

Hazard Assessment – Field Employees

This Hazard Assessment covers Field Employees to include but not limited to:

Paramedics, EMTs, Operations Supervisors, Operations Managers, and those with dual roles in office and field

| HAZARD                                          | <b>EXPOSURE EFFECTS</b>                                                                                                                                                                                                                                                     | MITIGATION                                                                                                                                                                                                                                                                                                                                                                                                              | PPE SUGGESTED                                                                                                              |
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| 1. Chemical Hazards                             |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                            |
| Alcohol hand sanitizers                         | May cause skin<br>dryness. Product is<br>flammable                                                                                                                                                                                                                          | Appropriate storage of product<br>(away from ignition sources<br>and incompatible products).<br>Provision of hand cream to<br>soothe hand dryness.                                                                                                                                                                                                                                                                      | None                                                                                                                       |
| Low level disinfectants                         | Most are eye, skin,<br>and respiratory<br>irritants,<br>particularly when<br>concentrated.<br>Some products<br>may produce<br>sensitization Toxic<br>effects depending<br>on nature of<br>chemical, may<br>react with other<br>products to create<br>hazardous<br>products. | Substitution with less harmful<br>product. Properly designed and<br>maintained ventilation<br>systems. Automatic diluting<br>machines. Closed systems.<br>Practice to purchase products<br>in ready to use concentrations<br>to minimize handling. Safe<br>work procedures. WHMIS<br>program and maintenance of<br>MSDS's. Worker education.<br>Accommodation for sensitized<br>workers or those with health<br>issues. | Gloves, eye<br>protection, and<br>appropriate clothing.                                                                    |
| Personal care products, scents, and fragrances. | May cause a<br>variety of mild to<br>severe symptoms.<br>Allergic, asthmatic,<br>and sensitive<br>workers may<br>experience<br>reactions.                                                                                                                                   | Elimination of scented<br>products. Substitution with less<br>harmful products. Properly<br>designed and maintained<br>ventilation systems in posts<br>and Medic structures.<br>Development, implementation<br>and enforcement of scent free<br>policies. Signage in work areas<br>where affected workers work.<br>Worker education.                                                                                    | N-95 mask usage for<br>workers that are<br>sensitive or that have<br>respiratory issues<br>when scents are<br>unavoidable. |
| Second hand smoke                               | Lung cancer and<br>other cancers.<br>Associated with<br>heart disease,<br>respiratory<br>irritation,                                                                                                                                                                        | Elimination of smoking within<br>and around facilities. Properly<br>designed and maintained<br>ventilation systems. Isolation of<br>areas where smoking is<br>permitted with dedicated                                                                                                                                                                                                                                  | Respirator or N-95<br>mask when<br>secondhand smoke is<br>unavoidable. Attempt<br>to limit exposure.                       |



