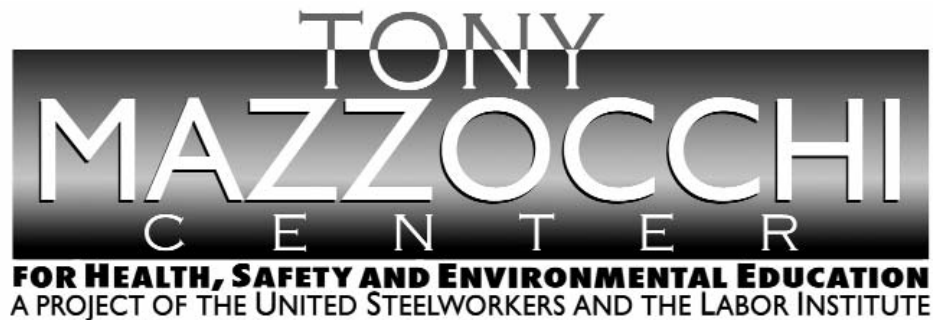


Pulley Severed Fingertip

Purpose

To share “lessons learned” gained from incident investigations through a small group discussion method format.

To understand “lessons learned” through a Systems of Safety viewpoint.



This material was produced by the Labor Institute and the United Steelworkers International Union under grant number SH-17045-08-60-F-42 Susan Harwood Training Grant Program, for the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products or organizations imply endorsement by the U. S. Government.

Lessons Learned

Volume 08, Issue 55

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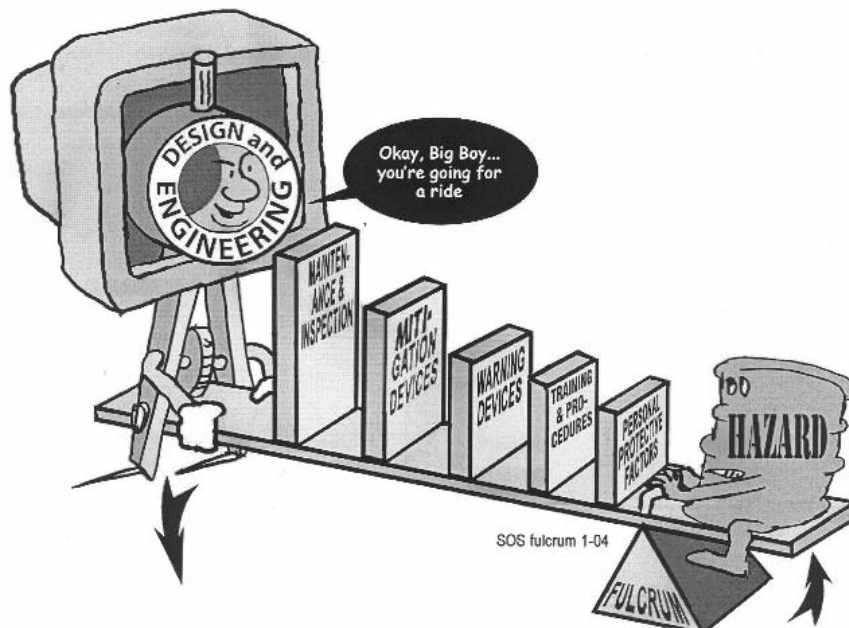
Background Information

Before beginning this Lessons Learned, please review this and the next page which contain information that will introduce the concepts of Lessons Learned and Systems of Safety.

Creating a safe and healthy workplace requires a never ending search for hazards that sometimes are not obvious to us. These hazards exist in every workplace and can be found by using various methods. Lessons Learned are just as the name suggests: learning from incidents to prevent the same or similar incidents from happening again.

Systems Are Not Created Equal: Not equal in protection and not equal in prevention.

Using our Systems Focus to uncover system flaws or root causes is only one part of controlling hazards. We also need to look at the systems involved to decide on the best way to deal with the problem. The most effective way to control a hazard is close to its source. The least effective is usually at the level of the person being exposed. The system of safety in which the flaw is identified is not necessarily the system in which you would attempt to correct the flaw.



