PRESENTER'S GUIDE

"SPILL CLEANUP IN THE WORKPLACE"

Part of the "GENERAL SAFETY SERIES"

Quality Safety and Health Products, for Today...and Tomorrow
This education program is part of the "General Safety Series". The programs in this series have been created to provide employees with good, basic information on everyday safety and health topics. This series includes programs on the following topics:

- Accident Investigation
- The ANSI MSDS
- Back Safety
- Compressed Gas Cylinders
- Computer Workstation Safety
- Conflict Resolution (Industrial and Office versions)
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- Dealing with Drug and Alcohol Abuse (Employees and Managers/Supervisors versions)
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- Hazardous Materials Labels
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- Safety Housekeeping and Accident Prevention
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- Sexual Harassment Investigations
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- Winter Safety
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INTRODUCTION TO THE PROGRAM
INTRODUCTION TO THE PROGRAM

Structure and Organization

Information in this program is presented in a definite order, so that employees will see the relationships between the various topics and can retain the material as easily as possible. The sections in the program include:

$ The Hazard Communication Program.

$ The Emergency Response Plan.

$ Five Levels of OSHA's HAZMAT Training.

$ Four Levels of Personal Protective Equipment (PPE).

$ Initial Spill Response.

$ Spill Containment.

$ Instruments Used to Identify Chemicals Involved in a Spill.

$ Additional Hazards of a Spill Site.

$ Decontamination.

Background

Hazardous materials are a part of many work situations. They can be found in many different types of facilities and on many job sites... from manufacturing and construction to retail and office environments. It is very important for employees to know how to recognize, handle and control these potentially dangerous substances, as well as what they may need to do when a spill occurs.
Some organizations have to deal with hazardous materials as part of their daily business, and have detailed plans and highly trained workers to handle a sudden spill. But other facilities only have to handle these materials infrequently, and may not have given much thought to what must be done in case of a hazardous spill. So it is very important that even employees who seldom have to face the dangers of a spill be prepared for a cleanup situation.

This program will help employees to understand various aspects of dealing with spills of hazardous substances. But more importantly, the information provided in this training program will help employees to work safely around hazardous materials.

**Objectives**

To help employees understand hazardous spills, this education and training program is designed to present basic information in this area. Upon completion of the program, employees should:

- Know what types of information your site's Hazard Communication Program and Emergency Response Plan contain, and how to use that knowledge to help keep workers safe while handling a hazardous spill cleanup.
- Know the five levels of HAZMAT training mandated by OSHA, and something about each level.
- Understand the plans and procedures that are necessary to safely clean up a hazardous materials spill.
- Be able to perform proper decontamination procedures before leaving a hazardous spill site so that others will be protected from possible chemical exposure.
Reviewing the Program

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure the program is consistent with company policy and directives.

An "outline" of the points in the program is included in this Presenter's Guide to help with this task and for general reference.

As part of this review process, you should determine how you, as the presenter, will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.
PREPARING FOR THE PRESENTATION
PREPARING FOR THE PRESENTATION

Structuring the Presentation

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the videotape program. It is important to let the trainees interact with you and each other during the training session. Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

$ Keep the session focused on the topic of Spill Cleanup in the Workplace.

$ Relate discussions to your company's/site operations, procedures and responsibilities.

$ Prevent any one person or small group of employees in the session from doing all the talking.

$ Get everyone involved. Ask questions of those who don't participate voluntarily.

$ Clarify comments by relating them to the key points in the videotape.

Use the outline of the major points included in the program, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Tragic results may occur should you provide incorrect or inaccurate information. Remember, this is a positive program on Spill Cleanup in the Workplace. Make sure your attitude and words reflect this and that the emphasis is always on providing the information needed by the attendees to prevent accidents and injuries from occurring.
Setting Up the Class and Classroom

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and include:

$ Scheduling and Notification
- Use the enclosed form to schedule employees into the session.
- Make sure that the session is scheduled so that it fits into your attendees' work day.
- Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
- If possible, post a notification on bulletin boards in the affected employees' areas.

$ The Classroom
- Schedule the room well in advance.
- Make sure the room can accommodate the expected number of attendees.
- Check it again on the day of the program to make sure there is no conflict.
- Make sure the room can be darkened, and won't create a glare on the television screen.
- Locate the light controls and test them.
- Make sure the power for the videotape player operates separately from the room light.
- See if you can control the room temperature.
- Know where the closest restrooms are located.
- Assure that the room is free from distracting noises.
- Make sure emergency exits are marked and known to the attendees.

