

***Safe Activity Foundations in Education Document
(SAFEdoc)***

Health and Personal Services:

TPO4C Child Development and Gerontology

TPT4C Medical Technologies

TPE4E Hairstyling and Aesthetics

(HPS)

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by the Ontario Council for Technological Education (OCTE)
to supplement the Ministry of Education's Grade 12 Course Profiles.
It may be used in its entirety, in part, or adapted.*

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Disclaimer

This material was designed to help teachers implement the new Grade 12 secondary school curriculum, but is fully adaptable to any Science and Technology and Technological Education subject or course. This material was created by members of the Ontario Council for Technology Education (OCTE) subject association and is intended as resources for classroom, lab or shop activities. Permission is given to reproduce these materials for any purpose except profit. Teachers are encouraged to amend, revise, edit and adapt this material for educational purposes. Please acknowledge the source in all uses. Any references in this document to particular commercial resources, materials or equipment reflect only the opinions of the writers of this material, and do not reflect any official endorsement by the Ontario Council for Technology Education, the Ontario Ministry of Education, or any other agency or government body.

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Safe Activity Foundation in Education: Health and Personal Services

This **SAFEdoc** was designed to provide safety data sheets, posters, safety passports, and safety resources for all technology educators. While developed as a resource for the **Grade 12 Course Profiles**, and as an additional resource for the **Grade 11 Activity Resource Documents (ARMdocs)**, it is available for any grade level or any technology education environment. Each Grade 11 ARMdoc lists specific safety sheets that should accompany the project notes for that activity.

The **SAFEdoc** is divided into five separate disciplines:

1. Communications, Computer Engineering and Computer and Information Science (COM)
2. Construction, Manufacturing and Technological Design (FAB)
3. Health and Personal Services (HPS)
4. Hospitality and Tourism (HOST)
5. Transportation (TRANS)

Please note that due to the cross-curricular nature of Technological Education, there may be a need to refer to other **SAFEdocs** for cross-discipline data sheets. For example, a Health and Personal Services teacher may need to utilize food production and handling equipment, therefore may need to refer to the HOST **SAFEdoc**. Teachers are encouraged to download ALL **SAFEdocs**.

Teachers are encouraged to add to this **SAFEdoc** with data sheets, tests or other materials on an ongoing basis. Additions or revisions to this document will be posted on the **Ontario Council for Technology Education (OCTE)** website (<http://www.octe.on.ca>) periodically.

This document is a practical safety resource that compliments and elaborates on other recommended resources for technical teachers. See the appendix for linking information such as **Live Safe! Work Smart!**, the **Young Worker's Awareness Program**, and industry associations dedicated to safe working practices.

It is imperative that all students are made aware of the issues of health and safety particular to your class, and that you have assessed and evaluated their understanding before they are allowed to work in a shop environment or on specific procedures or tools. The use of Safety Passports, Safety Agreements, and Safety Tests (provided in this document) is highly recommended.

NOTE: While it is important to give students initial safety training and testing at the beginning of the semester, it is also important to practice **JIT Safety Training (Just In Time)**. Reinforce specific safety procedures and rules each day before initiating new procedures or using equipment. For example, before students use a band saw, review the setup and ask key questions of students before allowing its use.

Usage of the SAFEdocs

Teachers are encouraged to use and modify this document as they see fit. Individual pages may be directly printed, or custom formatting may be applied for printing any part of the document.

General Guidelines may be used in Board or school policy documents. **Safety Guidelines** may be used as student handouts, as a teacher reference for tests, or printed and mounted as posters around equipment.

The **SAFEdoc** also contains sample **Safety Passports**. These can be used as verification that students have been trained and understand the safety aspects of each equipment or procedure they need to use to accomplish their tasks. There are several formats that may be used. Teachers are encouraged to keep consistent records at all times.

See Appendix A for related safety resources, such as Live Safe, Work Smart; the Young Workers Awareness Program, the Ministry of Labour and other organizations dedicated to safe practices.

It is important that teachers are knowledgeable about their own Board and school policies regarding safety, and that they are familiar with local municipal regulations.

Personal Services Considerations

In the past decade, there has been a large increase in the types of salon services provided to individuals such as aroma therapies, acrylic nails, waxing, body piercing, and tattooing. With the influx of these services, Health Canada, the Ontario Ministry of Health, and various independent health inspection services have, since the mid 90's, begun to compile documentation addressing health and safety issues and procedures for both the client and the employee.

This SAFEdoc will identify some of the key practices and procedures in secondary school based personal services technologies. This information is to aid in the prevention and/or reduction of injury, illness, and/or accidents. Instructors, students, employers, and employees must become informed about the probability of, or potential hazards of unsafe work practices in the physical working environment.

Many retail personal enhancement/beauty products do not require Workplace Hazardous Materials Information System (WHMIS) Material Safety Data Sheets (MSDS). Therefore, it is through industry networking, current research and establishing professional knowledge and practices that this area of technology will be able to move forward to increase the safety related knowledge and skills of students and practitioners.

Health Care Considerations

Health care services is under the umbrella of technological education. (See the *Ontario Curriculum, Technological Education, Grades 9-10 (1999) and Grades 11-12 (2000)*). These courses are designed to teach students about the human body and the care provided to ill, diseased, injured, elderly people and children.

The Health care services courses are taught in a lab environment that exposes students to health care fundamentals and provides the opportunity to practice the skills required to meet the needs of the patient. This exposure, while vital to the preparation of the student, must be regulated by strict safety procedures in order to ensure the protection of those involved with the performance of these skills.

Instructors, students, employers and employees must be informed and made aware of the potential hazards in the various health care services. This SAFEdoc will identify some of the key practices and procedures for the safe provision of health care services at the secondary school level.

Responsibilities for Safety

[from the Ontario Ministry of Education Technological Education, The Ontario Curriculum, Grades 11 and 12, 2000, page 200]

Health and safety are of paramount importance in technological education programs. As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Before using equipment, students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use. Personal protective gear should be worn as appropriate.

Classroom practice and the learning environment should comply with relevant municipal, provincial, or federal health and safety legislation, including the following:

- the Workplace Safety and Insurance Act
- the Workplace Hazardous Materials Information System (WHMIS)
- the Food and Drug Act
- the Health Protection and Promotion Act
- the Ontario Building Code
- the Occupational Health and Safety Act
- local by-laws

Teachers must make use of a wide range of available and relevant resources to make students sufficiently aware of the importance of health and safety. These can include materials from the following:

- Workplace Safety and Insurance Board (WSIB)
- Industrial Accident Prevention Association (IAPA)
- Ontario Ministry of Labour (MOL)
- Canadian Centre for Occupational Health and Safety (CCOHS)
- appropriate safe workplace associations (SWAs), such as the Construction Safety Association of Ontario (CSAO), the Ontario Service Safety Alliance (OSSA), the Transportation Safety Association of Ontario (TSAO), the Electrical Utilities Safety Association (EUSA), and the Workers' Health and Safety Centre (WHSC), and clinics, such as the Occupational Health Clinics for Ontario Workers.

Teachers should also be aware of the Occupational Health and Safety Act, Regulations 857, Amended to O. Reg. 352/91. The Occupational Health and Safety Act can be found at:

<http://www.gov.on.ca/LAB/english/hs/ohsaguide/index.html>

Health and Safety Resources and Curriculum

These resources identify safety rules associated with hazards and processes. They are applicable to a wide range of occupations and situations.

e.g. *Occupational Health and Safety Act, 1990*, *Live Safe! Work Smart!*

Based on the Ontario curriculum this resource contains safety lessons for technology subjects

***Classroom Safety Resources***

These resources identify safety policies and procedures that ensure the safety of people in schools.

e.g. WHMIS Training Sessions, Board Safety Policies, **SAFEdocs**- these resources provide a framework for developing safety procedures in school classrooms

***Equipment and Hazard-Specific Safety Rules***

These resources are Just-in-Time (JIT) safety rules. They are applicable to specific equipment in the facility and may apply to specific hazards associated with a program emphasis.

These rules are developed at the classroom/school level to implement safe work practices. They may be adapted from a variety of sources including equipment manufacturer's manuals. A summary is often posted near equipment.

***Safety Management***

The teacher develops these resources. The daily classroom safety routines and policies are based on the above safety resources and applied to each individual facility/classroom.

Protocols developed to teach safe behaviour directly should include managing safe work practices and behaviour through demonstration and reinforcement of safe working procedures, establishment of clear safety rules, safety passports, assignments, quizzes, and research.

Safety Topics for the Classroom

The following are suggested topics for teaching in the classroom. See Appendix A for available resources pertinent to general safety and particular safety rules and procedures for your subject area. See also your Board, school and relevant municipal policies for local safety rules and procedures.

Emergency Procedures	procedures for handling fire, security threats, and other emergencies
First Aid	procedures for handling breathing difficulties, bleeding, burns, allergic reactions, epileptic seizures, etc.
Personal Protective Equipment	use of eye, hearing, foot, body, respiratory protection
Ergonomics	safe posture when using equipment, avoiding repetitive stress injuries
Material Handling	procedures for safely handling heavy loads, chemicals, potentially hazardous materials
Housekeeping and Storage	procedures and rules regarding maintaining safe facilities and proper storage of materials and equipment
Fire Protection	location and types of fire protection equipment, procedures to follow in the event of a fire or fire alarm
WHMIS	(Workplace Hazardous Materials Identification System)...identification and safe use of hazardous materials

Communication

It is important to the safety of all students and staff at a school that safety be taught and reinforced on a daily basis. Some basic methods of communication are:

- Safety Notice Board, containing posted minutes from the joint health and safety committee and the Occupational Health and Safety Act (must be posted by law)
- visible WHMIS binders, symbols and MSDS sheets
- readily available manuals for the operation of various types machinery, tools or equipment
- safety posters around major equipment and work areas
- clear and precise instructions, reinforced each time a procedure or equipment is used
- clearly marked areas that contain safety items such as fire extinguishers, eye wash stations, first aid kits, etc.

Safety Expectations

The following are safety related expectations from Technological Education, The Ontario Curriculum 2000, for:

Child Development and Gerontology, Grade 12, College Preparation, TPO4C

Impact and Consequences

Overall Expectations

- ICV.01** identify factors that influence the health and safety of children and the elderly;
- ICV.02** describe and, where appropriate, apply laws and regulations related to health and safety in child care and the care of elderly people who require support or assistance;

Specific Expectations

Health and Safety Factors

- IC1.01** identify health and safety standards in the workplace that pertain to child and geriatric care;
- IC1.02** demonstrate the use of safety techniques and devices that are important in the care of children and the elderly;
- IC1.03** explain laws and regulations related to health and safety regarding child care, gerontology, and geriatrics;
- IC1.04** describe environmental impacts related to products developed to meet the needs of children and the elderly;
- IC1.05** follow routines for hygienic food preparation and for waste disposal.