Major Safety System	Design & Engineering	Maintenance & Inspection	Mitigation Devices	Warning Devices	Training & Procedures	Personal Protective Factors
Level of Prevention	Highest—the first line of defense	Middle—the second line of defense			Lowest—the last line of defense	
Effectiveness	Most Effective	←————→				Least Effective
Goal	To eliminate hazards	To further minimize and control hazards				To protect when higher level systems fail
EXAMPLES OF SAFETY SUB-SYSTEMS**	Technical Design and Engineering of Equipment, Processes and Software Management of Change (MOC)** Chemical Selection and Substitution Safe Siting Work Environment HF	Inspection and Testing Maintenance Quality Control Turnarounds and Overhauls Mechanical Integrity	Enclosures, Barriers Dikes and Containment Relief and Check Valves Shutdown and Isolation Devices Fire and Chemical Suppression Devices Machine Guarding	Monitors Process Alarms Facility Alarms Community Alarms Emergency Notification Systems	Operating Manuals and Procedures Process Safety Information Process, Job and Other Types of Hazard Assessment and Analysis Permit Programs Emergency Preparedness and Response Training Refresher Training Information Resources Communications Investigations and Lessons Learned Maintenance Procedures Pre-Startup Safety Review	Personal Decision-making and Actions HF Personal Protective Equipment and Devices HF Stop Work Authority
	Organizational (must address a root cause) Staffing HF Skills and Qualifications HF Management of Personnel Change (MOPC) Work Organization and Scheduling HF Work Load Allocation of Resources Buddy System Codes, Standards, and Policies**					

HF - Indicates that this subsystem is often included in a category called Human Factors.
 * There may be additional subsystems that are not included in this chart. Also, in the workplace many subsystems are interrelated. It may not always be clear that an issue belongs to one subsystem rather than another.
 ** The Codes, Standards and Policies and Management of Change subsystems listed here are related to Design and Engineering. These subsystems may also be relevant to other systems; for example, Mitigation Devices. When these subsystems relate to systems other than Design and Engineering, they should be considered as part of those other systems, not Design and Engineering.

Revised October 2006



Title: Pulley Severed Fingertip

Identifier: Volume 08, Issue 55

Date Issued: December 28, 2008

Lessons Learned Statement:

Moving machine parts have the potential to cause severe workplace injuries. Safeguards are essential for protecting workers from these preventable injuries. With the use of the **Mitigation Devices System of Safety**, a guard preventing access to the pulley would have eliminated or controlled the hazard and prevented the injury.

The failed **Maintenance and Inspection System of Safety** was the broken “handy grabber.” This tool is used to assist in removing paper from the rope. The availability of this tool was a factor in this incident. With “handy grabbers” being an everyday tool, areas must be maintained and equipped with several “handy grabbers.”

Discussion:

