

November 2013

Systemwide
Training and
Tools

Poster of the Month

UC Centers of
Excellence



Centers of Excellence recognizes unique pockets of expertise within University

locations to share information, best practices, training and support.

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Links and Resources

[UC EH&S Centers of Excellence](#)

[Smartphone Panic Buttons](#)

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[Online/Web-based EH&S Training](#)

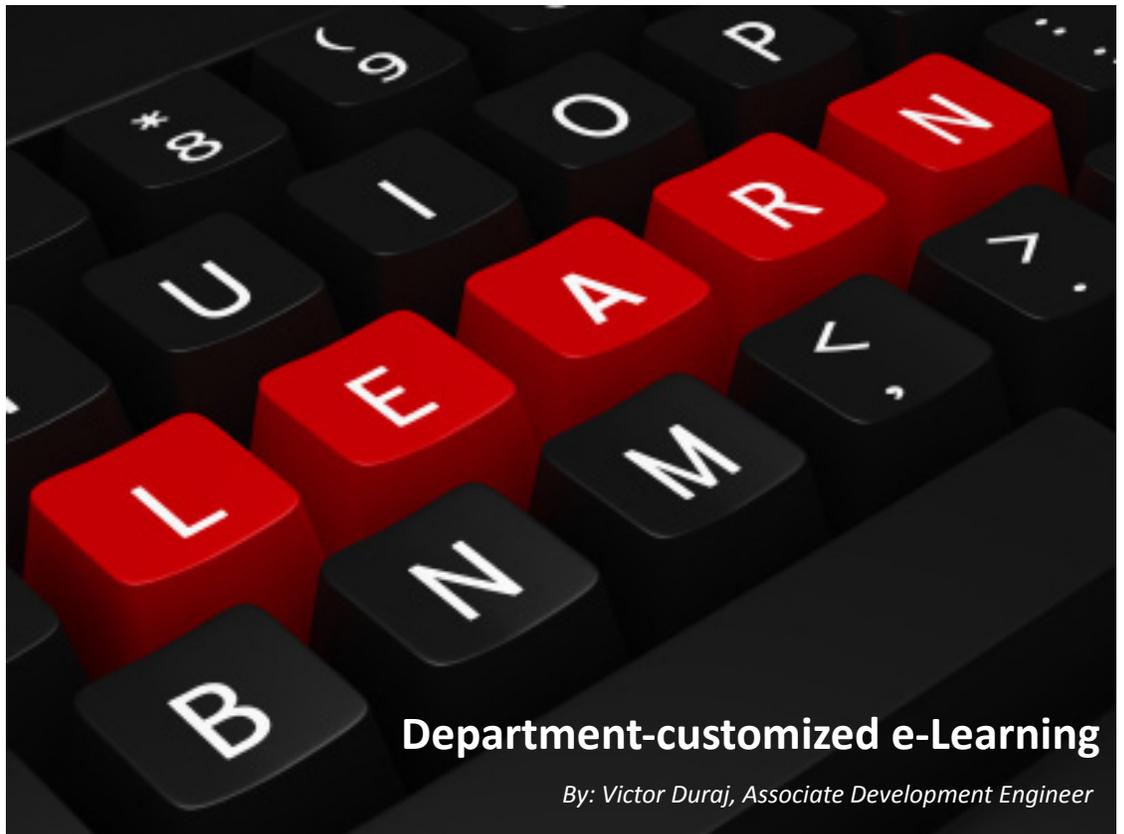
[STEW Training Matrix](#)

[CAL/OSHA Matrix](#)



UC Safety Spotlight

A UC System-Wide Publication of the Environment, Health & Safety Leadership Council



Department-customized e-Learning

By: Victor Duraj, Associate Development Engineer

Does your department do the same training over and over for new hires, annual refresher, or specialized equipment? Is the training based on a PowerPoint presentation tailored to department-specific policies or scenarios? Wouldn't it be great if the training was readily available online for convenient and immediate gratification? It can be!

