

Username
training.uc

Password:
ucr



Download “**HP Reveal**”
and “**Zappar**” app



Risk & Safety
TRAINING
University of California

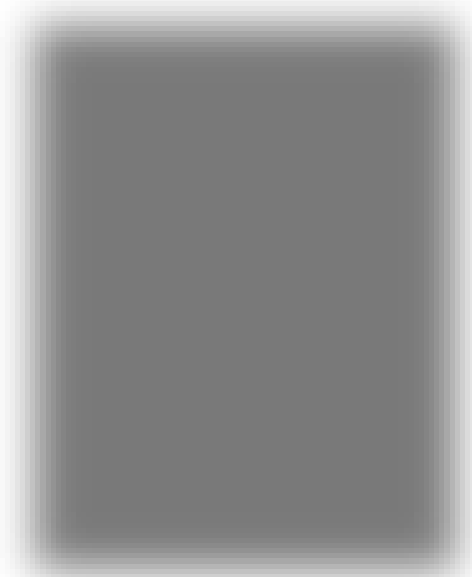
EH&S Professional Workshop

Environment, Health & Safety
University of California San Diego
April 25, 2019

Facilitated by

Janette de la Rosa Ducut, Ed.D.
Christine Flanders
My-Linh Tran
Cassandra Greenawalt, MS, RDN
Heather Davis
Vanessa Hurtado, M.Ed.

Welcome



Corey Singleton

Director

University of California

San Diego

Environment, Health & Safety



Ken Smith CHP, CIH, RRPT

Executive Director

University of California

Office of the President

Environmental Health & Safety

Welcome to UC San Diego



2,100 acres, 700 buildings



Scripps Institution of Oceanography



Marine Facility at Point Loma



FLIP

Robert Gordon Sproul

Roger Revelle

Sally Ride

39,000 students



39,000 students
16,000 live on campus



35,000 staff and faculty



35,000 staff and faculty
65,000 daily population



Two medical centers, 800 beds



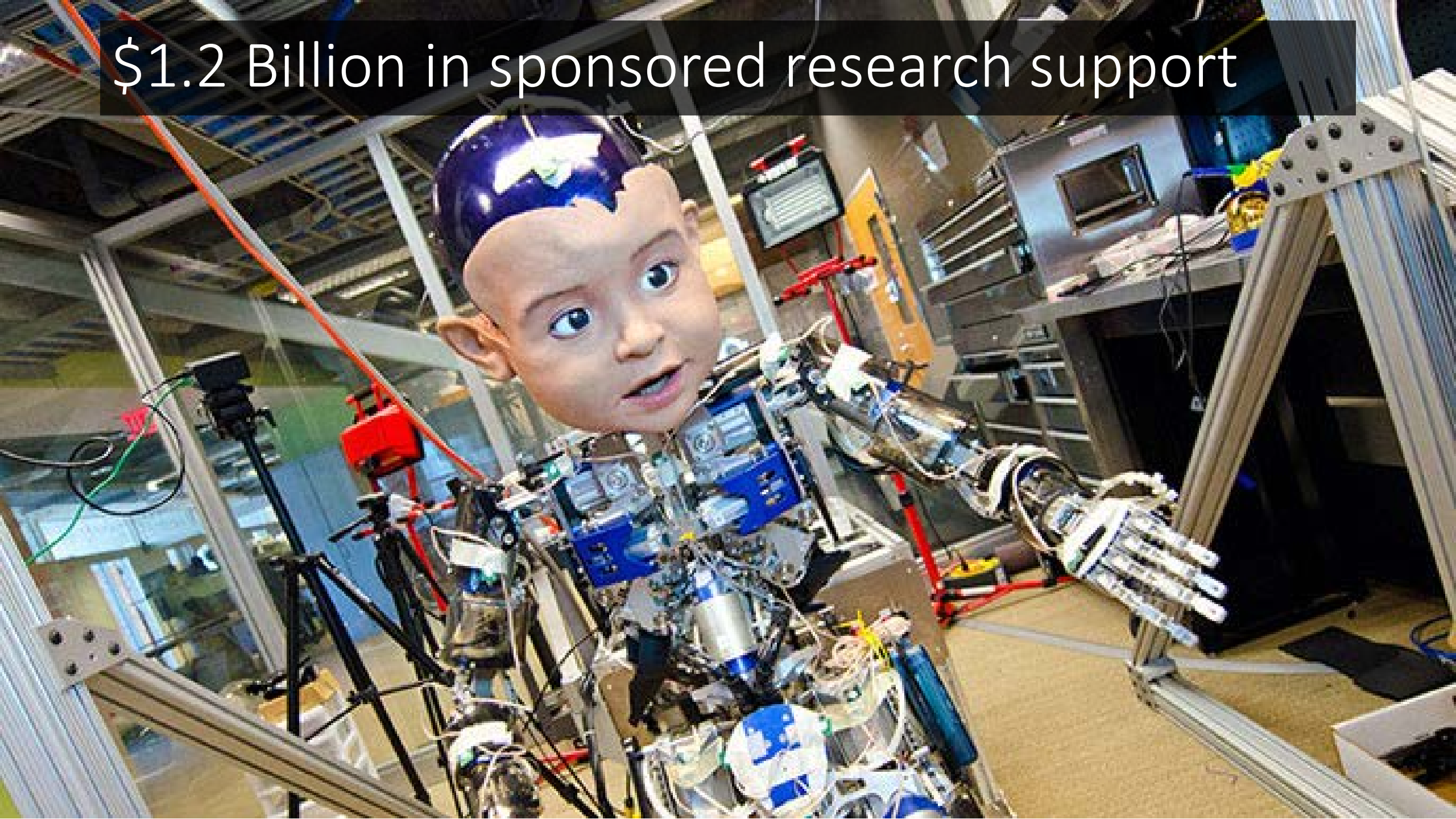


854,000 outpatients per year

\$1 Billion in active construction



\$1.2 Billion in sponsored research support




Thank you!




Administration



Complete the “Pretest” column



EH&S Professional Education Workshop
Test
April 25, 2019 @ University of California San Diego



Risk & Safety
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University of California

Name: _____ Email: _____

I strongly agree that I can...	Pretest		Posttest	
1. Recall information from the online training modules (EH&S Generalist).	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
2. Recognize and respond to hazards (food safety & pest control, earthquakes, pushing/pulling, and personal protective equipment)	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
3. Identify persons of influence, Key Performance Indicator(s), and ways of being service-oriented (core competencies)	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
4. Determine how to prioritize , build credibility , and show effectiveness .	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
5. Diagnose good, and bad, ways of responding to complaints by faculty, staff, and students.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
6. Identify common everyday sources of radiation.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
7. Use a Geiger-Mueller (GM) meter to detect radioactive material.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
8. Recognize a confined space or the ABCs of fall protection.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
9. Use equipment to conduct a rescue from a confined space or fall.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
10. Implement a flying checklist prior to operating a drone.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
11. Operate a unmanned aircraft system (UAS).	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
12. Recognize techniques for maintaining sterility in a cleanroom.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
13. Differentiate between Class 100 and Class 1000 technology.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
14. Analyze considerations for safety in nanoscale research facility.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
15. Consider different forms of communication and interpretation.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
16. Influence others.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
17. Determine your leadership style.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
18. Connect with someone in the workshop today.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
19. Manage a team project with limited communication.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
20. Identify characteristics of good, and bad, teams.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False

Total _____

A. How long have you worked in EH&S (or a safety role)? _____ years

B. Do you want to earn continuing education unit(s) for participation today? ☐ Yes ☐ No
(If “YES” complete the CEUs registration form)

Learning adjusted score

www.ehsProfessional.education

EH&S Professional
E D U C A T I O N

A green square sign with a white border. Inside the square is a white silhouette of a person running towards the right, with their left leg forward and arms pumping. The sign is mounted on a wall.

Agenda

Exits & Restrooms

Sign-In



HP Reveal



Zappar

ERES Professional
EDUCATION

ERES Professional
EDUCATION

**Cassandra
Greenawalt**

University of California Riverside

Risk & Safety
TRAINING
UNIVERSITY OF CALIFORNIA

November 14, 2017 @ University of California Irvine

Handout

Download

Introductions



Allyson Long

Safety Coordinator

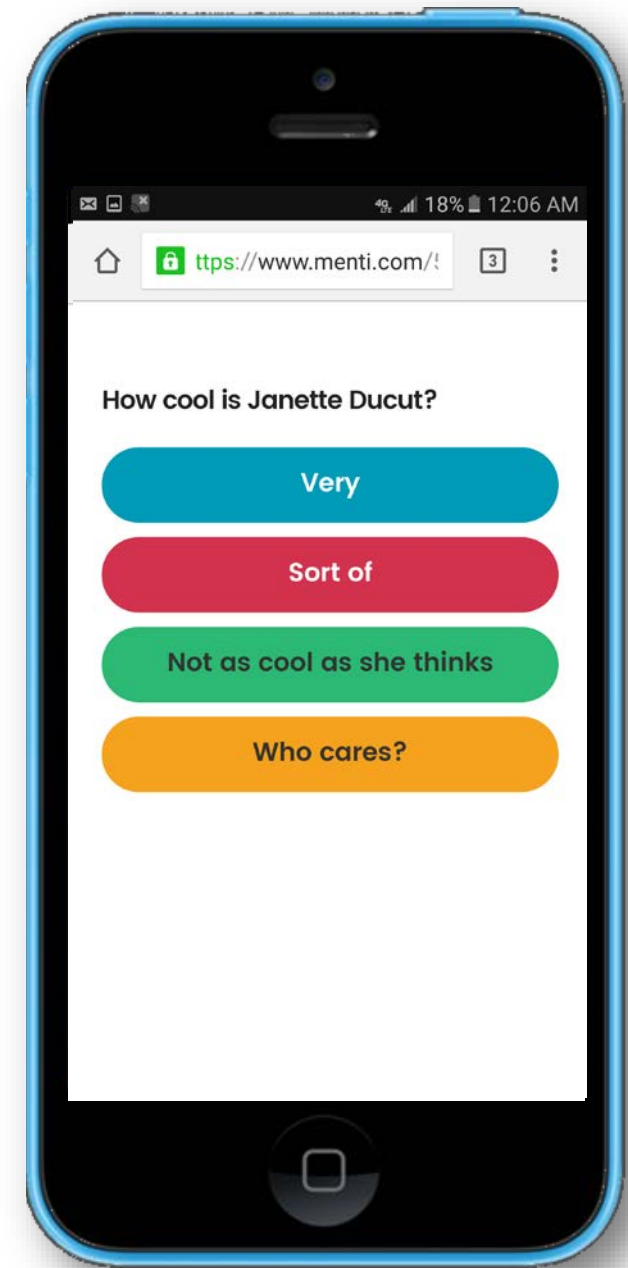
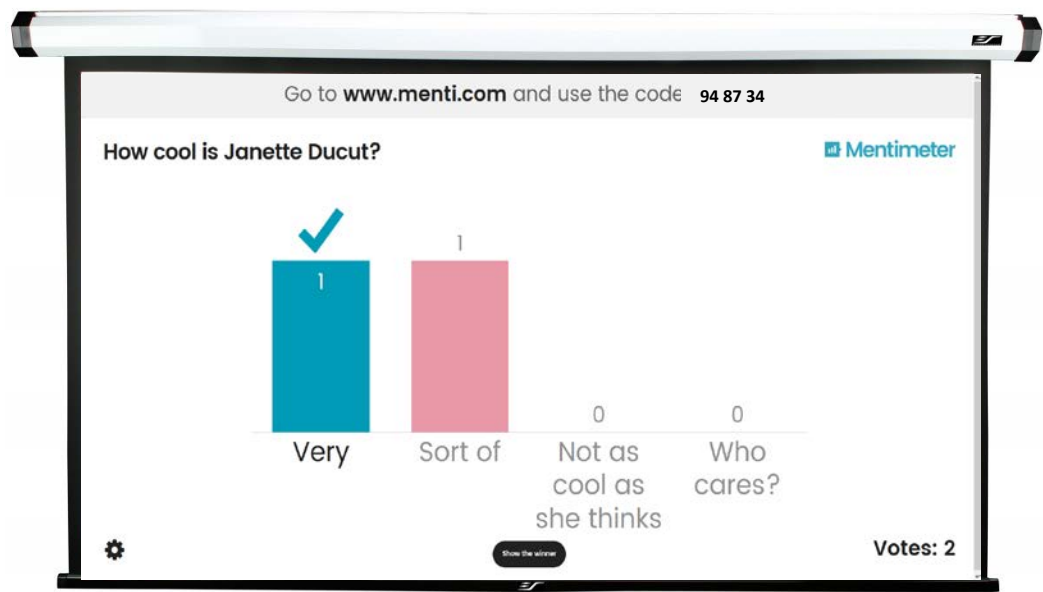
University of California

