



Department-Approved Course Requirements: 1-Hour Job Hazard Analysis

Course Required for:	<input checked="" type="checkbox"/> Worker Training
Purpose:	This course is a specialized elective course that can help fulfill the requirement for an individual applying for a Site Safety Training Card. THIS IS AN AWARENESS-LEVEL TRAINING ONLY and does not provide any other qualification or authorization outside of the Site Safety Training Card.
Duration:	1 Hour of instructional time, excluding breaks
Class Size:	1-40 Trainees
NYC Requirement:	In order to continue to operate in the City of New York, the designated construction worker is required to complete a minimum number of hours of approved site safety training and to carry site safety identification cards as proof of completion of the training (As per New York City Local Law 196 of 2017 also known as 'LL196' or 'Local Law'). This course provides one hour towards the satisfaction of that requirement.
Facility Requirements:	<p>The Training Facility used by the Course Provider must:</p> <ul style="list-style-type: none">• Have sufficient room to accommodate all expected attendees and the equipment needed to perform hands-on exercises where required as part of the course.• Make provisions for the presentation of training material in all media types (computer, projectors, video/DVD players, etc.); and• Comply with all applicable laws, rules & regulations relating to occupancy, zoning, egress, fire detection, fire suppression, light, ventilation, cleanliness, sanitary facilities, emergency notification & evacuation procedures. <p>Training may be held at construction sites, provided the above requirements are met.</p>
Instructor Requirement:	<p>To deliver this course the instructor(s) must demonstrate that he or she is credentialed or trained in instructional methods and learning processes. The instructor(s) must also successfully demonstrate his or her ability to solve or resolve problems relating to the subject matter by possession of a recognized degree, certificate, licensure or professional standing, or by extensive knowledge, training, and experience, in the subject matter being taught. To the extent that the course instructor(s) holds, or has held, a trade license issued by the Department, it must be in good standing and not be surrendered to, suspended by or revoked by the Department.</p> <p>The instructor(s) must also be authorized by the Occupational Safety and Health Administration ('OSHA') as a trainer(s) for its Construction and Outreach Program.</p>
Curriculum Requirement:	All topics listed under Course Content Outline must be covered using the listed Instructional Delivery Method . The time dedicated to each outline topic should be appropriate for the course content and can vary depending on the trade or job performed by the trainee. The Instructional Delivery Materials used in this course must contain all current applicable NYC Construction Code references, current rules, policies & bulletins.

**Course Curriculum
Proposal Package
Review:**

A comprehensive review will be performed by the **Department of Buildings** to determine compliance with these Course Curriculum Requirements.

Instruction Delivery Method

Media: Lecture/Discussion, Slide Presentation

Handouts:

Guided Learning: Instructor will guide trainees to use a hierarchy of controls to make a predetermined task more risk adverse.

Course Content Outline

1. Introduction
 - a. Instructor introduces topic and describes their qualifications and relevant experience for training this module.
 - b. Establish that all trainees can hear and fully understand you i.e. 'raise your hand if you fully understand me' or 'clap your hands if you fully understand me'
 - c. State basic classroom rules, bearings and decorum
 - i. Inform trainees of duration or training and breaks (if any)
 - ii. Remind trainees about limiting distractions (phone use, texting, sidebar conversations)
 - iii. Emergency procedures (location and means of egress, exits or other contingencies)
 - iv. Location of restrooms
 - d. Training Objectives and Expectations:
 - i. Trainees will become generally familiar with how to assess and control hazards associated with any type of task or activity through a Job Hazard Analysis
 - ii. Trainees will be able to recognize and describe hierarchy of controls and respective means of Implementation.
 - iii. Trainees will be able to recognize the importance of conducting a Job Hazard Analysis
 - iv. Trainees will practice using risk aversion techniques
2. Define and Illustrate what is meant by:
 - a. Hazards
 - b. Control
 - c. Means of Implementation
 - d. Risk
 - e. Probability
 - f. Severity
3. Describe and Illustrate the steps of the 'Safety Process'
 - a. Assessment
 - i. Personnel
 - ii. Equipment
 - iii. Materials
 - iv. Environment

- v. Scope of work
 - b. Planning and Controlling
 - i. Job Hazard Analysis
 - c. Training
 - i. Skills Training
 - ii. Safety and health training
 - iii. Pre-task briefings
 - d. Implementing
 - i. Performing tasks according to planning
 - e. Evaluating
 - i. Monitoring to assure plan is being followed and if there are any issued not originally assessed.
4. Describe and provide examples of the basic principles of Job Hazard Analysis (aka Job Safety Analysis, Safe Work Plan, Risk Assessment Procedure etc.). Emphasize importance of all stakeholders knowing what a Job Hazard Analysis is and how to 'walk-down' tasks.
- a. Using the four column ANSI model for a Job Hazard Analysis (JHA) describe how to:
 - i. Breakdown scope of work into smaller manageable sequential tasks
 - ii. Identify as many hazards associated with tasks
 - iii. Utilize the hierarchy of controls to control each associated hazards
 - iv. Provide a 'Means of Implementation' for all controls into the workplace
 - b. Describe what is meant as a hierarchy of controls.
 - i. Elimination
 - ii. Substitution
 - iii. Engineering
 - iv. Administrative
 - v. Awareness
 - vi. Work practice controls
 - vii. Job Rotations
 - viii. Personal Protection Equipment
 - c. Describe a less complicated 'hierarchy' of controlling hazards
 - i. 'Best' as an 'Elimination' control that takes the hazard away through the use of substitution, prefabrication or administration. (10 Points, see Game Exercise below)
 - ii. 'Better' as a 'Prevention' control that prevents the hazard from doing harm but does not eliminate the hazard, i.e. a guardrail will prevent someone from falling though the worker must still work at a height (not eliminate the height). (5 Points, see Game Exercise below)
 - iii. 'Good' as a 'Protection' control where the hazard has not been eliminated and we have not prevented the hazard from doing harm but we will mitigate or lessen the harm to a worker. For example, a hardhat does not eliminate or prevent something from falling but it lessens the damage to a workers head if an object falls and strikes the worker. (2 Points, see Game Exercise below)
 - iv. Emphasize the necessity of starting with the 'Best' controls first and succeeding downward only after deliberation and process of elimination.
 - v. Describe how successful empirical data for the use of Job Hazard Analyses (JHA) risk strategy is in lowering the rate of workplace incidents, injuries and illnesses.
5. Group exercise game where groups are given the same predetermined tasks and compete to gain higher scores from the scoring guideline presented above in Section 5.
- a. Have teams create a JHA

- b. Self-score their respective controls (10 points for elimination, 5 points for prevention, 2 points for protection controls)
6. Resources:
 - a. Worker's Rights (See OSHA: <https://www.osha.gov/Publications/OSHA3146.pdf>)
 - b. OSHA Regional Map: <https://www.osha.gov/html/RAmap.html>
7. Debriefing (Informal evaluation)
 - a. Guided by instructor, trainees, in a class discussion talk about the course's content and means of delivery and provide verbal feedback to the instructor.
 - b. Instructor takes notes (either committing them to writing during discussion or ascribing them later into noted-comments).
 - c. Instructor applies lessons learned from debriefing to future trainings.
8. Written (Multiple Choice and chart diagram questions) Assessment