

How to fill out the orientation checklist

The orientation checklist covers the topics specified in section 3.23(2) of the Regulation, which are a required part of any young or new worker's training and orientation. Checklist topics #3, 4, 5, and 8 include blank lines so you can add topics specific to your workplace. Once a topic has been discussed or demonstrated, the trainer and the employee should initial the item. If the topic is irrelevant, mark "N/A" in the Comments column. Also indicate in the Comments whether any follow-up is necessary. Here's a brief explanation of each item on the checklist:

1. Provide workers with written contact information for their supervisors. If possible, introduce them immediately.
- 2a. Go over the responsibilities specified in sections 115–117 of the *Workers Compensation Act*. Make a copy of the *Act* and the Occupational Health and Safety Regulation available to workers, or point them to the online version at WorkSafeBC.com.
- 2b. Tell workers that it is their duty to refuse to perform work if they believe it may be dangerous to themselves or others, and that they cannot be punished for doing so. See sections 3.12–3.13 of the Regulation.
- 2c. Tell workers that hazards should be reported immediately, and identify who they should report hazards to (for example, their supervisor or a safety coordinator). See section 3.10 of the Regulation.
- 1 Go over general rules, which include following work procedures, using personal protective equipment, and operating equipment safely.
- 2 Inform workers about any known hazards that apply to them and tell them how to deal safely with these hazards. For example, tell them to wear respirators while sanding and discuss respirator care.
- 3 Demonstrate specific tasks (for example, cleaning equipment or using ladders) and safe work procedures (for example, locking out equipment before cleaning or repairing it).
- 4 Tell workers about person check procedures for working alone or in isolation. Teach them safety strategies such as keeping the back door locked. See sections 4.21–4.23 of the Regulation.
- 5 Warn workers about any potential for violence. Tell them how to prevent incidents (for example, remain calm with abusive customers) and how to deal with incidents (for example, do not attempt to restrain shoplifters or robbers). See sections 4.27–4.31 of the Regulation.
- 6 If workers need to use PPE (for example, respirators while painting), tell them what equipment to use and teach them how to use it properly. See Part 8 of the Regulation.
- 7 Make sure workers know what to do if they or someone else is injured. They need to know where to find first aid supplies and who to report the injury to (all injuries must be reported).
- 8 Explain evacuation procedures. Show workers emergency exits, meeting points, locations of fire alarms and fire extinguishers, and how to use extinguishers.
- 9 Explain what an occupational health and safety program is and go over it briefly with the worker. Tell them where they can find a written copy of the program. See sections 3.1–3.3 of the Regulation.
- 10 Workers need to know about hazardous products such as paints, solvents, or cleaning products. Tell them how to handle and dispose of such products safely, and where to find more information (for example, on product labels and MSDSs). If workers are uncertain about proper procedures, they should always talk to a supervisor.
- 11 Where applicable, introduce workers to committee members or the worker representative and identify the location of the joint health and safety committee minutes. Tell them why there is a committee or representative, and provide them with contact information.

Typical orientation topics

The following table describes some key orientation topics. It includes examples of things you may need to discuss with workers during training, as well as some references that you can use for more information. Please note that this list is not comprehensive — your orientation will need to include topics that are specific to your workplace and which may not be described here. That's why it's important to do a hazard assessment for your specific workplace. An assessment will help you identify any other necessary health and safety topics for training.

The “Resources” column in the following table includes three types of resources. Regular text is used for references to the Occupational Health and Safety Regulation and web resources. *Italicized text* is used for references to other health and safety publications (booklets and guides). **You can find a searchable version of the Regulation and electronic versions of publications online at WorkSafeBC.com.**