Using relatively inexpensive software, a PowerPoint presentation can be converted into an e-learning module by a few clicks of the mouse and easily augmented with features such as voice-over, scored quiz questions, emailed certificate of completion, and a YouTube video. Some departments at UC Davis are putting the existing online Learning Management System to new customized uses, creating their own e-Learning modules somewhat along the lines of the ethics, the sexual harassment, the many professional development, and the new Lab Safety Fundamentals courses many of us have taken initially and periodically.

The Veterinary Medicine Teaching Hospital developed modules for their needs at the hospital and also for their broader research safety training program, making onboarding and annual refreshers more efficient. Safety Services converted existing PowerPoints, such as one on heat illness prevention, into online modules with various combinations of quiz questions, video, and certificates of completion. Biological & Agricultural Engineering is pursuing similar ideas with the College of Engineering, and providing feedback and ideas to increase and improve use of the assignment, reminder, and tracking features at the department level.

As resources continue to get tighter and as training and compliance continue to get more attention, department-customized e-Learning solutions can be a viable component of any department's injury and illness prevention program. If you think that your department could benefit from this type of support, especially if you are a safety coordinator or department chair, check with your campus' safety leadership about these types of opportunities.

Systemwide STEW Training Videos

[UC ANR - Trip Prevention](#)

[UC Berkeley - Eyewash](#)

[UC Davis - Respirators](#)

[UC Santa Cruz - Storage](#)

[UC San Francisco - PAPR Assembly](#)

[UC Riverside - Spills](#)

[UC Santa Barbara - Quake Preparedness](#)

[UC Irvine - Audio Tips](#)

Shoes for Crews

The goal of this program is to provide high quality highly slip-resistant "Shoes for Crews" (SFC) shoes at no cost to host departments to all food service workers, and optionally to custodial staff and other workers with high slip-hazard work, at a frequency of every 6-months during their employment at any UC campus / hospital / field station. UCOP Risk Management implemented the UC system-wide SFC slip-resistant shoe program initially for food service and custodial employees with the goal of reducing the frequency and cost of slip and fall injuries by 50% in these job classifications. By implementing this program in these indoor high-hazard slip/trip/fall job classifications, pilot studies have already demonstrated a 5-fold reduction in slip/fall injuries with comparable payback to operations throughout the system. The program has been broadened to include other workers in high slip-hazard work environments on a department job-class-by-job-class basis with review and approval for inclusion in the SFC program by each campus' EH&S SFC representative.

[Click here for more information](#)

Improve Safety Focus by Simple Email List Features

by: Victor Duraj, Associate Development Engineer

Sometimes we get so much email that keeping up is difficult even for the best intentioned of us. Though tweets and texts and other social media play a significant role in reaching especially the younger generations, email remains an effective communications and marketing tool. Although safety emails are easily overlooked for a variety of reasons, one simple way to potentially increase the likelihood they are recognized, read, and re-found at a later date is to have the subject line automatically contain the word safety near its beginning. This is a feature that is (or at least should be) available as part of all of our campuses' email list systems.

Consider that your department already likely uses email lists, such as [xyz-faculty@yourcampus.edu](#). Some of these lists already include the list name in the subject line, giving the reader an idea of its origin regardless of the subject that follows. This is especially helpful when the rest of the subject line is difficult to understand due to being some forwarded message with little context.