San Diego

Scripps Institution of Oceanography

**ZERO
WASTE
EVENT**

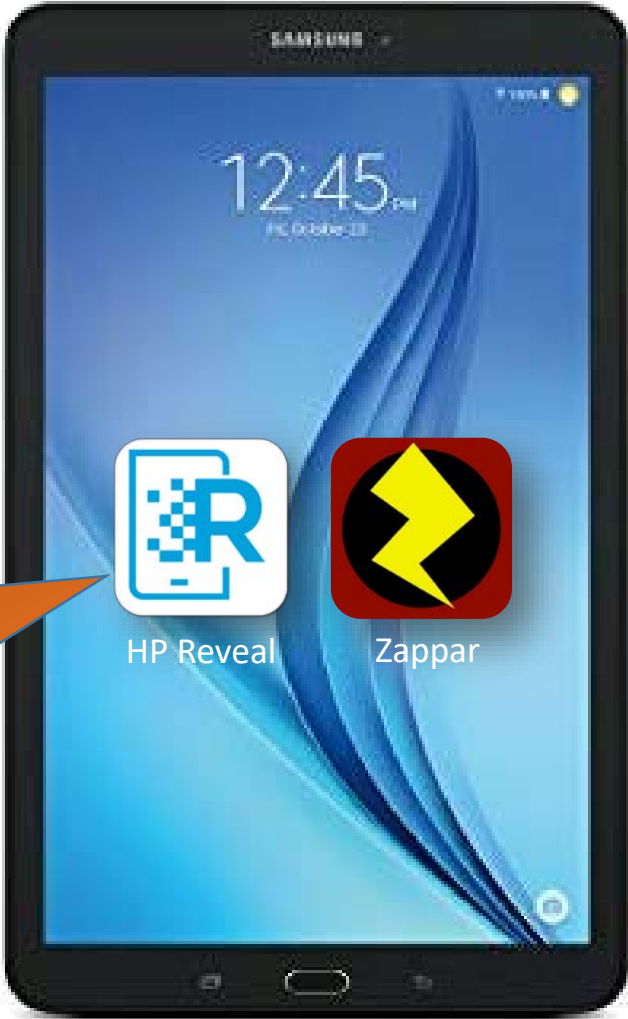
Review



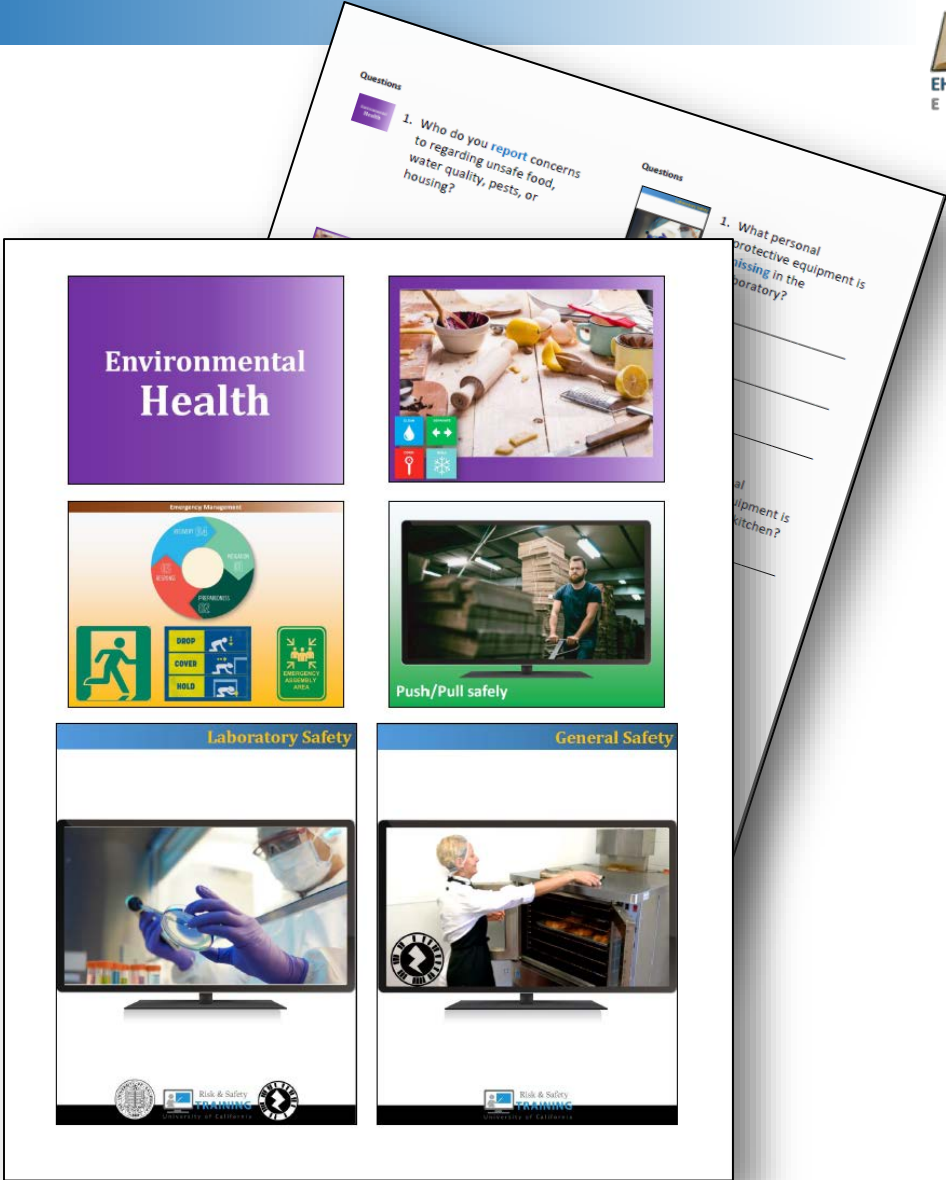
Hazard

Recognition & Response

Username
training.uc
Password:
ucr



Download “HP Reveal”
and “Zapper” app

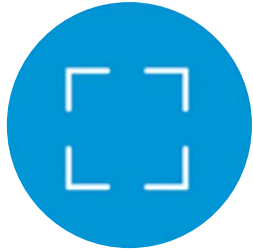


Images and Handout

INSTRUCTIONS



1. Launch the “**HP Reveal**” app



2. Click on the “**View Finder**” icon



3. **Point** camera at images



Risk & Safety
TRAINING

University of California

HP Reveal

Environmental Health



CLEAN



SEPARATE



COOK



CHILL



Emergency Management





Push/Pull safely



Zappar

INSTRUCTIONS



1. Launch “**Zappar**” app



2. Press “**Zap**” icon



3. **Point** camera at images

Laboratory Safety



Risk & Safety
TRAINING
University of California

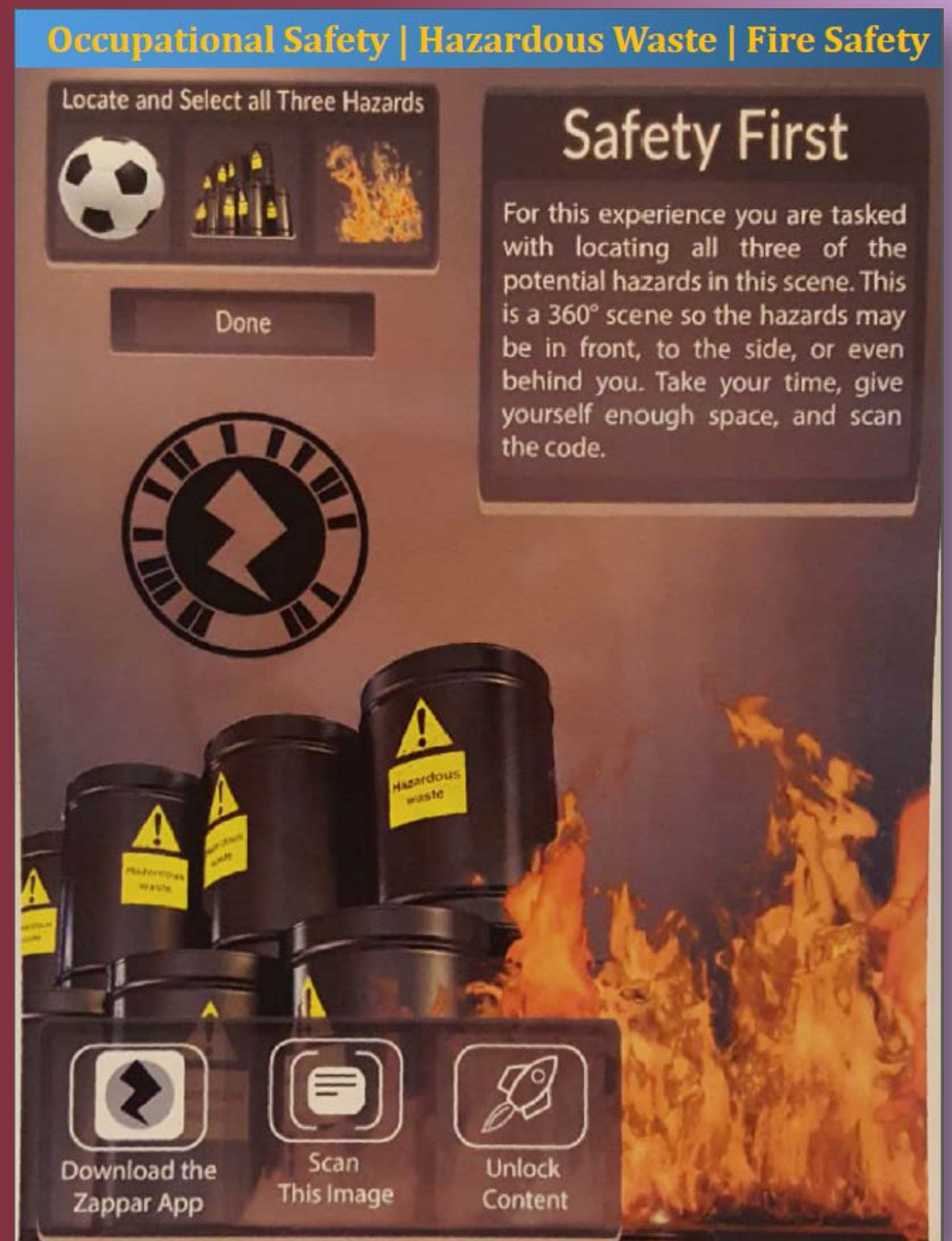


General Safety



Risk & Safety
TRAINING
University of California

Use phone to scan
“Safety First”
handout



Core Competencies



Robert Emery DrPH, CHP, CIH, CSP, CBSP, CHMM, CPP, ARM
Vice President of Safety, Health,
Environment & Risk Management (SHERM)
University of Texas
Health Science Center at Houston



EH&S Professional
E D U C A T I O N

Core Competencies

Program Management
Communication
Influence

UTHSC-H (UTHealth)

Case Studies

April 25, 2019

Robert Emery

DrPH, CHP, CIH, CSP, CBSP, CHMM, CPP, ARM

Vice President of Safety, Health,
Environment & Risk Management

University of Texas

Health Science Center at Houston



Awkward
Iowa State
University
Presentation

Influence

Influence

Hurricane Harvey and stadium cover

- Symbolic gestures

Dean's secretary complaining her teeth hurt because of radiation

- Opportunity to create an advocate (or not)

Persons of influence ...be aware of who they are

- Take care of them, and it will have a positive effect



False Assumptions

1. Compliant \neq Safe
2. Designed \neq As Built
3. Stamped by PE \neq Code Compliant
4. Reviewed by Safety Committee \neq Safe
5. Reviewed by Safety \neq Safe
6. Trained \neq Performance
7. Perception \neq Reality
8. Property Insurer Review \neq Occupant Safety
9. IAQ Odor \neq Death
10. RCRA Compliance \neq Safe Lab

Program management

The Great University EH&S Paradox...