$ Seating
- Make sure everyone can see the screen from their seat.
- Make sure everyone can hear both the videotape and yourself when you speak.
- Check to see that seating is such that writing can be done easily.
- Make sure the seating arrangement allows eye contact between attendees, and between yourself and attendees.

$ Equipment and Materials
- Make sure a videotape player (check for correct "format"), monitor, and all appropriate cables and extension cords are available.
- Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
- If you plan on using a chart pad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
- Make sure you have 6" x 8" index cards or other materials to be used as "name tents" for attendees.
- Make sure you have made up a sufficient number of copies of the "quiz", as well as any other handouts you are using.

$ "Final Check"
- Make sure equipment is in the room prior to the scheduled session.
- Make sure you have the right videotape, look inside the three-ring binder!
- Check to see that the room is set up properly.
- Check equipment prior to the presentation to assure that it works.
- Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.
- Run the "leader" on the videotape up to the point where the program begins.
CONDUCTING THE SESSION
CONDUCTING THE SESSION

The Initial Steps

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about Spill Cleanup in the Workplace. Initially, you need to:

$ Introduce yourself as the session leader.

$ State the title of the program, "Spill Cleanup in the Workplace", and the purpose of the session (to learn about how to eliminate hazards and create a safer workplace).

$ Inform the attendees when there will be breaks (if you plan them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.

$ Make sure all of the attendees have "signed in" on your scheduling and attendance sheet. Remember, it is very important to document peoples' attendance at the session.

Once this "housekeeping" is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some "introductory remarks". Your own words are always best, but the remarks should include information such as the following paragraphs:

"Today we are going to talk about spill cleanup, and how we can work as safely as possible in an environment that may expose us to potentially dangerous chemicals."

"There are some hazardous materials in our facility, and while they are essential to getting our jobs done we also realize that they can present a risk of injury. That is why we need to learn all that we can about how to minimize the risks associated with handling these potentially dangerous substances."

"While every chemical has its own characteristics, many of them can be harmful to our health... and all of them can pollute the environment when they are spilled. We need to make sure that if something spills we can contain it to keep ourselves safe and avoid disrupting our
neighbors."

"Keep in mind that when they are handled properly, these materials present few risks. However, we can't take shortcuts or get complacent when using them. We have to know what to do if a drum leaks or a container breaks."

"The program we are going to watch provides a lot of good information about how to deal with hazardous spills to prevent accidents and injuries. To make this the most productive session possible, we need to look at what we want to accomplish here today." (Provide the 'Objectives' list from the first section verbally or gesture to the blackboard or chart where you have written them down).

Once the objectives have been provided, you are ready to show the videotape program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It needs to be emphasized that they are not being "graded", but that the quiz is being used to see if the session is effectively transmitting information to them in a way they will remember.

**Showing the Videotape**

At this point, you need to introduce the title of the videotape program once again, "Spill Cleanup in the Workplace", darken the lights if necessary, and begin the showing of the videotape.

**Conducting the Discussion**

After the videotape program has been shown, it is time for the group discussion on the information contained in the session. Care must be taken to make sure that the discussion is kept to the general topic of
creating a safer workplace. There are several ways to conduct this discussion. These include:

$  $  Calling for questions from the attendees and using these questions as the basis for the discussion.

$  $  "Leading" the discussion through the points covered in the program, using statements such as:
  B  "One of the segments of the videotape program discussed the Emergency Response Plan. Who can tell us where this can be found and what types of information it contains?"
  B  "We saw an interesting sequence about decontamination. Who can walk us through the basic steps in a decontamination procedure?"

You should use the discussion format that you are most comfortable with. The outline of the major points addressed in the videotape and the questions and answers in the master copies of the quiz can also be very useful as a basis for discussion.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and interests with the objective of trying to touch on each major area that is discussed within the videotape program. By touching on each area, the attendees are much more likely to retain the information presented in the session.

**Concluding the Presentation**

Once discussion has concluded, whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed, it is time to give the quiz (if you are using it). Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded on it. Let them know that they have approximately five minutes to complete the quiz.
At the end of the five minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

*(An alternative to this approach is to give the quiz immediately after showing the videotape, then use a review of the quiz as a basis for your group discussion.)*

"Wrapping Up" the Paperwork

Before much time has passed, and the subject matter is fresh in your mind, several areas of "paperwork" must be completed. First, check to make sure that all attendees signed the Scheduling and Attendance Form. Next, make sure that you have a quiz from every attendee, dated and signed.