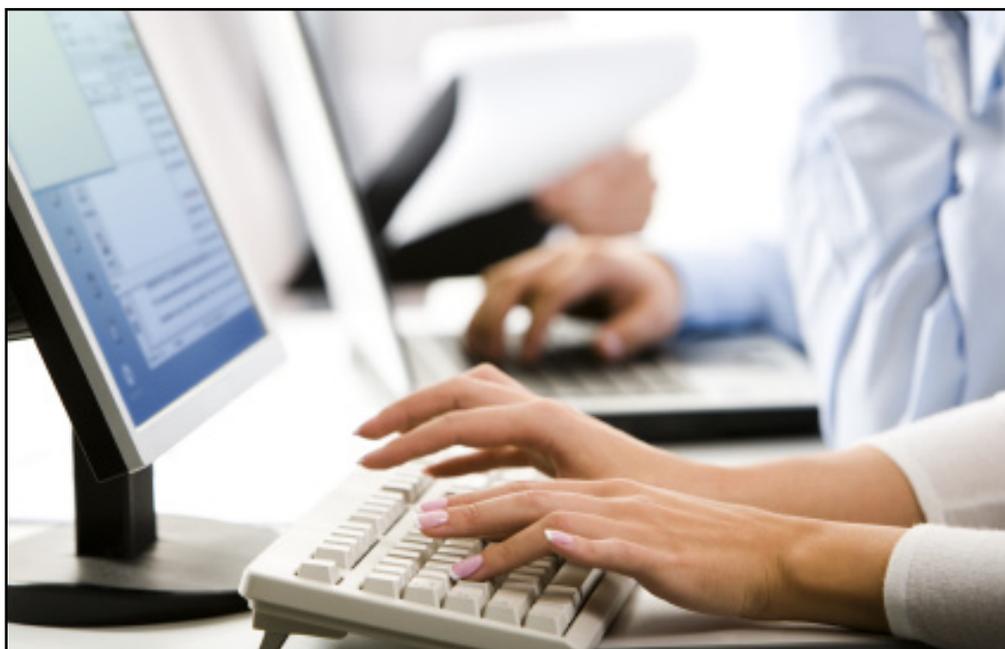
This list-name-in-subject-line feature can be taken to the next step by creating a new list named [xyz-safety@yourcampus.edu](#), and subscribing other lists rather than individuals. For example, the subscribed members of [xyz-safety@yourcampus.edu](#) would be literally [xyz-faculty@yourcampus.edu](#), [xyz-staff@yourcampus.edu](#), and [xyz-students@yourcampus.edu](#). Emails sent to xyz-safety would simply go to everyone on those related faculty, staff, and students lists, with the tremendous benefit that the subject line begins with "xyz-safety" and provides the reader with quick idea of the email.

An additional simple feature is automatic numbering of the emails, which adds a ":#" to "xyz-safety" where "#" is the automatically generated sequential number. So, message sorting produces even better results.

Both of these features (list name and message numbering) become more valuable when you consider that various persons (chair, MSO, safety coordinator) may be sending out safety related emails. Regardless of sender, the subject line still starts with "xyz-safety:#" and hopefully with a mere glance leaves the reader with the thought, "Ah, this one is about safety. I should at least read the subject line, or at least I know I can easily come back and find it later when I forgot exactly who sent it."

(Note: for SYMPA list managers, the configuration change is usually in the Edit List Config tab in the Subject Tagging field, and this example case would consist of the following code: "xyz-safety:[%list.sequence%]")

[UC Electronic Communications Policy](#)



Look up UC's Cal/OSHA "Experience"



Do you ever wonder how often and why Cal/OSHA gets involved in University of California's occupational safety and health matters? You can get a good idea via the US Department of Labor's IMIS web site. IMIS is the Integrated Management Information System developed as a nationwide information resource for in-house use by federal and state OSHA staff. However, rather open public access is available for tracking accident and complaint enforcement activity. For the University of California it appears the database goes back to sometime in 2003. Due to different ways that Cal/OSHA describes the UC and its particular campuses and departments, you should experiment with the search terms. A good start is to use "UC" for the establishment field, and then try different more selective terms including "UC Regents" as well as common abbreviations for our campuses. In some cases a "UC Regents: University of California" listing does not indicate for example that the specific matter was at Davis until you click on it and review the details. Some of the presented information is not as complete as you might wish. However, this is a great place to get an idea about the nature of our university's experience with Cal/OSHA. In the words of Candace Carnahan "The first step to not getting hurt is knowing that you can be."

[UC's Cal/OSHA Experience](#)

Systemwide Training and Education Workgroup (STEW)



The Systemwide Training and Education Workgroup (STEW) is composed of Environmental Health and Safety (EH&S) representatives from each of the University of California (UC) campuses, national laboratories, and Office of the President (OP). The group's purpose is to collaborate on projects and programs shared in common. STEW has produced very valuable work products in the past, which have resulted in either financial or operational benefits to all campuses.

