



CAREERSAFE[®] OSHA 10-HOUR GENERAL INDUSTRY
(VETERINARY)



www.CareerSafeOnline.com
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CAREERSAFE: THE NATIONAL YOUTH SAFETY INITIATIVE

The CareerSafe® Online program is the first of its kind. It is an interactive, Y2Y (Youth-To-Youth) online program that addresses the high priority safety training needs of young workers. With the CareerSafe® philosophy, “StartSafe. StaySafe.”, students will learn about their rights and responsibilities in the workplace and gain valuable knowledge about how they can protect themselves and others. Throughout the program, students explore a wide range of occupational safety and health topics including Introduction to OSHA, common physical and health hazards, hazard identification, and how to protect themselves from hazards, all intended to help them StartSafe. StaySafe.®

NEED FOR CAREERSAFE®

Every five days, one teen is killed on the job. According to the National Institute of Occupational Safety and Health (NIOSH) there are about 70 work-related fatalities each year among this young worker population. Additionally, more than 200,000 young workers are injured on the job annually. Further, 70,000 of them require emergency room treatment. In fact, data from the Centers of Disease Control and Prevention (CDC) indicate that young workers have the highest rates of work-related deaths, injuries and illnesses.

WHAT DO STUDENTS SAY?

STUDENTS ENROLLED

1.6 MILLION

EDUCATIONAL INSTITUTIONS

OVER 4,000

Student feedback shows...

Based on a poll of 316,127 students that completed the General Industry course, students overwhelmingly praise the CareerSafe® online program as being efficient and effective. The feedback collected from students allows CareerSafe® to keep our courses as engaging as they are informative and ensures that every student is getting the most out of their safety training.

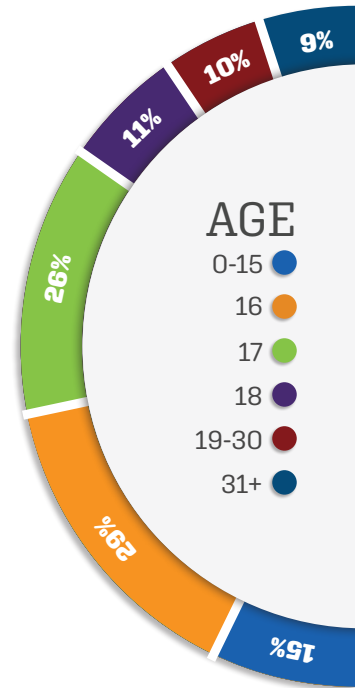
94% said they would recommend this training to other young workers



98% agreed the program will help them identify hazards



95% said the program was easy to use



TESTING AND COMPLETION

Each topic contains a brief assessment, which must be successfully completed before the topic is marked complete. Once all topics have been viewed and the corresponding assessments are passed, there is a comprehensive final assessment. Students must complete the course within 6 months and pass the final assessment with a 70% score or higher within three (3) attempts. If a student does not pass, he or she will be given one (1) course reset and must start from the beginning. Students must complete all required course material including the course survey to receive the credential. Once the student successfully completes the course a printable certificate is available. The student will also receive their OSHA 10-Hour General Industry wallet card by mail 4-6 weeks after completion. If the student fails to enroll the course within 1 year of the purchase date, the voucher will expire and the course will become unavailable.

COURSE OVERVIEW

CareerSafe's® OSHA 10-Hour General Industry (Veterinary) course consists of interactive topics discussing various safety tips and procedures one should follow in the workplace. The General Industry (Veterinary) course is perfect for the veterinary industry.

Required Topics:

Introduction to OSHA	Industrial Hygiene
Walking-Working Surfaces	Ergonomics
Avoiding Electrocution Hazards	Safety and Health Programs
Personal Protective Equipment (PPE)	Safe Driving Practices
Hazard Communication	Veterinary-Specific Hazards
Emergency Action Plans and Fire Protection	Safety Around Livestock
Bloodborne Pathogens	

Supplemental Topics:

Biological Agents and Infection Control	Preventing Workplace Violence
Machine Guarding	Tractor Safety
Materials Handling, Storage, Use, & Disposal	

INTRODUCTION TO OSHA [60 minutes]

Given OSHA historical events and current information, the student will be able to explain the importance of OSHA in providing a safe and healthful workplace to workers covered by OSHA.