Medical Technologies, Grade 12, College Preparation, TPT4C

Skills and Processes

Overall Expectations

- SPV.01** demonstrate correct techniques for performing various skills and for using the tools and equipment of the health care field;

Specific Expectations

Health Care Skills and the Use of Tools and Equipment

- SP1.01** perform a range of health care skills to meet industry standards (e.g., proper hand-washing techniques, techniques to prevent the contamination of specimens);
- SP1.02** use tools and equipment in the health care field correctly;

Impact and Consequences**Overall Expectations**

- ICV.01** describe the impact of the health care industry on the environment;
- ICV.02** describe the laws and regulations governing health and safety standards in the health care industry;

Specific Expectations**Legal, Environmental, and Safety Issues**

- IC1.02** describe existing and potential hazards to themselves, to clients, and to co-workers;
- IC1.03** describe and, where applicable, follow health and safety policies and procedures required to prevent injury or illness;
- IC1.04** describe work practices that promote a clean and healthy environment;
- IC1.05** identify recommended practices to reduce or eliminate pathogenic organisms;
- IC1.06** explain procedures designed to reduce the risk of infection;
- IC1.07** prevent the spread of pathogens by cleaning, disinfecting, or sterilizing surface instruments and equipment;
- IC1.08** maintain a sanitary food services environment and practise proper food handling;
- IC1.09** describe and, where possible, apply different laws and regulations for waste disposal;
- IC1.10** describe and, where possible, apply practices for recycling and waste management.

Hairstyling and Aesthetics, Grade 12, Workplace Preparation, TPE4E

Impact and Consequences**Overall Expectations**

- ICV.01** evaluate effectively and implement the exemplary practices essential in an efficient and safe work environment;
- ICV.02** identify the role of legislation related to health and safety for a cosmetology program and to the beauty industry in general;

Specific Expectations**Health and Safety Standards**

- IC1.01** use safe and sanitary work practices in performing hairstyling and aesthetic services;
- IC1.02** identify potential problems related to working in an unsanitary or unsafe environment;
- IC1.03** use and handle electrical equipment safely;
- IC1.04** interpret hazard labels associated with the WHMIS (Workplace Hazardous Materials Information System) and explain the purpose of this legislation in relation to the cosmetology profession;
- IC1.05** use and store waste and chemical products correctly;
- IC1.06** describe safety guidelines for the storage and disposal of chemicals.

Sample STUDENT ACCEPTABLE USE POLICY

This Student Acceptable Use Policy Document (SAUP) ensures that electronic communications resources are used in a manner that is efficient, professional, and will not jeopardize the network resources of this facility and organization. We are committed to giving our students access to the widest possible variety of learning opportunities. The global Internet network will provide you with access to a wide range of information and allow you to communicate with people worldwide. Use of the Internet for educational projects will assist in preparing you for life and work in the 21st century. In order to use this resource wisely and safely, you will need demonstrate that you understand, and will practice, the proper and ethical use of this technology at all times.

Personal Responsibility

All students are expected to use the Internet in a responsible manner, consistent with the educational purposes for which it was intended. Responsible, ethical use of the Internet includes the following:

- respect for the rights of others
- respect for the right of privacy in the use of e-mail accounts and communications media
- ethical use of electronic information
- adherence to rules governing the use of computers including Internet or computer use policies established by your school and school board
- adherence to codes of conduct, such as Board policies, the Ontario Human Rights Code, Copyright Act, the Criminal Code of Canada and other laws

Netiquette: The Rules of Internet Use

A. Personal Safety

- I will not reveal personal information about myself or other people without checking with my teacher first. (Personal information includes your full name, home address, telephone number, e-mail address, etc.). I will not reveal such information even if I believe that I am communicating with another student.
- I will not agree to telephone or meet with someone I have 'met' online.
- I will promptly report to my teacher any message I receive that is inappropriate or makes me feel uncomfortable.
- I will not assume that a message I send to someone else will be confidential.

B. Inappropriate Activities

I understand that inappropriate or unacceptable uses include, but are not limited to, the following:

- Communicating over the Internet without instructor permission
- Using obscene, threatening, harassing, or disrespectful language,

- Posting information that may cause damage or endanger persons or property,
- Posting false or defamatory information about a person or an organization,
- Reporting a private message without the permission of the sender,
- Using the school's Internet access for commercial purposes.

3. Copyright Infringement and Plagiarism

I will respect the rights of copyright owners by not using works of others without permission. I will not copy images, text, graphics, or other materials, unless the source provides permission. If I am not sure, I will ask my teacher.

Plagiarism is taking the work ideas, writings or images of others and presenting them as if they were yours. If you make use of information from the Internet for projects, assignments or essays, you must acknowledge the source of the information either in a footnote or bibliography. Significant copying of information, images, and ideas requires express permissions from authors and/or owners of the original materials.

4. Access to Controversial Materials

I will not use the Internet to access or send material that is profane, indecent, or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people. If I mistakenly access inappropriate information, I will immediately tell my teacher to protect myself against a claim that I have intentionally violated the Acceptable Use Policy.

Sample:
Acceptable Use Guidelines

Purpose of Acceptable Use Guidelines

Everyone using the Board's computing and information technology facilities and resources are required to know and abide by the Acceptable Use Guidelines. These guidelines define the responsibilities for the safe and acceptable use of the Board's computing and information technology facilities and resources.

NOTE: The Board makes no warranties of any kind, cannot be held responsible for accuracy or quality of information, and will not be responsible for any damages suffered through use of the Board's computer and information technology facilities and resources. Use of any information obtained from the Internet is at the user's own risk.

Use of the Facility and Resources

Use of the computer and information technology facilities and resources of the Board are governed by all relevant federal (e.g. Copyright), provincial (e.g. Education Act), Board (e.g. Policies and Procedures) and local school (e.g. School Code of Behaviour) laws and regulations. Use of the Board computing and information technology facilities and resources by either staff or students for illegal, political, or commercial purposes is strictly prohibited. Each user must ensure they know and are able and willing to comply with these laws and regulations.

Personal Safety

- Users will not post personal information about themselves or others. Personal contact information includes: full name, address, and telephone number.
- Users agree not to meet in person with someone they have met on-line.
- Users will immediately disclose to supervising teachers or other appropriate school employees, any messages they receive that are inappropriate, request personal information, or make them feel uncomfortable.

Illegal Activities

- Users will not attempt to gain unauthorized access to the school system or to any other computer system using the Board's network. Users will not log into another user's account nor will they attempt to access the personal data of others.
- Users will not deliberately attempt to disrupt the computer system performance or to destroy data by spreading computer viruses or by using other means.
- Users will not make use of the Board's equipment or network systems to engage in any

illegal activities.

Security

- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his/her password to another person.
- Users will immediately notify the system administrator if they have identified a possible security problem. Users will not intentionally search out security problems or experiment with security or operating systems unless under direct supervision of the Board's system administrators.
- Users will avoid the inadvertent spread of computer viruses by using virus protection procedures when downloading files. It is recommended that all personal files be checked for viruses prior to use on the Board's computer systems.
- Intentionally harming, destroying or damaging data, software, hardware or security systems is prohibited.
- Attaching non-Board equipment (laptops, handhelds, peripheral devices) to the Board's network is prohibited without express permission of the Board's network administration or agents.

Inappropriate Communications

Restrictions against inappropriate communications apply to public messages, private messages, and materials posted on web pages.

- Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language.
- Users will not post information that, if acted upon, could cause damage or danger of disruption to the system.
- Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not harass other persons. If a user is told by a person to stop sending them messages, they must stop immediately.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.
- Links from Board sites to non-Board sites must be periodically checked for appropriateness and adherence to the Acceptable Use Guidelines
- Guestbooks, message boards and other public domain methods of communications must not appear on Board sites.

Respect for Privacy and Copyright

- Users will not broadcast a message that was sent to them privately without permission of the person who sent them the message.
- Users will not post private information about another person.

- Signed release forms must be on file for any individuals identified on networked sites. Signed forms must be obtained from parents or guardians for all students under the age of majority. No individual should be identifiable without express permission of the individual or their guardians.
- All postings under Board supervision must abide by all relevant copyright laws and regulations.

Consequences of Misuse

If a user violates any of the above conditions of use, one or more of the following consequences may ensue:

- Suspension or cancellation of access privileges
- Payments for damages and repairs
- Discipline under other relevant Board policies; such as suspension or expulsion
- Civil or criminal liability under other relevant laws

Sample:
Acceptable Use Agreement Form

To Students:

I, the undersigned, indicate by my signature that I have read and understand fully the Acceptable Use Policy and related guidelines. I agree that I will abide at all times to the rules and responsibilities as outlined in the Acceptable Use Policy and related guidelines. I also agree that I clearly understand the consequences of my failure to abide by these rules and regulations.

To Parents/Guardians

As a parent or guardian signing below, I indicate that I understand the rules, regulations and consequences of misuse governing my son or daughter's use of the Board's computer and information technology facilities and resources. I understand that all Board staff will make every attempt to ensure proper and acceptable use in line with relevant policies, laws and regulations. I hereby allow my son or daughter to access the Board's supervised facilities and resources.

Student Name:

Student Signature:

Date:

Parent/Guardian Full Name:

Parent/Guardian Signature

Date;

Sample

HPS Student Conduct Agreement

A signed agreement that outlines the student's responsibilities is one way of establishing the seriousness of daily safety vigilance. An agreement covers the elements common to all technology classrooms and labs and lays out the framework for a safe and healthy working environment for both staff and students. An example of an agreement is given below.

Safety Awareness

Internet and Computer Use

1. Ensure you are fully aware of the school and/or school board Internet Use policy
2. Ensure personal and others privacy
3. Do not use computers or the Internet without express permission from the instructor

Personal Protective Equipment [PPE]

1. Wear gloves, safety eyewear, aprons, masks, and other PPE as per instructed when using chemicals, heat, biological materials hand or powered instruments and tools.
2. Ensure other workers and customers are protected before performing operations that can be dangerous.

Lift Support and Movement

1. Move heavy objects only with teacher approval.
2. Use assistance to lift items over 20 kilograms (40 pounds) or 2 meters (six feet) in length.
3. Secure and support heavy or long objects on approved shelves.

Equipment

1. Operate equipment, chemicals or tools only after receiving proper instruction and permission from the teacher.
2. Never leave equipment, chemicals or tools unattended.
3. Do not attempt to repair any electrical connections, see your instructor.
4. Remove from service any equipment or tools that need repairing.