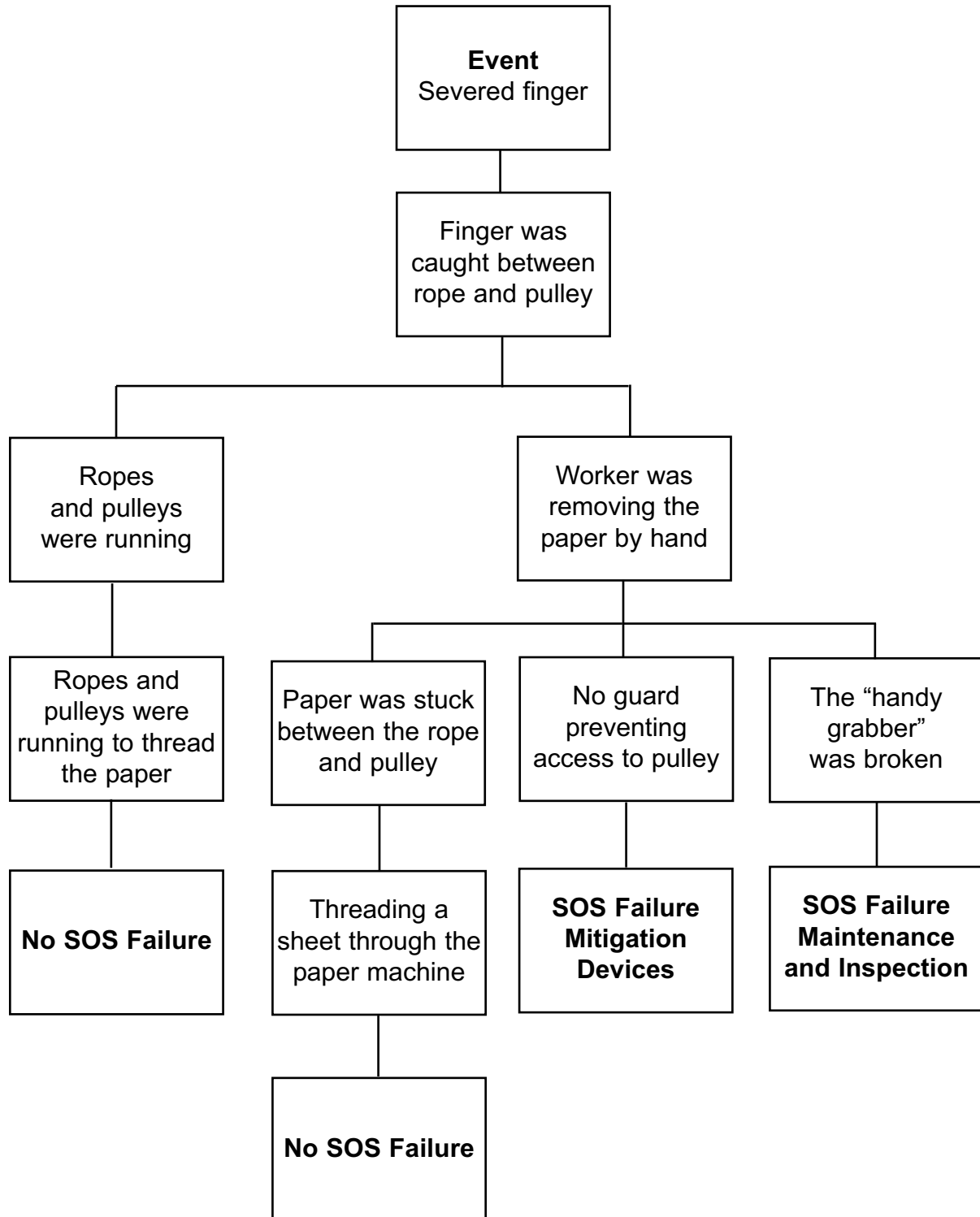
Workers on a paper machine were attempting to pass the sheet after a sheet break. As the sheet is threaded through the paper machine, it is common that loose paper gets caught and builds up around the ropes and pulleys. The loose paper in the ropes and pulleys needs to be removed or it could potentially cause a sheet break and/or equipment damage.

There are no guards protecting the nip points around the ropes and pulleys. After the sheet was passed, a worker began cleaning out the rope-run and pulleys (Figs. 7-3 and 7-5) by using an air hose to clear away the loose paper. There was only one piece of paper that would not come free and was "floating" on the rope located near the floor (Fig. 7-1). So, the worker attempted to remove the piece of paper by using a tool known as a "handy grabber" (Fig. 7-4).

The worker noticed that the "handy grabber" was broken. There was not another "handy grabber" in the immediate area. The worker then attempted to remove the piece of paper by reaching in with his left hand. As the worker took hold of the piece of paper, his index finger got caught in the nip point (Fig. 7-2). The worker instinctively pulled his hand back and severed the tip of his finger at the first joint. The worker was sent to the hospital.

Analysis

The Logic Tree is a pictorial representation of a logical process that maps an incident from its occurrence, “the event,” to facts of the incident and the incident’s root causes.



