

# **INTRODUCTION TO THE PROGRAM**

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# **INTRODUCTION TO THE PROGRAM**

## **Structure and Organization**

Information in this program is presented in a definite order, so that employees will see the relationships between the various groups of information and can retain them more easily. The sections in this program include:

- The goals of an accident investigation.
- Securing an accident scene.
- "Root-cause" analysis.
- The importance of investigative interviews.
- Assisting in an accident investigation.
- Reporting "near misses".
- The role of policies, equipment and training on accident prevention.

## **Background**

"Accidents will happen". We have all heard that statement before. Unfortunately, it can be true. In spite of our best efforts, things occasionally do go wrong.

While many accidents seem to happen for "obvious" reasons, there may be things that contribute to an accident which are not always apparent. That is why it is vital to conduct a thorough accident investigation whenever a workplace incident occurs. By following clear and precise steps, investigators can sometimes uncover these underlying causes of a mishap.

An accident investigation has two main goals. One is to determine the cause of the accident. The other is to use this information to prevent similar accidents from happening in the future. For these reasons it is important that anyone who can contribute to an accident investigation does everything possible to help the investigators. Managers, supervisors and other employees can... and should... all play a part.

When someone gets seriously hurt... or is even killed... on the job, we grieve. We want to know what caused the accident, so whatever it was that went wrong can be corrected and that similar situations can be avoided in the future. If just one person gets hurt in a workplace accident, it is one too many. But if other people are injured later under the same circumstances, that is an ever bigger tragedy.

## **Objectives**

To help employees understand how an accident investigation is conducted, and what they can do to help, this education and training program is designed to present basic information in this area. Upon completion of the program, employees should be able to:

- Understand the goals of an accident investigation, and how it can prevent similar accidents from occurring in the future.
- Help to secure an accident scene, and understand why it is important to preserve the physical evidence.
- Apply "root cause analysis" to an accident investigation, examining the chain of events that led to the accident.
- Understand why complete and thorough interviews are an important part of an accident investigation, and how employees can help in this process.
- Understand why it is vital that all employees assist in an accident investigation.
- Effectively report "close calls" and "near misses".
- Understand the role of policies, equipment and training in an accident prevention plan.

## **Reviewing the Program**

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure the program is consistent with company policy and directives. An "Outline of Major Program Points" section is included in this Presenter's Guide to help with this task and for general reference.

As part of this review process, you should determine how you, as the presenter, will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.

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## **PREPARING FOR THE PRESENTATION**

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# **PREPARING FOR THE PRESENTATION**

## **Structuring the Presentation**

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the program. It is important to let the trainees interact with you and each other during the training session. Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

- Keep the session related to the topic of accident investigation.
- Relate discussions to how accident investigations are performed, and what steps employees can take to help in these situations.
- Prevent any one person or small group of employees in the session from doing all the talking.
- Get everyone involved. Ask questions of those who don't participate voluntarily.
- Clarify comments by relating them to the key points in the program.

Use the "Outline of Major Program Points" section in this guide, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Tragic results may occur should you provide incorrect or inaccurate information. Remember, this is a positive program on accident investigation. Make sure your attitude and words reflect this and that the emphasis is always on providing the information needed by the attendees to assist in uncovering the cause of accidents and preventing them from recurring.

## **Setting up the Class and Classroom**

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and

include:

- **Scheduling and Notification**

- Use the enclosed form to schedule employees into the session.
- Make sure that the session is scheduled so that it fits into your attendees' work day.
- Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
- If possible, post a notification on bulletin boards in the affected employees' areas.

- **The Classroom**

- Schedule the room well in advance.
- Make sure the room can accommodate the expected number of attendees.
- Check it again on the day of the program to make sure there is no conflict.
- Make sure the room can be darkened, and won't create a glare on the television screen.
- Locate the light controls and test them.
- Make sure the power for the videotape or DVD player you are using operates separately from the room light.
- See if you can control the room temperature.
- Know where the closest restrooms are located.
- Assure that the room is free from distracting noises.
- Make sure emergency exits are marked and known to the attendees.

- **Seating**

- Make sure everyone can see the screen from their seat.
- Make sure everyone can hear the videotape/DVD and you (when you speak).
- Check to see that seating is such that writing can be done easily.
- Make sure the seating arrangement allows eye contact between attendees, and between you and attendees.