Storage and Handling of Chemical Substances

1. Understand and follow WHMIS, and MSDS instruction before handling chemical substances.
2. Secure all flammable chemicals and corrosives in approved cabinets.
3. Maintain good housekeeping practices when dealing with chemical substances.
4. Be responsible for cleaning up your workstation, tools and work area.
5. Sort recyclable liquids and solids and biological materials into proper approved storage containers

Sample (Note: Teachers must ensure that the *Consequences for Improper Action* aligns with school and board policies.):

Student Conduct Agreement Form

I, _____ agree to:

Ensure a safe workplace

1. Inform teachers of all injuries, damaged equipment and potentially dangerous situations.
2. Make sure I know all fire exits and power shutdown switches and how to use them during emergency situations.
3. Not compromise the safety of others through horseplay or aggressive action.
4. Only use equipment when properly trained, always with any necessary personal protective equipment, and when I fully understand all related safety issues
5. Ask for assistance from the teacher when I am unsure of the proper procedures or health and safety issues

Prescribed and Non-prescribed Medications

1. Report any use of prescription medications and inform teachers of any possible side effects of the medication [e.g. penicillin, phenobarbital]
2. Report any use of non-prescription medication and any possible side effects of the medication [e.g. Reactine, Benadril, cough syrups]
3. Never enter a shop or lab carrying, or under the influence of illegal substances

Consequences for Improper Action

I understand that failure to comply with this agreement may result in injury to myself or others, and that failing to comply with safety procedures may result in my temporary removal from the class or shop.

I have read the above and understand the expectations and consequences.

Student signature: _____

Parents signature _____

Date: _____

SECTION 2: SAFETY DATA SHEETS

This section contains Safety Data Sheets (**listed in alphabetical order**) that can be used as:

- Student handouts
- Safety posters (can be mounted in and around specific equipment or bulletin boards)
- Teacher notes in project binders, safety binders or assessment plans
- Information sheets for inclusion in Course Profiles or Activity Resource Management (ARMdoc) documents.

Safety Data Sheets contain information specific to various common tools and procedures. Before using them, ensure they accurately describe your own particular facilities and equipment, and that they align with specific manufacturer's safety instructions.

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

Biohazards

When working with people always be aware of biohazards. Wearing of appropriate protective devices, keeping work areas clean and sanitized, and knowing proper procedures can minimize or reduce risks associated with biological hazards.

1. Wear proper Personal Protective Equipment PPE as directed at all times (e.g. safety eyewear, masks, gloves, aprons, etc.)
2. Ensure all tools and equipment are properly sterilized as required.
3. Ensure all tools and equipment are sanitized or sterilized after each use. If tools or equipment are dropped on the floor, ensure that they are sanitized or sterilized as required before being used again.
4. Handle sharp objects with extreme care.
5. Store all equipment, tools, and materials in approved containers ONLY.
6. Dispose of biological material in approved containers ONLY.
7. Clean any spills and remove any contaminated materials immediately.
8. Call attention to any potential contamination or dangerous conditions to your supervisor and/or instructor immediately.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Chemical Handling

Operations in health and personal services involve chemicals of all sorts. Make sure you know how to handle these chemicals: their use, as well as storage and disposal procedures.

1. Before handling any chemicals, ensure you understand the safe handling procedures as outlined on container labels, WHMIS data sheets, designated instructions or posted classroom procedures as appropriate. If you are unsure, see your instructor before proceeding.
2. Place any chemicals in approved, labeled containers ONLY.
3. DO NOT mix chemicals without prior knowledge of the consequences.
4. Discard any used chemicals in approved disposal containers ONLY. Instructors of near-full containers. DO NOT dispose of chemicals down drains.
5. Ensure that there is adequate ventilation when using chemical substances.
6. Do not use any chemical for any other purpose other than what it is designed for.
7. Use appropriate PPE (personal protection equipment) at all times when handling chemicals. PPE includes eye protection, skin protection, gloves, aprons or coveralls, foot protection, as required under safe operating procedures.
8. Take note of expiry dates and storage requirements of chemicals. Do not use chemicals beyond their expiration.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Computer and Electrical Devices

1. Use all computer equipment with care. Electrical devices use and retain potentially lethal voltages.
2. Do not touch equipment that has come in contact with fluids. Risk of electric shock is greater in areas that are wet or damp. Do not operate any electrical equipment or computers in wet or damp areas.
3. When working with cords and cables, grasp the plastic insulation around the plug.
4. To protect equipment from accidental damage, do not place coats, backpacks, food, or beverages on or near computer tables.
5. Respect the rights of others who use the computer room by keeping it tidy and accepting responsibility for equipment used, including protection from theft, damage, or misuse.
6. Inspect any tools, power cords, and electrical fittings for damage or wear prior to each use. Use cords or equipment that are rated for the level of amperage or wattage that you are using. Do not use outlets or cords that have exposed wiring. Report any damage to your teacher and repair or replace damaged equipment immediately.
7. Make sure extension cords cannot present a tripping hazard.
8. Be aware that unusually warm or hot outlets may be a sign that unsafe wiring conditions exists. Unplug any cords to these outlets and do not use until your instructor has checked the wiring.
9. Know where the circuit breakers are located in case of an emergency.
10. Do not touch a person or electrical apparatus in the event of an electrical accident. Always disconnect the electrical current first.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Computer Ergonomics

1. Ensure you have a comfortable layout of computer equipment and notebooks or texts.
2. Surfaces should be kept neat to avoid accidental bumping of equipment or blocking ventilation.
3. The best monitor position is 55cm to 66cm (22 to 26 inches) from yourself and at a height level with your eyes.
4. Sit straight up and place feet flat on the floor. Keep thighs parallel to the floor and do not cross legs.
5. Where possible, use small area lights rather than bright overall lighting. Do not place lights directly behind or in front of you. You can also reduce screen glare by using a filter attached to the monitor.
6. In the case of those who wear eyeglasses, use tinted lenses recommended for computer users.
7. For keyboarding, position the body so that it is centered on the G and H keys. Place the elbows slightly away from the sides in a relaxed position. Keep the wrists straight and in position just above the keyboard. Ensure that the keyboard is at a height enabling the lower arms to form a 70- to 90-degree angle with the upper body.
8. Relieve long periods of computer use with breaks involving stretching and movement. Do not spend longer than 2.5 hours without taking a 15-minute break from computer use.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Draping and Shampooing

Proper draping is very important in order to prevent the clients clothing from being damaged. This is especially true if you are performing a chemical service.

1. The clients blouse, sweater, or shirt must be tucked under away from the area of the neck to prevent from getting wet.
2. Always use freshly washed clean towels and capes on each client.
3. The towel must be wrapped around the client's neck area so that the collar of the cape does not come in contact with the skin of the client. A sanex strip may also be used.
4. Ensure client is seated correctly and comfortable in the shampoo chair (this will change depending on the style of the chair in your salon).
5. Check the water temperature to ensure that it is warm, not hot...always keep one finger in the water as you are shampooing so that you will know immediately if there is a temperature change.
6. Thoroughly wet the hair, being sure not to get the clients face and ears wet.
7. Apply shampoo – a small amount in the palm of your hand to begin with, work into lather, complete manipulations as directed by your instructor.
8. Rinse thoroughly, repeat step 7, rinse and apply finishing rinse.
9. Wrap towel around clients hair so that water drip on the client, floor, etc.
10. Replace towel if necessary, wipe sink and counter area free of excess water.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Electrical Hazards

Touching an exposed electrical wire or electrical equipment that has not been grounded properly causes shocks. Shock can vary from a slight tingle to a rocking jolt. A very severe shock can cause death. Do not touch equipment or electrical wires that have been exposed to fluids.

Protect yourself against shocks by following these rules:

1. Check the condition of electrical cords on equipment. Report all problems to your instructor immediately. Replace worn or damaged cords.
2. When disconnecting a cord, pull on the plug. Never give pull on the cord. You may loosen the wires and get a shock.
3. Never handle electrical equipment with wet hands or while standing in water.
4. Wear rubber-soled shoes to prevent shocks. Rubber does not conduct electricity.
5. Be sure an appliance is turned off before plugging it into an outlet.
6. Make sure you use proper power supplies and cables designated for use with specific pieces of equipment.
7. Store all electrical equipment in areas designated by your instructor.
8. Never change or interfere with the operating environment set up by someone else without permission.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Facials

1. Only used clean sanitized equipment.
2. Always use clean freshly laundered towels on a client.
3. Wash and sanitize hands. Make sure nails are well cared for with no jagged edges.
4. Drape client properly for the service to be provided so that clothes are not ruined.
5. Do not perform a facial if you think the client may have a condition that should be treated by a dermatologist, or a contagious disease.
6. Always use a clean spatula to remove products from containers. Never dip fingers into products, as that will contaminate the product.
7. When using hot towels, check the temperature of the towel before applying it to the client's face.
8. If you are extracting blackheads or whiteheads, be sure to cover your fingers with tissue, and not to exert excessive pressure, as bruising may result.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Facility Emergency Procedures

1. Make sure you know the location of all fire alarms, emergency exits, and emergency power stop buttons
2. EMERGENCY PROCEDURES AND EVACUATION ROUTES must be clear at all times, and occupants must know and understand these procedures and routes.

Location of Emergency Exits and Fire Alarms:

Locations of Emergency Stops:

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Fall Protection

Studies of accidents in the service industry show that most injuries are caused by falls. Observing a few simple rules will help to avoid most accidents of this type.

The points below give guidelines for preventing falls.





1. Walk, do not run.
2. Keep floor clean and dry. A wet floor is slippery, so wipe up any spills immediately. Sprinkle salt on any spots that are still slippery until the floor can be thoroughly washed. Warn others of slippery conditions.
3. Wear low-heeled comfortable shoes with rubber soles. These grip the floor well.
4. Keep floor mats flat to prevent stumbling. Wrinkled mats or ones with curled corners can cause falls.
5. Keep work areas and traffic lanes clear. Electrical cords should not extend across traffic lanes. Put mops and brooms away promptly. Never leave boxes or crates in the aisles.
6. Look where you are going at all times. Get assistance to carry items that can block your vision.
7. Use a stepladder, never a chair or table, if you need to reach something on a high shelf.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Fire Extinguishers

1. If you see a fire, call for attention, get everyone out, pull fire alarm.
2. Stay calm.
3. If using a Fire Extinguisher:
 - ❑ **PULL THE PIN, AIM LOW AT BASE OF FIRE**
 - ❑ **SQUEEZE HANDLE, SWEEP SLOWLY AT BASE OF FIRE**
 - ❑ **STAY LOW TO AVOID HEAT AND SMOKE**
4. Have the fire department check to make sure the fire is out.
5. Ventilate when fire is completely out.