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|                  |                     | ventilation systems               |                        |
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|                  | aggravation of      | ventilation systems.              |                        |
|                  | allergies and other | Substitution with smoking         |                        |
|                  | pre-existing        | cessation aids.                   |                        |
|                  | conditions. Impacts | Development, implementation,      |                        |
|                  | developing fetus.   | and enforcement of no             |                        |
|                  |                     | smoking policies related to       |                        |
|                  |                     | worker exposure in homes.         |                        |
|                  |                     | Substitution with smoking         |                        |
|                  |                     | cessation programs. Collection    |                        |
|                  |                     | of patient smoking information    |                        |
|                  |                     | on EPCR's in home or              |                        |
|                  |                     | community settings. Worker        |                        |
|                  |                     | education. Good housekeeping.     |                        |
|                  |                     | Provision of services in an       |                        |
|                  |                     | alternate location if clients are |                        |
|                  |                     | uncooperative with no smoking     |                        |
|                  |                     | policies.                         |                        |
| Smoke from other | Lung cancer and     | Avoidance when possible of        | Proper staging         |
| sources          | other cancers.      | smoke or the products of          | distances. Use of SCBA |
|                  | Associated with     | incomplete burning is present.    | if provided by Medic.  |
|                  | heart disease,      | Development of policies           | Eye protection. Medic  |
|                  | respiratory         | regarding the operation around    | turnout gear.          |
|                  | irritation,         | scenes and patient care areas     |                        |
|                  | aggravation of      | that is located near the site of  |                        |
|                  | allergies and other | structure, vehicle, woodland,     |                        |
|                  | pre-existing        | or chemical fires. Restrict       |                        |
|                  | conditions. Impacts | operations in areas that require  |                        |
|                  | developing fetus.   | the use of any SCBA type          |                        |
|                  | Other unknown       | respirator.                       |                        |
|                  | effects when        |                                   |                        |
|                  | smoke from          |                                   |                        |
|                  | multiple burning    |                                   |                        |
|                  | substances are      |                                   |                        |
|                  | encountered         |                                   |                        |
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|                    |                     | Assessment – Field Employees     |                       |
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| Hazmat Chemical    | Numerous health     | Avoidance when possible.         | Proper staging        |
| exposure           | risks based on the  | Staging in a safe location       | distances. Use of     |
|                    | type, quantity, and | upwind and uphill from the       | chemical protection   |
|                    | concentration of    | hazmat area. Communication       | suits and chemical    |
|                    | hazardous           | and coordination with Fire       | respirators provided  |
|                    | materials. May      | department Hazmat teams.         | by Medic. Eye         |
|                    | affect respiratory, | Ensure patients are properly     | protection. Gloves.   |
|                    | circulatory, or     | decontaminated by trained        | Medic turnout gear.   |
|                    | Integumentary       | personnel prior to engaging in   | Appropriate footwear. |
|                    | systems depending   | patient care activities.         |                       |
|                    | on areas exposed.   | Implementation of policies       |                       |
|                    |                     | regarding Medic personnel's      |                       |
|                    |                     | role in a hazmat situation. Pre- |                       |
|                    |                     | planning of hazmat situation     |                       |
|                    |                     | patient care activities, to      |                       |
|                    |                     | include coordination with fire   |                       |
|                    |                     | department leadership and        |                       |
|                    |                     | combined training exercises.     |                       |
|                    |                     | Safe work practices. Worker      |                       |
|                    |                     | training.                        |                       |
| Airborne pathogens | Numerous            | Use of N-95 type respirators.    | N-95 respirator. Eye  |
|                    | respiratory effects | Avoidance when possible.         | protection. Gloves.   |
|                    | as well as the      | Extrication of the patient from  |                       |
|                    | potential for       | areas with poor ventilation or   |                       |
|                    | contraction of      | high potential for contained     |                       |
|                    | infectious disease. | airborne pathogens and mold.     |                       |
|                    | To include viruses, | Implementation of policies and   |                       |
|                    | bacteria, or mold   | procedures governing the use     |                       |
|                    | type spores.        | of proper PPE and operations     |                       |
|                    |                     | in and around areas with         |                       |
|                    |                     | suspected airborne pathogens.    |                       |
|                    |                     | Safe work practices. Employee    |                       |
|                    |                     | education. Communication         |                       |
|                    |                     | with the county health           |                       |
|                    |                     | department and hospitals for     |                       |
|                    |                     | alerts to possible worker        |                       |
|                    |                     | exposure and follow up's for     |                       |
|                    |                     | workers with known exposures     |                       |
|                    |                     | to airborne pathogens.           |                       |



