



Arm Burned While Removing Roll Covering

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.



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Lessons Learned

Volume 09, Issue 06

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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.

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Lessons Learned Statement:

Seldom-performed jobs present a unique hazard when there are no set procedures for them. A job like removing covers on the rolls of paper machines is especially hazardous due to the weight and size of the covers.

The **Training and Procedures System of Safety** is only one line of defense in systems thinking, but it cannot be ignored. Seldom-performed jobs need written procedures that can be reviewed each time the unique job is performed.

Personal Protective Equipment (PPE) is a subsystem of the **Personal Protective Factors System of Safety** and is the last line of defense when other systems fail, but the PPE cannot be used if it is not available.

Another issue with seldom-performed jobs is the lack of experience of the workers doing such jobs and the lack of manpower to do the job safely. How we use our resources and how we schedule the workforce is part of the **Design and Engineering System of Safety**.

Discussion:

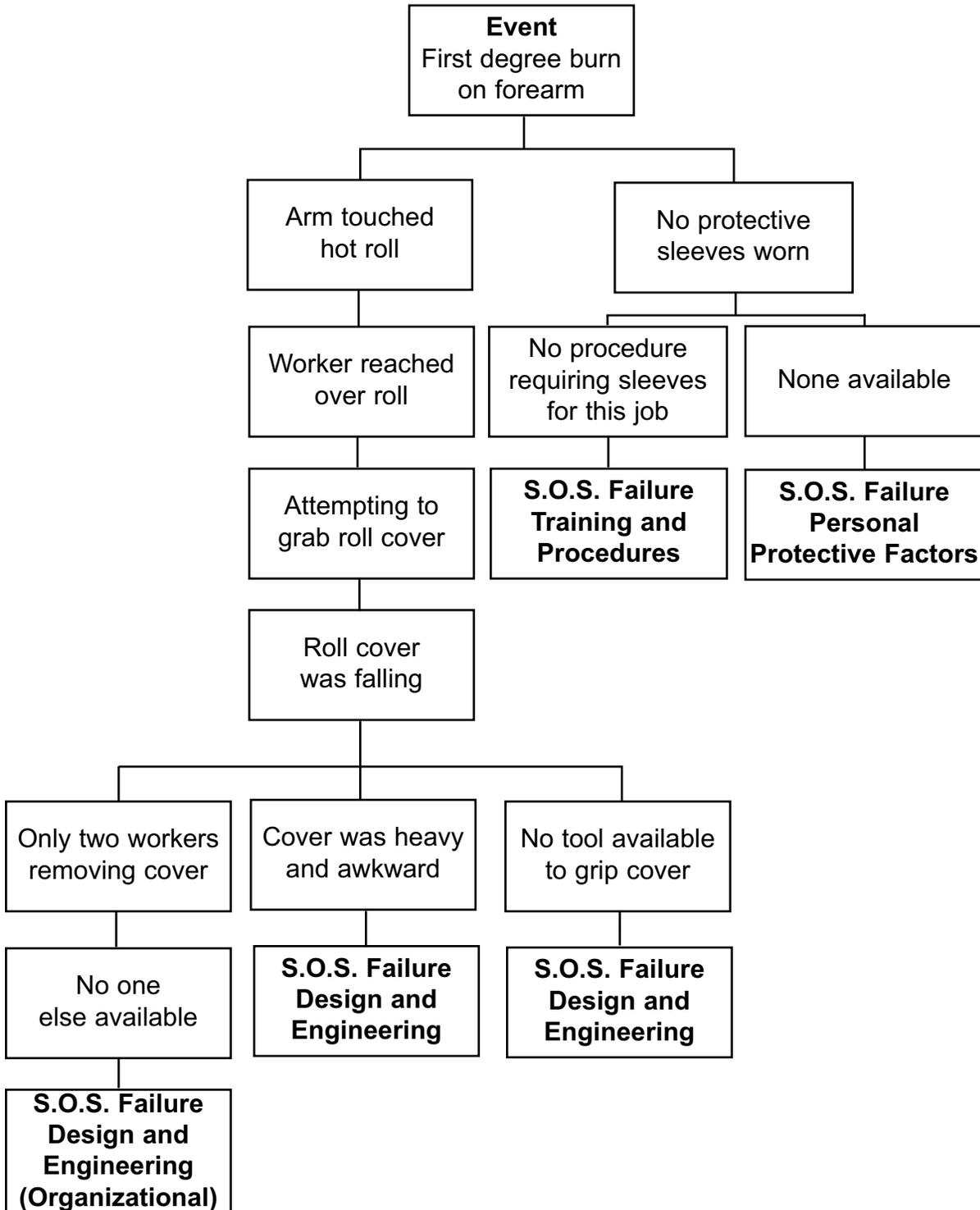
A worker received a first-degree burn on his forearm while helping to remove a teflon roll cover from a paper machine. This job is not performed very often and there is no set procedure for the removal of the roll covers.

On this day, one worker started the removal from the back side of the roll and another worker started from the front of the roll. When they met in the middle, the cover started to slip out of their grasp. One worker tried to grab the cover to stop it and he reached over the roll. When he did this, his arm rested on the hot roll momentarily, but long enough to cause a first-degree burn. Fortunately, the worker was able to move his arm immediately and save himself from a more serious injury.

Since this job is not done very often, there are no specific procedures or protective sleeves available. Workers who sometimes have to help out with this task have no experience with the roll covers and do not realize how heavy and awkward the cover is to handle. The job requires at least three people (two to start at both ends and one to stabilize the cover).

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.



Recommended Actions

1. Make the removal of teflon roll covers a three-man job. Two people cannot hold the cover securely while it is being removed.
2. Search industry supply catalogs for a vise-grip-type tool to grip the roll cover securely. If such a tool is not available, put company engineers to work and design a tool to grip the cover securely.
3. Because this job is not done very often, write a procedure for this job and review it before every attempt to remove roll covers.
4. Provide protective sleeves and store them in the area where the work is performed.

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: Arm Burned While Removing Roll Covering

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 8);
3. The Trainer's LL Success Inventory Form (pages 9 and 10);
4. The evaluation for each participant (page 11); and
5. The Sign-in Sheet (page 13) 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



(Please print clearly.)

Class Title: _____ **Class Completion Date:** _____

Location (City, State)/Facility: _____

Grant Program: _____ **Dist. & LU #:** _____

Instructors: 1) _____ **2)** _____

3) _____ **4)** _____ **5)** _____

Name (Print first and last.)

Check one:

		Hourly	Management
1			
2			
3			
4			
5			
6			
7			
8			
9			
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11			
12			
13			
14			

