

# Injury Risk Assessment for Supervised Agricultural Experiences (SAEs)

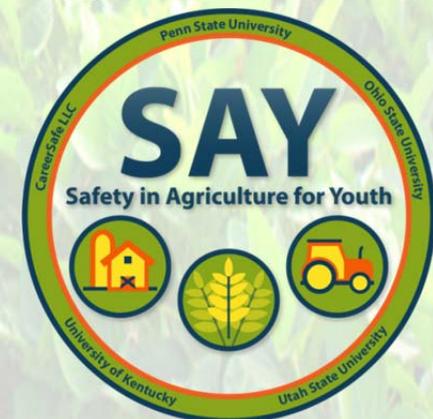
Informational Packet

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AGRICULTURAL SYSTEMS TECHNOLOGY & EDUCATION



This instructional packet is designed to serve as a reference for individuals involved with students' production based SAEs to use while evaluating worksites and assessing the risks associated with those worksites.

## The Purpose of Production SAE Supervision

- ✓ Evaluate the project
- ✓ Solve problems the student may encounter
- ✓ Provide useful instruction and input
- ✓ Learn more about the student and their SAE
- ✓ Motivate the student
- Promote the student's safety and assess the risks of production SAEs

**Production based SAE safety evaluations and risk assessments must become an integral part of the visits agricultural educators are making to production SAE sites and the paperwork that is already being done.**



## Why is Production Based SAE Safety Important?

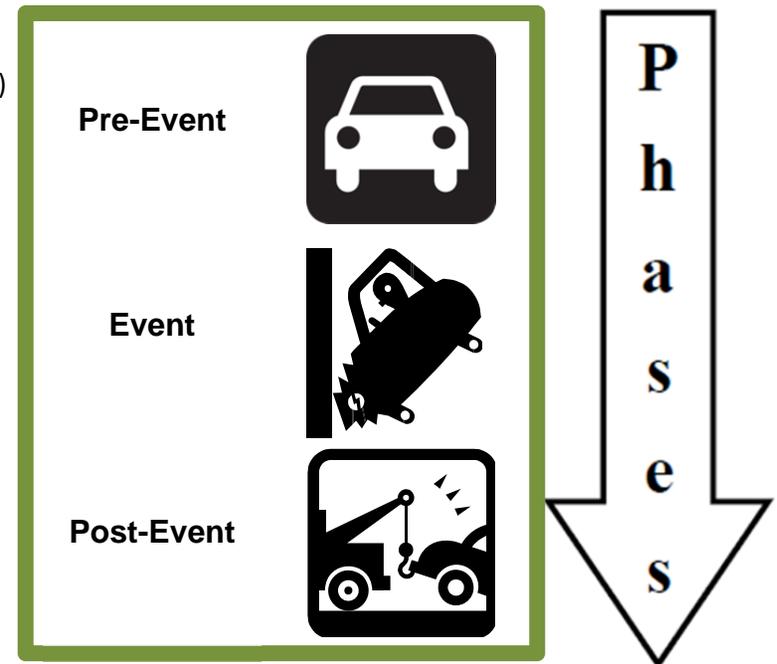
- Agriculture is one of the most dangerous industries in the nation
- Subsequently, the youth involved are at a high level of risk for injury while working on farms or ranches
- Students are at an impressionable age when safety practices must be understood and enforced by peers, supervisors, and adults involved in their SAE
- Safety can be easily integrated into pre-existing practices and content



## Injury Prevention and Haddon's Matrix

In Haddon's Matrix (Haddon, 1980), each factor in an injury is broken down into three phases: Pre-event phase, Event phase, and Post-event phase. For our purposes, the three phases will be called 1) Pre-work Assessment, 2) Working Condition Assessment and 3) Injury Preparedness Assessment. Below are the factors to be considered in each phase of a safety evaluation.

- 1) **Pre-work Assessment** - Is there potential for an event that may cause injury?
  - Student personality
  - Potential for interaction with vectors or vehicles (animals, tractors, etc.)
  - Amount of supervision
  - Student's level of instruction and training
  - Supervisor's attitude towards safety
- 2) **Working Condition Assessment** - Will an injury occur?
  - Use of PPE (proper protective equipment)
  - Equipment safeguarding
  - Guards and protection structures on equipment
- 3) **Injury Preparedness Assessment**- What will be the outcome?
  - Emergency protocol
  - Supervisor/co-worker training in CPR or first aid
  - Emergency medical equipment
  - Treatment facility location (i.e. distance, services available)
  - Eyewash station
  - Safety shower



Attached are two forms used to assess each area listed above as well as an emergency contact list. The completed student form can be used to give the agriculture teacher a better understanding of the student's typical work day (as opposed to what the teacher may see during a brief SAE visit). With the information gathered on an SAE visit and from the student assessment, the agriculture teacher can complete the Teacher Safety Assessment.

