Safety with Hazardous Materials in the Workplace

Rationale
LPSCS employees often work in dangerous environments with and without hazardous materials. In order to stay safe, they must be able to recognize the dangers and handle the hazardous materials safely.

Objectives
The student will be able to:
1. Define key terms
2. Identify the categories of hazardous materials
3. List common hazardous materials
4. Discuss methods for safe handling of hazardous materials
5. Use special requirements for handling hazardous materials to maintain a safe working environment
6. Recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment

Engage
Discuss as a class the hazardous materials that might be encountered in an LPSCS environment. Have students think about industry, medical facilities, criminal acts, body fluids, cleaning needs, etc. Use the following questions for the discussion and the Discussion Rubric for assessment.
- What precautionary steps need to be taken in each of these situations?
- What are the dangers involved in each of these scenarios?

Key Points
I. Key Terms
   A. Hazardous Materials – materials that, because of their quantity, concentration, or physical or chemical characteristics, pose a significant present or potential hazard to human health and safety, or to the environment or workplace if released
   B. Hazardous Waste – waste that, because of quantity or concentration, or physical, chemical, or infectious characteristics, may either cause or significantly increase substantial present or potential hazards to human health or the environment when improperly treated, stored, transported, disposed of, or otherwise managed

II. Categories of Hazardous Materials
   A. Radioactive Materials – contain atoms with unstable nuclei that spontaneously emit ionizing radiation to increase their stability
   B. Radioactive Waste – radioactive materials that are discarded; usually the product of a nuclear process such as nuclear fission, though industries not directly connected to the nuclear power industry may
also produce radioactive waste
C. Biohazardous Materials – materials containing infectious agents (bacteria, molds, parasites, viruses) that normally cause or significantly contribute to human mortality, or organisms capable of being communicated by invading and multiplying in bodily tissues
D. Medical Waste – both biohazardous wastes and sharps (devices capable of cutting or piercing, such as hypodermic needles, razor blades, or broken glass) resulting from the diagnosis, treatment, or immunization of human beings, or research pertaining to these activities

III. Common Hazardous Materials
A. Fuels (gasoline, butane, propane) and items containing fuel
B. Perfumes, aftershaves, cologne
C. Cosmetics (nail polish/removed, astringent)
D. Aerosols (spray paint, hair spray)
E. Cleaning supplies (ammonia, bleach)
F. Household solvents (turpentine, acetone, mineral spirits)
G. Paints (oil and solvent-based) and paint thinner
H. Pesticides, herbicides, rodenticides
I. Matches
J. Batteries (lithium, wet cell)

IV. Handling Hazardous Materials
A. Protective Measures
   1. When possible use the engineering controls, such as local exhaust and general ventilation, to limit airborne contaminates
   2. Wear personal protective gear such as safety glasses, hearing protection, gloves, and respirators
B. Spill Procedures
   1. Plan of Action
      a) Identify the potential location of spills
      b) Identify the quantities of material(s) that might be released
      c) Identify the chemical and/or physical properties of the material(s)
      d) Identify the hazardous properties of the material(s)
      e) Confirm the locations and contents of spill kits
C. General Procedures
   1. Turn off all ignitions and heat sources if the spill is flammable
   2. Attend to any person who may have been contaminated
   3. Notify any individuals in the area of the spill
   4. Evacuate the nonessential personnel
   5. Avoid breathing the vapors of the spilled materials
   6. Establish a method of exhaust or ventilation
D. First Aid procedures
   1. Eye contact
a) If a chemical is splashed into the eye, immediately wash the eye and the inner surface of the eyelid with water for 15 minutes
b) Seek medical attention
c) Remove contacts lenses if wearing any

2. Minor skin contact – flush with water and remove the contaminated clothing

3. Major skin contact
   a) If a chemical is spilled over a large area, remove the contaminated clothing while using the shower
   b) Wash off the chemicals with a mild detergent or soap and water

4. Ingestion – call poison control and seek medical attention immediately

E. Spill Kits

1. Spill – any time that blood or other possibly infectious materials (OPIM) have contaminated items or areas, or contamination with dried or caked-on blood, or any fluids visibly contaminated with blood

2. Contents
   a) Neutralizing agents (i.e. sodium carbonate, sodium bicarbonate, or sodium bisulfite)
   b) Absorbents (vermiculite or absorbent pillows or dikes)  
      (Note: paper towels, rags, and sponges may be used, but only with caution because some chemicals may ignite upon contact with them)
   c) Plastic scoops and shovels
   d) Disposable mops
   e) Disposable protective clothing
   f) Containers to receive the spilled material and all of the items used during the cleanup
   g) Bottle of disinfectant
   h) Two pairs of gloves
   i) Rags
   j) Clear plastic bag
   k) Red biohazard bag
   l) Alcohol wipes

