers that your observing won’t bother them or mean that they’ll end up doing more work.

“I’ll make myself unobtrusive and just watch how things go.”

“Continue on as if I weren’t there.”

Reassure students that they shouldn’t feel they’re being judged while you’re observing.

“Show me how you do it. I’m not here to tell you whether you’re doing it properly or not, just to find out more about your work.”

Observation is a way to identify the hazards students are exposed to. More broadly, observation leads to a better understanding of what the students are doing and what they’re having problems with, so that you can help them.

BE WATCHFUL AND KEEP AN OPEN MIND, WHATEVER THE JOB IS

Just because a job doesn't seem hard, or even looks easy physically, it doesn't mean there aren't any hazards and that it won't turn out to be hazardous occupationally over the long term. Some jobs often done by women which appear to be safe (e.g., hair salon assistant, daycare educator) involve working conditions associated with long-term musculoskeletal disorders (MSD) (static work, repetitive motions, etc.). The OHS impact of the working conditions associated with so-called women's jobs, which do not appear to be physically demanding, is often underestimated. Systematic underestimation of the hazards associated with what are traditionally seen as women's jobs is a form of discrimination that needs to be recognized and avoided.

It is therefore important to focus on the injury hazards specific to different types of trades (trades more often chosen by women than by men and associated hazards), so as to be able to prevent potential injuries to all trainees.

To do so, it is recommended that teachers take a **“gender-sensitive approach,”** meaning an approach that is free of bias or discrimination based on the severity of certain types of injuries more often reported by men or women.

3

TALK TO EMPLOYERS ABOUT OCCUPATIONAL HEALTH AND SAFETY

A list of questions has been drawn up to help teachers talk to employers about the occupational health and safety (OHS) hazards to which students can be exposed during a work placement, and about what preventive measures can be taken, such as wearing personal protective equipment (PPE).

The list is not exhaustive. It can be adapted by teachers to suit any given situation, especially according to the type of job students are doing and a teacher's familiarity with the company (whether the teacher is working with this company for the first time, or whether she has already placed students in this organization).

RECOMMENDATIONS ON USING THE LIST OF QUESTIONS

- Take a close look at the student's workstation before going to talk to the employer so that you can adapt the questions to the company situation.
- Use the initial interview or the signing of the practicum agreement as an opportunity to talk to the employer about OHS. This will give you a chance to mention the need to make the student aware of the potential hazards of the workplace and explain why you are raising OHS issues.
- Use the completed questionnaire when talking to the student about the main hazards and the preventive measures that can be taken.

TO FILL IN THE QUESTIONNAIRE

PAPER VERSION

Print and fill in

ONLINE VERSION

Use [Acrobat Reader](#)

1 GENERAL QUESTIONS ON OHS AND ACCIDENT PREVENTION

Does the company have an accident prevention officer? <input type="radio"/> Yes <input type="radio"/> No	If so, who?
---	-------------

Who will be in charge of explaining safe work methods to the student? What hazardous situations might the student encounter during the practicum and that he or she needs to be prepared for?

Have there ever been OHS-related incidents or accidents at the workstation the student will be at? Can you tell me what happened?

Who should the student report to if he or she gets injured or is involved in an OHS incident?

2 PROTECTIVE EQUIPMENT

Does the student have to wear any specific clothing? <input type="radio"/> Yes <input type="radio"/> No	If so, what clothing?
--	-----------------------

Will the student have to wear any of the following equipment?