Successful EH&S programs function largely in the realm of prevention, so “on a good day, nothing happens”

- EH&S professionals are passionate about “making nothing happen”



The Great University EH&S Paradox...

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But the perspective of key stakeholders (faculty, upper management) can be that EH&S is “making nothing happen”



The Great University EH&S Paradox...

Successful EH&S programs function largely in the realm of prevention, so “on a good day, nothing happens”

- EH&S professionals are passionate about “making nothing happen”



But the perspective of key stakeholders (faculty, upper management) can be that EH&S is “making nothing happen”



Hence why we (EH&S) need to improve our ability to tell our story, armed with meaningful and relevant data



Universal University EH&S Process Map: Inputs and Outcomes

Institutional Inputs

- EH&S Budget
- EH&S Staff



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Ultimate EH&S Program Outcomes

- Number of reported illnesses, **injuries** or fatalities for entire population at risk: students, employees, visitors
- Number and amount of **property** losses
- Amount of **environmental** releases: hazardous waste, air, water
- Results of external regulatory compliance **inspections**
- Measured **client** satisfaction



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“Not everything that gets measured matters, but what matters absolutely should get measured”

Universal University EH&S Process Map: Inputs and Outcomes

Institutional Inputs

- EH&S Budget
- EH&S Staff

EH&S Activities/Efforts

- Safety [training](#)
- Safety [surveillance](#)
- [Emergency](#) response
- Hazardous [waste](#) management
- Research [protocol](#) reviews
- Risk assessments/[control](#) measures
- Create/refine [policies](#)/procedures
- Responding to [client](#) requests
- Staying current with developments in the fields
- Maintain documents/[records](#) for regulatory inspections
- Establish [relationships](#)

Ultimate EH&S Program Outcomes

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Universal University EH&S Process Map: Inputs and Outcomes

Institutional input drivers

Size? Complexity? Experience?



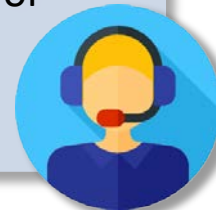
Institutional Inputs

- EH&S Budget
- EH&S Staff



EH&S Activities/Efforts

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Universal University EH&S Process Map: Inputs and Outcomes

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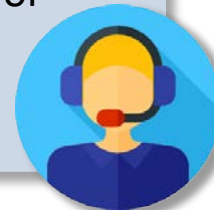
Institutional Inputs

- EH&S Budget
- EH&S Staff



EH&S Activities/Efforts

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How are we doing?

Comparisons
Valid benchmarks?

Universal University EH&S Process Map: Inputs and Outcomes

Institutional input drivers

Size? Complexity? Experience?



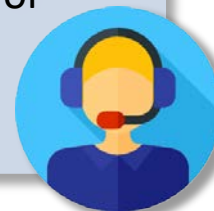
Institutional Inputs

- EH&S Budget
- EH&S Staff



EH&S Activities/Efforts

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Ultimate EH&S Program Outcomes

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- Measured **client** satisfaction

How are we doing?
Comparisons
Valid benchmarks?



Is there
a relationship
between inputs and
outcomes?

```

graph TD
    President[President] --> VPAA[Vice President for Academic Affairs]
    President --> VPST[VP for Student Affairs]
    President --> VPInt[VP for International Affairs]
    President --> VPHS[VP for Health and Safety]
    VPAA --> Registrar[Office of the Registrar]
    VPAA --> Controller[Office of the Controller]
    VPAA --> VPST
    VPAA --> VPInt
    VPAA --> VPHS
  
```

[illegible]

Kundenkennzeichen

Kundennummer

Kundennummer	Kundenname	Kundenadresse	Kundenkontakt	Kundenhistorie	Kundenstatus
123456789	Kundenname 123456789	Kundenadresse 123456789	Kundenkontakt 123456789	Kundenhistorie 123456789	Kundenstatus 123456789

Kundenname

Kundenname	Kundenadresse	Kundenkontakt	Kundenhistorie	Kundenstatus
Kundenname 123456789	Kundenadresse 123456789	Kundenkontakt 123456789	Kundenhistorie 123456789	Kundenstatus 123456789

Kundenadresse

Kundenadresse	Kundenkontakt	Kundenhistorie	Kundenstatus
Kundenadresse 123456789	Kundenkontakt 123456789	Kundenhistorie 123456789	Kundenstatus 123456789

Kundenkontakt

Kundenkontakt	Kundenhistorie	Kundenstatus
Kundenkontakt 123456789	Kundenhistorie 123456789	Kundenstatus 123456789

Kundenhistorie

Kundenhistorie	Kundenstatus
Kundenhistorie 123456789	Kundenstatus 123456789

Kundenstatus

Kundenstatus	Kundenhistorie
Kundenstatus 123456789	Kundenhistorie 123456789

Characteristic	Age (years)	Sex	Marital status
Mean (range)	35 (20-55)	Male	Married
Mean (range)	35 (20-55)	Female	Married
Mean (range)	35 (20-55)	Male	Single
Mean (range)	35 (20-55)	Female	Single
Mean (range)	35 (20-55)	Male	Divorced
Mean (range)	35 (20-55)	Female	Divorced
Mean (range)	35 (20-55)	Male	Widowed
Mean (range)	35 (20-55)	Female	Widowed

- **KPI #1: Losses**
Personnel
Property
- **KPI #2: Compliance**
Safety/government agencies
Risk transfer/insurances
- **KPI #3: Finances**
Expenditures
Revenues
- **KPI #4: Client Satisfaction**
External clients/personal
Internal department staff

Estimated Total U.S. Sales

1990 1991 1992 1993 1994 1995 1996 1997 1998

Billions of Dollars

Japan
Germany
France
United Kingdom
Italy
Canada
Spain
Netherlands
Sweden
Belgium
Austria
Switzerland
Denmark
Norway
Finland
Greece
Portugal
Ireland
Luxembourg
Iceland
Estonia
Latvia
Lithuania
Slovakia
Czech Republic
Poland
Hungary
Slovenia
Croatia
Serbia
Bosnia and Herzegovina
Macedonia
Albania
Bulgaria
Romania
Greece
Turkey
Cyprus
Malta
Gibraltar
United Kingdom
Ireland
Luxembourg
Iceland
Estonia
Latvia
Lithuania
Slovakia
Czech Republic
Poland
Hungary
Slovenia
Croatia
Serbia
Bosnia and Herzegovina
Macedonia
Albania
Bulgaria
Romania
Greece
Turkey
Cyprus
Malta
Gibraltar

[illegible]

Demographic variables

Variable	Percentage
Age	100%
Sex	100%
Education	100%
Income	100%
Occupation	100%

Attitudinal variables

Variable	Percentage
Attitude towards the environment	100%
Attitude towards the government	100%
Attitude towards the media	100%
Attitude towards the police	100%
Attitude towards the judiciary	100%
Attitude towards the military	100%
Attitude towards the religious community	100%
Attitude towards the ethnic community	100%
Attitude towards the social community	100%
Attitude towards the political community	100%

[illegible][illegible][illegible]

Age Group	Total (%)	Male (%)	Female (%)	Male (%)	Female (%)
18-24	~15	~12	~18	~10	~20
25-34	~35	~32	~38	~28	~42
35-44	~25	~22	~28	~18	~32
45-54	~18	~15	~22	~12	~25
55-64	~10	~8	~12	~6	~14
65+	~5	~4	~6	~3	~7

[illegible][illegible]

Chemical Safety Program (CSP) Satisfaction Survey Results

Information on the survey was provided to the public through the community meeting on 10/16/03. Information is provided on the table below.

Table 1. Chemical Safety Program (CSP) Satisfaction Survey Results

Category	Strongly Dislike	Dislike	Like	Strongly Like
Overall	2%	2%	75%	21%
Program Management/Structure	2%	2%	75%	21%
Program Communication/Outreach	2%	2%	75%	21%
Program Effectiveness/Performance	2%	2%	75%	21%
Program Costs/Budget	2%	2%	75%	21%

Table 2. Chemical Safety Program (CSP) Satisfaction Survey Results

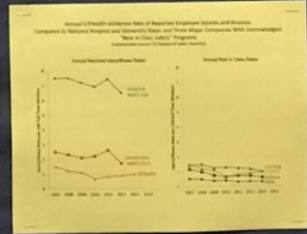
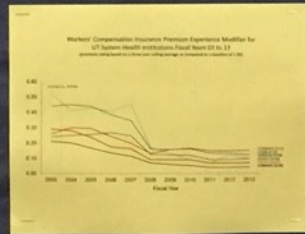
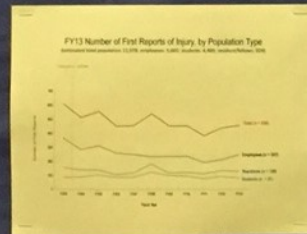
Category	Strongly Dislike	Dislike	Like	Strongly Like
Program Management/Structure	2%	2%	75%	21%
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Program Costs/Budget	2%	2%	75%	21%

Page 10

TABLE 1. USHRA's Radiation Safety Program Success Assessment

Table contains data on 10 assessment questions. Values are the number of respondents who said "yes" or "often" versus those who said "no" or "not often." The numbers reflect only the respondents who answered the question. The total number of respondents was 100.