3. Use Procedures
   a) Remove the contents from the spill kit package
   b) Open the plastic bags so that items can be easily deposited without touching the outside of the bag; then set the bag to the side
   c) Remove all jewelry
   d) Put on gloves
   e) Place the contaminated sharps in a sharps container from the medical department
f) Remove the sharps from the spill
   (1) Do not touch the sharps with your hands
   (2) Place the sharps in the sharps container
   (3) Avoid contaminating the outside of the sharps container

g) Place the appropriate absorbent (i.e. paper towels) on the spill
   (1) If the soiled absorbents are saturated, place them in the red biohazard bag
   (2) If the soiled absorbents are not saturated, place them in the clear plastic bag

h) Apply a disinfectant liberally to the infected area
   (1) Place the used bottle of disinfectant in the clear plastic bag
   (2) Allow the disinfectant to sit on the surface

i) Use the rags to soak up the disinfectant
   (1) Saturated rags go in the red biohazard bag
   (2) Non-saturated rags go in the clear plastic bag

j) Seal the red biohazard bag while keeping it upright to prevent fluids from leaking out

k) Remove the gloves
   (1) Pinch the glove approximately a 1/2-inch from the cuff and turn the glove inside-out
   (2) Do not touch your exposed skin with the outside surface of the gloves
   (3) Slide your free hand underneath the cuff of the remaining glove and turn it inside-out

l) Seal the clear plastic bag

m) Wash hands thoroughly
   (1) Use warm water
   (2) Use antibacterial soap
   (3) Scrub well
   (4) Rinse thoroughly

4. Contaminated linens
   a) Put on gloves
   b) Seal the soiled linen in a water soluble bag
   c) Place the water soluble bag inside a yellow biohazard bag
   d) Take the yellow (contaminated linen) bag to the laundry for treatment

Activities
Have students research http://www.osha.gov/ for common issues of health and safety in the workplace. Require the students to find three health and safety related concerns that might apply to a LPSCS workplace or environment, and provide the statistical information related to those concerns. Then have the students share the results of their research with the class.
Divide the students into groups. Have the groups brainstorm solutions to these concerns. Have each group recommend a strategy to avoid one concern and create a scenario (written or role played) within a simulated LPSCS work environment. Use the Research Rubric, the Group Evaluation Rubric, and the Writing Rubric or the Role Play Rubric.

**Assessments**
- Safety with Hazardous Materials in the Workplace Exam and Key Discussion Rubric
- Group Evaluation Rubric
- Research Rubric
- Role Play Rubric
- Writing Rubric

**Materials**
- Safety and Hazmat in the Workplace computer-based presentation
- Computers with Internet access

**Resources**
- [www.apwu.org](http://www.apwu.org)
- [www.safety.fsu.edu/hazmatmanual.html](http://www.safety.fsu.edu/hazmatmanual.html)
- [www.ci.los-alamitos.ca.us](http://www.ci.los-alamitos.ca.us)
- TDCJ Correctional Officer Academy Curriculum, Hazardous Materials video

**Accommodations for Learning Differences**
For reinforcement, students will research the classifications of hazardous materials. Once they have established the classes, they will then work in groups to determine which of these types of materials might be used in the LPSCS workplace. Use the Research Rubric and the Group Evaluation Rubric for assessment.

For enrichment, students will select an area of a prison that uses hazardous materials daily. Then the students will write a policy for handling those hazardous materials. For example, if the students choose the laundry services they must identify the hazardous materials (i.e. detergent, bleach, disinfectant), create a policy for the storage and handling of the materials, and create a procedure for handling spills and contact with materials. Use the Writing Rubric for assessment.

**State Education Standards**
- Texas Essential Knowledge and Skills for Career and Technical Education
  §130.292. Principles of Law, Public Safety, Corrections, and Security (One-Half to One Credit).

  (4) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:
(B) recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;

(C) discuss methods for safe handling of hazardous materials;

College and Career Readiness Standards
Cross-Disciplinary Standards
I. Key Cognitive Skills
   D. Academic behaviors
      1. Self-monitor learning needs and seek assistance when needed.
      2. Use study habits necessary to manage academic pursuits and requirements.
      3. Strive for accuracy and precision.
      4. Persevere to complete and master tasks.
Safety with Hazardous Materials in the Workplace Exam

1. ____ Spill kits include all but which of the following items?
   A. Absorbents
   B. Disposable mops
   C. Neutralizing agents
   D. Spill kits include all of the above

2. ____ Materials that, because of their quantity, concentration, or physical or chemical characteristics, pose a significant present or potential hazard to human health and safety, or to the environment or workplace if released, defines which of the following terms.
   A. Hazardous waste
   B. Bio hazardous waste
   C. Medical waste
   D. Hazardous materials

3. ____ Sharps found in spills should be picked up with the hands and placed in the clear plastic bag.
   A. True
   B. False

4. ____ When sealing the red biohazard bag, you should keep it upright to avoid fluid leaking out.
   A. True
   B. False