Also, depending upon what you have decided to do, a copy of the attendance sheet and the quiz for each attendee should be either filed in your files, or turned over to the attendee's department manager (or the Personnel Office) so that this paperwork can be included in their Personnel File. The attendees' Training Logs should also be updated, and each attendee should be given a filled out and signed Training Certificate, signifying that they have successfully completed the course.

Remember, it is always a good idea to document information about an employee's attendance at these sessions, as well as the fact that the employee has come away from the session with an increased knowledge of how to deal with hazardous spills.
OUTLINE OF MAJOR PROGRAM POINTS
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The following outline summarizes the major points of information presented in the videotape program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

$ Say the words "hazardous materials", and most people will think of:
  B Leaking drums of toxic waste.
  B Superfund cleanup sites.
  B Overturned tractor-trailers spewing caustic chemicals across major highways.

$ Most of us don't think of:
  B Gasoline that fuels our vehicles.
  B Cleansers janitors use.
  B Paint.

$ Yet these are all hazardous chemicals that can be found in many work areas.
  B Despite their familiarity, these everyday items can cause serious problems.

$ A small spill in the wrong place can mean:
  B Property damage.
  B Injuries.
  B Even death.

$ A spill of hazardous materials could happen at any time.
  B If you don't know the right way to deal with one, you could endanger your entire facility... and put the lives of your coworkers in jeopardy.
  B By learning how to clean up small chemical spills now, you can be ready to respond when one does occur.
$ There are a number of ways to learn about spill cleanup procedures. Your company's Hazard Communication Program is a good place to start.
  - It provides you with the information that you need to understand the hazards of the chemicals you work with.
  - Hazard Communication classes will teach you how to read chemical identification labels.
  - You'll also learn about Material Safety Data Sheets (MSDSs), which describe how to store and handle specific HAZMATs.

$ You should also read through your facility's Emergency Response Plan.
  - This details how employees should report and handle emergencies at your facility.
  - A typical Emergency Response Plan includes information on how to prevent emergencies, as well as how to recognize if one is occurring.

$ The Plan details the roles of emergency response personnel, and the lines of authority to be followed during an incident. It also covers:
  - Methods of communication.
  - Personal protective equipment (PPE).
  - Evacuation procedures.
  - Decontamination.

$ The Emergency Response Plan is meant to be read by everyone who works at your facility.
  - Ask your supervisor where you can find a copy.

$ But you may be asked to go beyond just learning about spill cleanup.
  - You may be trained to play an important role in an actual cleanup operation.
  - The functions that you would perform during a cleanup depend upon what type of training you go through.
There are five different levels of training designated by OSHA in the Hazardous Waste Operations and Emergency Response (HAZWOPER) regulation (1910.120). In order of increasing responsibility, they are:

- First Responder Awareness.
- First Responder Operations.
- Hazardous Materials Specialist.
- Incident Commander.

First Responder Awareness level training is for all workers who may witness an accidental spill of a hazardous material.

- This could include everyone who enters the facility, even employees who don't usually deal with chemicals... such as secretaries and other office personnel.
- Awareness training takes a minimum of four class hours.
- Trainees learn about the hazardous substances in their workplace, and the risks associated with these materials.
- They are also taught how to recognize HAZMAT emergencies, and notify the proper personnel.

The next level, First Responder Operations, is for workers whose job is to keep spills from spreading, as well as to prevent unauthorized people from entering the spill area.

- More complex than First Responder Awareness level training, First Responder Operations courses consist of eight class hours.
- In this course, Operations trainees learn hazardous materials terms and basic risk assessment techniques.
- They are also taught how to:
  - Use personal protective equipment (PPE).
  - Perform simple control and containment operations.
  - Implement basic decontamination procedures.
The next training level is for Hazardous Materials Technicians.

- These workers enter the spill area and stop spilled material from spreading.
- The Hazardous Materials Technician course is at least twenty-four hours long.
- It covers chemical and toxicological hazards, as well as risk-assessment techniques.

In addition, Hazardous Materials Technicians learn how to:

- Identify hazardous materials with field survey instruments.
- Use advanced spill-control techniques.
- Plug leaking containers.
- Implement complex decontamination procedures.

As they do their jobs, Hazardous Materials Technicians are supported by workers who have gone through the next level of training, Hazardous Materials Specialists.