- Explain why OSHA is important to workers.
- Explain worker rights under OSHA.
- Discuss employer responsibilities under OSHA.
- Discuss the use of OSHA standards.
- Explain how OSHA inspections are conducted.
- Utilize helpful worker safety and health resources.

WALKING-WORKING SURFACES [60 minutes]

Given the OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with walking/working hazards.

- Identify hazards in the workplace associated with walking and working surfaces.
- Identify best practices for eliminating or controlling hazards associated with walking and working surfaces in the workplace.
- Recognize employer requirements to protect workers from walking and working surface hazards.

AVOIDING ELECTROCUTION HAZARDS [60 minutes]

Given current OSHA and industry information regarding worksite illnesses, injuries and/or fatalities, the student will be able to recognize electrocution hazards in general industry.

- Identify major electrical hazards.
- Describe types of electrical hazards.
- Describe electrical protection methods.
- Recognize employer requirements to protect workers from electrical hazards.

PERSONAL PROTECTIVE EQUIPMENT (PPE) [60 minutes]

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with personal protective equipment.

- Recall employer responsibilities toward affected employees regarding PPE.
- Identify when face and head protection should be used.
- Recall which types of hand and foot protection should be used in a specific situation.
- Recognize the differences between respirator types.
- Identify the differences between full-body protection levels.

HAZARD COMMUNICATION [60 minutes]

Given current OSHA and general industry information regarding worksite illnesses, injuries, and/or fatalities, the student will be able to recognize responsibilities related to hazard communications, including Global Harmonizing System (GHS) requirements.

- *Identify the employer's responsibilities under the HCS, including training requirements.*
- *Identify components of a Hazard Communication program.*
- *Describe requirements of the different types of Hazard Communication labels.*
- *Locate pertinent information about chemicals on labels, including other forms of hazard communication, to ensure "right to understanding" provisions of GHS requirements.*

EMERGENCY ACTION PLANS AND FIRE PROTECTION [60 minutes]

Given current OSHA and industry information regarding worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards and best practices associated with emergency action plans, fire prevention plans fire protection, and exit routes.

- *Recognize benefits of an Emergency Action Plan.*
- *Identify elements of Fire Protection Plan.*
- *Identify conditions under which evacuation actions may be necessary in an emergency situation.*
- *Identify conditions under which shelter-in-place may be necessary in an emergency situation.*
- *Identify characteristics of an effective emergency escape route.*
- *Recognize the five types of fire extinguishers, including the types of fires they can extinguish.*
- *Review requirements for proper maintenance of portable fire extinguishers.*

BLOODBORNE PATHOGENS [30 minutes]

Given current OSHA and industry information regarding general industry worksite illnesses, injuries & fatalities, the student will be able to recognize hazards associated with working with bloodborne pathogens in the workplace.

- *Identify OSHA requirements pertaining to bloodborne pathogens.*
- *List the potential routes of exposure from bloodborne pathogens.*
- *Identify the risks associated with Human Immunodeficiency Virus (HIV), Hepatitis B Virus, and Hepatitis C Virus.*
- *Identify methods of preventing transmission of bloodborne pathogens and managing occupational exposures.*
- *Restate methods of the safe disposal of sharps.*
- *Recount steps which should be taken in the event of an exposure to a potential bloodborne pathogen.*

INDUSTRIAL HYGIENE [30 minutes]

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with industrial hygiene.

- *Identify strategies to control chemical hazards.*
- *Identify strategies to control biological hazards.*
- *Identify strategies to control physical hazards.*
- *Identify strategies to control ergonomic hazards.*

ERGONOMICS [30 minutes]

Given current OSHA and industry information regarding worksite ergonomic injuries, the student will be able to recognize ergonomic hazards and select solutions which prevent injuries from occurring.

- *Recognize risk factors associated with work-related musculoskeletal disorders (MSDs).*
- *Identify good posture.*
- *Describe safe lifting techniques.*
- *Identify ergonomic control methods for eliminating/reducing work-related MSDs.*

SAFETY & HEALTH PROGRAMS [30 minutes]

Given current OSHA and general industry information regarding worksite illnesses, injuries, and/or fatalities,

the student will be able to recognize responsibilities related to safety and health in the workplace.