Question	Yes	No	Often	Not Often
1. Do radiation safety programs exist in hospitals that manufacture or import radionuclides?	100%	0%	70%	30%
2. Are the radiation programs for radionuclides in hospitals that manufacture or import radionuclides written in specific detail?	100%	0%	70%	30%
3. Are the radiation programs for radionuclides in hospitals that manufacture or import radionuclides written in general terms?	100%	0%	70%	30%
4. Are the radiation programs for radionuclides in hospitals that manufacture or import radionuclides written in general terms?	100%	0%	70%	30%
5. Do the radiation programs for radionuclides in hospitals that manufacture or import radionuclides include a written policy on the use of radionuclides?	100%	0%	70%	30%
6. Do the radiation programs for radionuclides in hospitals that manufacture or import radionuclides include a written policy on the use of radionuclides?	100%	0%	70%	30%
7. Do the radiation programs for radionuclides in hospitals that manufacture or import radionuclides include a written policy on the use of radionuclides?	100%	0%	70%	30%
8. Do the radiation programs for radionuclides in hospitals that manufacture or import radionuclides include a written policy on the use of radionuclides?	100%	0%	70%	30%
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10. Do the radiation programs for radionuclides in hospitals that manufacture or import radionuclides include a written policy on the use of radionuclides?	100%	0%	70%	30%

[illegible][illegible][illegible][illegible]

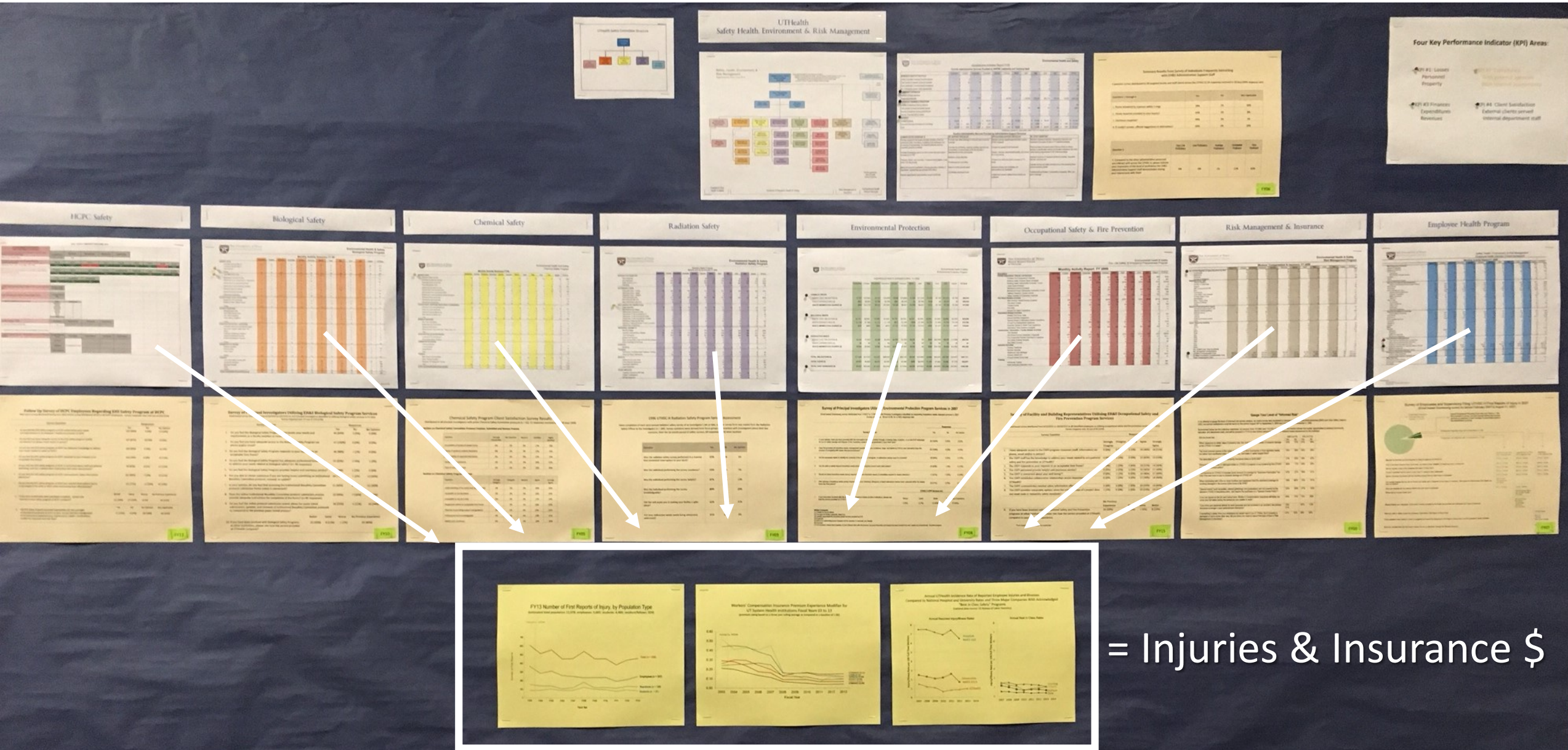
UTHealth Safety, Health, Environment & Risk Management (SHERM)



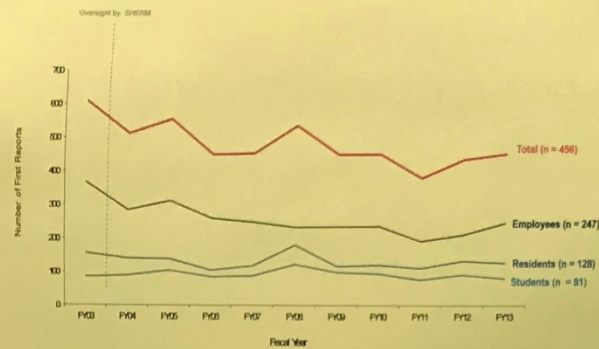
UTHealth Safety, Health, Environment & Risk Management (SHERM)



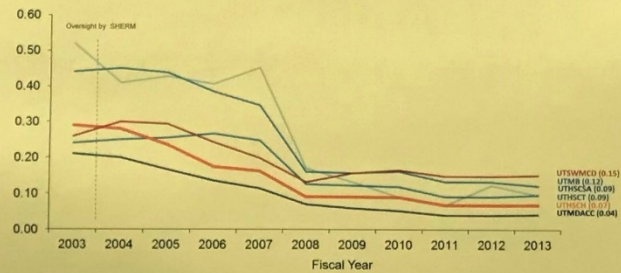
UTHealth Safety, Health, Environment & Risk Management (SHERM)



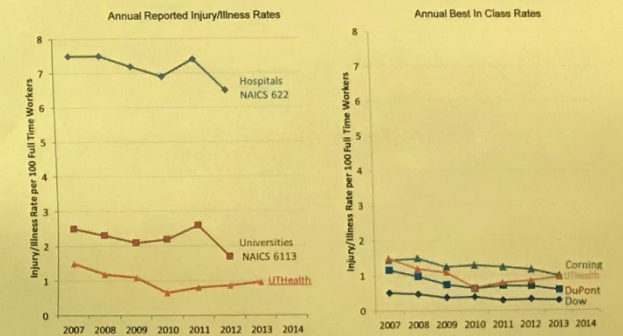
FY13 Number of First Reports of Injury, by Population Type
(estimated total population 11,078; employees: 5,665; students: 4,489; resident/fellows: 924)



Workers' Compensation Insurance Premium Experience Modifier for UT System Health Institutions Fiscal Years 03 to 13
(premium rating based on a three year rolling average as compared to a baseline of 1.00)

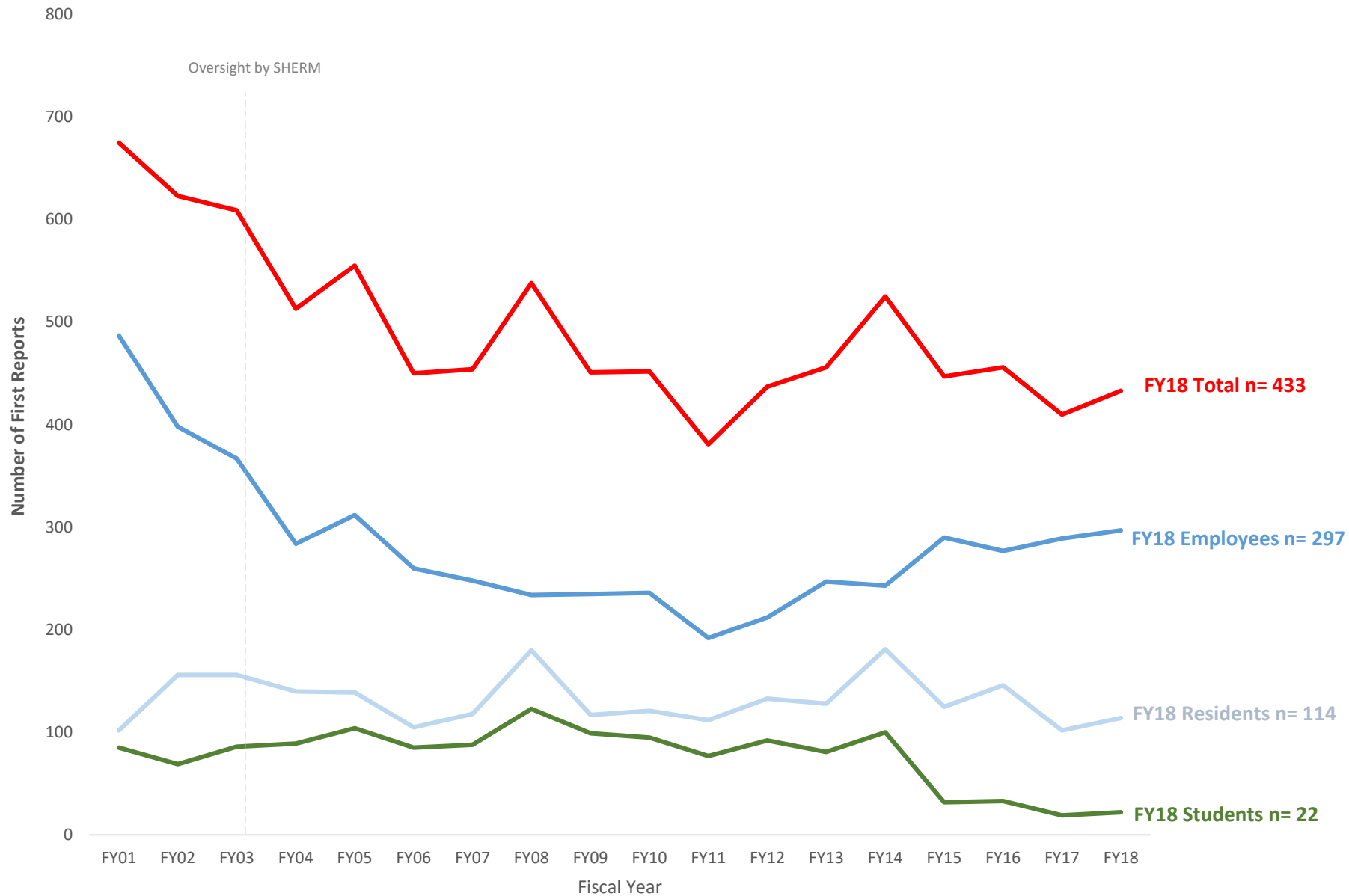


Annual UTHealth Incidence Rate of Reported Employee Injuries and Illnesses Compared to National Hospital and University Rates and Three Major Companies With Acknowledged "Best in Class Safety" Programs
(national data source: US Bureau of Labor Statistics)



FY18 Number of First Reports of Injury, by Population Type

(2017 estimated total population 13,743*; employees: 7,351; students: 5,241; residents/fellows: 1,151)