- HAZMAT Specialists are experts in how to handle all of the hazardous materials that can be found on your site.
- They also act as liaisons with federal, state, local, or other government authorities.
- Hazardous Materials Specialists receive a minimum of twenty-four hours of class training, including detailed information about chemical, radiological and toxicological hazards.

They are also taught how to:

- Select PPE for unique and unusual situations.
- Perform specialized containment operations.
- Determine what type of decontamination procedures should be used in complex HAZMAT situations.
The highest level of HAZMAT training is for Incident Commanders.

- These are the individuals who are in charge of all cleanup operations.
- Incident Commander training varies with the needs of each facility, but it must include at least twenty-four class hours of training equal to the First Responder Operations level.

The Incident Commander must have detailed knowledge of applicable state and local regulations, as well as know how to implement your facility’s Emergency Response Plan.

- The Incident Commander must also be an expert on decontamination procedures, as well as the medical risks faced by employees working in chemical protective clothing.

While the Incident Commander is the highest level of authority during an emergency, every training level is critical.

- The system cannot work unless employees at all levels pull together, from the First Responder Awareness-level on up.

But if you work closely with spilled materials as an Operations Level First Responder or a Hazardous Materials Technician, you can’t protect anyone else if you don’t protect yourself.

- This means using the proper personal protective equipment (PPE) whenever you deal with hazardous materials.

Personal protective equipment is anything you wear to prevent exposure to a hazardous substance.

- PPE can be as simple as a pair of gloves, or as complex as a fully-encapsulating, chemical-protective suit.
- PPE is grouped into four levels... A, B, C and D.
- These levels are defined according to how much protection the equipment provides.
- Level D PPE provides the least amount of protection, while Level A provides the most.
During a HAZMAT incident, Level D PPE would be worn by employees on the First Responder Awareness and Incident Commander levels... individuals who would not come close to the spill. Level D PPE typically consists of:

- Coveralls and hard hat.
- Cloth or rubber work gloves.
- Boots with steel toes and shanks.
- Safety glasses or chemical splash goggles.

Level D PPE does not provide you with respiratory protection, or defend against corrosive materials. It is meant to shield you against nuisance contamination, such as materials that might stain your clothes, and to provide limited protection against injuries. It also protects you to a limited extent against injuries.

For example:

- Coveralls can protect you from exposure to powders and light splashes.
- Safety glasses can defend your eyes from some chemicals and sharp objects.
- Work gloves can prevent you from cutting or burning your hands.

Level C PPE is a major step up from Level D, and provides significantly more protection. When a spill involves chemicals that pose a more serious hazard, Level C would be worn by employees on the First Responder Operations, Hazardous Materials Technician and Hazardous Materials Specialist levels (all of whom work closely with the released substances).

Level C PPE is used in situations where skin and respiratory hazards are present, and includes all of the equipment from Level D, plus:

- A chemical splash suit with a hood.
- Some type of Air-Purifying Respirator (APR).
Air-Purifying Respirators filter contaminants out of the air before they can be inhaled. They use the power of your own breathing to keep air flowing into and out of the respirator.

Like Level C PPE, Level B protection is worn by workers on the Hazardous Materials Technician and Hazardous Materials Specialist levels. Level B PPE is also used in situations where skin and respiratory hazards are present, but where the air is too contaminated to be filtered by an APR.

Level B PPE has all of the equipment from Level C, but includes an Air-Supplying Respirator (ASR) instead of an Air-Purifying Respirator to protect wearers from contaminated air.

There are two types of Air-Supplying Respirators:
- Self-Contained Breathing Apparatus (SCBA), which allows you to breathe air from a portable tank you carry with you.
- Supplied-Air Respirators (SAR), which supply air through a hose from a source located some distance away.

Both SCBAs and SARs force a constant supply of fresh air into your facepiece, preventing contaminants from entering your air supply.

The most protective of all PPE classes, Level A is worn by Hazardous Materials Technicians. Level A is used only in situations where skin and respiratory hazards are so extreme that you must be completely isolated from the outside air.
$ Level A PPE includes all of the equipment from Level B, plus a totally-encapsulating, chemical-protective suit.
  B This suit completely covers you and your Air-Supplying Respirator, providing the maximum possible protection against all types of chemical exposure.
  B Depending on the situation, a chemical-resistant inner suit made of a material like Tyvek, and chemical-resistant outer and inner gloves can also be used with the suit.

$ In the majority of cases, the first person to report a spill is an Awareness-Level Responder.
  B The Incident Commander then takes over the cleanup operation, ensuring that the appropriate actions are taken.