| Topic | Things to discuss | Resources |
|--|--|---|
| Worker rights and responsibilities | <ul style="list-style-type: none"> • Responsibility to follow the Regulation and other health and safety rules • Responsibility to use PPE when required • Right to refuse unsafe work | <ul style="list-style-type: none"> • Regulation: Part 3, Rights and Responsibilities • Regulation: Sections 115–117 (<i>Workers Compensation Act</i>) |
| Falls from elevation (including ladder safety) | <ul style="list-style-type: none"> • Fall protection system being used • Fall protection procedures • Proper use of fall protection equipment • Ladder safety • Inspection and maintenance of ladders and fall protection equipment | <ul style="list-style-type: none"> • Regulation: Part 11, Fall Protection • <i>An Introduction to Personal Fall Protection Equipment</i> |
| Slips, trips, and falls | <ul style="list-style-type: none"> • Keeping work areas free of clutter • Removing tripping hazards (such as loose cords) • Cleaning up spills promptly | <ul style="list-style-type: none"> • Regulation: Sections 4.39–4.41 • <i>Health and Safety for Hospitality Small Business</i>, page 6 • <i>Health and Safety for New Retail Workers</i>, page 11 |
| Lockout (for machinery and power tools) | <ul style="list-style-type: none"> • Define lockout • Types of lockout • When to lock out • Review procedures for specific equipment | <ul style="list-style-type: none"> • Regulation: Part 10, De-energization and Lockout • Lockout |
| Guarding (for machinery and power tools) | <ul style="list-style-type: none"> • Types and purposes of guards • Inspection and use of guards • Requirement to leave guards in place | <ul style="list-style-type: none"> • Regulation: Sections 12.1–12.6 • <i>Safeguarding Machinery And Equipment</i> • <i>Safeguarding in Manufacturing</i> |
| Lifting and moving objects or people (strains and sprains) | <ul style="list-style-type: none"> • Demonstrate safe lifting technique • Use of specialized equipment for lifting or moving materials or people • Storage priorities (heavier items at lower heights and lighter items higher up) | <ul style="list-style-type: none"> • Regulation: Sections 4.46–4.53 • <i>Handle With Care: Patient Handling and the Application of Ergonomics (MSI) Requirements</i> |

| Topic | Things to discuss | Resources |
|-------------------|--|--|
| Electrical safety | <ul style="list-style-type: none"> • Procedures for de-energization and lockout • When and how to use PPE • Maintaining safe distances from exposed power lines or cables | <ul style="list-style-type: none"> • Regulation: Part 19, Electrical Safety • <i>Working Safely Around Electricity</i> |

| | | |
|---|--|--|
| Forklifts and other mobile equipment | <ul style="list-style-type: none"> • Maintaining eye contact with equipment operator • Speed limits and locations of travel lanes • Equipment inspection and maintenance • Load limits and procedures for safe operation | <ul style="list-style-type: none"> • Regulation: Part 16: Mobile Equipment • <i>Safe Operation of Lift Trucks</i> |
| Confined spaces (for example, working in tanks, silos, vats, rail cars, hoppers, or sewers) | <ul style="list-style-type: none"> • Hazards of specific confined spaces • Procedures for working safely in specific spaces | <ul style="list-style-type: none"> • Regulation: Part 9, Confined Spaces • <i>Hazards of Confined Spaces</i> • <i>Confined Space Entry Program: A Reference Manual</i> |
| Personal protective equipment (PPE) | <ul style="list-style-type: none"> • When and how to use specific PPE • Where to find PPE • Limitations of protection • Storage, maintenance, and inspection | <ul style="list-style-type: none"> • Regulation: Part 8, Personal Protective Clothing and Equipment |
| Chemical, biological, and physical hazards | <ul style="list-style-type: none"> • Potential health effects of exposure • Common roots of exposure • Ways to prevent exposure • How to recognize signs and symptoms of exposure | <ul style="list-style-type: none"> • Regulation: Part 5, Chemical and Biological Substances • Regulation: Part 6, Substance Specific Requirements |
| WHMIS | <ul style="list-style-type: none"> • Reading and understanding labels • Reading and understanding MSDSs • Location of MSDSs • Hazards of products being used • Control measures and appropriate PPE | <ul style="list-style-type: none"> • Regulation: Sections 5.3–5.19 • <i>WHMIS at Work</i> |
| First aid and emergency procedures | <ul style="list-style-type: none"> • Names and locations of first aid attendants • Locations of first aid kits • Locations of fire exits • Locations of fire extinguishers and how to use them | <ul style="list-style-type: none"> • Regulation: Sections 3.14–3.21 • Online First Aid Assessment Tool • www2.worksafebc.com/calculator/firstaid |