STEW works in coordination with University of California EH&S Directors to collaboratively create work products, systemwide trainings and position papers that provide a representation of UC. This is a very difficult feat for a single campus to accomplish alone.

STEW currently supports UC environmental, health and safety initiatives by:

- Facilitating knowledge of basic training requirements. Update annually and identify training needs to increase effectiveness.
- Explore advanced training technologies to determine its applicability to UC EH&S training.
- Develop and provide training resources to enhance and simplify training.

[Online/Web-based EH&S Training](#)

[STEW Matrix \(see below\)](#)

Subject	Key Components	Applies to Employees Covered by	Estimated Duration and Frequency (minimum hours underscored if listed in code)	Examples of Employees Covered
Above Ground Storage Tanks	<ul style="list-style-type: none"> • Operation of monitoring & alarm system • Emergency response 	Fed: 40CFR parts 280-281 State: 8CCR 5589-5596		Maintenance staff Assigned employees
Aerial Device Safety	<ul style="list-style-type: none"> • Proper procedures for operating an aerial device • Employee must retrain if unsafe act witnessed or reported 	Fed: 29CFR 1910.66 app C & 1910.67(c)(2)(ii) State: 8CCR 3424(b) & 3638(e)	Initial: yes 3 yrs.: yes	Aerial device operators
Agricultural Operations	<ul style="list-style-type: none"> • Operation of agricultural equipment • Formulation & application of restricted materials • Tool safety 	State: 3CCR 6400 8CCR 3436 et seq.	Initial: 8 hrs. Annual: 2 hrs.	Agricultural & farm personnel

University of California Centers of Excellence

While the EHS Leadership Council and its various working groups have developed many best practice documents over the years, the challenge for many campuses is finding expertise and/or resources to implement the programs. And, although campuses do share resources with each other, it is usually in response to an emergency event and for a very limited duration. The main challenge, even in emergency situations, is that the lending campus cannot afford to loan a person out for an extended duration for fear of their program suffering. The CoE program is intended to address this issue by being proactive in providing resources in advance and requiring a CoE to provide assistance to other campuses and system-wide leadership on their specific subject area.

Centers of Excellence are not a new concept and have been widely adopted by business and government organizations to promote thought leadership and innovation in the development of new programs and processes. In general, CoE's have the following characteristics or elements:

- Collection of subject matter experts on a given subject/topic
- Central repository for research and study materials
- Clearinghouse of process, standards and policy design
- Source of educational opportunities on the given subject/topic
- Development and monitoring of success criteria for metrics/systems of measurement

Please view the poster for more information!

Fundamentals of Laboratory Safety Training

UC is making strides and major commitments to improve safety in the laboratories. Three policies have taken effect this past year that will ensure proper workplace safety standards to protect our staff and students.

The new policies cover three areas:

- PPE (Personal Protective Equipment) Policy - [Read the PPE policy](#)
- Laboratory Safety Training Policy - [Read the training policy](#)
- Minors in Laboratories and Shops - [Read the Minors in Labs policy](#)

All personnel who work in a research laboratory must complete the Fundamentals of Laboratory Safety Training before entering a lab. Support staff, such as maintenance, custodial, and administrative staff, must also complete the Laboratory Safety Training for Support Staff.

Topics covered in the Fundamentals of Laboratory Safety Training include the following:

- 1: Introduction
- 2: A Culture of Safety
- 3: Analyze Hazards--Laboratory Physical Hazards
- 4: Analyze Hazards--Chemical Hazards
- 5: Analyze Hazards--Biological Hazards
- 6: Analyze Hazards--Radiological Hazards
- 7: Develop Controls--Administrative
- 8: Develop Controls--Engineering
- 9: Develop Controls--Personal Protective Equipment (PPE)
- 10: Perform Work?Prudent Practices
- 11: Perform Work?Recognition of Exposure
- 12: Perform Work--Emergencies
- 13: Lab Security
- 14: Rights and Responsibilities