$ As soon as possible, an Operations-Level First Responder evacuates the area, then cordons off the incident site with warning signs or caution tape.
  B If the spill has occurred indoors, the responder must also seal off any air ducts leading from the contaminated area to other parts of the building, and open windows and doors to the outside, allowing vapors to dissipate.

$ Next, the responder places barriers or absorbents around the spill, to prevent it from spreading.
  B This technique is called "diking".
  B Common diking materials include absorbent socks made of polypropylene and flexible barriers of urethane or PVC.
While both types of dikes have the same objective, they function in different ways.

- Absorbent socks contain a spill by both blocking and partially absorbing it.
- Socks cannot be decontaminated, however, and are considered hazardous waste after one use.
- Federal law mandates that contaminated spill socks must be disposed of according to OSHA guidelines.

Flexible barriers, on the other hand, only block spills from spreading.

- They do not absorb the spilled materials.
- Because of this, flexible barriers can be decontaminated and reused.

Sandbags should never be used to dike any type of spill. They are not made to absorb hazardous substances.

- Spilled chemicals can leak through sandbags, allowing contamination to spread.
- In some cases, the sand itself could actually react with the spilled liquids.

No matter which method is used, the diking has to keep the spill from running into storm drains or sewers, contaminating the environment in the process.

- This is such a serious problem that you must contact your supervisor immediately if you ever spot chemicals leaking into a drain.

Once diking has been completed, the Operations-Level Responder is free to leave the scene and go to the decontamination area.

- A HAZMAT Technician then takes over.
Aided by information from a Hazardous Materials Specialist, the HAZMAT Technician first characterizes the spill site. This includes identifying the chemicals involved in the spill and determining the hazards that these materials present.

This is usually done with direct-reading instruments that provide instant information on environmental conditions. Examples of direct-reading instruments include:

- A combustible gas monitors, used to detect airborne contaminants that could be a fire hazard.
- Detector tubes containing materials that change color in the presence of certain chemicals.
- A field survey meters, used to detect radiation.

In addition to chemical threats, Hazardous Materials Technicians must also look for hazards such as open pits and unstable piles of material. These must be reported to management as soon as possible.

After characterizing the site, the Hazardous Materials Technician radios a report on the site conditions to the Incident Commander. The Commander will then consult a HAZMAT Specialist to determine if the situation requires special handling.

In most cases, the Technician's next step is to spread an absorbent compound over the spill, to soak up the hazardous material. These compounds are often called "sorbents." They are commonly in a granular form, similar to cat litter in appearance. Sorbents are chemically inert, which means that they do not react with the substances they absorb.
After a layer of sorbents has been spread over the spill, spill blankets are then placed on top of the absorbent compound to soak up any remaining material.

- Spill blankets are disposable, and are also made of chemically inert materials.
- They come in various sizes, which can be cut to fit specific spills.
- The blankets are also available in rolls, or individual pre-cut sheets.
- Once the spill has been absorbed, the sorbent and the spill blankets can be shoveled into an OSHA-approved container for disposal.

Normally, this process is pretty routine, but there are two situations when Technicians must be especially careful.

- If the spilled chemical is flammable, Technicians should only use non-sparking tools (such as plastic shovels) to transfer the material to the disposal container.

Technicians must also be cautious around electrical equipment, because most liquids conduct electricity.

- Before cleanup operations begin, nearby machinery must be switched off at the main breaker.
- This also decreases the possibility of the equipment's power switch producing a spark when it is turned off.
- The breaker must then be locked and tagged out.

Once the contaminated material is sealed in its container, it should be removed to an EPA-approved hazardous materials treatment facility.

- Here, the material will be recycled into useful substances, or converted into a non-hazardous form and sent to a landfill.
After the spill has been cleaned up, everyone involved in the cleanup has to undergo decontamination.
B This usually takes place in a "Contamination Reduction Corridor" (CRC).

The CRC is a series of two to four stations where workers can have their PPE and tools decontaminated.
B As they pass through the CRC, workers are thoroughly washed with decontamination solution, which is normally a mixture of water and detergent.
B The only exception to this occurs when you are dealing with water-reactive contaminants.
B In these cases, a specialized decontamination mixture must be used.

The decontamination solution is then rinsed off in a low tub, such as a child's wading pool.
B Following the rinse-off, CRC technicians take PPE and other equipment from the decontaminated workers, who then report directly to an area where they can shower.
B Once decontamination is complete, the decontamination solution must be disposed of according to OSHA guidelines.