Learn and know the types of fire extinguishers (see below):

<p>CLASS A water</p>		<p>Ordinary Combustibles: paper, cloth, wood, rubber, many plastics.</p>
<p>CLASS B CO₂</p>		<p>Flammable Liquids: oil, grease, gasoline, some paints, solvents etc.</p>
<p>CLASS C dry chemical</p>		<p>Electrical: wiring, fuse boxes, electrical equipment etc.</p>
<p>CLASS D special liquid or powder</p>		<p>Combustible Metals: magnesium, sodium.</p>

First Aid

The immediate response to an emergency often involves First Aid. First Aid involves assisting an injured person until professional medical help can be provided.

The general action tips in the list below should be followed in an emergency. They do not replace the need to be properly trained in first aid. Your teacher will provide you with instructions in what to do in cases of emergencies.

1. Check the scene for dangers, (e.g. electrical shock hazards, chemical spills, hot objects, fire), stay calm and call out for help. Do not touch the victim until immediate dangers such as electrical current are removed.
2. Assist if asked by your teacher to keep the victim comfortable and calm.
3. Call the office for medical help if requested by the teacher.
4. Care for the victim by administering first aid according to your teacher's instructions.
5. Help keep people who are not needed away from the victim.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

First Aid Kits

**ALL INJURIES MUST BE REPORTED TO MAIN OFFICE
 REPORT ANY USE OF FIRST AID KIT TO TEACHER TO ENSURE THAT ANY SUPPLIES
 THAT ARE USED ARE REPLACED**

Suggested list (add items specific to your needs) See WSIB Regulation 1101, Required first aid kit items (at <http://www.wsib.on.ca/wsib/wsibsite.nsf/Public/PreventionYHSRR>)

**DATE CHECKED:
 CHECKED BY:**

ITEM	Number
St. Johns Ambulance First Aid Manual	
Masks	
Disposable latex gloves	
Pair of scissors	
Plastic Emesis basin	
Wooden splints	
Rolls of splint padding	
Adhesive strip bandages	
3"x3" sterile gauze pads	
4" compress bandages	
6" Tensor bandages	
Triangular bandages	
Safety Pins	
Sterile gauze bandages	
Sterile gauze field dressing	
1 ½" width roll adhesive tape	
Antiseptic swabs	
Burn cream	
Instant cold packs	

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

General Housekeeping

1. Everything has a proper storage location.
If you don't know where it is, please ask.
If you do know, put it back.
2. If it is broken, report it.
If it doesn't work, report it.
If it's broken or doesn't work, don't use it.
3. Dirt, dust, debris are harmful to your safety and health. Even if you didn't put it there, pick it up, clean it up, or move it aside.
4. If you spill or drop any fluid on the floor, clean it, or use absorbent materials. You are responsible for prevention of injuries.
5. Never block fire exits, fire pull alarms, doorways, aisles, and electrical breakers or machine switches for any reason at any time.
6. Oil, gas, and other vehicle fluids all have proper storage containers.
Make sure you use them.
Never mix chemicals.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Hair Removal/Waxing

1. If the client has been shaving or using a chemical depilatory system, have the client discontinue the use of these for at least one month prior to the application of wax.
2. Cleanse the area to be waxed with an astringent or witch hazel.
3. You may wish to apply a light talcum powder to the area that is to be waxed. Follow the manufacturer's instructions.
4. To avoid burning the client, test temperature of hot wax on the back of your hand.
5. Do not apply hot wax over warts or if abrasions are present.
6. Wax must be applied in the direction of the hair growth and removed in the opposite direction of hair growth.
7. When the hair has been removed from the area, apply a soothing antiseptic lotion to the area.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Hair Tint and Bleach Applications

1. Wear PPE, safety glasses, disposable gloves and a water/chemical resistant lab coat when applying colour solution to a client.
2. Complete a strand test on a client to determine timing.
3. Do not apply hair colouring product if abrasions are present on client's scalp.
4. Protect skin around client's hairline with a barrier cream.
5. Do not allow hair colouring product to get into client's eyes.
6. Do not overlap a tint retouch.
7. Follow manufacturer's directions and previous strand test for timing.
8. Rinse hair using tepid water and a mild shampoo. Ensure all product is rinsed out of hair, to avoid irritation to the client's scalp.
9. Discard excess solution.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Internet Use

1. Do not download and install any program from the Internet without the permission of your instructor.
2. Do not make anyone's personal information available on the Internet, either through chatrooms, email, or the completion of forms and questionnaires.
3. Use school computer equipment only for approved educational purposes. The following are NOT legitimate uses:
 - a. downloading and installing unapproved software;
 - b. using computers for any activity that is rude, racist, profane, criminal, harassing, or offensive to others;
 - c. copying software illegally or using unapproved software
 - d. copying without permission the intellectual or creative property of others
 - e. creating or spreading computer viruses
 - f. gaining unauthorized access to files belonging to another student or teacher
 - g. changing or interfering with the operating environment of a computer, including accessing or changing any elements of the operating or networking systems, or any other network that can be accessed through the LAN, WAN, or Internet.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Mixing Chemical Solutions

The chemicals used for permanent waving, hair straightening, or hair colouring all demand attention to detail when being mixed. Students need to demonstrate safe mixing and application of chemical hair treatment products.

1. Read the WHMIS MSDS for identified products to be used.
2. Following manufacturer's directions, perform a patch test on the client 24 hours prior to the chemical treatment being given. If after 24 hours the patch test is negative, proceed with the treatment.
3. Only mix in a glass or plastic container, never metal.
4. Ensure that the client's clothing is protected throughout the procedure.
5. Read the instructions provided with the chemical before beginning application.
6. Wear safety glasses and disposable gloves when mixing or applying chemicals.
7. Discard all unused portion of chemical. Do not save opened unused lotion or neutralizer.
8. Do not add products to the lotion or neutralizer unless specified by the manufacturer.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Pedicure/Manicure

1. All equipment must be new or sanitized. Do not use items such as emery boards or orangewood sticks on more than one client.
2. Ensure the client does not have an infection of the nail or nail bed.
3. Do not perform manicures or pedicures if you have a contagious disease or an infected hand.
4. All containers on the manicure table must be covered and labeled.
5. Use clean dry towels ONLY.
6. Do not push the cuticle past a few millimeters; if the cuticle is overgrown, it may take more than one treatment to correct it.
7. Do not file a nail too far into the nail corner; you may accidentally cut the skin.
8. If using cuticle nippers, be careful not to cut the skin. If the skin is cut, apply an antiseptic solution immediately.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Permanent Wave and Relaxers

1. Wear Personal Protective Equipment (PPE) such as safety glasses, disposable gloves and a waterproof chemical resistant lab coat when applying solution to a client.
2. Once the permanent wave rods are placed, protect the client's skin by applying a protective barrier cream around the hairline, forehead and neck area.
3. Wrap a band of cotton around the entire hairline.
4. Cover client's eyes with a clean dry towel.
5. Apply the lotion to the perm rods evenly.
6. Once the lotion has been applied, replace the cotton coil around the hairline, patting the skin where solution may have come into contact.
7. Follow manufacturer's instructions for processing times. Only apply a plastic cap for an acid wave. Do not apply heat to the solution unless called for by the manufacturer.
8. Never leave your client unattended during a chemical process.
9. Discard excess solutions.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Sanitation

When sanitizing tools and equipment you are reducing the amount of pathogens found on the surface. Remember: **Sanitation is not sterilization.**

1. Remove all hair from brushes and combs.
2. Rinse tools and equipment in hot soapy water.
3. Rinse with clear water to remove all traces of soap.
4. Following manufacturers directions, immerse equipment in the chemical sanitizer to remove pathogens.
5. Rinse in hot water to remove traces of chemical (which may be an irritant to clients).
6. Store sanitized equipment in a dry cabinet until ready to be used.
7. Do not use water based or chemical sanitizers on electrical equipment.
8. Tools and equipment must be sanitized after each use.
9. If tools and equipment are dropped on the floor, ensure that they are sanitized before being used again.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Scissors and razors

1. Sanitize all equipment prior to use.
2. If equipment is dropped on the floor, re-sanitize.
3. Hold the scissors using the ring (third) finger in the still blade, and the thumb in the ring on the moveable blade. This allows for best control of the scissors during cutting. When combing through the hair, the thumb is removed from the ring and the scissors are held closed.
4. Never use a razor without a guard.
5. Hold the razor by placing your thumb over the shank of the razor and close the hand over the handle. The guard of the razor must always face the stylist while cutting the hair.
6. Never point scissors toward client.
7. When cutting, always know where the point of the scissor is prior to closing the blades. This way you cannot cut the client.
8. Ensure hands are dry prior to using the scissors.
9. Sweep floor immediately after you have finished cutting the hair to prevent falls.
10. Never run with scissors in hand.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

Wet Hair Services

When performing wet-hair style services, always sanitize equipment prior to use. If in doubt, sanitize equipment again.

1. Never work on a client you may suspect has a parasitic infection.
2. Never work on a client if *you* have a parasitic infection.
3. Wash your hands prior to beginning each client service (and after).
4. Ensure the floor around your work area is dry and free of debris.
5. Only use electrical equipment that has been CSA approved.
6. Do not use electrical equipment that has frayed cords.
7. When using a blow dryer or hot iron, do not use metal implements.
8. When using a blow dryer, keep it moving at all times to prevent burning the client's scalp.
9. Ensure hair is completely dry before using a hot iron.
10. Never allow the curling iron to touch the client's scalp.
11. Replace all equipment in the equipment holder when you are not using it. Do not lay hot irons or dryers on the counter.

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

WHMIS Regulations

- The acronym WHMIS stands for Workplace Hazardous Materials Information System
- This regulation was introduced into the *Occupational Health and Safety Act of Ontario in 1987*
- WHMIS gives a worker the right to know what they are handling
- Federal WHMIS applies to importers, manufacturers, and suppliers of hazardous materials
- *The Hazardous Products Act* for controlled products states that national suppliers are to provide labels and Material Safety Data Sheets to all buyers
- MSDS stands for Material Safety Data Sheets
- MSDS is a print out on paper that identifies how to handle, store, use, health effects if exposed, emergency procedures, and protective measures
- MSDS must be updated by the supplier every 3 years
- Under the *Occupational Health and Safety Act* in Ontario, employers are to make sure that all hazardous materials are labeled appropriately and that a MSD sheet accompanies the product
- On any controlled hazardous product two labels must be properly labeled with a supplier and a workplace sticker

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

WHMIS Labels

Supplier labels must be attached to the controlled product container which has detailed information about the product. Legislation states that 10 kg or more of a controlled product or hazardous material from a supplier must contain the following information:

- both official languages
- have a WHMIS border
- identifies the material or product name (i.e. common name, chemical name, trade name, generic name, brand name, code name or number)
- name and address of the supplier
- reference to a MSD sheet
- WHMIS hazard symbols

In addition to this and if the container has more than 100 milliliters the following information must be on the label:

- risk time factors
- precautionary measures while using or being exposed to the product/chemical
- First aid measures to address immediate injuries and not progressive illnesses

Workplace labels must be identified on a container that is not from the supplier, and must contain the following information:

- material identifier or product name
- reference to a MSD sheet
- precautionary steps
- first aid measures

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

MSDS Safety Labels

GENERIC MATERIAL SAFETY DATA SHEETS FOR PERSONAL ENHANCEMENT PRODUCTS PROTECTED BY TRADE SECRET LAWS (MSDS)

MATERIAL IDENTIFICATION

TRADE NAME/MATERIAL NAME

PRODUCT USE

OTHER NAMES:

MANUFACTURER'S/SUPPLIER'S NAME:

ADDRESS:

EMERGENCY TELEPHONE:

FIRST AID PROCEDURE

AT ALL TIMES – IF IN DOUBT, SEE YOUR INSTRUCTOR

SECTION 3: SAFETY ASSIGNMENTS AND TESTS

This section contains sample tests and assignments related to safety. They are designed as samples that can be used as written or edited for your purposes. They can be used for evaluation of the safety expectations of the course, or as tools to assess the student's knowledge and understanding of safety. It is recommended that all teachers keep a record of all test or assignment results and/or passports (next section) as verification of each student's understanding of safe concepts and practices.