Safety footwear	<input type="radio"/> Yes	<input type="radio"/> No
Safety goggles	<input type="radio"/> Yes	<input type="radio"/> No
Hearing protection (e.g., ear plugs)	<input type="radio"/> Yes	<input type="radio"/> No
Mask	<input type="radio"/> Yes	<input type="radio"/> No
Hard hat	<input type="radio"/> Yes	<input type="radio"/> No
Gloves	<input type="radio"/> Yes	<input type="radio"/> No

3 TASKS AND ASSOCIATED HAZARDS

Most of the time at work the student will be: Standing Sitting

Will the student be doing any handling (e.g., moving merchandise, holding a baby)? Yes No

Will the student be moving merchandise with:
 A dolly A trolley A pallet jack Other (specify):

Will the student have to use:
 A ladder A stepladder Other:

Will the student have to cut products with:
 A knife A utility knife (e.g., Exacto) A saw Other:

Will the student have to use a hand tool (e.g., drill, polisher)? <input type="radio"/> Yes <input type="radio"/> No	If so, which ones?
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Will the student have to use chemicals (e.g., cleaning products, aerosols)? <input type="radio"/> Yes <input type="radio"/> No	If so, which ones?
---	--------------------

Will the student come into contact with allergens (e.g., flour, latex gloves, sawdust)? <input type="radio"/> Yes <input type="radio"/> No	If so, which ones?
---	--------------------

Will the student be in contact with animals? Yes No

Will the student be working in an environment where there is:

Noise? Yes No

Dust? Yes No

Will the student be working in an environment where it is:

Cold? Yes No

Hot? Yes No

In the case of a student who will be working on a farm:

Will the student be operating a tractor? Yes No

Will the student be working in a silo? Yes No

Will the student be in contact with customers? <input type="radio"/> Yes <input type="radio"/> No	Have customers ever been violent or abusive toward company staff? <input type="radio"/> Yes <input type="radio"/> No
--	---

4

LEARN MORE ABOUT OCCUPATIONAL HEALTH AND SAFETY

Those who would like to learn more about OHS in Quebec or find out more about a specific topic can explore the websites of the following organizations, which provide lots of information and useful links.

ASSOCIATIONS SECTORIELLES PARITAIRES (ASP)

The mission of ASPs [joint sector-based OHS associations] is to promote the prevention of workplace accidents and occupational diseases. ASPs recommend eliminating hazards at source and encourage people in the workplace to take responsibility for occupational health and safety. They provide companies in their respective sectors with training, information, research and advisory services.

Check out the list of ASPs in Quebec: preventionenligne.com

COMMISSION DES NORMES, DE L'ÉQUITÉ, DE LA SANTÉ ET DE LA SÉCURITÉ DU TRAVAIL (CNESST)

The CNESST promotes and enforces labour rights and obligations for both workers and employers in Quebec. It advocates for fair and balanced working conditions; ensures the implementation and maintenance of pay equity; encourages workplaces to take responsibility for occupational health and safety, provides compensation to occupational injury victims and oversees their rehabilitation.

Check out the CNESST's "Jeunes au travail" website, with its pages for youth, employers, teachers and parents:

www.cnesst.gouv.qc.ca/jeunesse/Pages/jeunes-au-travail.aspx

Download the hazard identification tool:

www.cnesst.gouv.qc.ca/publications/200/Pages/DC-200-418.aspx

Get statistics on injury risks by industry:

www.csst.qc.ca/prevention/risques/Pages/selectionsecteur.aspx

INSTITUT DE RECHERCHE ROBERT-SAUVÉ EN SANTÉ ET EN SÉCURITÉ DU TRAVAIL (IRSST)

The IRSST conducts and funds research activities aimed at eliminating risks to worker health and safety and at promoting worker rehabilitation. The results of its research, as well as various OHS tools designed for use by the general public, can be downloaded from its website.

Explore the site: www.irsst.qc.ca

Download the guide *Quick Reference — Hazards*:

<http://www.irsst.qc.ca/media/documents/pubirsst/RG-597-AppendixA.pdf>

Read articles from the magazine *Prévention au travail*, published by the CNESST and the IRSST: preventionautravail.com

RÉSEAU DE SANTÉ PUBLIQUE EN SANTÉ AU TRAVAIL (RSPSAT)

The Réseau de santé publique en santé au travail (RSPSAT), in conjunction with its partners, protects the health of Quebec workers by helping workplaces assume their occupational injury prevention obligations.

Explore the site: www.santeautravail.qc.ca



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et en sécurité du travail