*** SUMMARY ***

Cleaning up HAZMAT spills may look easy, but appearances can be deceiving. If you don't know what you're doing, disaster could result.

Your best bet to stay safe is by learning how to handle a spill before one occurs.

Participate in your company's Hazard Communication Program.
$ Familiarize yourself with your Emergency Response Plan, and know who to notify when a spill occurs.

$ No matter what your responder level, follow your facility’s guidelines to the letter!

$ You can never eliminate the possibility of a HAZMAT spill, but you can be prepared for it.

$ Use your primary tool against hazardous materials emergencies... knowledge... and you will help to keep yourself and those around you safe!
ACCOMPANYING MATERIALS
ACCOMPANYING MATERIALS

In order to assist you in complying with as many facets of your training requirements as possible, we have provided a number of specific materials that can be used with this program. Some of these materials have been furnished in "master" form. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

**Scheduling and Attendance Form**

This form is provided so you can easily schedule your attendees into each session of the program. It is important that you have each attendee "sign-in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this form is filed in the employee's Personnel File.

**Quiz**

The quiz is normally given after viewing the videotape program. However, if you want an indication of the "increase" in the attendees' knowledge of Spill Cleanup you can give the quiz both before and after the videotape is shown. You can also use the quiz as the basis for class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the program. The quiz is usually filed in the employee's Personnel File.
Training Certificate

This form allows you to give each employee their own "Certificate of Completion" showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.

Employee Training Log

This Log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken, and the instructor conducting the course. A copy of this form should be kept in each employee's Training or Personnel File.
QUIZ

"SPILL CLEANUP IN THE WORKPLACE"

Name: ___________________________    Date: ___________________________

1. True or False... Your company's Hazard Communication Program will show you how to read a chemical's identification label?
   True    False

2. Which of the following does the Emergency Response Plan cover:
   __ Communications.
   __ PPE.
   __ Evacuation guidelines.
   __ All of the above.

3. True or False... There are six levels of OSHA HAZMAT training?
   __ True    __ False

4. True or False... A Hazardous Materials Technician must know how to plug the source of a hazardous chemical leak?
   __ True    __ False

5. True or False... Absorbent socks contain a chemical spill by both blocking and partially absorbing it?
   __ True    __ False

6. True or False... Sandbags are frequently used to dike a chemical spill?
   __ True    __ False

7. True or False... The decontamination solution normally used after a hazardous spill cleanup is water and detergent?
   __ True    __ False

GSS-012
QUIZ
"SPILL CLEANUP IN THE WORKPLACE"

PRESENTER'S COPY...WITH ANSWERS

1. True or False... Your company's Hazard Communication Program will show you how to read a chemical's identification label?
   __X__ True
   ___ False

2. Which of the following does the Emergency Response Plan cover:
   ___ Communications.
   ___ PPE.
   ___ Evacuation guidelines.
   __X__ All of the above.

3. True or False... There are six levels of OSHA HAZMAT training?
   ___ True
   __X__ False

4. True or False... A Hazardous Materials Technician must know how to plug the source of a hazardous chemical leak?
   __X__ True
   ___ False

5. True or False... Absorbent socks contain a chemical spill by both blocking and partially absorbing it?
   __X__ True
   ___ False

6. True or False... Sandbags are frequently used to dike a chemical spill?
   __X__ True
   ___ False

7. True or False... The decontamination solution normally used after a hazardous spill cleanup is water and detergent?
   __X__ True
   ___ False

GSS-012
# EMPLOYEE TRAINING LOG

## "SPILL CLEANUP IN THE WORKPLACE"

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE OF TRAINING OR COURSE DESCRIPTION</th>
<th>LOCATION OF COURSE MATERIALS</th>
<th>INSTRUCTOR'S NAME AND ADDRESS/DEPARTMENT</th>
<th>CERTIFICATION OF TRAINING AND TESTING (Instructor's Signature)</th>
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SCHEDULING AND ATTENDANCE FORM

"SPILL CLEANUP IN THE WORKPLACE"

TRAINING SESSION SCHEDULE

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TRAINING CERTIFICATE

This is to certify that ____________________________________ has
completed the general safety course "Spill Cleanup in the
Workplace" and has been tested on the contents of the course, as
required. This training, as well as the associated testing was
conducted by ____________________________________ and was
completed on ____________.

______________________________________  ________________
(course instructor) (date)

______________________________________  ________________
(course instructor) (date)