KPI #1: Losses

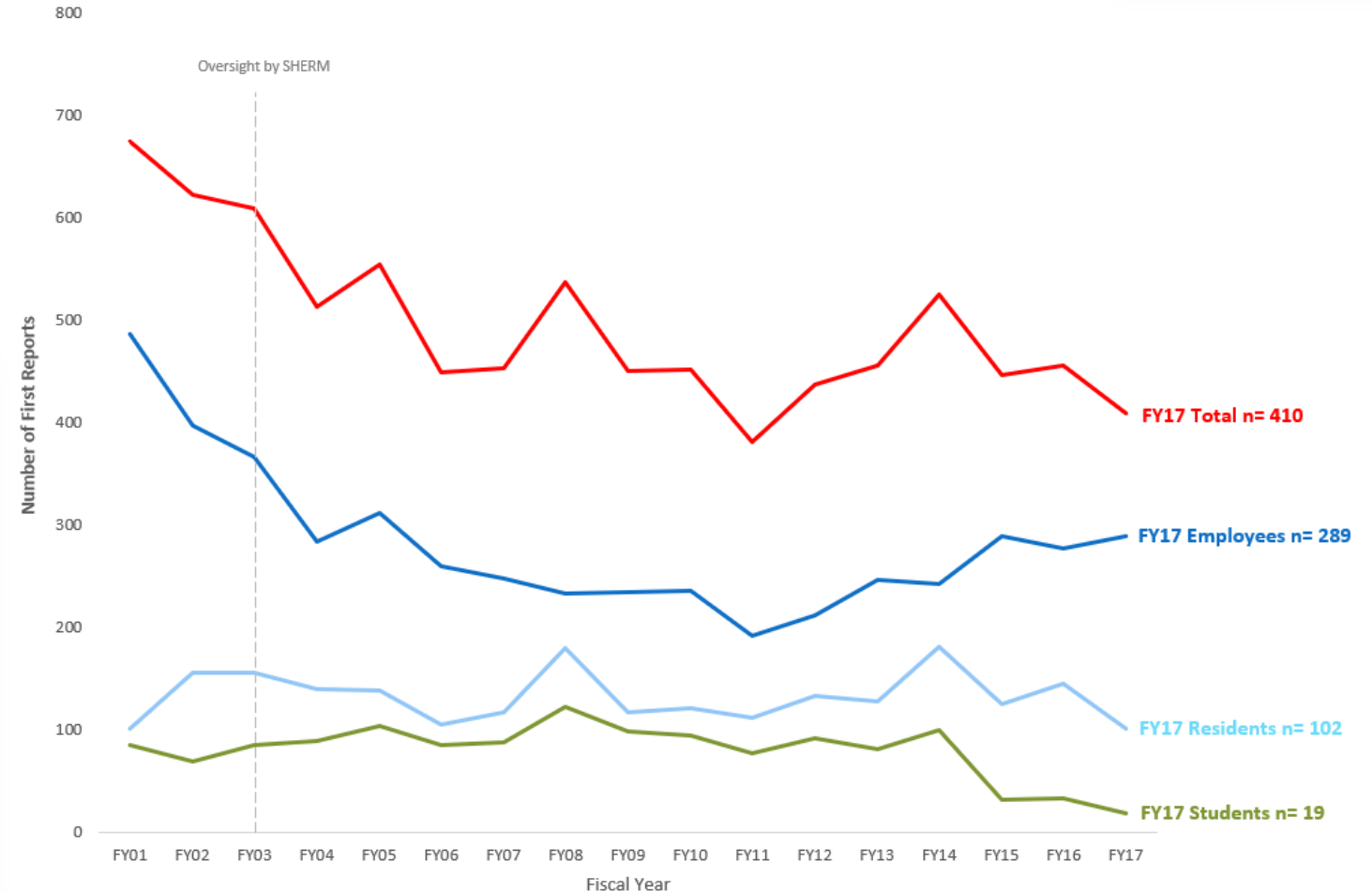
- **Personnel**
 - Numbers of first reports of injury submitted by employees, residents, students
 - Employee injury and illness rate
 - Workers' Compensation Insurance experience modifier
- **Property**
 - Losses incurred and covered by UTS Comprehensive Property Protection Program
 - Losses incurred but covered by outside party
 - Losses retained by UTHealth

FY18 Planned Actions - Losses

- **Personnel**
 - Closely monitor increase in reported employee injury events (largely from the clinic setting) determine root cause and implement preventive measures.
 - HCPC focus on addressing workplace violence related issues (e.g. patient on staff violence leading to injuries)
 - Improve emergency event education activities across campus through various mechanisms – webpage, postings, outreach presentations
 - Equip personnel working in high risk settings with improved exposure protocols for possible after hours exposures (e.g. NHP, B. anthracis, prions, MPTP)
- **Property**
 - Continue to educate faculty and staff about common perils causing losses (water, power interruption, and theft), simple interventions.
 - Develop additional predictive methods for prompt recovery after losses occur, specifically estimated length of time to recovery

FY17 Number of First Reports of Injury, by Population Type

(2016 estimated total population 13,064*; employees: 7,272; students: 4,811; resident/fellows: 981)



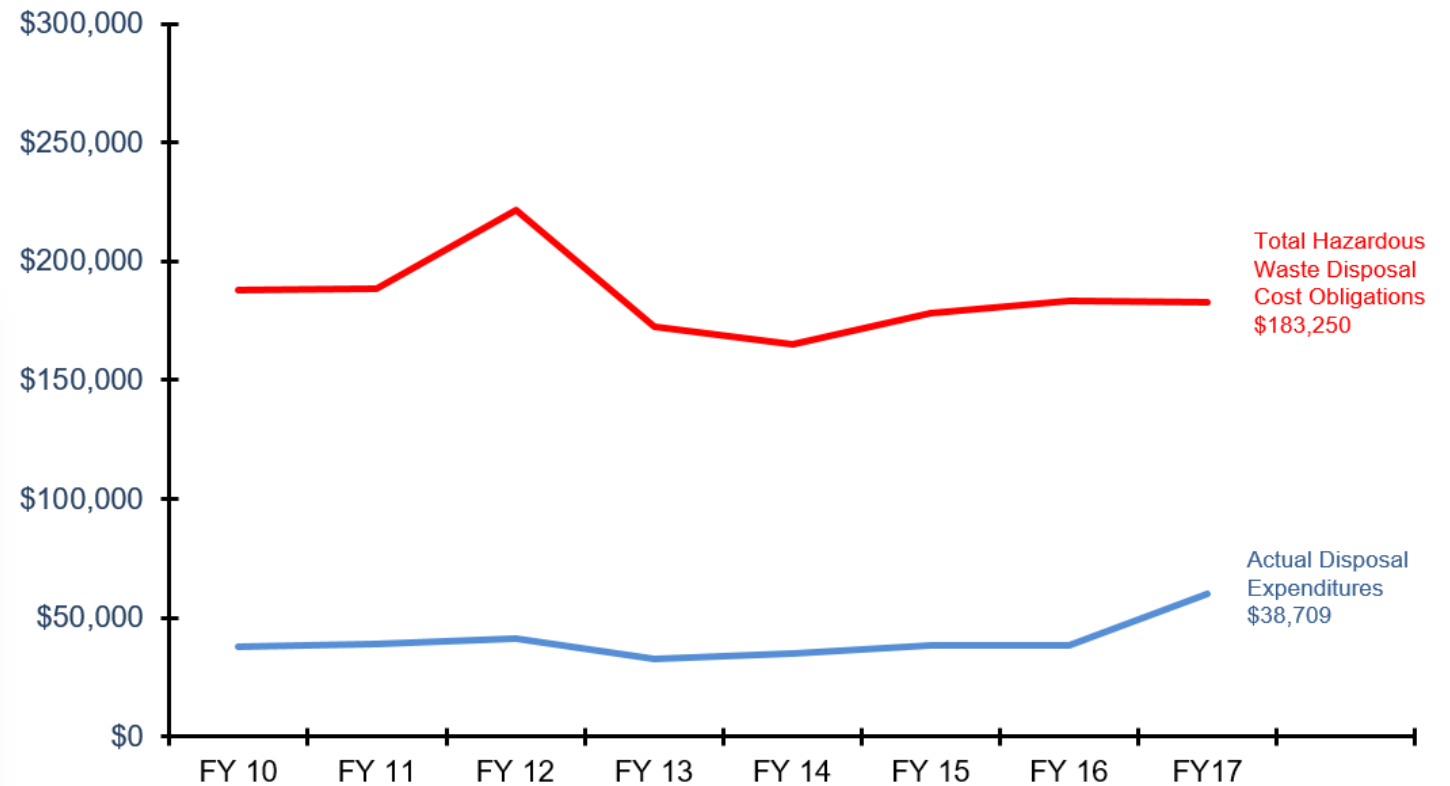
KPI #3: Finances

- **Expenditures**
 - Program cost, cost drivers
- **Revenues**
 - Sources of revenue, amounts

FY18 Planned Actions - Financial

- **Expenditures**
 - Continue aggressive hazardous waste minimization program to contain hazardous waste disposal costs
 - Continue to lobby for dedicated funding for Occupational Health Clinical Services Agreement because of impending discontinuance of UTS WCI RAP
- **Revenues**
 - Continue with service contracts and community outreach activities that provide financial support to supplement institutional funding
 - Unanticipated receipt of WCI RAP fund allocations in FY2018 (\$178,399), but program will likely end soon

Total Hazardous Waste Cost Obligation and Actual Disposal Expenditures (Inclusive of Biological, Chemical, and Radioactive Wastes)



FY17 savings: \$122,476

KPI #4: Client Satisfaction

- **External clients served**
 - Results of Client Satisfaction Survey for annual Area Safety Liaison training
- **Internal department staff**
 - Summary of ongoing staff professional development activities

FY18 Planned Actions – Client Satisfaction

- **External Clients**
 - Continue with “customer service” approach to operations
 - Collect data for meaningful benchmarking to compare safety program staffing, resourcing, and outcomes
 - Client satisfaction survey for occupational health services provided to medical residents within the UT Medical Foundation Graduate Medical Education program
- **Internal Clients (departmental staff)**
 - Continue with routine professional development seminars
 - Special focus on emerging issues: safety culture, insider threats, change management, Global Health Security
 - Continue with involvement in training courses and outreach activities
 - continued focus on cross training
 - Continue mentoring sessions on academic activities
 - Continue 360° evaluations on supervisors to garner feedback from staff

Client Feedback

- **Focused assessment of a designated program aspect performed annually:**
 - FY03 – Clients of Radiation Safety Program
 - FY04 – Overall Client Expectations and Fulfillment of Expectations
 - FY05 – Clients of Chemical Safety Program Services
 - FY06 – Clients of SHERM Administrative Support Staff Services
 - FY07 – Feedback from Employees and Supervisors Reporting Injuries
 - FY08 – Clients of Environmental Protection Program Services
 - FY09 – DMO/ASL Awareness Survey of Level of “Informed Risk”
 - FY10 – Clients of Biological Safety Program Services
 - FY11 – Feedback on new UTHHealth Alert emergency notification system
 - FY13 – Clients of HCPC Safety Program Services
 - FY14 – Student Perception Survey question regarding safety program
 - FY15 – Clients of Occupational Safety & Fire Prevention program services
 - FY16 – Clients of HCPC Safety Program Services (re-evaluation of services since 2013 implementation)
 - FY17 – Area Safety Liaison annual training

Communication

Communication

Office staff concern about radiation storage next door

- EH&S staff responded by emailing xerox copy of dosimeter reading
- Always try to meet in person
- Don't copy (CC:) more people, or continue a long email conversation



Ethics and Safety Culture are Linked

- The existence of a safety program, while important, does not ensure a viable safety culture
- A true culture of safety requires commitment across the organization – with a particular emphasis on the front line supervisor as they are primarily responsible and accountable for the safe conduct of workers and operations
 - But are the front line workers equipped with the tools to make ethical decisions regarding safety?
- Important for safety to function as a **role model** and in a **service capacity**, perceived as providing a **collegial** and valuable service to the organization

Making Your Safety Message Stick!