## Teacher/Parent/Employer Safety Assessment of Student's SAE

Name: \_\_\_\_\_ Worksite: \_\_\_\_\_ Date: \_\_\_\_\_

	Yes	No	Level of Risk	Recommended Action	Target Date	Person Responsible
<b>Phase 1: Pre- Work Assessment</b>						
Does student take job responsibilities seriously?						
Is the student old enough to carry out assigned tasks safely?						
Does student operate equipment (e.g. tractors, vehicles, forklifts, etc.)?						
Does student interact directly with livestock?						
Is student's supervisor present during work hours?						
Does student check in with supervisor on a regular basis throughout the day?						
Does student's supervisor always know where the student is?						
Has student successfully completed a relevant training program?						
Does student understand the inherent dangers of their work environment?						
Was proper on-site training required by supervisor?						
Does supervisor consistently enforce safety practices?						
<b>Phase 2: Working Condition Assessment</b>						
Is proper personal protective equipment worn when necessary?						
Is student dressed appropriately for the type of work being done?						
If student operates tractors, do they have a ROPS?						
Does equipment have proper safeguarding (e.g. Emergency shut offs, stop switches, guards)?						
<b>Phase 3: Injury Preparedness Assessment</b>						
Does student's workplace have an emergency protocol in place?						
If so, does the student understand the emergency protocol?						
Is student's supervisor trained in CPR or first aid?						
Is any emergency medical equipment on site? (e.g. first aid kit)						
Is there an emergency eyewash station on site?						
Is there an emergency safety shower on site?						
Does the student have access to all of the above listed items?						

**Instructions:** Answer each question with a check mark in the "yes" or "no" boxes. Then determine the level of risk (using the scale below) for each activity, based on your answer. If the level of risk is high (3-5), recommend actions to increase the student's safety. Include a date you would like the action completed by and who is responsible.

<b>Low</b>					<b>High</b>
1	2	3	4	5	

Signature: \_\_\_\_\_



# Student Self-Assessment of SAE

Name: \_\_\_\_\_ Where you work: \_\_\_\_\_ Date: \_\_\_\_\_

## Potential for Incidents

- Do you think your job requires a lot of responsibility? Yes No
- Do you ever drive tractors, vehicles, or other equipment? Yes No
- If yes, list the equipment you operate: \_\_\_\_\_
- Do you have a driver's license? Yes No
- Do you work with livestock? Yes No
- If yes, list the animals you interact with: \_\_\_\_\_
- Is your boss or supervisor there while you are working? Yes No I don't know
- Do you have to check in with your boss/supervisor during the day? Yes No
- Does your boss/supervisor always know where you are while you're working? Yes No I don't know
- Did you have to go to any special training before you could start work? Yes No
- In your opinion, are there parts of your job that you think could be dangerous? Yes No
- Did your boss/supervisor ever talk about the dangers of your job with you? Yes No
- If your boss/supervisor were to see you doing something unsafe would they say something to you? Yes No I don't know
- Have you completed a 10 hour OSHA training? Yes No

## Working Conditions

- Do you think you wear the right protective equipment while you're at work? Yes No I don't know
- Do you wear the proper clothing to protect you from other hazards? Yes No I don't know
- Does the equipment that you operate have a roll over protection structure? Yes No I don't know
- Do you know where any emergency shut offs and stop switches are located? Yes No

## In Case of Injury

- Is there a plan in place in case of an emergency? Yes No I don't know
- Did your boss/supervisor talk to you about this plan? Yes No
- Does anyone that you work with know CPR or have first aid training? Yes No I don't know
- Is there a first aid kit on site and do you know where to find it? Yes No
- Is there an emergency eye wash station? Yes No I don't know
- Is there an emergency shower? Yes No I don't know
- Do you feel like you could use or find everything that you may need in an emergency? Yes No

Signature: \_\_\_\_\_



## Emergency Phone Numbers

<b>Police-Fire-Ambulance</b>	
<b>Mother</b>	
<b>Father</b>	
<b>Other Guardian</b>	
<b>Doctor</b>	
<b>Veterinarian</b>	
<b>Agriculture Teacher</b>	
<b>Poison Control</b>	(800) 222-1222 (universal number)

**The agriculture teacher should have a complete copy of this table for each student with a production based SAE. Employers and parents should also have a copy or have access to this information.**

## SAE Code of Practice for Safety Risk Assessment

This Code of Practice seeks to promote and strengthen the safety of the student in agriculture while completing a Supervised Agricultural Experience. The SAE project will be under the supervision of the agriculture teacher, employer, and/or parent. While participating in my SAE program, I not only represent the \_\_\_\_\_ (local) FFA Chapter, but \_\_\_\_\_ High School, community and the state and National FFA Organization. The \_\_\_\_\_ (local) FFA chapter has established certain safety expectations that must be observed while completing my SAE project.