5. ____ Perfumes, nail polish, cosmetics, hairspray, and astringent are all examples of what?
   A. Common hazardous materials
   B. Medical waste
   C. Hazardous Waste
   D. Biohazardous materials

6. ____ Which type of contact requires you to flush with water and remove clothing?
   A. Eye contact
   B. Minor skin contact
   C. Ingestion
   D. Major skin contact
7.  ______ Spill procedures should include a plan of action which details the potential locations of spills, the quantities of material(s) that might be released, and the chemical and physical properties of material.
   A. True
   B. False

8.  ______ Utilizing local exhaust, general ventilation, and personal protective gear falls under which of the steps for handling hazardous materials?
   A. General procedures
   B. Protective measures
   C. First aid procedures
   D. Spill procedures

9.  ______ Which of the items listed below is not included in the general procedures for spills?
   A. Attend to any person contaminated
   B. Wash eye for 15 minutes
   C. Evacuate nonessential personnel
   D. Notify individuals of spill

10. ______ Saturated paper towels should be placed in the red biohazard bag.
    A. True
    B. False

11. ______ Which is not a common hazardous material?
    A. Cleaning supplies
    B. Aerosols
    C. Fuels
    D. Soil

12. ______ Which type of injury requires that you call poison control and seek medical attention immediately?
    A. Ingestion
    B. Eye contact
    C. Minor skin contact
    D. Major skin contact

13. ______ Materials containing infectious agents that cause or significantly contribute to increased human mortality.
    A. Radioactive materials
    B. Medical waste
    C. Hazardous waste
    D. Biohazardous materials
14. _____ Which type of contact requires you to remove clothing while showering and washing with mild detergent or soap and water?
   A. Major skin contact
   B. Eye contact
   C. Ingestion
   D. Minor skin contact

15. _____ Personal protective gear includes all but which of the following materials?
   A. Gloves
   B. Protective clothing
   C. Disposable mop
   D. Safety glasses

16. _____ What are the areas of injury discussed in first aid procedures?
   A. Ingestion
   B. Eye contact
   C. Skin contact
   D. All of the above

17. _____ Includes biohazardous waste and sharps such as razor blades, hypodermic needles, resulting from diagnosis, treatment or immunization of human beings, or research pertaining to these activities.
   A. Biohazardous material
   B. Hazardous waste
   C. Hazardous materials
   D. Medical waste

18. _____ You should always avoid breathing the vapors of spilled materials.
   A. True
   B. False

19. _____ When removing gloves, it is not important to avoid contact with your skin with the outside of glove surface.
   A. True
   B. False

20. _____ If a material that is flammable is spilled, you should leave the ignition running and turn off all heat sources.
   A. True
   B. False
21. _____ Materials that pose a significant present or potential hazard to human health and safety or to the environment if released into the workplace or environment are
   A. Hazardous materials
   B. Medical waste
   C. Biohazardous materials
   D. Hazardous waste

22. _____ Disinfectant is applied after a spill is soaked up with paper towels. Disinfectant should be used sparingly.
   A. True
   B. False

23. _____ Which of the following is not a category of hazardous materials?
   A. Biohazardous materials
   B. Medical waste
   C. Hazardous waste
   D. Radioactive materials

24. _____ Contains atoms with unstable nuclei that spontaneously emit ionizing radiation to increase their stability describes which of the following?
   A. Medical waste
   B. Radioactive materials
   C. Radioactive waste
   D. Bio hazardous materials

25. _____ Which is not a step to take if a chemical is splashed in your eye?
   A. Flush eye/eyelid for 15 minutes
   B. Remove clothing
   C. Seek medical attention
   D. Remove contacts
Safety with Hazardous Materials in the Workplace Exam Key

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Group Evaluation

Group 1

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_____

Group 2

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_____

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**Group 3**

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 Yes 10

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 Yes 10

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 Yes 10

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 Yes 10

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 Yes 10

Total Score_______

**Group 4**

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 Yes 10

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 Yes 10

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 Yes 10

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 Yes 10

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 Yes 10

Total Score_______
Group 5

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______

Group 6

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______
## Discussion Rubric

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**Comments:**
# Research Rubric

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<td>Breaches are easily identified</td>
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**Total Points (32 pts.)**

Comments:
### Writing Rubric

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<tr>
<td>The writing has all required parts from introduction to conclusion in smooth transition.</td>
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<td>The writing is interesting, supportive, and complete.</td>
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<td>The writing demonstrates that the writer comprehends the writing process.</td>
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<td>Accurate spelling, grammar, and punctuation</td>
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<td>The content of paragraphs emphasizes appropriate points.</td>
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<td>The writer shows an understanding of sentence structure, paragraphing, and punctuation.</td>
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<td>All sources and references are clearly and accurately documented.</td>
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**Total Points (28 pts.)**

**Comments:**