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| Blood borne pathogens | Potential for        | Provision of PPE which restricts | Gloves, face mask, eye |
|                       | infectious disease   | the exposure of the worker to    | protection, gowns,     |
|                       | spread which can     | blood borne pathogens. Limit     | adequate clothing,     |
|                       | affect many          | exposure to open sharps and      | turnout gear, and      |
|                       | different body       | proper disposal of sharps in     | proper footwear.       |
|                       | systems depending    | safe containers.                 |                        |
|                       | on the type of       | Purchasing practices which       |                        |
|                       | disease contracted.  | limit the need for exposed       |                        |
|                       |                      | sharps to prepare medications    |                        |
|                       |                      | for delivery i.e. prefilled      |                        |
|                       |                      | medication syringes. Safe work   |                        |
|                       |                      | practices. Worker education in   |                        |
|                       |                      | proper use of PPE around         |                        |
|                       |                      | exposed blood. Worker            |                        |
|                       |                      | education in proper blood and    |                        |
|                       |                      | bodily fluid clean-up. Good      |                        |
|                       |                      | housekeeping practices.          |                        |
|                       |                      | Development, implementation,     |                        |
|                       |                      | and enforcement of PPE use       |                        |
|                       |                      | policies. Develop and            |                        |
|                       |                      | implement an infection disease   |                        |
|                       |                      | reporting system with the        |                        |
|                       |                      | hospitals and county health      |                        |
|                       |                      | department for exposed           |                        |
|                       |                      | workers.                         |                        |
| Fossil fuels          | Fossil fuels are     | Provide PPE at fueling stations  | Gloves. Gown or other  |
|                       | skin, eye, and       | for use when refueling agency    | protective clothing.   |
|                       | respiratory          | vehicles. Keep all ignition      | Eye protection.        |
|                       | irritants. They have | sources away from fueling        | Adequate footwear.     |
|                       | also been proven     | stations and fuel storage areas. | Respirator.            |
|                       | to cause cancers in  | Place spill containment          |                        |
|                       | lab animals from     | equipment and cleanup            |                        |
|                       | prolonged            | materials near fueling stations  |                        |
|                       | exposure. Fossil     | and fuel storage areas. Provide  |                        |
|                       | fuels are also       | adequate ventilation near        |                        |
|                       | flammable when in    | vehicle exhaust to prevent the   |                        |
|                       | contact with an      | buildup of products of exhaust.  |                        |
|                       | ignition source.     | Worker training in proper        |                        |
|                       |                      | vehicle refueling and spill      |                        |
|                       |                      | containment and cleanup.         |                        |
|                       |                      | Develop, implement, and          |                        |
|                       |                      | enforce safe vehicle fueling and |                        |
|                       |                      | fuel storage policies and        |                        |
|                       |                      | procedures. Regular              |                        |
|                       |                      | maintenance of fuel pumps and    |                        |
|                       |                      | ventilation systems for exhaust  |                        |



|                         | Hazaro                                                                                          | Assessment – Field Employees                                                                                                                                                                                                                                                                                                                                     | r                |
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|                         |                                                                                                 | ventilation. Installation and                                                                                                                                                                                                                                                                                                                                    |                  |
|                         |                                                                                                 | maintenance of fire control                                                                                                                                                                                                                                                                                                                                      |                  |
|                         |                                                                                                 | systems at the fueling station,                                                                                                                                                                                                                                                                                                                                  |                  |
|                         |                                                                                                 | inside buildings where vehicles                                                                                                                                                                                                                                                                                                                                  |                  |
|                         |                                                                                                 | are stored and on vehicles.                                                                                                                                                                                                                                                                                                                                      |                  |
| 2. Physical Hazards and |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                  |
| Controls                |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  |                  |
| Risk of falling objects | Potential for soft<br>tissue and<br>orthopedic injuries<br>from objects falling<br>from height. | Proper storage of objects on<br>elevated surfaces. Use of<br>guards on shelves to prevent<br>objects from falling. Situational<br>awareness when around<br>objects stored at elevated<br>heights. Use of head protection<br>when operating in or near<br>construction sites, industrial<br>areas, warehouses, unstable<br>structures, or vehicle<br>extrication. | Head protection. |