- **Equipment and Materials**

- Make sure the videotape or DVD player, monitor, and all

appropriate cables and extension cords are available.

- Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
- If you plan on using a chartpad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
- Make sure you have 6" x 8" index cards or other materials to be used as "name tents" for attendees.
- Make sure you have made up a sufficient number of copies of the quiz, as well as any other handouts you are using.

- **"Final Check"**

- Make sure equipment is in the room prior to the scheduled session.
- Make sure you have the right program, (look inside the three-ring binder).
- Check to see that the room is set up properly.
- Check equipment prior to the presentation to assure that it works.
- Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.
- If you are using the videotape version of the program, run the "leader" up to the point where the program begins.



## **CONDUCTING THE SESSION**

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# CONDUCTING THE SESSION

## The Initial Steps

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about how accidents are investigated. Initially, you need to:

- Introduce yourself as the session leader.
- State the title of the program, "Accident Investigation", and the purpose of the session (to learn about how accident investigations are conducted and what they can do to assist investigators in determining the cause of an accident).
- Inform the attendees when there will be breaks (if you plan them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.
- Make sure all of the attendees have "signed in" on your scheduling and attendance sheet. Remember, it is very important to document peoples' attendance at the session.

Once this housekeeping is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some introductory remarks. Your own words are always best, but the remarks should include information such as the following paragraphs:

"When one of us gets hurt on the job, we feel bad... and sometimes helpless. But there is something we can do to help... assisting in an accident investigation. By looking closely at what went wrong, we can hopefully prevent the same problem from occurring again. We can learn from our mistakes."

"While many accidents seem to happen for 'obvious' reasons, there may be other things that contributed to the situation that are not always readily apparent. If a thorough Investigation is performed we may have a better chance of discovering the true cause of an accident."

"If one of us gets injured on the job, we all may be at risk. A proper accident investigation can help keep all of us safer."

"The program we are going to watch today provides a lot of good information about how an accident investigation is conducted and what we can all do to assist in an Investigation. To make this the most productive session possible, we need to look at what we want to accomplish here today." (Verbally reference the Objectives list from the first section of this guide, or point to the blackboard or chart where you have written them down).

Once the objectives have been provided, you are ready to show the program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It needs to be emphasized that they are not being "graded", but that the quiz is being used to see if the session is effectively transmitting information to them in a way they will remember.

## Showing the Program

At this point, you need to introduce the title of the program once again, "Accident Investigation", darken the lights if necessary, and begin the showing of the program.

If you are using the DVD version of the course you have several options as to how you can move through the program and what employees see.

The DVD menu has three "selection bars":

- "Play".
- "Scene Index".
- "Contact Info".

To just play the program from beginning to end, select "Play".

To view (or review) a specific section of the program, select "Scene Index". You will be presented with a group of buttons, each of which corresponds to a section of the program. You can then select the specific section that you want to view.

If you would like information on other programs and products that are available from MARCOM you can select "Contact Info" for information about how to contact us.

All of our DVDs, both English and Spanish, are subtitled (similar to closed captioning). If there are hearing impaired employees participating in your training session, or you want people to be able to read the program narration as well as hear it, push the "subtitle" button on your DVD player's remote control or the player's control panel. A print version of the narration will then appear on the screen as the video plays.

## **Conducting the Discussion**

After the program has been shown, it is time for the group discussion on the information contained in the session. Care must be taken to make sure that the discussion is kept to the general topic of creating a safer workplace and how to prevent accidents in the workplace. There are several ways to conduct this discussion. These include:

- Calling for questions from the attendees and using these questions as the basis for the discussion.
- "Leading" the discussion through the points covered in the program using statements such as:
  - "One of the segments of the program discussed how to secure an accident scene? Who can tell us what should be done to make sure vital 'evidence' isn't disturbed?"
  - "We saw an interesting sequence about an employee who slips on a wet floor. What did the investigators determine could have been done to prevent this type of accident from happening again?"

You should use the discussion format that you are most comfortable with. The "Outline of Major Program Points" section in this guide, and the questions and answers in the master copies of the quiz can also be very useful as a basis for discussion.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and areas of obvious interest with the objective of trying to touch on each major area within the session in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

## **Concluding the Presentation**

Once discussion has concluded, whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed, it is time to give the quiz (if you are using it). Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded on it. Let them know that they have approximately five minutes to complete the quiz.