- I promise the my attitude, conduct, and appearance will be such to reflect safe work practices
- I promise to abide by the National FFA Code of Ethics
- I will not possess or use drugs, alcohol or tobacco while participating in my SAE project
- I will use safe working habits during my SAE
- I will use all machine guards, protective equipment, information, training and seek regular supervision if necessary to protect myself from risk
- I will review health and safety guidelines as established for my SAE on a regular basis
- If a dangerous situation arises, I will stop work immediately until the hazard is controlled
- If I feel uncomfortable about a task I am asked to complete, I will talk to my employer, teacher, and/or parent

Signed \_\_\_\_\_ Date \_\_\_\_\_



# When and How Should Each Form Be Used?

## 1. SAE Code of Practice & Emergency Phone Numbers

- The forms should be completed at the beginning of a student's SAE or at the beginning of each school year.
- These forms could easily be integrated into a unit of classroom instruction as an assignment, specifically an SAE unit.
- Completed forms should be signed and filed for future reference.

## 2. Student Self-Assessment

- Having students complete this assessment should be the first step in the process of risk assessment.
- This form could also be easily integrated as an assignment into a unit of instruction
- Completed form should be signed and filed for future reference.

## 3. Teacher Safety Assessment of Student's SAE

- This form should ideally be completed after the student has filled out the forms listed above and after, or in conjunction with, a scheduled SAE visit.
- This allows for the teacher to have a full understanding of the student's work environment before completing a final assessment.
- Completed form should be signed and filed for future reference.

**SAE Code of Practice for Safety Risk Assessment**

This Code of Practice seeks to promote and strengthen the safety of the student in agriculture while completing a Supervised Agricultural Experience. The SAE project will be under the supervision of the agriculture teacher, employer, and/or parent. While participating in my SAE program, I not only represent the \_\_\_\_\_ (local) FFA Chapter, but \_\_\_\_\_ (local) FFA Chapter, and the \_\_\_\_\_ High School, community and the state and National FFA Organization. The \_\_\_\_\_ (local) FFA chapter has established certain safety expectations that must be observed while completing my SAE project.

- I promise the my attitude, conduct, and appearance will be such to reflect safe work practices
- I promise to abide by the National FFA Code of Ethics
- I will not possess or use drugs, alcohol, or tobacco while participating in my SAE project
- I will use safe working habits during my SAE
- I will use all machine guards, protective equipment, information, training and seek regular supervision if necessary to protect myself from risk
- I will review health and safety guidelines as established for my SAE on a regular basis
- If a dangerous situation arises, I will stop work immediately until the hazard is controlled.
- If I feel uncomfortable about a task I am asked to complete, I will talk to my employer, teacher, and/or parent

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Emergency Phone Numbers**

Police-Fire-Ambulance	
1	→
veterinarian	
Agriculture Teacher	
Poison Control	(800) 222-1222 (universal number)

**Student Self-Assessment of SAE**

Name \_\_\_\_\_ Where you work \_\_\_\_\_ Date \_\_\_\_\_

**Potential for Accidents**

Do you think your job requires a lot of responsibility? Yes No

Do you ever drive tractors, vehicles, or other equipment? Yes No

If yes, list the equipment you operate: \_\_\_\_\_

Do you have a driver's license? Yes No

Do you work with livestock? Yes No

If yes, list the animals you interact with: \_\_\_\_\_

Is your boss or supervisor there while you are working? Yes No I start now

Do you have to check in with your boss/supervisor during the day? Yes No

Does your boss/supervisor always know where you are while you're working? Yes No I start now

Did you have to go to any special training before you could start work? Yes No

In your opinion, are there safety hazards? Yes No

Did your boss/supervisor ever warn you? Yes No

If your boss/supervisor were to \_\_\_\_\_

Do you see something to \_\_\_\_\_

**Working Conditions**

Do you think you wear the right protective equipment while you're at work? Yes No I start now

Do you wear the proper clothing to protect you from other hazards? Yes No I start now

Does the equipment that you operate have a roll over protection structure? Yes No I start now

Do you know where any emergency shut offs and stop switches are located? Yes No

**In Case of Injury**

Is there a plan in place in case of an emergency? Yes No I start now

Did your boss/supervisor talk to you about this plan? Yes No

Does anyone that you work with know CPR or have first aid training? Yes No I start now