| Medical Excellence. Comp                                                                                                                                           | assionate Care. Hazard                                                                                                            | Assessment – Field Employees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                   |
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| Medical Excellence. Comp<br>Falling hazards<br>associated with slips,<br>trips, and falls.                                                                         | Assionate Care.<br>Slips, trips, and falls<br>pose a risk of<br>bodily harm to<br>include muscular<br>and orthopedic<br>injuries. | Assessment – Field Employees<br>Install slip resistant flooring.<br>Slip resistant strips in the<br>showers and on outdoor stairs,<br>i.e. the metal stairs leading to<br>the training room. Design<br>stairwells according to<br>accepted safety standards.<br>Ensure adequate lighting.<br>Provide slip resistant foot wear.<br>Slip resistant coatings on<br>ambulance surfaces susceptible<br>to getting wet or dirty.<br>Perform regular maintenance<br>on flooring, stairwells,<br>hallways, handrails, etc.<br>Worker education. Implement<br>a spill prevention program that<br>includes prompt spill cleanup,<br>use of warning signs, etc.<br>Maintain good housekeeping<br>practices and minimize clutter<br>and tripping hazards.<br>Discourage the storage of<br>materials in hallways or near<br>doors. Purchasing standards for<br>anti-slip mats that resist<br>"wrinkling" and turning over.<br>Worker education and policies<br>for approved climbing devices.<br>Policies put in place regarding<br>safe footwear, i.e. no high heel<br>type footwear, or require | Proper footwear with<br>slip resistant soles.                                                                                                     |
| Cuts from sharp<br>instruments including<br>scissors, bow cutters,<br>needles, broken glass,<br>sharp metal surfaces,<br>knives, and other misc.<br>sharp objects. | Sharp instruments<br>pose the risk of<br>cuts and scrapes as<br>well as blood borne<br>pathogen exposure<br>to other workers.     | business type shoes with<br>antiskid surfaces on the soles.<br>Avoid the use of sharps when<br>not required. Proper storage of<br>sharps.<br>Worker education. Safe work<br>procedures. Keep all sharps<br>properly contained in the<br>simulator area and restrict non-<br>essential employees from<br>access to the simulator. Proper<br>storage of sharps on the<br>ambulances. Practice<br>purchasing of medications that                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Gloves. Eye<br>protection. Use of<br>turnout gear in areas<br>with sharp edges.<br>Proper footwear.<br>Sharps containers.<br>Use of sharps traps. |



| Medical Excellence. Comp                                                                                                                            | assionate Care. Hazaro                                      | d Assessment – Field Employees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |
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|                                                                                                                                                     |                                                             | are in prefilled syringes to limit<br>the need for "drawing up"<br>medications. Provide sharps<br>traps with the IO needles.<br>Purchase fill needles with<br>attached needle guards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |
| Electrical hazards<br>arising from use of<br>electrical cords,<br>appliances, damaged<br>power lines, and other<br>misc. sources of<br>electricity. | This poses a risk of<br>electric shock, falls,<br>and fire. | Ground fault circuit<br>interrupters when used close<br>to water sources. Secure loose<br>electrical cords out of the path<br>of travel. Communication<br>between field crews with<br>CMED and fire departments to<br>potential electrical hazards on<br>scenes.<br>Safe work procedure's that<br>include use of electrical cords,<br>power bars and appliances that<br>include facility approval<br>requirements. Worker training.<br>Ensure that drop cords and<br>extension cords are unplugged<br>after use. Ensure that power<br>strips and wall outlets are not<br>overloaded. Worker training on<br>safe work practices around<br>damaged electrical wires and<br>appliances. | Avoidance when<br>possible. Proper foot<br>wear. Eye protection.       |
| Thermal Hazards                                                                                                                                     | Poses the risk of sustaining burns.                         | Provide approved fire<br>extinguishers in accessible<br>areas at Medic used structures<br>and on ambulance units. Keep<br>vehicles in good working order.<br>Maintenance program for all<br>shore lines and electrical<br>appliances.<br>Safe work practices. Worker<br>training for fire extinguisher<br>use. Regular fire drills and fire<br>prevention training. Develop,<br>implement and enforce fire<br>safety training and fire ground                                                                                                                                                                                                                                        | Eye Protection. Proper<br>footwear. Medic<br>provided turnout<br>gear. |