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

Assignment # 1 – Room Inventory and Safety Identification

Use a ruler/straight edge to draw a neat floor plan of your shop and identify the location of the following. Show the work zones around major equipment. Check off each item to ensure you have covered everything:

Entrance/exit doors	
Safety exit	
Fire extinguishers	
Fire alarm	
First aid kit	
Power shut-off or emergency “stop” buttons	
Work benches	
Exhaust fans	
Sink areas	
Biohazard disposal container	
Computer work areas	
Latex gloves storage	
Sanitization supplies/equipment	
Chemicals storage	
Consumable supplies storage	
Traffic areas	
Electrical outlets	
Safety glasses storage	

Safety Assignment # 2 – General Safety

In groups of two, analyze the issue you have been assigned and provide a detailed description of the safety requirements for that issue. Information for research may be found in a variety of places including textbooks, the Internet, equipment manuals, or from local suppliers. A 5 -10 minute group presentation will be made to the class in which your group will describe the topic and the importance of safety in a cosmetology environment.

- Group 1 Working with chemicals in the salon
- Group 2 Safe hair cutting procedures
- Group 3 Safe hair tinting/colouring procedures
- Group 4 Safe pedicure/manicure procedures
- Group 5 Safe customer service
- Group 6 Care with senior citizens
- Group 7 Care of young children
- Group 8 Chemicals, solvents, and fluids
- Group 9 Dealing with biohazards

Safety Assignment # 3 – Perform a Safety Audit

Once a month, a group of you will be assigned to perform a safety audit of the studio and/or lab. To accomplish this task, the group must first design a safety checklist that will be used for the inspection. The checklist must include the headings of:

1. First aid kit content status
2. Status of safety equipment
3. Status of fire protection equipment
4. Status of cleaning supplies and equipment
5. Status of storage areas
6. Status of tools and instruments
7. Status of chemical storage and disposal
8. Status of housekeeping

Your teacher will give you information about safety standards. Prepare a checklist for a safety audit of the shop. When you have approval for your checklist, perform the initial audit and report back to your teacher.

Sample

Salon Facilities Health and Safety Inspection Checklist

Teacher Inspecting: _____

Student Inspecting: _____

Date of Inspection: _____

AREA INSPECTED	CONDITION	ACTIONS NEEDED	DATE RECTIFIED
Outlets			
Electrical Equipment			
Emergency Power Switches/Breakers			
Fire Extinguishers			
Exit and Light Fixtures			
Exhaust Fans			
Traffic Areas			
Ceiling Tiles and Fixtures			
Floor Tiles/Carpet and Surfaces			
Sink Area and Hoses			
Chemical Storage and Labeling			
Eye Wash Station			
First Aid Kit			
Vinyl/Latex/Rubber Gloves			
Electrical cords/extension cords			
Safety glasses/goggles			
Chemical/biohazard disposal			

Sample

Health Care Facilities Health and Safety Inspection Checklist

Teacher Inspecting: _____

Student Inspecting: _____

Date of Inspection: _____

AREA INSPECTED	CONDITION	ACTIONS NEEDED	DATE RECTIFIED
Electrical Equipment and outlets			
Fire Extinguishers			
Exit and Light Fixtures			
Emergency Passageways			
Sink & Water Temperature Controls			
Ceiling Tiles and Fixtures			
Floor Tiles/Carpet and Surfaces			
Tub, bath chair, toilet			
Mechanical Lift			
Geriatric and/or infant care equipment			
Electrical & mechanical beds			
First Aid Cupboard			
Vinyl/Latex/Rubber Gloves			
Biohazard Disposal Container			

Sample

Student Safety Procedure Checklist: Hair Shaping Tools and Implements

Student: _____

Date of Proficiency and Teacher's Comments			
Procedure	Razor Blades	Shears/ Scissors	Clippers
Student inspected, sterilized/sanitized physical work and hair shaping tools.			
Student wore PPE and used proper operational procedures.			
Student proficiently demonstrated appropriate use of tool/implement.			
Student demonstrated health and safety awareness for both the client and self during hair shaping procedure.			
Student safely removed, sterilized, or disposed of sharps and all cutting edges.			

Sample WHMIS and MSDS Quiz

Section 1

Define WHMIS and MSDS.

What is the responsibility of the employer in regards to WHMIS according to the *Occupational Health and Safety Act* of Ontario?

Section 2: Multiple Choice

1. If a hazardous material has more than 100 milliliters in one container, the label must have additional information which includes:
 - a) the companies chemist
 - b) risk time factor
 - c) b and d
 - d) precautionary measures while exposed to the product
2. Workplace labels must contain a material identifier or product name, reference to a MSDS, precautionary steps, and:
 - a) an emergency phone number
 - b) the hospital's phone number
 - c) first aid measures
 - d) the company's phone number
3. In Canada a suppliers WHMIS label must be written in:
 - a) French
 - b) English
 - b) Chinese
 - d) both Official Languages
4. A supplier, when selling a hazardous material product, must include:
 - a) a rebate
 - b) MSDS
 - b) WHMIS
 - d) OH&S
5. A Material Safety Data Sheet should be:
 - a) kept on file forever
 - b) read and then thrown out
 - c) photocopied for all workers
 - d) placed in a binder and kept for 3 years

Answer Key:

Section 1

1. Workplace Hazardous Material Information System, Material Safety Data Sheets

2. To inform employees of hazardous materials.

Section 2: Multiple Choice: 1. c 2. c 3. d 4. b 5. d

Sample

Student Safety Procedure Checklist: Sharps: Use, Replacement and Disposal

Student: _____

Procedure	Date of Proficiency and Teacher's Comments		
	Razor Blades	Electrodes	Needles
Student prepared physical environment prior using sharps.			
Student wore PPE and used safety specifics for each procedure.			
Students proficiently demonstrated appropriate use of sharp.			
Student demonstrated safety awareness for both the client and self.			
Student safety removed, sterilized, or disposed of sharp.			

SECTION 4: SAFETY PASSPORTS

This section contains Safety Passports, which provide a means to track individual student safety knowledge and skills. These Safety Passports insure that students have passed the required safety tests and understand the safety procedures and rules specific to the tools and equipment. It is recommended that all teachers keep records of signed passports at all times.

Safety Passports may be signed by teachers, parents and students before working on any workshop machine or tool. Signing signifies completion of safety training and testing. There are three variations; teachers may select the most appropriate method to suit their needs. Ensure that the selected passports meet board and school policies.

Safety Record Card: for individual student, records their proficiency rating for each machine on one sheet.

Safety Passport: Form 1: single sheet for individual student and machine, has signature area and note area to be used in student notebook

Safety Passport Form 2: sheets for individual students listing machines, for teacher record book

Safety Passport Form 3: individual machine for each individual student, has line for parent signature to be used as a safety reinforcement or authorization, (see principal for permissions)

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Please see specific equipment manuals for further safety information, as well as local, Board and school policies and regulations.

Technology Lab Safety Passport

The purpose of the safety passport is to ensure that students are fully aware of all safety features on each piece of equipment in the technical facility prior to using them independently.

The general process is as follows:

1. **Teacher Demonstration:** When the teacher introduces a new piece of equipment, the student records the date of the safety demonstration on their safety passport. This is to be initialed by the teacher (see sample below). The teacher demonstrates techniques for the safe operation and procedures, as well as use of personal protective equipment (e.g. eye protection, secure loose hair, remove jewelry, protective clothing, etc.). Students prepare notes in their notebooks. This safety note is carefully recorded in each student's notebook along with the signed passport. The teacher also carefully notes attendance for that day in their daybook if any students are absent for the safety lesson; makeup opportunities must be provided.
2. **Test:** Each student should complete a written (or oral) test on the safe operation or procedure, outlining all safety features that must be observed. The individual tests are designed to compliment any general facility safety rules. Upon satisfactory completion of the test the student dates the "tested" column and teacher initials this as complete.
IMPORTANT NOTE: A copy of the test should be kept by the teacher.
3. **Student Demonstration:** Students must demonstrate to the teacher that they have a thorough knowledge of the safety rules for the equipment and are able to demonstrate their competency on the equipment. Once the teacher has observed the required safe setup and operation of the equipment by a student the teacher signs off that portion of their passport.
4. Once the student has completed #1, 2 and 3, the teacher signs the final column of student's safety passport indicating they have permission to use that equipment or perform the procedures. Students must be able to provide the teacher with their signed passport for that equipment each time they wish to use that equipment.

Note: Three forms are provided, Form 1 can be used as a student notebook form for each machine; Form 2 can be used for signing several machines per student. With the 2nd form, students keep safety notes on separate paper. The third form requires one sheet per tool per student, and may be used in the student notebook or kept on file by the teacher (or both).

Form 1

Student Name: _____ Course/class: _____

Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Setup and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

NOTES:

Form 2

Student Name: _____ Course/Class: _____

Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

Equipment/Procedure: _____							
Attended Teacher Safety Instruction and Demonstration (Notes recorded)		Passed Written or Oral Testing		Demonstrated Safe Set-up and Operation to Teacher		Granted Permission by Teacher	
Date of Lesson	Teacher Initial	Date Tested	Teacher Initial	Date of Demo.	Teacher Initial	Date	Teacher Initial

FORM 3: Equipment/Procedure Passport

[EQUIPMENT/PROCEDURE]

General Conditions

Personal Protective Equipment

Possible Risk Factor

- The student has been trained on this equipment and procedure.
- The student understands the required personal protective equipment to operate this equipment and perform this procedure.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

CHEMICAL SANITATION PASSPORT

General Conditions

Students must be trained in the procedures of chemical sanitation and their uses within the personal services environment to be able to perform any hairstyling and/or aesthetic techniques. The student must demonstrate the ability to follow manufacturers' instructions and prepare the appropriate cleaning agent for a specific sterilization/sanitation procedure.