- *Recognize the costs of workplace accidents.*
- *Recognize the benefits of implementing an effective safety and health program.*
- *Describe the elements of an effective safety and health program.*
- *Identify three methods to prevent workplace hazards.*

SAFE DRIVING PRACTICES (30 minutes)

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with driving.

- *Identify the number one cause of death for U.S. teens.*
- *List eight risk factors for young drivers.*
- *Identify the biggest risk factor for young drivers.*
- *Define distracted driving.*
- *Provide examples and/or causes of distracted driving.*
- *Identify the biggest risk factor for distracted driving.*
- *Discuss the risk of having other young passengers in the car.*
- *List some actions employers should take to keep employees safe while driving.*
- *List some actions employees can take to safely drive on the job.*

VETERINARY-SPECIFIC HAZARDS (60 minutes)

Given current OSHA and general industry information regarding worksite illnesses, injuries, and/or fatalities, the student will be able to recognize factors related to the leading hazards in the veterinary industry. Specifically, the student should be able to:

- *Identify hazards that result from improper animal restraint.*
- *Name hazards associated with hazardous chemicals.*
- *List methods to protect themselves from infectious diseases.*
- *Describe how to avoid ergonomic injuries.*
- *Recall strategies to protect themselves against radiation.*

SAFETY AROUND LIVESTOCK (30 minutes)

Given current OSHA and industry information regarding agriculture worksite illnesses, injuries and/or fatalities, the student will be able to recognize hazards related to livestock in agriculture.

- *Identify unique livestock behavior.*
- *Recognize hazards surrounding the handling of livestock.*

SUPPLEMENTAL TOPICS

CareerSafe's® offers optional topics included in the OSHA 10-Hour General Industry (Veterinary) course for no additional charge. While these topics are not necessary to complete the course and earn a Federal Credential, students and teachers may find valuable information that further reinforces the curriculum. Every CareerSafe® Supplemental topic is available the moment the student begins the course.

BIOLOGICAL AGENTS AND INFECTION CONTROL (60 minutes)

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with healthcare-associated infections are, how they are spread, and how to control their spread.

- *Define healthcare-associated infections.*
- *Define microorganisms.*
- *Describe the chain of infection.*
- *Describe the modes of transmission of healthcare-associated infections.*
- *Recount how to control the spread of healthcare-associated infections through the safe handling of potentially contaminated equipment or surfaces in the patient environment.*

- *Recount how to control the spread of healthcare-associated infections through the use of hand hygiene.*
- *Recount how to control the spread of healthcare-associated infections through the use of respiratory hygiene and cough etiquette.*
- *Restate that the arrival of new health threats may result in the creation of emergency temporary standards by OSHA.*
- *Identify resources for information on current health threats.*

MACHINE GUARDING [30 minutes]

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with machinery that has improper or missing guards.

- *Identify the main causes of machinery accidents.*
- *Recognize basic machinery parts that expose workers to hazards.*
- *Recognize workplace situations involving machinery that requires guarding.*
- *Identify the requirements for safeguards.*
- *Identify types of machine guards including types of devices used to safeguard machines.*

MATERIALS HANDLING, STORAGE, USE, DISPOSAL [30 minutes]

Given best practices and current OSHA and industry information regarding worksite illnesses, injuries, and/or fatalities, the student will be able to recognize how to protect themselves from hazards associated with material handling.

- *Identify types of material handling equipment.*
- *Describe hazards associated with material handling activities [e.g., storage, use, and disposal].*
- *Identify methods to prevent hazards associated with material handling equipment.*
- *Recognize employer requirements to protect workers from material handling hazards.*

PREVENTING WORKPLACE VIOLENCE [30 minutes]

Given current OSHA and industry information regarding general industry worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards associated with violent incidents in the workplace.

- *Define the term violence.*
- *Recall who is at risk for encountering workplace violence.*
- *Describe workplace violence prevention strategies.*
- *Identify how to start safe and stay safe to prevent or lessen workplace violence.*

TRACTOR SAFETY [30 minutes]

Given current OSHA and industry information regarding agriculture worksite illnesses, injuries, and/or fatalities, the student will be able to recognize hazards related to tractors in agriculture.

- *Identify general tractor safety principles.*
- *Identify the hazards and prevention methods surrounding tractor rollovers.*
- *Recognize the hazards and prevention methods involved with tractor entanglements, runovers, and collisions.*

For more information about this online course, visit:

www.CareerSafeOnline.com/courses/veterinary-industry