|                       |                                                                                                                                  | operation policies.<br>Communication between the<br>fire department and medic<br>leadership to develop policies<br>for medic staff operations<br>around fire related operations.<br>Provide fire extinguisher<br>training.                                                                                                                                                                                                                                                                                                                    |                                                                                    |
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| Environmental hazards | These pose the risk<br>of heat or cold<br>related injuries. As<br>well as other types<br>of "exposure"<br>illnesses or injuries. | Provide adequate clothing for<br>varying temperatures<br>depending on the time of year.<br>Make water easily accessible to<br>crews working in hot<br>environments. Properly<br>maintain climate control units<br>in buildings and in agency<br>vehicles.<br>Develop, implement, and<br>enforce policies designed to<br>protect workers from<br>environmentally related illness<br>or injury. Rehab policies for<br>prolonged outdoor operations.<br>Safe work practices. Worker<br>training for recognizing heat or<br>cold related illness. | Proper clothing for<br>working in hot or cold<br>environments. Proper<br>footwear. |
| Water hazards         | Potential for<br>drowning or<br>hypothermia                                                                                      | Provide personal flotation<br>devices at water related<br>incidents.<br>Safe work practices. Worker<br>training in water rescue and<br>self-water rescue. Develop,<br>implement, and enforce water<br>related operations policies.                                                                                                                                                                                                                                                                                                            | PFD, Proper footwear.                                                              |



| Medical Excellence. Cor         | Hazaro              | d Assessment – Field Employees                                 |                                       |
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| Hazards related to              | Potential for       | Provision of appropriate PPE                                   | Tactical SWAT PPE.                    |
| Tactical operations             | penetrating,        | for tactical medicine                                          | Eye protection.                       |
|                                 | explosion, burn, or | operations.                                                    | Respirator. Gloves.                   |
|                                 | vesicant exposure   | Safe work practices. Worker                                    | Proper footwear.                      |
|                                 | related injuries.   | training for workers selected to                               |                                       |
|                                 |                     | participate in SWAT type                                       |                                       |
|                                 |                     | tactical operations.                                           |                                       |
|                                 |                     | Development, implementation,                                   |                                       |
|                                 |                     | and enforcement of policies                                    |                                       |
|                                 |                     | regarding tactical type                                        |                                       |
|                                 |                     | operations for non-tactical                                    |                                       |
|                                 |                     | units. Close communication                                     |                                       |
|                                 |                     | and coordination with Police<br>units and tactical Medic units |                                       |
|                                 |                     |                                                                |                                       |
|                                 |                     | for pre-planning and field                                     |                                       |
| Violant nationts or             | Potential for       | operations.                                                    |                                       |
| Violent patients or<br>citizens |                     | Adequate locking devices on                                    | Gloves. Eye                           |
| citizens                        | physical harm       | buildings and agency vehicles<br>to prevent entry. Restraint   | protection. Medic<br>provided turnout |
|                                 |                     |                                                                | •                                     |
|                                 |                     | devices in easily accessible                                   | gear. Proper foot                     |
|                                 |                     | areas.<br>Safe work practices. Worker                          | wear.                                 |
|                                 |                     | training in how to recognize                                   |                                       |
|                                 |                     | and deescalate violent                                         |                                       |
|                                 |                     | situations. Personal protection                                |                                       |
|                                 |                     | training. Patient restraint                                    |                                       |
|                                 |                     | training. Develop, implement,                                  |                                       |
|                                 |                     | and enforce proper staging                                     |                                       |
|                                 |                     | policies and protocols for                                     |                                       |
|                                 |                     | Medic field crews.                                             |                                       |
|                                 |                     | Implementation and use of                                      |                                       |
|                                 |                     | panic alarms and set                                           |                                       |
|                                 |                     | procedure's for requesting                                     |                                       |
|                                 |                     | immediate help.                                                |                                       |
|                                 |                     | Communication and                                              |                                       |
|                                 |                     | coordination with police                                       |                                       |
|                                 |                     | departments for dual response                                  |                                       |
|                                 |                     | to potentially violent situations.                             |                                       |