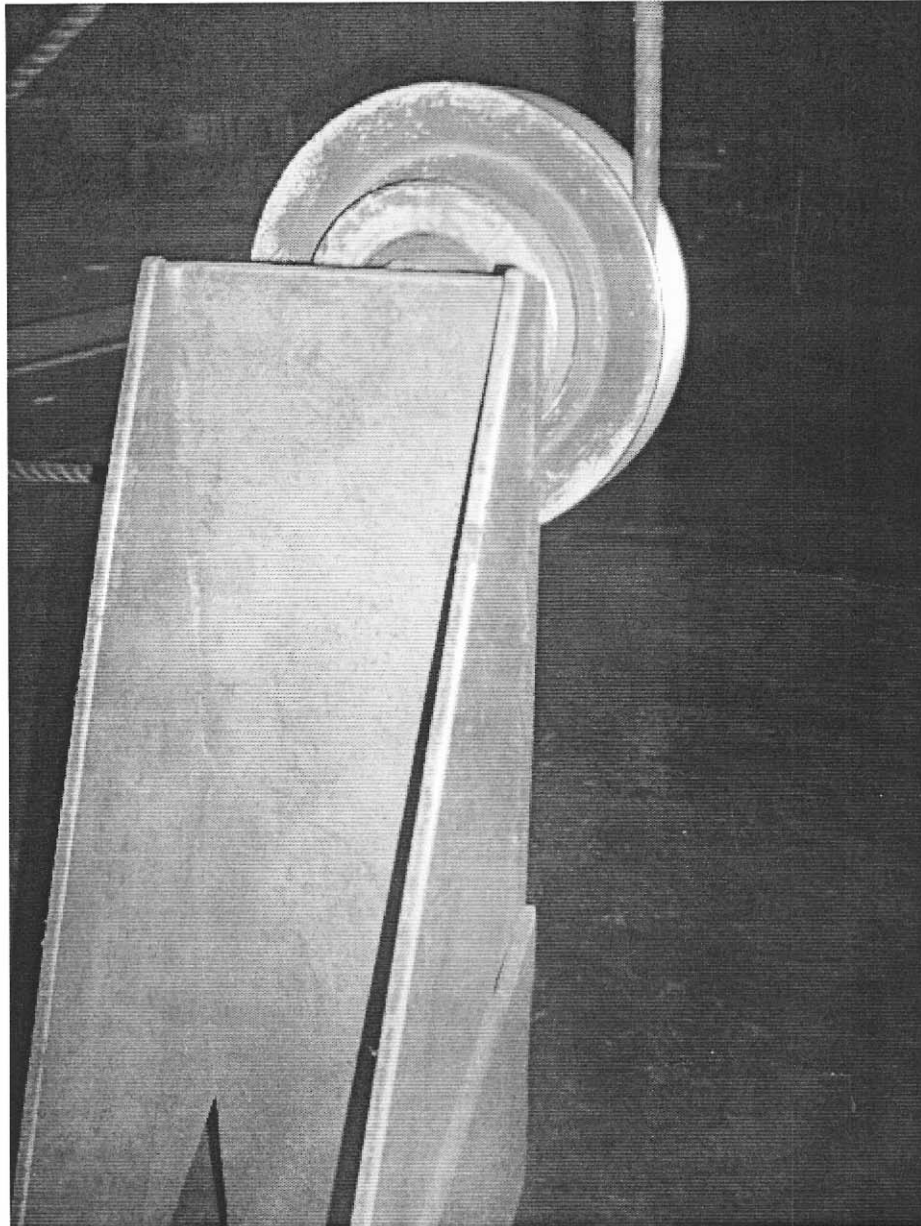


Fig. 7-1. Pulley where paper was stuck on rope.