At the end of the five minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

\*(An alternative to this approach is to give the quiz immediately after showing the program, then use a review of the quiz as a basis for your group discussion.)

## **"Wrapping Up" the Paperwork**

Before much time has passed, and the subject matter is fresh in your mind, several areas of "paperwork" must be completed. First, check to make sure that all attendees signed the scheduling and attendance form. Next, make sure that you have a quiz from every attendee, dated and signed. Also, depending upon what you have decided to do, a copy of the attendance sheet and the quiz for each attendee should be either filed in your files, or turned over to the attendee's department manager (or the personnel office) so that this paperwork can be included in their personnel file. The attendees'

training logs should also be updated, and each attendee should be given a filled out and signed training certificate, signifying that they have successfully completed the course.

Remember, it is always a good idea to document information about employee attendance at these sessions, as well as the fact that the employee has come away from the session with an increased knowledge of how an accident investigation is conducted, and how they can help to prevent similar accidents from happening in the future.

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## **OUTLINE OF MAJOR PROGRAM POINTS**

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# OUTLINE OF MAJOR PROGRAM POINTS

The following outline summarizes the major points of information presented in the program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

- **Each of us at one time or another has experienced an accident.**
  - Whether it was something minor or something more serious, accidents affect us all.
  
- **An accident may seem to occur for "obvious" reasons, like:**
  - Unsafe work habits.
  - Hazardous conditions.
  
- **But there are often other elements that are involved which are not so obvious.**
  
- **That is why we may need to conduct an accident investigation.**
  - To discover the real reasons behind an accident.
  
- **There are two main goals of an accident investigation:**
  - To determine the cause... or causes... of an accident.
  - To prevent the same type of accident from happening again.
  
- **The goal of an accident investigation is not to "assign blame" or get anyone in trouble.**
  - It is to prevent someone else from being injured.
  
- **Before we discuss how to investigate an accident, we need to know how to prevent them from happening in the first place.**
  
- **A "near miss" is an incident which under different circumstances could have resulted in injury or damage to equipment or materials.**
  - In other words, an "accident waiting to happen".
- **Near misses can warn us about a problem before something serious happens.**
  - It is better to learn from a near miss than from an accident.
  - Consider yourself lucky if you escape with a near miss (an accident could have been much worse).



- Unfortunately, we don't always have a near miss to warn us about a potential problem.
- **If an accident does occur, our first concern should be that the people who are injured are being cared for.**
  - Once that is done, the accident area should be secured so no one else can get hurt.
  - "Safety tape" is often used for this.
  - Securing the area will also help prevent people from tampering with evidence that investigators will need to see.
- **The accident investigation will usually begin right away.**
  - Interviews may take place as soon as the area is secured.
  - Remember that the investigator needs your help.
  - Be honest and provide as much information as you can.
- **Even if you did not witness the accident, investigators may want to talk with you.**
  - Especially if you are familiar with the site or the task being performed at the time of the accident.
- **Remember, the information is being gathered to help determine the exact cause of the accident, not to place blame on anyone.**
- **Determining the cause of an accident is not always easy.**
  - Most accidents have several "contributing" causes.
  - This is why a "root cause analysis" can often help the situation.

- **A root cause analysis is an examination of the chain of events that led to the accident.**
  - These events may have taken place days, weeks or even months before the accident.
  - So it is important that the analysis be thorough.
  
- **Potential factors to look for include:**
  - Faulty or poorly maintained equipment.
  - Lack of training.
  - Lack of appropriate policies and procedures.
  
- **A root cause analysis looks for all of the factors that could have contributed to an accident.**
  - It is a vital part of any accident investigation.
  
- **During an investigation, offer as much information as you can regarding the accident, including:**
  - Any relevant facts about the workers involved.
  - Information about the site where the accident occurred.
  - Observations about working conditions at the site.
  
- **A successful root cause analysis relies on detail.**
  - It helps if you are familiar with the safety practices that are used in the work area where the accident occurred.
  - Do not worry about giving investigators too much information... they will sort it all out.
  - You never know when some small fact will be the key to what happened.
  