UNIVERSITY OF CALIFORNIA

UC Laboratory Safety Fundamentals

UC Laboratory Safety Fundamentals Training

Resources

Menu Script

- 1. Introduction
- UC Lab Safety Fundamentals
 - Introduction
 - Commitment to Safety
 - Course Objectives
 - Congratulations
- 2. Safety Culture
- 3. Analyzing Hazards--Laboratory Physical Hazards
- 4. Analyze Hazards--Chemical Hazards
- 5. Analyze Hazards--Biological Hazards
- 6. Analyze Hazards--Radiological Hazards
- 7. Develop Controls--Administrative
- 8. Develop Controls--Engineering
- 9. Develop Controls--Personal Protective Equipment (PPE)
- 10. Perform Work?Prudent Practices
- 11. Perform Work?Recognition of Exposure
- 12. Perform Work--Emergencies
- 13. Lab Security
- 15. Final Quiz

Chemical Categories and Hazards

Physical Hazards

Health Hazards

Introduction

In this lesson, you'll learn more regarding the physical and health hazards of chemicals, as well as where you can go to get more information about the chemicals in use at your lab.

Click each pictogram for an overview of the chemical hazard category it represents.

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PREV NEXT

Careless Chris

Careless Chris Gets Some Class...an Imaginary Scenario



"Got that report done yet? I haven't seen the email with it." Although he wasn't actually tapping his foot while he stood in front of her desk, the boss's tense posture and tightly controlled expression sent the clear message that if he stopped concentrating for just a moment, the tapping would happen on its own.

[Read the story](#)

Feedback, Please

Send an email to safetyspotlight@ucdavis.edu to submit your comments on the November 2013 issue or to suggest content ideas for future issues. We look forward to hearing from you!

COMING SOON!

Home and Family Safety/Security



Check out our December/January issue to learn how to keep your family safe and secure through the winter months.

connect

Know where to turn on your UC campus for the information you need to keep yourself, your workplace and your environment safe and secure. Click on the campus links below to connect to local program, educational and informational resources.

[UC Berkeley](#)

[UC Riverside](#)

[UCOP](#)

[UC Davis](#)

[UC San Diego](#)

[UC ANR](#)

[UC Irvine](#)

[UC San Francisco](#)

[UCLA](#)

[UC Santa Barbara](#)

[UC Merced](#)

[UC Santa Cruz](#)

Working Smarter by: Katherine Tam

The University of California has generated \$460.9 million in cost savings and new revenue by operating more efficiently over the past three years and funneled that money directly to campuses to support the university's core academic and research missions.

Whether by buying insurance in bulk or rethinking the way campuses invest working capital, UC has found \$294.3 million in cost savings and produced \$166.6 million in fresh revenue since launching the Working Smarter initiative three years ago. The initiative is on track to reach or exceed its goal of producing \$500 million in positive fiscal impact over five years.

UC launched Working Smarter in 2010 to improve its administrative operations and generate cost savings and new revenue — often by updating antiquated systems or pooling resources — as the state cut back funding for the university. The initiative currently consists of 34 projects, many of which are still in the early phases of development or implementation and have not yet realized cost savings or generated new revenue. In the 2012–13 fiscal year, Working Smarter produced \$94.1 million in cost savings and \$77.2 million in fresh revenue from about a third of the initiative's projects.

Some Working Smarter projects may not produce significant cost savings, but lead to better coordination across the system and allow the university to meet its strategic goals. UC TRIPS, for example, enables the university to buy travel insurance for researchers and students traveling on UC-related projects, regardless of which campus they are from. Before, campus departments purchased their own coverage for individual trips. By consolidating, the university reduces costs and can buy a more comprehensive policy that offers better protection.

Through UC TRIPS, the university has safely evacuated researchers and students from dangerous situations in foreign countries. For example, staff members have been evacuated from Haiti and Chile following earthquakes, Europe after a cloud of volcanic ash fell over the continent, and Egypt and Yemen when political unrest threatened security. UC TRIPS also assists when an employee or student has a medical emergency that requires treatment. By assessing the risk of traveling somewhere before the trip happens, the program can sometimes prevent the need for these emergency evacuations, which also helps reduce costs. In the 2012–13 fiscal year, UC TRIPS provided medical assistance or safely evacuated more than 700 employees and students.

To read more about the Working Smarter Initiative, please visit [here](#)

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