Is there a first aid kit on site and do you know where to find it? Yes No

Is there an emergency eye wash station? Yes No I start now

Is there an emergency shower? Yes No I start now

Do you feel like you could use or find everything that you may need in an emergency? Yes No

**Teacher/Parent/Employer Safety Assessment of Student's SAE**

Name \_\_\_\_\_ Workplace \_\_\_\_\_ Date \_\_\_\_\_

	Yes	No	Level of Risk	Recommended Action	Teacher/Parent/Employer Signature
<b>Phase 1: Pre-Work Assessment</b>					
Does student use job responsibilities correctly?					
Is the student in charge of any job equipment tasks safety?					
Does student operate equipment (e.g. tractor, vehicle, tractor, etc.)?					
Does student interact directly with livestock?					
Is student's supervisor present during work hours?					
Does student check in with supervisor or a regular basis throughout the day?					
Does student's supervisor always know where the student is?					
Has student successfully completed a relevant training program?					
Does student understand the greatest dangers of their work environment?					
Has proper on-site training received by supervisor?					
Does supervisor consistently enforce safety practices?					
<b>Phase 2: Working Condition Assessment</b>					
Is proper personal protective equipment worn when necessary?					
Is proper personal protective equipment worn when necessary?					
Is student dressed appropriately for the type of work being done?					
Is student operating heavy equipment, does equipment have a ROPS structure?					
Are emergency shut offs and stop switches clearly marked?					
<b>Phase 3: Injury Preparedness Assessment</b>					
Does student understand how an emergency protocol is placed?					
Is there an emergency protocol in place?					
Is there an emergency medical account or first aid kit on site?					
Is there an emergency eye wash station on site?					
Is there an emergency shower on site?					
Does the student have access to all of the above listed items?					

**Instructions:** Answer each question with a check mark in the "yes" or "no" boxes. Then determine the level of risk (using the scale below) for each activity, based on your answer. If the level of risk is high, recommend actions to increase the student's safety. Include a date you would like the action completed by and who is responsible.

Low ■ ■ ■ ■ High

## Keys to Safety Success

- Assessing a student's work environment and making changes to increase the safety of the student is the responsibility of everyone involved in SAEs:
  - the student
  - the agriculture teacher
  - parents
  - employers
  
- Risk assessments can be worked into pre-existing SAE visits and paperwork.
  
- Agricultural educators are advocates for their students' workplace safety and must assess the risks associated with each student's SAE and help them work with their supervisors and parents to make each workplace as safe as possible.

# Child Labor Law & Safety Resources

## Youth Rules Fact Sheets ([www.youthrules.dol.gov](http://www.youthrules.dol.gov))

Basic Fact Sheet:	<a href="http://www.dol.gov/whd/regs/compliance/whd_fs.pdf">http://www.dol.gov/whd/regs/compliance/whd_fs.pdf</a>
Cooking & Baking:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs58.htm">http://www.dol.gov/whd/regs/compliance/whdfs58.htm</a>
Driving Trucks:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs34.htm">http://www.dol.gov/whd/regs/compliance/whdfs34.htm</a>
Restaurants:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs2a.htm">http://www.dol.gov/whd/regs/compliance/whdfs2a.htm</a>
Farm Jobs:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs40.htm">http://www.dol.gov/whd/regs/compliance/whdfs40.htm</a>
Grocery Stores:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs38.htm">http://www.dol.gov/whd/regs/compliance/whdfs38.htm</a>
Balers:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs57.htm">http://www.dol.gov/whd/regs/compliance/whdfs57.htm</a>
Recreation:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs37.htm">http://www.dol.gov/whd/regs/compliance/whdfs37.htm</a>
Roofing:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs74.htm">http://www.dol.gov/whd/regs/compliance/whdfs74.htm</a>
Driving:	<a href="http://www.dol.gov/whd/regs/compliance/Teen_Driving.pdf">http://www.dol.gov/whd/regs/compliance/Teen_Driving.pdf</a>
Overtime:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs23.htm">http://www.dol.gov/whd/regs/compliance/whdfs23.htm</a>
Minimum Wage:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs32.htm">http://www.dol.gov/whd/regs/compliance/whdfs32.htm</a>
Hours Worked:	<a href="http://www.dol.gov/whd/regs/compliance/whdfs22.htm">http://www.dol.gov/whd/regs/compliance/whdfs22.htm</a>

## Other Resources

### **OSHA 10-Hour General Industry (Agriculture) Course**

<http://www.careersafeonline.com/index.php/component/content/article/9-courses/90-osha-10-hour-general-industry-ag>

### **Safety in Agriculture for Youth**

<http://www.extension.org/pages/70004/safety-in-agriculture-for-youth#.VldpajHF-Sp>

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