- **Let's look at an example. If a warehouse worker is on the top step of a ladder and falls off, it may appear to be an easy investigation.**
  - It seems obvious that the worker ignored the rule about not standing on the top step and lost his balance.

- **The worker's actions are certainly a factor, but there can be other reasons that the accident occurred.**
  - To help prevent the same type of accident from happening again, we need to look deeper.
  - The ladder may have been the tallest one in the warehouse.
  
- **We know a person fell off a ladder. We also know that he was standing on the top step.**
  - By continuing the investigation, we discover that he was using the tallest ladder in the warehouse.
  
- **The worker's carelessness is a factor, but the lack of proper equipment is the root cause of this accident.**
  - The warehouse needs a taller ladder to help prevent another worker from falling.
  - Remember, the ultimate goal of an accident investigation is to prevent the same type of incident from happening again.
  
- **Another example of using root cause analysis could involve a worker fixing an air conditioner who is suddenly shocked.**
  - We might conclude that since there was electricity involved, the situation was inherently hazardous.
  - That there was not much that could be done to make this situation safer.
  
- **But it takes electricity to run the air conditioner.**
  - And there are procedures that allow electrically powered equipment to be worked on safely.
  - So there must be other factors to consider.
  - For instance, should the system have been locked-out?
  
- **We need to look at whether training on lock-out/tag-out procedures had been given to the worker who was repairing the air conditioner.**
  - If he had received training, we would also need to determine if the worker was following the procedures that he learned.
- **In this case, the investigator determined that the root cause of the accident was a lack of training.**
  - The worker never attended the lock-out/tag-out class he was scheduled for, and therefore, never knew the danger he was putting himself in.

- **Another example of using root cause analysis involves a worker who doesn't wear fall protection gear because he is in a rush to finish work and meet a deadline.**
- **Slips and falls are accidents that people do not always fully investigate.**
  - If a person falls we usually assume that they lost their grip... or their footing.
- **If we investigate further, we might discover that in this case the worker did not follow the procedure requiring him to wear fall protection gear.**
  - We would then need to find out why.
- **There are a number of reasons why an employee might skip the proper procedures for a job... all of them bad.**
  - In an attempt to increase output, a worker in a hurry can "forget" about safety.
  - Ironically, if an accident occurs as a result, production will often slow down... or even stop altogether.
- **Sometimes an accident has nothing to do with carelessness.**
  - Miscommunication is often a root cause that investigators often find.
- **Workers need to clearly hear and understand any instructions they receive about the job they are doing.**
  - If communications are not clear, or there are any questions, instructions should be repeated.
  - That way everyone understands the proper procedures.

- **Now let's take a look at the second goal of an accident investigation... making sure that the same type of accident doesn't occur again.**
  
- **When it comes to learning from accidents, there are three basic areas to look at:**
  - Policies.
  - Training.
  - Equipment.
  
- **Proper training is always a key element in preventing accidents.**
  - If problems have existed in the past, everyone should be aware of the potential hazards that are associated with those situations or activities.
  - They should also be trained to handle them.
  
- **If a situation is hazardous enough, your company may have to put new policies into place... or existing policies may have to be updated.**
  - This can often take the form of "workplace rules" or standard operating procedures that everyone must follow.
  
- **Many accidents are caused by faulty or misused equipment.**
  - The equipment may need to be repaired.
  - If repairs are not possible, new equipment may have to be purchased.
  - This may also require additional training.
  
- **In many cases, the solution to the problem involves policies, training, and equipment.**
  
- **Investigating accidents can be a reasonably involved process. But the goal... to determine the cause of an accident and prevent similar accidents from happening again... is worth the effort.**

**\*\*SUMMARY \*\***

- **Report "near misses". They can teach us a lot about preventing accidents.**
- **In the event of an accident, remember that people's safety is a top priority.**
- **Cooperate with investigators. Their goal is to prevent other accidents from occurring.**
- **Provide investigators with as much information as you can... communication is vitally important.**
- **Remember that a "root cause analysis" is an examination of the entire chain of events that led to an accident, and that no detail is unimportant.**
- **If you are helping to investigate an accident, look at all three major factors... policies, training and equipment.**
- **An accident investigation can help solve the "mystery" behind any safety problem... and it gives you a chance to help your coworkers, and yourself.**

**ACCOMPANYING MATERIALS**

SAMPLE

# **ACCOMPANYING MATERIALS**

In order to assist you in conducting your session on accident investigation, we have provided some materials that can be used with this program. Many of these materials have been furnished in "master" form. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

## **Scheduling and Attendance Form**

This form is provided so you can easily schedule your attendees into each session of the program. It is important that you have each attendee "sign in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this form is filed in the employee's personnel folder.