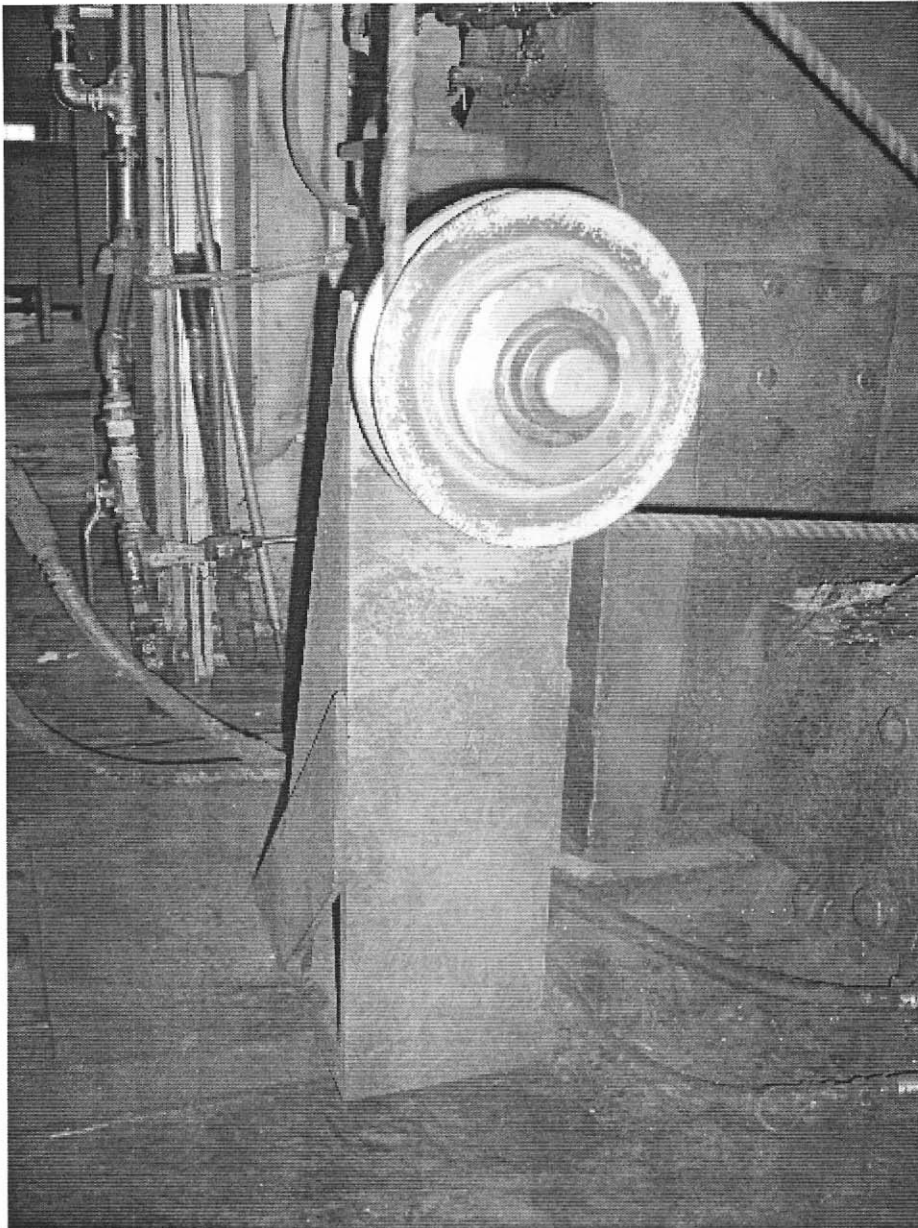


Fig. 7-2. Nip point.