<sup>e.</sup> Hazard Assessment – Field Employees

|                                               | 1                                                                                                                                      | Assessment – Field Employees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |
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| Vehicle Operation<br>hazards                  | Potential for<br>physical harm<br>secondary to<br>vehicle crashes,<br>near misses, and<br>providing patient<br>care while moving.      | Provide seatbelts and other<br>vehicular safety measures.<br>Place padding on hard edges in<br>the patient care compartment.<br>Safe work practices. Worker<br>training for vehicle operations<br>using the SMITH system<br>defensive driving course.<br>Worker training in moving<br>about the patient care<br>compartment while vehicle is in<br>motion. Develop, implement,<br>and enforce policies for safe<br>vehicle operations.                                                                                                                                                                                                                 | Proper footwear. Eye<br>protection. |
| Pinch points in and on vehicles               | Potential for soft<br>tissue and<br>orthopedic injuries<br>from vehicle doors,<br>winches, air ride<br>seats,<br>compartment<br>doors. | Train for awareness of<br>potential pinch points. Provide<br>warning labels near pinch<br>points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |
| 3. Psychological<br>Hazards and controls      |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |
| Abuse by patients or<br>members of the public | This can promote<br>fear and stress in a<br>worker that can<br>limit productivity<br>and promote<br>attendance<br>problems.            | Alarm systems and panic<br>buttons. Video surveillance.<br>Restricted entry to the building<br>by traditional key or badge<br>access. Onsite security.<br>Management policies and<br>procedure's related to no<br>tolerance of violence or abuse.<br>Worker education in violence<br>awareness, avoidance, and de-<br>escalation procedure's. Liaison<br>and response protocols with<br>local police. Working alone<br>policies. Reporting procedures<br>for incidents and near misses.<br>Regular safety drills for events<br>involving bomb threats, active<br>shooters, and chemical attacks.<br>Training on suspicious packages<br>or individuals. |                                     |



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| Abuse by Co-workers        | This can promote    | Alarm systems and panic            |  |
|                            | fear in the         | buttons. Video surveillance        |  |
|                            | employee to come    | Management policies and            |  |
|                            | to work as well as  | procedure's related to no          |  |
|                            | psychological       | tolerance of violence or abuse.    |  |
|                            | stress.             | Worker education in violence       |  |
|                            |                     | awareness, avoidance, and de-      |  |
|                            |                     | escalation procedure's.            |  |
|                            |                     | Working alone policies.            |  |
| Hazards related to         | This causes fear in | Communication devices.             |  |
| working alone              | a worker that they  | Vehicle design considerations.     |  |
| Threats of violence        | will not be able to | Panic alarms. Bright lighting.     |  |
| Medical emergencies        | get help if they    | Surveillance cameras.              |  |
| when alone                 | need it.            | Scheduling to avoid having         |  |
|                            |                     | workers work alone. Worker         |  |
|                            |                     | training. Working alone            |  |
|                            |                     | policies.                          |  |
| Stress related to critical | Causes potentially  | Training to increase awareness     |  |
| incidents                  | long term stress    | of signs and symptoms of           |  |
|                            |                     | critical incident stress. Critical |  |
|                            |                     | incident stress team to respond    |  |
|                            |                     | to incidents. Communication        |  |
|                            |                     | and call procedure's to mobilize   |  |
|                            |                     | team. Defusing's and               |  |
|                            |                     | debriefings as appropriate.        |  |
| Techno stress related      | Causes stress in    | Design of instruments or           |  |
| to the introduction of     | workers forced to   | equipment with user-friendly       |  |
| new technology             | deal with new       | features. Selection procedures     |  |
|                            | technological       | to ensure user-friendly            |  |
|                            | hardware or         | technology choices. Provision      |  |
|                            | software            | of sufficient training for         |  |
|                            |                     | workers. Worker participation      |  |
|                            |                     | in selection and                   |  |
|                            |                     | implementation of new              |  |
|                            |                     | technology. Provision of           |  |
|                            |                     | problem solving resources and      |  |
|                            |                     | support workers. Back-up plans     |  |
|                            |                     | in the event of failures. Change   |  |
|                            |                     | management strategy for            |  |
|                            |                     | introduction of new                |  |
|                            |                     | technology. Realistic              |  |
|                            |                     | expectations regarding use of      |  |
|                            |                     | communication technology.          |  |
|                            |                     | Limit use of technological         |  |
|                            |                     | monitoring of worker               |  |
|                            |                     | productivity. Setting and          |  |