Powerful quotes collected over 35 years on sticky notes

Robert Emery, DrPH, CHP, CIH, CBSP, CSP, CHMM, CPP, ARM

Vice President for Safety, Health, Environment & Risk Management

The University of Texas Health Science Center at Houston

Professor of Occupational Health

The University of Texas School of Public Health

Quote #8

- Topical area: Dealing with a public health infectious disease outbreak (but could also apply to elevator entrapments)
- Context: Crafting safety messaging and policies to protect the university community

Quote #8

- Topical area: Dealing with a public health infectious disease outbreak (but could also apply to elevator entrapments)
- Context: Crafting safety messaging and policies to protect the university community
- **Quote: “*People want to be treated as individuals, not as populations*”**

Quote #10

- Topical area: Compliance with safety rules
- Context: Faculty meeting and presentation about why we can't store stuff in the hallways

Quote #10

- Topical area: compliance with safety rules
- Context: Faculty meeting and presentation about why we can't store stuff in the hallways
- **Quote: “*Emery – you are just being ‘procrustean’*”**
 - **???????**

Quote #10

- Topical area: compliance with safety rules
- Context: Faculty meeting and presentation about why we can't store stuff in the hallways
- Quote: *"Emery – you are just being 'procrustean'"*
- **I had to Google this one up.....**
 - **"According to Greek mythology, Procrustes was a robber who killed his victims in a most cruel and unusual way. He made them lie on an iron bed and would force them to fit the bed by cutting off the parts that hung off the ends or by stretching those people who were too short. Something *Procrustean*, therefore, takes no account of individual differences but cruelly and mercilessly makes everything the same. And a "procrustean bed" is a scheme or pattern into which someone or something is arbitrarily forced."**
- *From: <https://www.merriam-webster.com/dictionary/procrustean>*

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10 Honorable
Mentions

10 Honorable Mentions

1. “I would love to take the calories out of fried chicken, but that’s not going to happen”
2. “Injury statistics are just people with the tears wiped away”
3. “Doing nothing costs money too”
4. “We are not siloes, we are cylinders of excellence”
5. “That will be like trying to put toothpaste back in the tube”

10 Honorable Mentions

6. “We don’t advertise”
7. “Never get into a battle of words with an organization that buys ink by the barrel”
8. “Not everything that gets measured matters, but what matters absolutely should get measured”
9. “The thing was clear until the second person spoke”
10. “The nail that sticks up must be driven down”

Summary

- The ability to effectively tell the story of prevention is a daunting task for safety professionals
- But the use of the right quote, at the right time, can be a very powerful vehicle for getting your message across!
- So stock up on sticky notes now!

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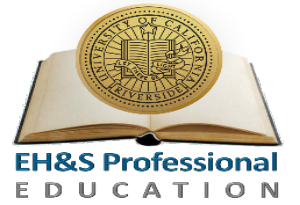
Parting Quote

- As a health and safety professional...
- ***“People won’t remember what you did and won’t remember what you said, but they will remember how you made them feel”***

■ Maya Angelou

Summary

Summary



Influence

Create value to impact others

- Be aware of the importance of “**symbolic gestures**”
- Be particularly aware of “**persons** of influence”
- Be aware of the natural instinct to make “**false assumptions**”

Program management

Prioritize your work

- Keep in mind the Key Performance Indicators (**KPIs**)
- Measure things that **matter**
- Capture the ways you contribute to the **missions** of: teaching, research, or service

Communication

Be service-oriented

- Always try to **meet** in person
- Establish an environment of **trust**
- Act in a **service** capacity

Thank you



Distinctions

this month's UTHealth highlights for friends of the university

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make your selection ▼

MAKE
A GIFT



Kevin J. Foyle, MBA, CFRE
Vice President of
Development & Public Affairs

Endowed fellowship created in honor of Robert 'Safety Bob' Emery, DrPH

Published: March 19, 2018 by Meredith Raine



It was an evening of surprises, health physicist jokes and laughs as close to 100 people gathered at The Denton A. Cooley, MD and Ralph C. Cooley, DDS University Life Center on Friday, March 2, to celebrate the achievements of [Robert "Safety Bob" Emery, DrPH](#), and his lasting impact on students and fellow colleagues.

Surrounded by family and friends, Emery - known for his preparedness as UTHealth's Vice President of Safety, Health, Environment and Risk management, and Professor of Occupational Health at UTHealth School of Public Health - seemed just this once to be unprepared when colleagues announced a new endowed fellowship in his name.

"This is overwhelming," said Emery, who has served at UTHealth for more than two decades. "Truly, this is a special day."



The newly created Robert J. Emery Endowed Fellowship in Environmental and Occupational Health Sciences will support tuition and research-related expenses for exceptional UTHealth doctoral students who are studying environmental and occupational health sciences. To date, his colleagues have raised more than \$40,000 to establish the endowment.

Bruce Brown, DrPH, a former member of Emery's safety team at UTHealth who is now Assistant Vice President for Safety and Business Continuity at The University of Texas Southwestern Medical Center, spearheaded the fundraising initiative almost 2 years ago with Scott Patlovich, DrPH, Director for Environmental Health and Safety at UTHealth.

"I was fortunate enough to have an office in close proximity to Bob's for almost all of my 16 years working and going to school at UTHealth. And in that time, I was able to watch Bob mentor literally more people than I can remember including prospective students, former students, mid-career professionals and even other faculty members," Brown said. "As I observed this ongoing leadership, I took note of the consistent positive approach and attitude to his mentorship that was truly inspiring."

Robert "Safety Bob" Emery Fellowship





Program Management

- Credibility
- Prioritization
- Effectiveness



Objective

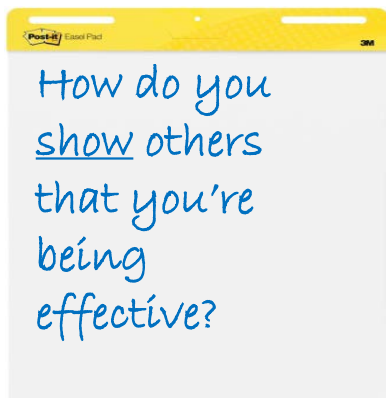
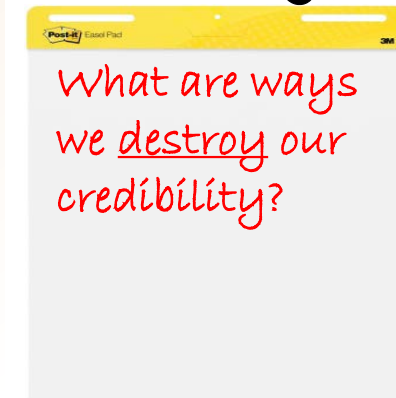
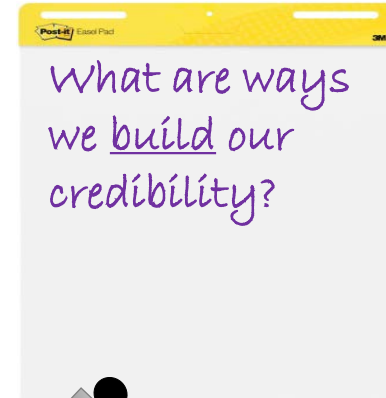
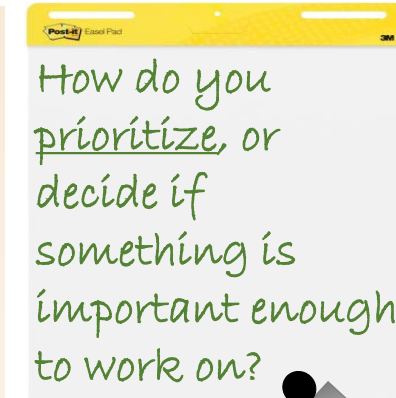
By the end of this session you should be able to show compare decision-making, plan, mitigate risk.

Instructions

1. Get into groups
2. Write your answer to the question(s)
3. Rotate
4. Share the top 2-3 most effective methods

GOAL

Brainstorm answers to questions on the flipcharts



EH&S Moments that Matter

Customer Complaints

Faculty is upset at having to complete additional compliance work for his laboratory. EH&S has asked them to complete the Laboratory Hazard Assessment Tool, develop SOPs for each chemical, certify their laboratory is safe on a self-audit, and use an online form WASTE to pickup hazardous waste.

Staff are mad at all the facility problems they're experiencing, especially because no one is helping them fix it. EH&S has identified multiple problems in the Child Development Center during an inspection including: broken tile (asbestos), chipping paint (lead hazards), lack of Lockout/Tagout procedures for each equipment, evidence of unused paint being poured down the drain in a sink, and mold growing on the walls.

Students like to use a local street vendor "El Elotero" to help them fundraise for their clubs and organizations. They are upset that EH&S policies only allow food permits to be granted to campus organizations, but not to street vendors that work with them.

Scenario #2

Staff facilities Concern

EH&S staff #1

Bad example:

- Don't look at us, this is all Facilities' fault. They're the ones behind on their workorders
- Just pick up the phone and call them, I don't see what the problem is
- Why are you asking me to fix the problems when I'm not the one in your building in the first place
- You need to figure out who is pouring paint down the sink, that's a serious violation of environmental law
- If you can't come up with procedures for your equipment, then stop using it!

EH&S staff #2

Good example:

- I understand your frustration
- How we can work together to make this right?
- Not all of these hazards are life-threatening. Let's talk about how "safe" we need to be
- What if I work with Facilities to help address these issues for you?

Scenario #3

Student policy Concern

EH&S staff #1

- The law is the law. Why should he be exempt from getting a food permit, while other restaurants do it?
- You always pull the race card. This has nothing to do with it!
- You need to find another way to raise money
- We don't know how safe his food is. For all you know, he doesn't have training in handwashing techniques. That's why we give out food permits.

EH&S staff #2

Good example:

- I can see how you think our policies can seem exclusive
- It sounds like your dilemma involves a roadblock to your fundraising efforts
- Are there other options we can use for a vendor until this policy issue is resolved?
- Let's talk about coming up with a solution that can bring fairness to both our on-campus vendors as well as your organization

1. Review scenarios

2. Think about what would you say

3. What would you not do?



Corey Singleton

UC San Diego

Director

Environment, Health & Safety



James Caesar

UC Santa Barbara

Campus Emergency Manager

Environmental Health & Safety

Ken Smith, CHP, CIH, RRPT

UC Office of the President

Executive Director

Environmental Health & Safety



What would you do?



Faculty is upset at having to complete additional compliance work for his laboratory. EH&S has asked them to complete the Laboratory Hazard Assessment Tool, develop SOPs for each chemical, certify their laboratory is safe on a self-audit, and use an online form WASTE to pickup hazardous waste.



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Influence & Negotiation



Objective

By the end of this session, you can identify, observe, and practice principles of negotiation and influence.

Instructions

1. Find a partner
2. Brainstorm (best, interesting, novel, most creative use for your paperclip)
3. Pitch / Sell your paperclip
4. Listen to your partner's pitch
5. Negotiate a trade for your paperclip; decide who has the most influencing pitch
6. Find another set of partners
7. Repeat

GOAL

Sell / pitch your paperclip in a way that negotiates/influences a trade for it.



Rules

1. Be creative!
2. Negotiate quickly (stay within timeframe given)



“Negotiation experts are masters at influencing people. Leaders must have this skill as well to be able to manage relationships and positive outcomes with employees, other management executives, partners, clients, customers, and the public at large. They can do this by developing trust and likeability, maintaining control of their personal emotions during periods of high stress, and having a thorough understanding of their own needs as well as the needs, desires, and thought process of the people they work with.”

Everyone starts with one paperclip.



1. **Brainstorm** (best, interesting, creative uses) **1 min**
2. **Find** a partner
3. **Sell / Pitch** paperclip to partner **30 seconds**
4. **Listen** to partner's pitch **30 seconds**
5. **Negotiate** a trade for your paperclip &
6. **Decide** who had the most influential ("trade worthy") pitch **1 min**
7. **Pair** with another set of partners
8. **Repeat** steps 3-6 **1 min 30 seconds**



What do you think?

- Were you able to negotiate a trade for your paperclip(s)?
- What influenced the decisions you / your group(s) made?
- What negotiation skills / strategies were demonstrated?
- Which were most successful? Why?
- Which were least successful? Why?
- Describe your mood as you were negotiating.