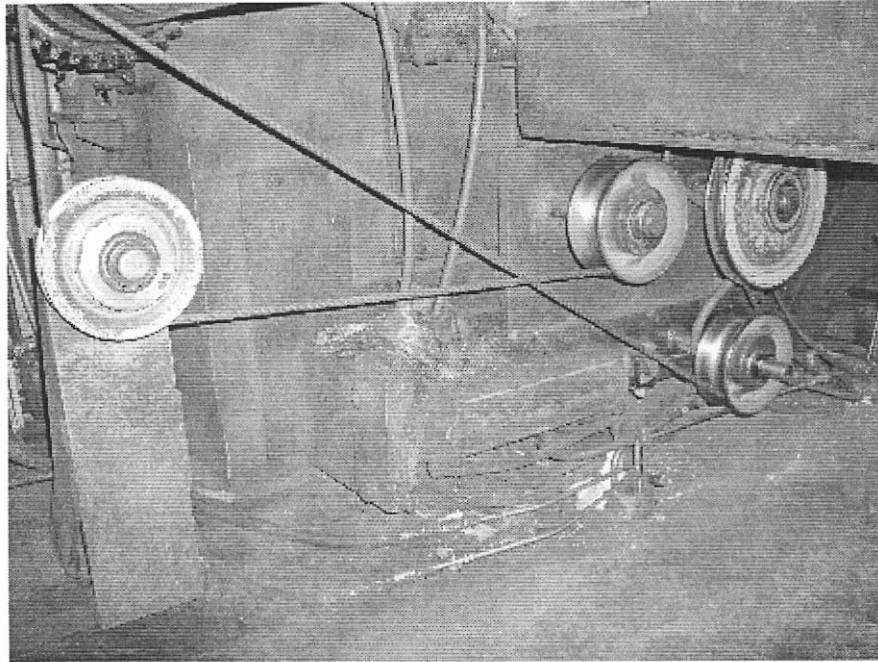


Fig. 7-3. Rope run at reel on No. 5 paper machine

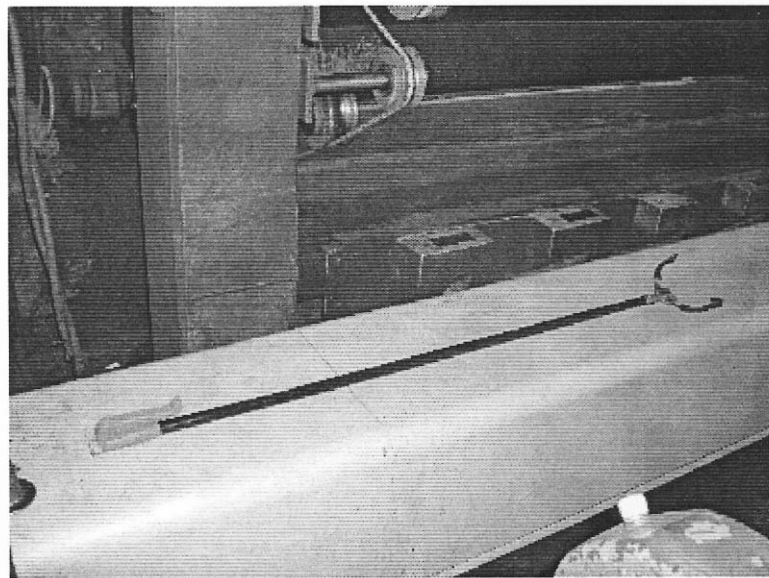


Fig. 7-4. "Handy grabber."