Personal Protective Equipment

- Rubber Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Face Mask
- Goggles

Possible Risk Factor

- Respiratory Problems (inhalation)
- Skin Irritation
- Slippage
- Eye Infections and/or Damage

- The student has been trained on this equipment and these procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

ERGONOMICS PASSPORT

General Conditions

Improper posture, equipment placement, and repetitive use of equipment may cause injuries and pain. Students must be trained on the safe and proper use of communications and computer peripherals before they may begin using them. The student must demonstrate the ability to use the equipment safely.

Personal Protection

- Proper posture
- Proper equipment placement
- Change in sitting arrangements, etc. to avoid repetitive stress injuries

Possible Risk Factor

- Spine and back injuries
- Hand Injuries
- Eye strain

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

FACIALS AND MAKEUP PASSPORT

General Conditions

Students must be trained in the procedures for the prevention of injury/illness when performing facials, skin treatments, and makeup applications. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed before applications.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Dust Mask
- Light Protective Eye Goggles

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation/product)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts)
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage
- Back strain due to improper posture and body positioning)
- Electric Shock or Fire

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

INTERNET USE PASSPORT

General Conditions

Students must be trained on the safe and proper use of the Internet before they may begin using it. The student must demonstrate to the teacher knowledge of safe and secure procedures as outlined in the Internet Use Policy Document.

Personal Protection

- Knowledge of school and school board Internet Use Policy
- Never releasing personal information
- Avoidance of insecure and questionable sites
- Respect for self and others
- Awareness of security issues in communications technology

Possible Risk Factor

- Threats to personal safety and/or security
- Loss of privacy
- Threats to emotional security
- Spread of damaging computer viruses
- Damage to computer operating and networking systems

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HAIR COLOURING PASSPORT

General Conditions

Students must be trained in the use of chemicals used for hair colouring before they may begin using them. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety Glasses/goggles

Possible Risk Factor

- Slip/Falls
- Eye Infections
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HAIRCUTTING PASSPORT

General Conditions

Students must be trained to safely use and maintain the appropriate haircutting tools and/or implements. These include but are not limited to the following: hair-shaping scissors, thinning shears, razor with a guard, and clippers. The student must demonstrate to the teacher the procedures for each of the above in order to perform hair shaping with that specific tool/implement.

Personal Protective Equipment

- Lab coat
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes

Possible Risk Factor

- Back strain due to improper posture and body positioning
- Fungal/Parasite/Bacterial/Viral Infection
- Skin Irritation
- Cuts

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HAIR LIGHTNING/BLEACHING PASSPORT

General Conditions

Students must be trained in the use of chemicals used for hair lightning/bleaching before they may begin using them. The student must demonstrate to the teacher, proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety glasses/goggles
- Dust Mask

Possible Risk Factor

- Slip/Falls
- Eye Infections
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HAIR REMOVAL PASSPORT

(Dilapitories/Waxing/Shaving/Electrolisis/Thermolysis)

General Conditions

Students must be trained in the safe and proper procedures for the prevention of injury/illness when performing temporary/permanent hair removal services. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety Glasses/goggles

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation/product)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts), Blood Born Pathogens
- Parasite/Fungal/Bacterial/Viral Infection, Eye Infections and/or Damage
- Musclop skeleton damage (back strain due to improper posture and body positioning)
- Electric Shock or Fire

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

**HAIRSTYLING AND AESTHETIC PRODUCTS
PASSPORT**

General Conditions

Students must be trained to use hairstyling and aesthetic products. The student must demonstrate to the teacher safe work practices.

Personal Protective Equipment

- Face Mask
- Non-Slip Soled Enclosed Shoes
- Water/chemical repellent lab coat
- Disposable gloves

Possible Risk Factor

- Respiratory (inhalation)
- Skin Irritation
- Cross-contamination

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

PEDICURE/MANICURE PASSPORT

General Conditions

Students must be trained in procedures for the prevention of injury/illness. The student must demonstrate to the teacher, proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Light Protective Eye Goggles

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts)
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage
- Back strain due to improper posture and body positioning)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

PERMANENT WAVING/STRAIGHTENING PASSPORT

General Conditions

Students must be trained to mix and use specific chemicals for the purpose of chemical waving and straightening according to industry standards and manufacturers' instructions. The student must demonstrate safe health and safety work practices.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety glasses/goggles

Possible Risk Factor

- Slip/Falls
- Eye Irritations
- Skin Irritation/Damage
- Respiratory Infection (Inhalation)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

SHARPS DISPOSAL PASSPORT

General Conditions

Students must be trained in the proper handling of sharps.(sterilization, cleaning, and disposal). These include but are not limited to the following: razor blades, needles, metal manicure/pedicure implements, body piercing tools, and hair shaping tools.

Personal Protective Equipment

- Oven Mitts
- Vinyl/Latex/Polymer Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Face Mask
- Goggles

Possible Risk Factor

- Burns (heat sterilization/sanitation)
- Skin Irritation (chemical sterilization/sanitation)
- Cross Contamination
- Respiratory Problems
- Injury (cuts)
- Blood Born Pathogens
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

THERMAL HAIRSTYLING AND AESTHETICS PASSPORT

General Conditions

Students must be trained to recognize, safely use, and store electrical equipment used in the hairstyling and aesthetics industry. These include, but are not limited to the following: blow dryers, curling irons, straighteners, ultra-violet sanitizers, heat and nail rendering elements, stationary dryers, heat lamps, and suntan booths. The student must demonstrate the ability to inspect and operate safely an electrical tool or piece of equipment for the purpose of personal enhancement services.

Personal Protective Equipment

- Appropriate footwear
- Safety eyewear

Possible Risk Factor

- Electric Shock or Fire
- Cords contained so they are not a tripping hazard
- Burns

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

WASTE DISPOSAL PASSPORT

General Conditions

Students must be trained in the proper disposal of consumable, one-time use, and waste materials. These include, but are not limited to the following: cotton, sanex wraps, plastic chemical caps, waxing debris, cosmetic spatulas and palettes, hair clipping, permanent waving end wraps, body wraps, and colouring/lightning foils.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety Glasses/goggles

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Blood Born Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

WAXING PASSPORT

General Conditions

Students must be trained in the procedures for the prevention of injury/illness when performing temporary hair removal services. The student must demonstrate to the teacher proficiency and the safe work procedures that must be followed.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Dust Mask
- Light Protective Eye Goggles

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation/product)
- Cross Contamination
- Respiratory Problems (inhalation)
- Injury (cuts)
- Parasite/Fungal/Bacterial/Viral Infection
- Eye Infections and/or Damage
- Back strain due to improper posture and body positioning)
- Electric Shock or Fire

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

WET HAIR SERVICES PASSPORT

General Conditions

Students must be trained to perform a professional shampoo and other wet hair services on a client. The student must demonstrate to the teacher safe work practices.

Personal Protective Equipment

- Lab Coat/Apron
- Non-Slip Soled Enclosed Shoes
- Vinyl/Latex/Polymer Gloves

Possible Risk Factor

- Back strain due to improper posture and body positioning
- Slip/Falls
- Scalding
- Skin Irritation
- Cross-contamination
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment/procedures.
- The student understands the required personal protective equipment to operate this equipment or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

WET HAIRSTYLING PASSPORT

General Conditions

Students must be trained to sanitize and use the appropriate wet hairstyling implement. These include, but are not limited to the following: rollers, combs, brushes, clippers, and jaws. The student must demonstrate to the teacher the ability to sterilize/sanitize and use wet hairstyling implements in a safe manner.

Personal Protective Equipment

- Lab Coat
- Non-slip soled enclosed shoes
- Vinyl/Latex/Polymer Gloves

Possible Risk Factors

- Back strain due to improper posture and body positioning
- Fungal/Parasite/Bacterial/Viral Infection
- Skin Irritation

- The student has been trained on this equipment.
- The student understands the required personal protective equipment to operate this equipment.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: BIOHAZARDS PASSPORT

General Conditions

Students must be trained in the proper disposal and cleaning of body fluid contaminated materials and equipment. These include, but are not limited to the following: urine specimens, urine specimen containers, sputum, bath water, soiled bed linen, personal hygiene equipment.

Personal Protective Equipment

- Vinyl/Latex/Polymer Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Hand Washing Sink with Anti-bacterial Liquid Soap
- One-time Use Disposable Towels

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Blood Born Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: BIOFLUIDS PASSPORT

General Conditions

Students must be trained on the hazards of bodily fluids and instructed on the principles and practices of standard precautions to prevent body fluid contamination. Students must also be trained in the safe and proper techniques for administration of emergency first aid. Policies governing wound care and cardiopulmonary resuscitation must be given special attention for the safety of both the casualty and the first aid provider.

Personal Protective Equipment

- Hand Washing Sink with Anti-bacterial Soaps
- Gowns
- Masks
- Eye Protection
- Non-Slip Soled Enclosed Shoes
- Vinyl/Latex/Polymer Gloves

Possible Risk Factor

- Cross-contamination
- Blood Born Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: INFANT CARE PASSPORT

General Conditions

Students must be trained to safely lift, carry, and care for an infant (child under the age of one year).

Personal Protective Equipment

- Gowns
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Hand Washing Sink with Anti-bacterial Liquid Soap

Possible Risk Factor

- Slippage/Falls/Drops
- Body fluid exposure
- Musculo-Skeletal Injury
- Back strain

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: MECHANICAL LIFTING PASSPORT

General Conditions

Students must be trained to safely operate a mechanical lift for the purposes of transferring patients who are unable to mobilize. Knowledge of the operation of both manual and electrical lifts must be presented so the student can safely position a patient in the lift, operate the lift, and transfer the person to another location.

Personal Protective Equipment

- Properly maintained and positioned electrical or manual lift
- Vinyl/Latex/Polymer gloves, face masks
- Use of the proper manufacturer’s sling

Possible Risk Factor

- Musculo-Skeletal Damage (back or other strains due to improper posture and body positioning)
- Blood Born Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

**HEALTH CARE: NUTRITION ADMINISTRATION
PASSPORT**

General Conditions

Students must be trained in the safe and proper techniques of administering food and fluids to patients.

Personal Protective Equipment

- Gowns
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Hand Washing Sink with Anti-bacterial Liquid Soap, Disposal Towels
- Ergonomically correct chairs

Possible Risk Factor

- Body fluid contamination
- Back strain (Improper positioning during feeding)

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: PATIENT SUPPORT PASSPORT

General Conditions

Students must be trained to safely use and instruct patients on how to safely use supportive devices. Such supportive devices include, but are not limited to the following: wheelchairs, crutches, canes, walkers, leg and arm supports, bed boards, foot boards, trochanter rolls, hip abduction wedges, splints, bed cradles and hand grips.