| Medical Excellence. Comp                                                                                                     | assionate Care. Hazard                                                                                                                                                                                                                                             | d Assessment – Field Employees                                                                                                                                                                                                                                                                                                                                                               |  |
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|                                                                                                                              |                                                                                                                                                                                                                                                                    | communication of priorities.                                                                                                                                                                                                                                                                                                                                                                 |  |
| Substance abuse as a<br>response to excessive<br>workplace stressors                                                         | Can cause<br>performance issues<br>in the workplace as<br>well as dangers to<br>clients and other<br>workers. Can<br>promote a higher<br>risk of violence or<br>theft from the<br>company or other<br>workers                                                      | Worker involvement in<br>substance abuse policy and<br>procedure's development.<br>Worker education about<br>substance abuse. Training<br>workers and supervisors to<br>recognize the signs and<br>symptoms of substance abuse.<br>Procedures to limit individual<br>access to narcotics. Provisions<br>of counseling services and<br>return to work plans.                                  |  |
| Depression, anxiety,<br>and sleep disorders or<br>other mental illness as<br>a response to excessive<br>workplace stressors. | Can cause<br>performance issues<br>as well as a lower<br>level of personal<br>awareness which<br>can lead to a higher<br>risk of injury to<br>themselves or<br>others. Can<br>increase the risk of<br>conflict or violence<br>towards other<br>workers or clients. | Worker education about the<br>signs and symptoms of<br>depression, anxiety, sleep<br>disorders, or other mental<br>illness. Elimination of<br>workplace risk factors for<br>depression, anxiety, sleep<br>disorders, or other mental<br>illnesses. Provision of support<br>services and programs such as<br>EAP referrals. Benefit plans<br>provision. Effective return to<br>work programs. |  |



|                            | Hazaro                | Assessment – Field Employees     |  |
|----------------------------|-----------------------|----------------------------------|--|
| Hazards related to         | Can cause mental      | Mechanical devices and power     |  |
| impacts of aging on        | as well as physical   | equipment for lifting/moving.    |  |
| workers                    | stress on a worker,   | Storing objects at appropriate   |  |
|                            | resulting in injury   | heights, packing in smaller      |  |
|                            | or the level of       | quantities, or containers.       |  |
|                            | productivity.         | Supportive, adjustable seating   |  |
|                            | . ,                   | and workstations. Cell phones    |  |
|                            |                       | and pagers that incorporate      |  |
|                            |                       | vibration. Proper lighting.      |  |
|                            |                       | Adjustable temperature           |  |
|                            |                       | controls.                        |  |
|                            |                       | Management policies and          |  |
|                            |                       | procedures that ensure no age    |  |
|                            |                       | discrimination. Proactive        |  |
|                            |                       | policies to accommodate aging    |  |
|                            |                       | workers. Training opportunities  |  |
|                            |                       | for aging workers. Education     |  |
|                            |                       | for all workers on               |  |
|                            |                       | intergenerational                |  |
|                            |                       | communication. Aging workers     |  |
|                            |                       | as trainers/mentors. Flexible    |  |
|                            |                       | •                                |  |
|                            |                       | work arrangement. Job            |  |
|                            |                       | redesign to accommodate          |  |
| Charles and the second     | <b>This same same</b> | aging workers.                   |  |
| Stress related to work     | This can cause        | Management policies and          |  |
| life conflict              | stress that could     | procedures that support work-    |  |
|                            | limit productivity    | life balance (e.g. voluntary     |  |
|                            | as well as an         | reduced hours, voluntary part-   |  |
|                            | increase in the risk  | time work, phased in             |  |
|                            | for work place        | retirement, telecommuting, job   |  |
|                            | violence.             | sharing, paid and unpaid         |  |
|                            |                       | leaves, dependent care           |  |
|                            |                       | initiatives, etc.) Work designed |  |
|                            |                       | to address workload and work     |  |
|                            |                       | demands issues. Reliance on      |  |
|                            |                       | paid and unpaid overtime is      |  |
|                            |                       | reduced. Supportive              |  |
|                            |                       | management culture. Work-life    |  |
|                            |                       | balance policies are             |  |
|                            |                       | communicated to workers. The     |  |
|                            |                       | use and impact of work-life      |  |
|                            |                       | balance policies measured.       |  |
| Exposure to nuisance       | This stress can lead  | Any engineering controls         |  |
| or irritating noise levels | to workplace          | required to abate noise to       |  |
| _                          | •                     | -                                |  |
| that may induce stress     | conflict and stress   | allowable levels, if over PEL.   |  |