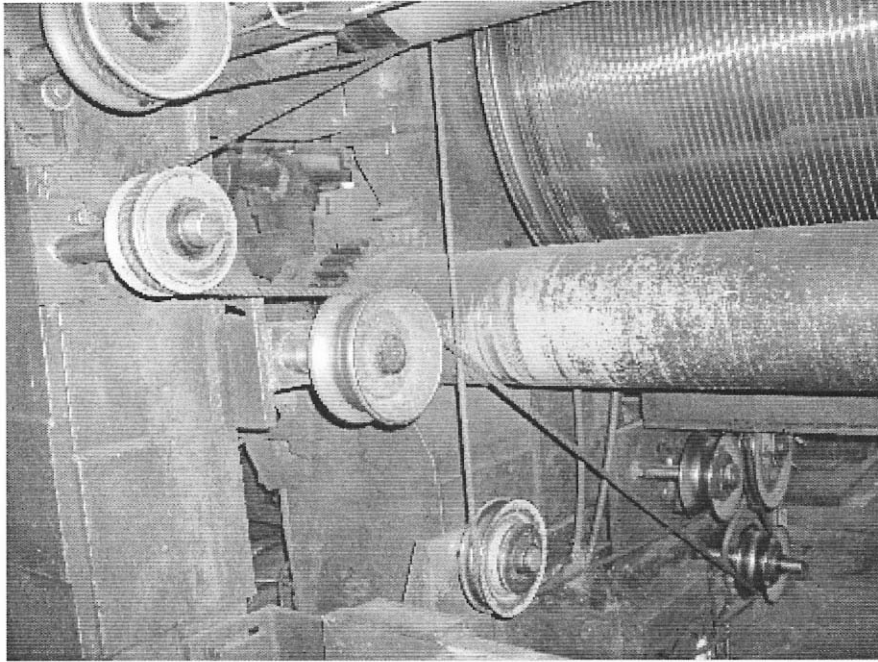


Fig. 7-5. Rope run at reel No. 5 paper machine.

Recommended Actions

1. Install barriers and guards at nip points.
2. Provide “handy grabbers” and require that all areas around paper machines contain “handy grabbers.”
3. Communicate this Lessons Learned and the hazards of nip points to all personnel.
4. Add “handy grabbers” to equipment checklist so that machine workers will verify if “handy grabbers” are in their designated area and that they are functioning properly.

Education Exercise

Working in your groups and using the Lessons Learned Statement, Discussion, Analysis and Recommended Actions, answer the two questions below. Your facilitator will give each group an opportunity to share answers with the large group.

1. Give examples of ways to apply the Lessons Learned Statement at your workplace.

2. Of the examples you generated from Question 1, which will you pursue in your workplace? (**Note:** When we say something you may pursue, we mean a joint labor-management activity or a union activity rather than an activity carried out by you as an individual.)

Trainer's Lessons Learned Success Inventory

Following a Lessons Learned (LL) session, **the trainer who led the LL** should complete this form. This information will: 1) Help you reflect on the successes and challenges of the session; 2) Help USW with new curriculum development; and 3) Help USW as a whole better understand how the LL Program is supporting their workers.

By reviewing LL from different sites or from other areas of their workplaces, workers are able to analyze the information and apply these lessons to their own workplaces in order to make their workplaces healthier and safer.

1. Site name (if there are participants from more than one site, please list all).

2. Date of LL training _____
3. LL number used in today's Training _____
4. Your name _____
5. **Summary of Education Question 1:** Please summarize participants' examples of ways to apply this LL Statement to their workplace.

Please continue on reverse side.

- 6. Summary of Education Question 2:** Please summarize actions or recommendations participants discussed pursuing at their workplace(s).

Thank you for completing this form.

EVALUATION

Lessons Learned: Pulley Severed Fingertip

Please answer the two questions below:

1. How important is this lessons learned to you and your workplace? (Circle one.) Rate on a scale of 1 to 5, with 5 being the most important.

1	2	3	4	5
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2. What suggestions would you make to improve this Lessons Learned?

End of Training Trainer’s Instructions

Please complete the information below.

Trainer’s Name _____
(Please Print)

Date of training: _____

No. of Participants: Total _____ Hourly _____ Management _____

Location of Training: _____

USW Local # _____

Send:

1. This page;
2. The Education Exercise (page 12);
3. The Trainer’s LL Success Inventory form (pages 13 and 14);
4. The evaluation for each participant (page 15); and
5. The Sign-in sheet (page 17) to:

<p>If you are a TOP Site (excluding DOE TOP Sites)</p>	<p>Send to: Steve Cable 2915 Gradient Drive St. Louis, MO 63125</p>
<p>All other sites (including DOE TOP Sites)</p>	<p>Send to: Doug Stephens United Steelworkers 3340 Perimeter Hill Drive Nashville, TN 37211</p>

Thank you for facilitating the sharing of this
Lesson Learned with your coworkers.

Sign-in Sheet



Name of Class _____ Date of Class _____

Instructors: _____

Please Check One*		Print Name	Signature
H	M		

*H = Hourly Worker
M = Management or Salaried Worker