Personal Protective Equipment

- Electrical beds and assisting devices
- Vinyl/Latex/Polymer gloves
- Non-slip enclosed shoes

Possible Risk Factor

- Musculo-Skeletal Damage (back or other strains due to improper posture and body positioning)
- Blood Born Pathogens
- Fungal/Parasite/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: PERSONAL HYGENE CARE PASSPORT

General Conditions

Students must be instructed on safety measures required when providing personal hygiene to an ill person. These include but are not limited to care provided in the following areas: showers, bed baths, tub baths, stretcher baths, sponge baths at the sink, and washing hair in bed, and at the sink.

Personal Protective Equipment

- Hand Washing Sink with Anti-bacterial Soaps
- Gowns
- Masks
- Eye Protection
- Non-Slip Soled Enclosed Shoes
- Vinyl/Latex/Polymer Gloves

Possible Risk Factor

- Musculo-Skeletal Injury
- Back Strain
- Burns
- Infection
- Body Fluid Contamination

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: SANITATION PASSPORT

General Conditions

Students must be trained in the proper procedures of caring for and cleaning lab equipment that is used in the performance of the required skills. The student must demonstrate the ability to properly disinfect and clean equipment such as personal hygiene basins, kidney basins, stethoscopes, otoscopes, ophthalmoscopes, nasal speculum and thermometers.

Personal Protective Equipment

- Water/Chemical Resistant Lab Coat/Apron
- Vinyl/Latex/Polymer Gloves
- Non-slip Enclosed Shoes
- Safety Glasses/goggles

Possible Risk Factor

- Skin Irritation
- Slippage
- Foreign Body Fluids
- Blood Born Pathogens

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH CARE: SHARPS DISPOSAL PASSPORT

General Conditions

Students must be trained in the proper handling and disposal of sharps. These include, and are not limited to the following: razor blades, needles and syringes.

Personal Protective Equipment

- Vinyl/Latex/Polymer Gloves
- Non-Slip Soled Enclosed Shoes
- Lab Coat/Apron
- Face Mask
- Goggles
- Biohazardous Disposal Container

Possible Risk Factor

- Skin Irritation (chemical sterilization/sanitation)
- Cross Contamination
- Injury (cuts)
- Blood Born Pathogens
- Parasite/Fungal/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

HEALTH SERVICES: WORK STATION PASSPORT

General Conditions

Students must be trained to set ergonomically correct work stations and to use proper body mechanics for the purpose of lifting, transferring, and positioning of people who are unable to mobilize.

Personal Protective Equipment

- Transfer Boards
- Gait Transfer belts
- Supportive Devices
- Mechanical lifts
- Face masks, safety eyewear

Possible Risk Factor

- Back Strain
- Musculo-Skeletal Damage
- Electric Shock or Fire
- Blood Born Pathogens, Parasite/Fungal/Bacterial/Viral Infection

- The student has been trained on this equipment and procedures.
- The student understands the required personal protective equipment to operate this equipment and/or perform these procedures.
- The student is aware of the possible risk factors

Student signature _____

Teachers signature _____

Date of training _____

Sample: Record of Safety Training

Student:

Class:

Over the course of the semester or term(s) you will receive direct instruction in the safe and appropriate use of the all the equipment, tools, materials, and facilities required to complete your classroom activities. Instruction consists of a combination of demonstration, written and verbal instruction. A satisfactory mark on a safety quiz following the instruction demonstrates the acquisition of sufficient knowledge to use and access the relevant equipment and materials. Your ongoing demonstration of safe practice is assessed in the project marking. Your teacher will put the date and sign-off beside each topic in acknowledgement of your attendance at the discussion or demonstration.

STUDENTS MAY NOT USE ANY EQUIPMENT, TOOL, OR FACILITY UNTIL:

- his or her training has been signed-off by the teacher
- he or she has received a satisfactory mark on the related safety quiz.

Topic	Date	Teacher's Signature
Computer Resources and the Internet		
<ul style="list-style-type: none"> • Acceptable Use Policy • Safety on the Internet • Computer Ergonomics 		
Patient or Client Care		
<ul style="list-style-type: none"> • Safe use of chemical treatments • Use of personal protective equipment (PPE) for patient/client • Safe and proper handling of patient or client • 		
Facility Care		
<ul style="list-style-type: none"> • Proper cleaning and setup procedures • Maintaining safe working environment • Use of personal protective equipment (PPE) for self • Proper sanitation and sterilization procedures • Safe and proper disposal of consumables and hazardous materials 		

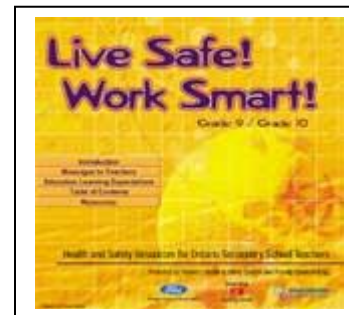
Appendix A: Health and Safety Resources ***to Support Health and Safety Expectations in the Ontario Secondary School Curriculum***

This resource list has been assembled by the *Live Safe! Work Smart!* project team to further support the lessons, overheads, exercises and examples in *Live Safe! Work Smart!* We've previewed most of the resources to ensure they are suitable for the age and experience level of your students, that they bring the workplace into your classroom and especially that they support the health and safety expectations in the Ontario secondary curriculum. Further resources can be found in Section 3 of each chapter of *Live Safe! Work Smart!* and in the Resources section at the back of each binder.

Live Safe! Work Smart! Grade 9/10 and Grade 11/12

Web address: <http://www.livesafeworksmart.net>

Written by health and safety professionals, produced by the Ministry of Labour in partnership with the Ministries of Education and Training, Colleges and Universities, *Live Safe! Work Smart!* provides the only comprehensive resource for Ontario teachers developed to match health and safety curriculum expectations from Grades 9 – 12. It has received top marks from the Ontario Curriculum Center. Reviews can be viewed on the OCC website:



(www.curriculum/occ/resources.org). Within the two-volume set are lessons, overheads, handouts and exercises well suited to cooperative education and apprenticeship.

Binders and CDs have been distributed to all secondary schools in Ontario. If you can't locate either, check the website at www.livesafeworksmart.net for who to contact in your Board to get more information on your local resources, or to order a CD of your own. If you don't have access to the web, you can place an order by calling 1-800-268-8013.

Ontario Ministry of Labour

Web address: <http://www.gov.on.ca/lab>

For news and information about Ontario's health and safety and employment legislation, the Ministry of Labour's website is an excellent place to visit. It provides current information on both employment standards and health and safety legislation, recent fines, alerts, etc. and allows you to ask a question that will be answered by Ministry staff. To directly access information for students, use the web address:

www.WorkSmartOntario.gov.on.ca (available early 2003)

This section of the Ministry of Labour website ensures that students are aware of their rights and obligations and their employer's rights and obligations under the *Occupational Health and Safety Act* and the *Employment Standards Act*. It includes: young worker safety education information; information for working students – know your rights and obligations; information for new workers and students working in Ontario; fact sheets for employees; your guide to the Employment Standards Act; and links to related websites.

Workplace Safety and Insurance Board

Web Address: <http://www.wsib.on.ca>

Summary: Contains information for both employers and employees about workplace safety. Includes advice on prevention, important news releases, policies and other work-related information.

*Video: **Launching a Safe Start .. You have rights and responsibilities** (2001) cc*

Produced by: Workplace Safety & Insurance Board (WSIB)

Cost: Free

Description: If you work in Ontario “You have rights and responsibilities” legislated under the *Occupational Health and Safety Act*. Workplace health and safety affects not only you and those around you, but your family and community as well. Keeping safe and healthy while at work in the best interests of everyone. One way to ensure that, is to work with your employer and participate in making your workplace safe.

This video is part of an orientation resource package designed to help make Ontario's workplace health and safe.

There are two booklets to accompany the video:

Launching a Safe Start – an Employer's Guide (5009A)

Launching a Safe Start – A Worker's Guide (5010A)

Ontario School Boards Insurance Exchange

Web Address: <http://www.osbie.on.ca>

Summary: The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The Ontario school “Risk Management at a Glance” material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

Although this reference material is not intended to replace school board policies and procedures, it is intended to supplement the risk management considerations, which should go into making the decisions on the most common day-to-day school activities.

The design of this publication is to promote the display of this document in a calendar-like format in every classroom to facilitate ready “Risk Management at a Glance”. Every employee who may be called upon to make a decision about the permitting of or the organizing of any activity listed can use this.

For any activities not listed in this material, it is recommended that you contact your board office, or refer to the policies and procedures as stated by your school board.

Young Worker Awareness program

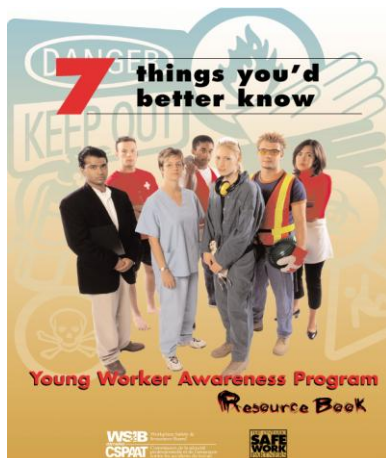
Web Address: <http://www.yworker.com>

Summary: The Young Worker Awareness Program is designed to give students the information they need to protect their health and safety on the job. This complete website provides a lot of information for students – makes a great research site!

Student Resource Book

The student resource book, a 32-page, full colour publication called “7 things you’d better know” (pictured below) is available free of charge. The book is distributed during a young worker awareness program or can be obtained by contacting the WSIB at Youth@wsib.on.ca or call : 1-800-663-6639.

Student Resource Book



Young Worker Awareness Program

School presentations

For several years, Ontario schools have been welcoming persons from the community to deliver the Young Worker Awareness Program (YWAP). YWAP provides an excellent overview of the rights and responsibilities of workers and also provides useful information for students on work placements. Those who deliver the program are committed to preventing injuries among young workers. Bringing in a community representative to reinforce the lessons you’ve been teaching for cooperative education safety is a great idea!

Contact Toll-free:

IAPA – 1-800-406-IAPA (4272)

Workers’ Centre – 1-888-869-7950

WSIB – 1-800-663-6639

Video: Outreach Edition: Things You'd Better Know...To Work Smart, Work Safe (2001)

Length: 13 min.