## **Quiz**

The quiz is normally given after viewing the program. However, if you want an indication of the "increase" in the attendees' knowledge of how accident investigations are performed, and what they can do to help, you can give the quiz both before and after the program is shown. You can also use the quiz as the basis for class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the session. The completed quiz is usually filed in the employee's personnel folder.

## **Training Certificate**

This form allows you to give each employee their own "certificate of completion" showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.



## **Employee Training Log**

This log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken, and the instructor conducting the course. A copy of this form should be kept in each employee's training or personnel file.

## **Booklet\***

A sample copy of the employee booklet that has been designed for use with this program has also been included. Using both text and illustrations to review important points, the booklet is designed to reinforce the message employees receive in the training session. The material is presented in the same order as seen in the program and is organized into concise sections, making it easy to understand and remember.

*\*Additional booklets, as well as copies of the poster that has been created to get employees thinking about accident investigation, are available from your distributor.*

# QUIZ

## "ACCIDENT INVESTIGATION"

### PRESENTER'S COPY...WITH ANSWERS

1. True or False... If we try hard enough, we can prevent all accidents?  
 True  
 **False**
  
2. Which of the following is not a goal of an accident investigation?  
 To determine the cause of an accident.  
 **To figure out whose fault the accident was.**  
 To prevent similar accidents from happening again.
  
3. True or False... After the accident victims are treated for injuries, the first step in an investigation is to secure the scene?  
 **True**  
 False
  
4. True or False... Most accidents are the result of several circumstances?  
 **True**  
 False
  
5. True or False... Root cause analysis is used specifically to discover what happened first in an accident?  
 True  
 **False**
  
6. Which of the following are the basic areas that are looked at in an accident investigation?  
 Policies.  
 Equipment.  
 Training.  
 **All of the above.**
  
7. True or False... Reporting "near misses" can often help prevent accidents from occurring?  
 **True**  
 False

# TRAINING CERTIFICATE

This is to certify that \_\_\_\_\_  
(employee name)

has completed the general safety course "**Accident Investigation**"

and has been tested on the contents of the course, as required. This

training, as well as the associated testing was conducted by

\_\_\_\_\_ and was completed  
(course instructor)

on \_\_\_\_\_.  
(date)

\_\_\_\_\_  
(course instructor)

\_\_\_\_\_  
(date)

# EMPLOYEE TRAINING LOG

## "ACCIDENT INVESTIGATION"

Employee: \_\_\_\_\_ Employee #: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Department: \_\_\_\_\_ Date of Next Required Training: \_\_\_\_\_

DATE	TYPE OF TRAINING OR COURSE DESCRIPTION	LOCATION OF COURSE MATERIALS	INSTRUCTOR'S NAME AND ADDRESS/DEPARTMENT	CERTIFICATION OF TRAINING AND TESTING (Instructor's Signature)
<b>SAMPLE</b>				

# QUIZ

## "ACCIDENT INVESTIGATION"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. True or False... If we try hard enough, we can prevent all accidents?  
 True  
 False
2. Which of the following is not a goal of an accident investigation?  
 To determine the cause of an accident.  
 To figure out whose fault the accident was.  
 To prevent similar accidents from happening again.  
 All of the above.
3. True or False... After the accident victims are treated for injuries, the first step in an investigation is to secure the scene?  
 True  
 False
4. True or False... Most accidents are the result of several circumstances?  
 True  
 False
5. True or False... Root cause analysis is used specifically to discover what happened first in an accident?  
 True  
 False
6. Which of the following are the basic areas that are looked at in an accident investigation:  
 Policies.  
 Equipment.  
 Training.  
 All of the above.
7. True or False... Reporting "near misses" can often help prevent accidents from occurring?  
 True  
 False

# SCHEDULING AND ATTENDANCE FORM

## "ACCIDENT INVESTIGATION"

### TRAINING SESSION SCHEDULE

ATTENDEE

DATE

TIME

SIGNATURE

SAMPLE

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