How to Trade a Paper-Clip for a House

<https://ed.ted.com/on/98tt6x53#review>

INFLUENCE & NEGOTIATION | The Power of a Paperclip

Negotiation Mastery – Kyle Macdonald



Paperclip



Fish Pen



Doorknob



Stove



Espresso Maker



Generator



Instant Party



Snowmobile



Van



Recording Contract



One-year free rent



Alice Cooper



“This is possibly the dumbest decision I have ever seen anyone make...ever. Except for the people on Jerry Springer. They make stupid decisions all the time.”

(regarding the snow globe)

- Anonymous



Leverage Different Relative Values

- *Look for what you can give easily but is of high value to them*
- *Look for what they can give easily but is of high value to you*
- *Swap*

Create 'soft' value

- *Add soft value (friendliness and graciousness)*
- *Make negotiating experience a pleasant one*

Complete the influence plan. Use sentence starters from the “Influence Model.”

Influence Plan

Identify a challenging influence opportunity that will occur within the next three weeks. Specify who you need to influence and the action you want him/her/them to take.

1. I need to influence: _____
(who)

2. To: _____
(what)

3. List 3 or 4 steps you intend to take, or opening statements you will say, in order to achieve success with this opportunity

Influence Model

Adapted by © 2016 Barnes & Conti Associates, Inc.

If you intend to	Then you will
TELL Communicate the desired action	Suggest <ul style="list-style-type: none"> I suggest/propose/recommend that Here is an idea ... What if we ... Express needs <ul style="list-style-type: none"> It is important to ... I really need ... Here is what I'd like ...
SELL Convince the other to commit to action	Offer reasons <ul style="list-style-type: none"> The reasons are... Here is why ... My analysis shows ... Refer to goals and benefits <ul style="list-style-type: none"> The benefit to you is... The goal of us is... This could help us achieve...
NEGOTIATE Give the other a vested interest in taking action	Offer incentives <ul style="list-style-type: none"> If you do this, I will... In exchange, I can... Here is my offer... Describe consequences <ul style="list-style-type: none"> I need to let you know the consequences of... Here is what we face if you do not, (I cannot)...
ENLIST Create enthusiasm and alignment	Envision <ul style="list-style-type: none"> Here is what I believe could happen... Picture this... I can see us... Encourage <ul style="list-style-type: none"> I know you are capable of... I believe, as a team... I know you can do this—remember when you...
INQUIRE Get information or involvement; guide thinking	Ask open-ended questions <ul style="list-style-type: none"> What do you think about...? What concerns do you have regarding...? How do you think we could...? Draw out <ul style="list-style-type: none"> Tell me more about... Say more about that... How do you see that working?
LISTEN Learn about, reinforce, or expand the other's thinking	Check understanding <ul style="list-style-type: none"> So you are saying that... From your point of view... So you feel (think, hope, believe) that... Test implications <ul style="list-style-type: none"> I am wondering if you might be concerned about... If you do "X" you are concerned about "Y"?
ATTUNE Build trust or increase openness	Identify with other <ul style="list-style-type: none"> If I were in your shoes, I might be feeling/thinking... If I were as busy as you are, I might not want to be asked... Disclose <ul style="list-style-type: none"> I could really use your help on... You are right, I should have... I am uncertain about...
FACILITATE Help the other to take responsibility for action	Clarify issues <ul style="list-style-type: none"> So your dilemma/concern is... On the one hand you..., and on the other... Pose challenging questions <ul style="list-style-type: none"> What action could you take to...? What would it take for you to...?

“Oh what a tangled web we weave...” ~ Sir Walter Scott



Roles

- Dean
- Faculty
- Facilities Manager
- Administrative Assistant
- EH&S Staff
- Student employee



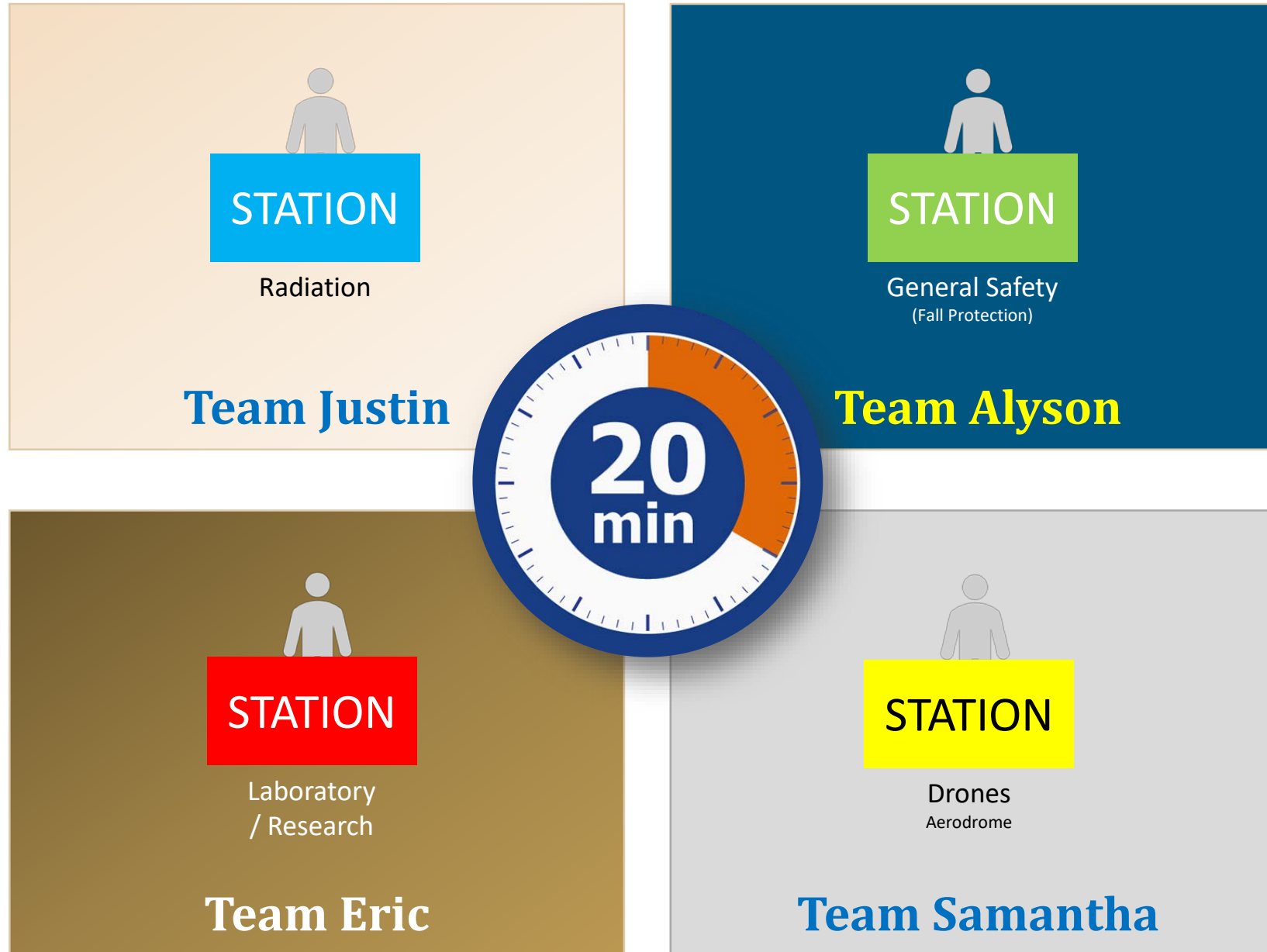


Technical

Break into 4 groups

**Locate the color
on the back of
your name tag**





What is your
REACTION?

What did you
LEARN?

How will this
change your
BEHAVIOR?



Emergency Management **Case Study**

Communication

Objective

By the end you should be able to practice and identify different forms of communication and interpretation.

Instructions

1. Grab a piece of paper from your table
2. Close your eyes
3. Follow my directions

GOAL

To create a piece of origami with your eyes shut.



Rules

1. Do not open your eyes until the end
2. You can not ask questions
3. Only follow the directions given



Leadership

Objective

By the end you should be able to identify your leadership style and how to work efficiently as a team.

Instructions

1. Take a look around the room
2. Choose the Animal you feel most connected with
3. Follow my directions

GOAL

To create a list of leadership qualities & identify what leadership qualities exist in the field.

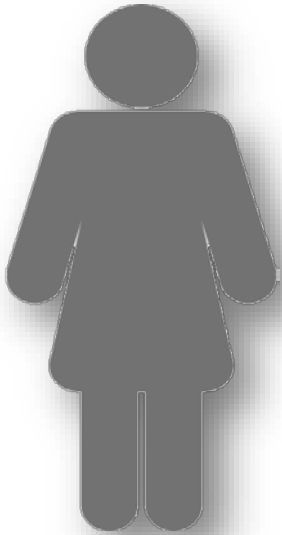


Rules

1. Hold onto your color marker
2. You can not cross anything out
3. You will have a set amount of time to add to the list, and rotate to the stations

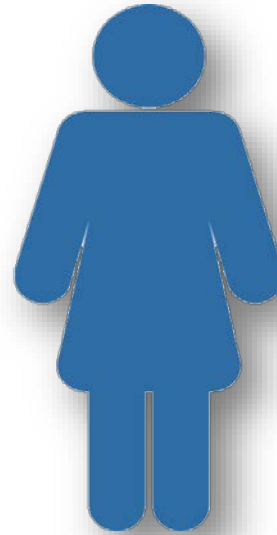
Teamwork

Building structure



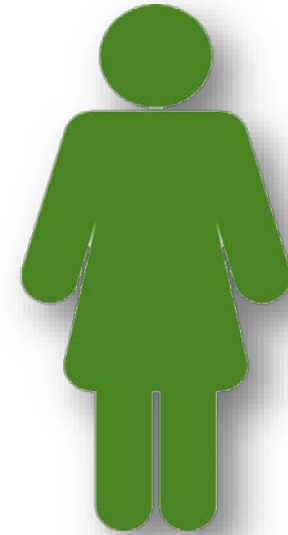
Director

- Sees vision
- Gives instruction to Manager



Manager

- Listens
- Passes on instructions to Specialist
- (Does not see vision)
- (Does not build/touch)



Specialist

- Listens
- Builds structure
- (Does not see vision)

Objective

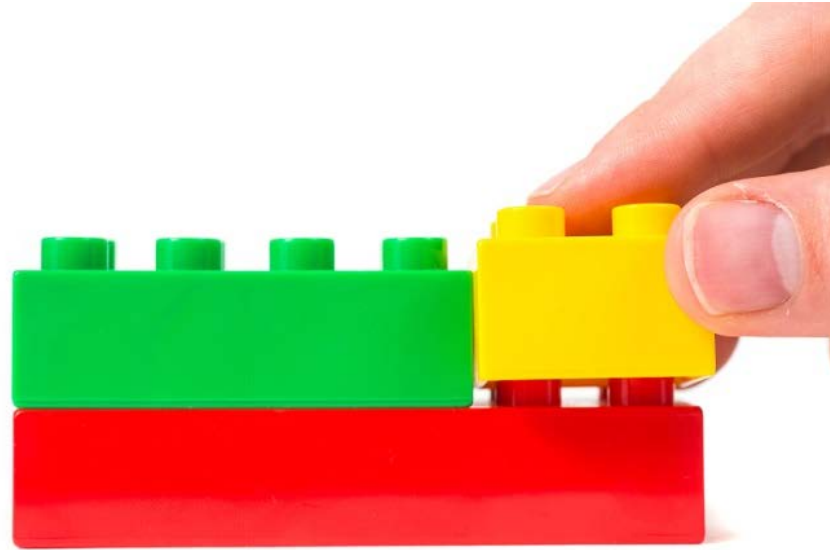
By the end you should be to give (or follow) directions remotely.