Cost: FREE

Produced by: Workplace Safety & Insurance Board (WSIB)

Description: Created as part of the Young Worker Awareness Program, this video is narrated by Marisa Ellis, whose brother was killed after getting caught in an industrial mixer on the second day on the job at a bakery. It details the rights and responsibilities of young workers, and features the stories of:

- Marco, who lost his right hand trying to remove a piece of metal from a press
- Sandy, whose left hand was cut off by a fan
- Matt, who was paralyzed while employed as a camp counselor
- Isobel, who suffered from head and neck injuries after slipping and falling on the job
- Sean Kells, who died after a chemical explosion.

The program also has a companion student booklet (pictured on page 30) that provides students with a free, lasting reference to help them work safely.

www.oshforeveryone.ca is a health and safety website that provides a search engine and access to many organizations in Ontario who provide safety information. It's a great spot to research particular hazards or issues and get one-stop shopping in Ontario's health and safety system.

Video: Dying to Work

W-Five, CTV production 2001

20 minutes

Cost: varies by quantity

W-Five examines the perils of teen labour and discovers an astounding statistic — on average one young worker in Canada dies on the job each week and sixty thousand young workers are injured each year. *"The tragedy is that parents willingly send their children to work — not knowing that safety rules are lax,"* says reporter Wei Chen, who investigates several tragedies across Canada. The most high-profile case is that of 18-year-old David Ellis, killed on his second day on the job at a Toronto-area bakery. He died while taking cookie dough from a mixer that suddenly turned on. The program follows Ellis' father as he campaigns for tougher safety rules and tries to make teenagers aware of the risks they can face. Parents and victims from Delta, B.C. and Edmonton, Alberta, recount the tragedies in their lives. Experts say these accidents were preventable. Why did it happen?

Produced by CTV Television Network

© 2001 • 20 min. • Gr. 9-Adult, Professional

VHS Price: PPR-\$99 • Code # 859-31-1168VHS

MVCD Price: PPR-\$109 • Code # 859-92-1168MVCD

Bulk Order Prices

- 10 or more copies: VHS Price: PPR-\$50 each
- 25 or more copies: VHS Price: PPR-\$35 each

Ask for the 2001 edition of this production:

Toll free: 1-800-263-1717

Email: video@magiclantern.ca

Internet site: www.magiclantern.ca

Canadian Centre for Occupational Health and Safety (CCOSH)

Web address: <http://www.ccohs.ca>

Another website has excellent general information and a special section called Young Workers' Zone. The Young Worker's Zone provides health and safety information on various types of workplaces – great for TAP and Career Studies exercises.

CanOSH – Canada's National Occupational Safety and Health Website – Young Workers

Web Address: http://www.canoshweb.org/en/young_workers.html

Summary: A list of links to a series of occupational safety and health (OSH) resources for young workers and/or individuals who are new to the workforce.

North American Occupational Safety and Health (NAOSH) Young Worker Links

Web Address: http://www.naosh.org/english/young_worker_links.html

Summary: Includes links to occupational safety and health related websites, as well as other youth resources.

Ontario School Boards Insurance Exchange

Web Address: <http://www.osbie.on.ca>

Summary: The primary goals of the Exchange are to insure member school boards against losses, and to promote safe school practices. The Ontario school "Risk Management at a Glance" material is intended to provide guidance and direction in the major risk management areas facing school administrators, principals, vice-principals, teachers and all other school staff on a daily basis.

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like format in every classroom to facilitate ready “Risk Management at a Glance”. Every employee who may be called upon to make a decision about the permitting of or the organizing of any activity listed can use this.

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The First Step...Student Safety Handbook

(2000) (Also available in French.)

Produced by: London Occupational Safety and Health Information Services

Contact Info: 424 Wellington Street, Suite 218, London, ON, N6A 3P3

Tel: (519) 433-4156 **Fax:** (519) 433-2887 **E-mail:** losh@execulink.com

Web: www.losh.on.ca

Description: A handbook for students, first-time workers, employers, unions, teachers, parents and health and safety professionals. This book may be used with other health and safety training programs, for example: WHMIS, the school curriculum, or the Young Worker Awareness Program.

Cost: 1 copy - \$20 plus \$5 for postage and handling.

100+ copies - \$15 each plus postage and handling.

Take Our Kids to Work – Teacher’s Guide; Workplace Guide

The Learning Partnership

Web Address: <http://www.tlp.on.ca>

These resources have been custom designed to help teachers and workplaces prepare for Take Your Kid to Work day. The new booklets have an excellent section on activities to help prepare the students for a safe learning day.

Hospitality and Tourism

Video: Foodservice Safety – Video Orientation Kit

Length: 23:30 min. in the four subject areas.

Cost: \$44.95 plus \$5 postage and handling.

Produced by: Ontario Service Safety Alliance

Contact Info: 4950 Yonge Street, Suite 1500, Toronto, ON, M2N 6K1

Toll Free: 1-888-478-6772 **Fax:** (416) 250-9500 **E-mail:** info@ossa.com

Web: www.ossa.com

Description: This four-module video and employee guide exposes the most common hazards and dangers in restaurant and foodservice workplaces. Subjects include: Burns and Scalds, Slips and Falls, Cuts and Lacerations, and Repetitive Strain Injuries.

Ontario Service Safety Alliance

Web address: <http://www.ossa.com>

The Ontario Service Safety Alliance provides health and safety resources to a wide spectrum of workplaces. Individual resources have not been reviewed.

Construction Technology**Construction Health and Safety Association of Ontario**

Web Address: www.csa.org

This association has extensive resources customized to all aspects of the construction industry. The resources mentioned below have been selected because their appropriate for workers new to construction, but check out the website for additional sector or equipment-specific resources to suit the needs of students being placed in the industry.

Construction Health & Safety Manual (1998)

Produced by: Construction Safety Association of Ontario

Contact Info: 21 Voyager Court South, Etobicoke, ON, M9W 5M7

Tel: (416) 674-2726 **Toll Free:** 1-800-781-2726 **Fax:** (416) 674-8866

E-mail: info@constructsafety.on.ca, **Web:** www.csa.org

Description: The manual covers topics of interest in all trades. The subjects include responsibilities for workplace health and safety; personal protective equipment; first aid and emergency procedures; back care; housekeeping; and access equipment such as ladders, scaffolds, and elevating work platforms. Other topics include hand and power tools for construction trades and step-by-step guidelines for welding, cutting and formwork.

Cost: \$22.95 plus GST & PST, postage and handling.

SPECIAL OFFER FOR ONTARIO TEACHERS: TEACHER RESOURCE KIT

The Construction Safety Association of Ontario has pulled together a resource kit, which includes some of their best publications that explain the construction industry (manual), and are geared to new construction workers (pamphlets, video).

The special price for teachers is: **\$50.00**. It includes the components below, which can be ordered individually, plus 30 "Your New Construction Job" booklets and classroom

posters.

Package: Construction Health & Safety Teachers' Kit

Produced by: Construction Safety Association of Ontario

Contact Info: **Tel:** (416) 674-2726 **Toll Free:** 1-800-781-2726 **Fax:** (416) 674-8866

Package Includes: 1 copy of Construction Health & Safety Manual; 30 brochures "Your Construction Job"; 1 "New on the Job" video; 4 different posters "Danger Due To..."; 4 different posters including "Personal Protective Equipment"; "Joint Health & Safety Committee"; and "Help New Workers Start Right"

Cost: \$50.00 plus GST & PST, postage and handling.

5 CD-ROM SET:

Titles: **Legislation, Personal Protective Equipment, Site Safety, Material Handling and Back Care, and WHIMS Review (Special Package)**

Produced by: Construction Safety Association of Ontario

Description: This program will be of use and benefit to all construction personnel. Upon completion of this program, participants will be able to recognize and identify the basic requirements for health and safety on construction sites, including both equipment and procedures. Program duration is a minimum of 16 hours. Generic Level 1 training is a component of most multi-level trade training programs. Modules include: Legislation, Personal conduct, Personal protective equipment, Access structures, Electrical hazards, and Back care and materials handling.

Cost: \$50.00 plus GST & PST, postage and handling.

VIDEO: New on the Job (1997) *Length:* 10 min.

Produced by: Construction Safety Association of Ontario

Description: The video follows a new worker from his arrival on site through the various stages of his orientation to the moment when he's ready to start work. Live-action shots highlight personal protective equipment, safety responsibilities, and hazard awareness. The video also alerts workers to the four major causes of death on construction projects.

Cost: \$29.95 plus GST & PST, includes postage and handling.

Manufacturing Technology

Industrial Accident Prevention Association

Web address: www.iapa.on.ca

Cost: \$10 for each video including postage and handling.

The Industrial Accident Prevention Association (IAPA) has a well-developed resource library with topics related to the wide variety of safety issues found in manufacturing and

industrial workplaces. Training courses, booklets, videos, web learning are among the types of materials currently available.

Blowin' in the Wind: Machine Guarding Prevents Deaths *Length: 12 min.*

Contact Info: **Canadian Auto Workers Union: Health and Safety Department:**

(416) 495-6558 **Toll Free:** 1-800-268-5763

E-mail: caw@caw.ca **Web:** www.caw.ca

Description: Deficiencies and the minimal use of machine guarding and lockout have resulted in workplace injuries and fatalities. The video describes the importance of machine guarding in protecting the health and safety of workers.

Transportation Technology

Transportation Health and Safety Association of Ontario, the Ontario Trucking Association and the Ontario Safety League have tremendous expertise about the industry itself and health and safety elements that everyone working in the industry needs to know.

Transportation Health and Safety Association of Ontario

Web address: <http://www.thsao.on.ca>

Ontario Trucking Association

This association's free video(s), including "Career Highways – Safety" have been used and recommended by cooperative education teachers.

Web address: <http://www.ontruck.org>

Ontario Safety League

Web address: <http://www.osl.org>

Health and Personal Services

Health Care Health & Safety Association of Ontario

Web Address: <http://www.hchsa.on.ca>

Summary: HCHSA supports the prevention and reduction of workplace injuries and occupational diseases in the health care sector in Ontario by assisting health care sector organizations to adopt preventative best practices and approaches. Information

on the site includes: a variety of publications in print and electronic form; newsletters; legislative information; research updates; guidelines; reporting forms and program manuals; selected occupational health and safety training and certification; and relevant professional health and safety information.

Communications and Computer Technology

For computer courses, resources relating to Ergonomics are listed on pages 53 – 55 of *Live Safe! Work Smart!* Grade 11/12 edition.

NOTABLE RESOURCES

School Workers Health and Safety Guide Canadian Centre for Occupational Health and Safety

This information-packed coil-bound pocket book covers school safety topics such as emergency preparedness, classroom safety, arts and crafts, industrial technology, maintenance and custodial practices, sanitation and infection control, sports and activities, work environment, ergonomics, personal protective equipment and health and safety legislation. There are good ideas and work practices that can add to your existing safety programs.

Cost: The price is reasonable and covers printing and distribution costs.

Check current cost and delivery information in the publications section of the web site.

Web address: <http://www.ccohs.ca>