|                         |                     | d Assessment – Field Employees  | J |
|-------------------------|---------------------|---------------------------------|---|
|                         | home life.          | Personal communication          |   |
|                         |                     | devices rather than overhead    |   |
|                         |                     | pagers. Maintenance and         |   |
|                         |                     | repair of facility equipment,   |   |
|                         |                     | including the ventilation       |   |
|                         |                     | system. Lubrication of          |   |
|                         |                     | equipment with moving parts.    |   |
|                         |                     | Design considerations related   |   |
|                         |                     | to noise reduction in           |   |
|                         |                     | new/renovated facilities.       |   |
|                         |                     | Padded chart holders and        |   |
|                         |                     | pneumatic tube systems.         |   |
|                         |                     | Sound masking technology.       |   |
|                         |                     | Lower rings on telephones.      |   |
|                         |                     | Encourage use of soft soled     |   |
|                         |                     | shoes. Worker education on      |   |
|                         |                     | noise levels created by various |   |
|                         |                     | activities. Posted reminders to |   |
|                         |                     | reduce noise. Purchasing        |   |
|                         |                     | decisions that take into        |   |
|                         |                     | account noise levels of         |   |
|                         |                     | equipment. Location of noisy    |   |
|                         |                     | equipment to more isolated      |   |
|                         |                     | areas. Work organization at     |   |
|                         |                     | workstations to reduce noise.   |   |
| Exposure to poor        | Can cause stress as | Proper ventilation system       |   |
| indoor air quality that | well as health      | design. Ventilation system      |   |
| may induce stress       | concerns            | maintenance activities.         |   |
|                         |                     | Isolation/segregation of work   |   |
|                         |                     | processes that may create       |   |
|                         |                     | contaminants.                   |   |
|                         |                     | Contractor requirements to      |   |
|                         |                     | reduce air contamination.       |   |
|                         |                     | Selection of low-pollutant      |   |
|                         |                     | cleaning chemicals. Cleaning    |   |
|                         |                     | schedules. Infection prevention |   |
|                         |                     | and control standards. Rules    |   |
|                         |                     | regarding the use of personal   |   |
|                         |                     | appliances that may impact      |   |
|                         |                     | HVAC operations. Procedures     |   |
|                         |                     | to report and investigate       |   |
|                         |                     | indoor air quality complaints.  |   |
|                         |                     | Worker involvement in indoor    |   |
|                         |                     | air quality investigation.      |   |
|                         |                     | Communication to enable frank   |   |
|                         |                     | and timely discussion of IAQ    |   |
|                         | 1                   |                                 |   |



Medical Excellence. Compassionate Care. Hazard Assessme

|  | issues and what is being done |  |  |  |
|--|-------------------------------|--|--|--|
|  | to solve them.                |  |  |  |
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.ompassionate Care. Hazard Assessment – Field Employees

I acknowledge that I have read and understand this Field Risk Assessment. By signing I agree to adhere to the requirements set forth in this document for the use of Personal Protective Equipment/Other Protective Measures.

Print Name \_\_\_\_\_

Date\_\_\_\_\_

Employee Number \_\_\_\_\_

Sign \_\_\_\_\_