Instructions

1. Break into 6 groups
2. Identify roles
 - Director**
 - Manager**
 - Specialist**
3. Directors
 - Go to separate area (can't see what team is doing)
 - Grab a set
 - Remove the envelope
 - Give pieces to Manager (who hands off to team)
4. Managers communication vision from Director to Specialist(s)

GOAL

Build a structure exactly as described.



Questions

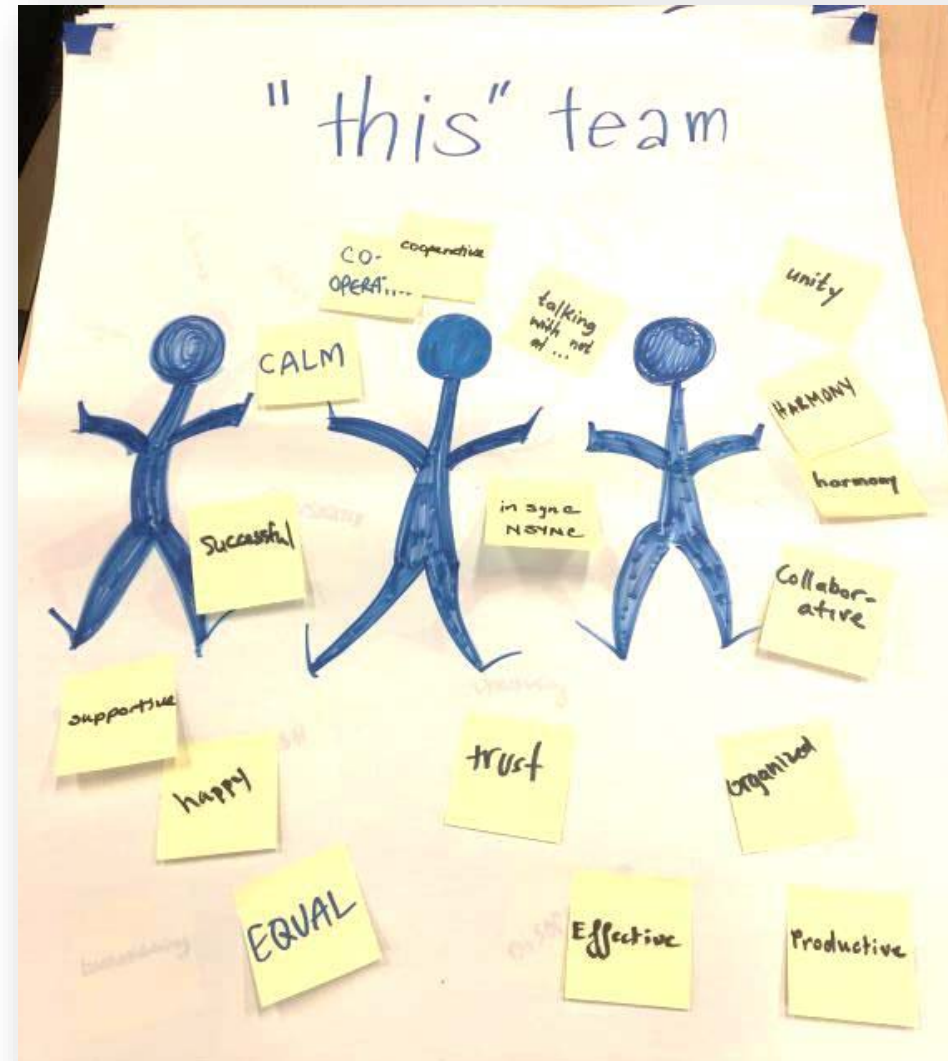
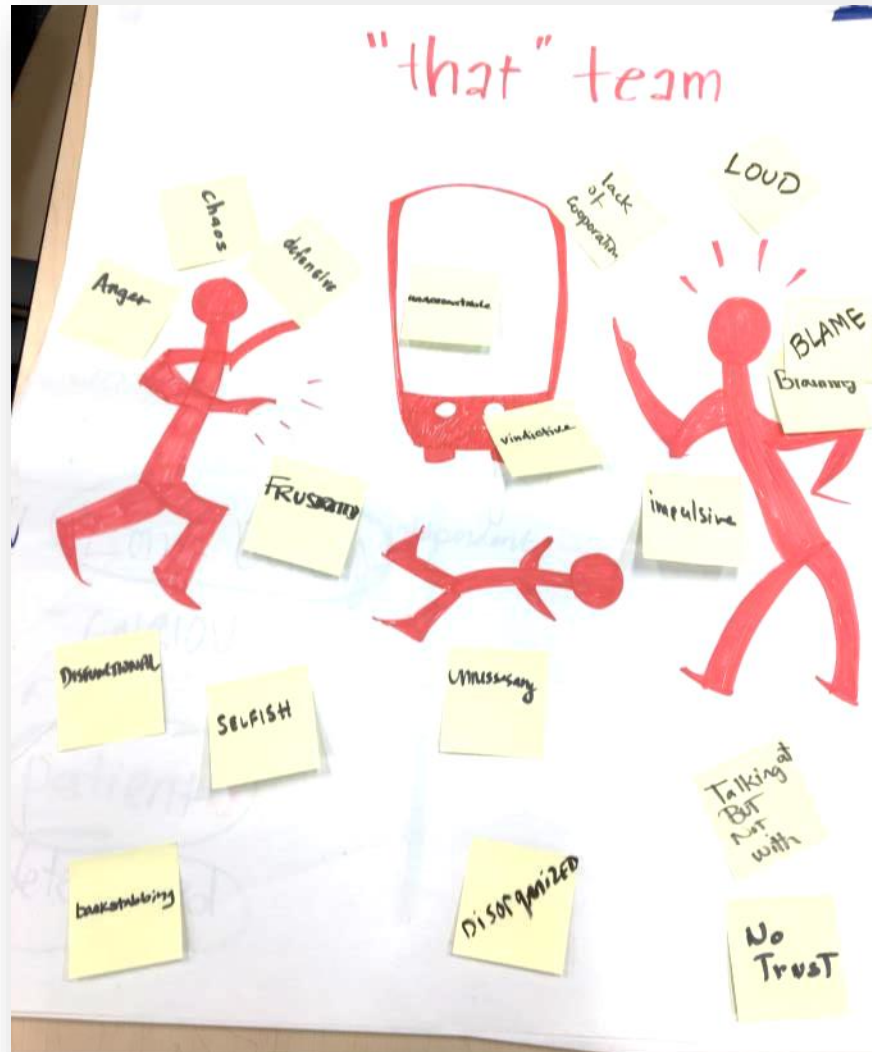
1. What was it like giving, passing, or receiving instructions?
2. How did you overcome challenges?
3. What gave you the feeling you were on track?

Rules

1. **No pictures**
2. **Directors** are the only ones who can see the finished product
3. **Managers** can only speak (but not build)
4. **Specialists** can only build (each person must touch a Lego)

TEAMWORK | "This" vs. "That" team


What are characteristics of each team?




From core competencies to teamwork



Complete the “Posttest” column



EH&S Professional Education Workshop
Test
April 25, 2019 @ University of California San Diego



Name: _____ Email: _____

I strongly agree that I can...	Pretest		Posttest	
1. Recall information from the online training modules (EH&S Generalist).	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
2. Recognize and respond to hazards (food safety & pest control, earthquakes, pushing/pulling, and personal protective equipment)	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
3. Identify persons of influence, Key Performance Indicator(s), and ways of being service-oriented (core competencies)	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
4. Determine how to prioritize , build credibility , and show effectiveness .	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
5. Diagnose good, and bad, ways of responding to complaints by faculty, staff, and students.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
6. Identify common everyday sources of radiation.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
7. Use a Geiger-Mueller (GM) meter to detect radioactive materials.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
8. Recognize a confined space or the ABCs of fall protection.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
9. Use equipment to conduct a rescue from a confined space or fall.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
10. Implement a flying checklist prior to operating a drone.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
11. Operate a unmanned aircraft system (UAS).	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
12. Recognize techniques for maintaining sterility in a cleanroom.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
13. Differentiate between Class 100 and Class 1000 technology.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
14. Analyze considerations for safety in nanoscale research facility.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
15. Consider different forms of communication and interpretation.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
16. Influence others.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
17. Determine your leadership style.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
18. Connect with someone in the workshop today.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
19. Manage a team project with limited communication.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False
20. Identify characteristics of good, and bad, teams.	<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> True	<input type="checkbox"/> False

Total _____

A. How long have you worked in EH&S (or a safety role)? _____ years

B. Do you want to earn continuing education unit(s) for participation today?
(If “YES” complete the CEUs registration form) ☐ Yes ☐ No

Learning adjusted score

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Risk & Safety TRAINING
UNIVERSITY OF CALIFORNIA
EH&S Professional Education Workshop
Test
November 14, 2017 @ University of California Irvine

Name: _____ Email: _____

I strongly agree that I can...	Pretest	Posttest
1. Recall information from the online training modules (EH&S Generalist).	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
2. Identify persons of influence, Key Performance Indicator(s), and ways of being service-oriented.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
3. Determine how to prioritize, build credibility, and show effectiveness.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
4. Diagnose good, and bad, ways of responding to complaints by faculty, staff, and students.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
5. Influence others.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
6. Recognize radiation hazards.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
7. Correct biosafety hazards.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
8. Identify safe containers for hazardous waste.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
9. Determine the proper temperature for hot food OR test the acidity level of different liquids.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
10. Recommend proper ergonomic adjustments.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
11. Assist in the initial stages of mold evaluations.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
12. Identify fire safety systems (equipment).	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
13. Develop a personal emergency plan or respond to an injury.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
14. Identify proper hygiene methods for preventing illness.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
15. Avoid a pandemic.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
16. Determine your leadership style.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
17. Connect with someone in the workshop today.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
18. Consider different forms of communication and interpretation.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
19. Manage a team project with limited communication.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
20. Identify characteristics of good, and bad, teams.	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False

Total _____

A. How long have you worked in EH&S (or a safety role)? _____ years

B. Do you want to earn continuing education unit(s) for participation today? ☐ Yes ☐ No

Adjusted score ☐

Test

Risk & Safety TRAINING
UNIVERSITY OF CALIFORNIA
EH&S Professional Education Workshop
Evaluation
March 28, 2018 @ University of California Riverside

Instructions: Please provide feedback to the Risk & Safety Training team by email: training@ucr.edu

What is your overall REACTION to the program?

☐ Very Good ☐ Good ☐ Average ☐ Poor ☐ Very Poor

The course affects the way I do my work. (check one)

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

What are 2-3 things you've learned from this workshop?

1. _____

2. _____

3. _____

Please feel free to identify more than three items on the back (optional).

Rate the quality of each presentation

	Good	Neutral	Poor
Core Competencies			
Presentation			
Program Management			
Workshop			
EH&S Moments that Matter			
Customer complaints			
Influence & Negotiation			
workshop			
Laboratory/Research station			
Laboratory research			
Environmental health station			
Emergency station			
Emergency command system			
Hazardous Materials			
Labette (George S. Negropoulos)			
Group practice			
Incident Outbreaks			
Networking			
Communication workshop			
Teamwork			

Contact information (optional)

Name: _____

Email: _____

Comments: _____

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Evaluations

University of California

Award of Completion

This certificate is hereby awarded to

John Sterritt

for successful certification as an
EH&S Professional

Awarded on
11/14/2017


Brent Cooley
Deputy Director, EH&S


Janette de la Rosa Ducut, Ed.D.
Training Director

Graduation

