

Introduction to Surgical Technology

SECTION B: Safety

Module 1-B: Environmental Safety

Introduction to Surgical Technology
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Introduction to Surgical Technology

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Suggested Activities

INSTRUCTIONAL PLAN

The following is a step-by-step instructional plan (preparation, delivery/application, and evaluation) to assist you in preparing for group instruction or to assist you in modifying the Learning Activities Sheet provided in the student edition for this module.

PREPARATION

- Review the module in the student edition carefully and plan for instruction.
 - Review the “Teaching Suggestions.” Plan for classroom activities.
 - Develop your instructional plan. Adjust your instructional plan for different learning styles and for students with special needs.
 - Prepare classroom. Put up posters and charts and display articles and other references related to this module.
 - Gather the following equipment and materials to aid you in illustrating and demonstrating your classroom presentation:
 - Enough copies of the organization’s accident report form for each student in the class
 - Set of standard and surgical PPE (gloves, eye protection, head cover, booties, etc.)
 - Organization’s Policies and Procedures manual
 - Examples of the organization’s lockout devices and tag-out tags
 - An example of—or the location of—an NFPA hazard diamond
 - Full-color sheet illustrating DOT hazardous material placards
 - Enough copies of one of the organization’s MSDSs for each student in the class
 - Large carton of books or other heavy object for lifting demonstration
 - Telephone for role-playing the receipt of a bomb threat
 - Organization’s emergency disaster supply kit
 - Organization’s posted fire and evacuation routes
 - Variety of portable fire extinguishers
- ✓ **NOTE:** Job Sheet 2 should be taught/supervised by a representative from the fire department. This person will probably be able to supply you with a variety of portable extinguishers.
- Examples of—or the location of—various plugs, extension cords, electrical outlets, junction boxes, and electrical panels
- Review and obtain films, videotapes, and other resources you may want to use to supplement the instruction of this module. See “Resources Used in Developing This Module,” “Suggested Supplemental Resources,” and “Suggested Web Sites” for more information.

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DELIVERY AND APPLICATION

- Make transparencies from the transparency masters.
- Review Learning Activities Sheet in the student edition. Modify as appropriate to include additional activities and/or resources available in your classroom.
- Select Web sites to be inserted on the Learning Activities Sheet in the student edition.
- Prepare supplemental resources for use by your students.
- Provide the students with the module of instruction in the student edition.
- Discuss the specific objectives on the Module Objective Sheet.
- Discuss the Information Sheet. Implement your instructional plan to localize, supplement, and personalize the objectives presented in this portion of the module. Reinforce the basic academic and workplace skills when applicable.
- Discuss the assignment sheets. Review with students the criteria for evaluation of these activities.
- Discuss and demonstrate the job sheets. Make sure all required tools, equipment, and materials are available. Review with students the criteria for evaluation of these activities and the rating scale that will be used to indicate job performance.

EVALUATION

- Make copies of the Written Test. Add or modify test items as needed. The Written Test serves as both a pretest and posttest to assist in measuring each student's competency gains.
- Give and evaluate pretest. Modify lesson plan to include additional instruction for those areas where students were deficient.
- Evaluate the assignment sheets. Rate the student using the criteria listed on each assignment sheet. See Answers to Assignment Sheets for correct answers where applicable. If the student's performance is unacceptable, have the student review the appropriate materials and complete the assignment again.
- Evaluate the job sheets. When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in the student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily completed the process step(s) for each checkpoint area. If the student is unable to complete the procedure correctly, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria that are provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Two sample performance evaluation keys have been provided on the next page. Many other keys are available. Select one rating (grading scale) that best fits your program needs.

Sample A

4—**Skilled**—Can perform job with no additional training.

3—**Moderately skilled**—Has performed job during training program; limited additional training may be required.

2—**Limited skill**—Has performed job during training program; additional training is required to develop skill.

1—**Unskilled**—Is familiar with process, but is unable to perform job.

0—**No exposure**—No information or practice provided during training program.

Sample B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

**TEACHING
SUGGESTIONS**

- Give and evaluate the posttest.
- Make copies of, give, and evaluate the Module Review.
- Compile the Written Test, assignment-sheet, job-sheet, and Module Review scores, and include any additional assignments or supplemental activities you have selected as part of your instructional plan.
- Meet individually with students to evaluate their progress through this module of instruction and indicate to them possible areas of improvement.
- Reteach and retest as required.
- Have students and parents/guardians complete the safety pledge in Assignment Sheet 1.
- Objective 1 and Objective 2 focus on developing good safety habits. Discuss ways of developing a good safety attitude. Ask students to provide you with specific examples of times in which their unsafe attitude caused an injury or accident. Through your discussion, elicit from the students the specific causes for these injuries and accidents.
- Read aloud or have students read aloud each of the safety guidelines in Objective 2. After you or the students read each guideline, provide the school/organization information required in the guideline.
 - Ask students if they know the area numbers for fire, police, poison control, ambulance service, etc. Review these numbers with the students and show students these numbers posted near the telephone.
 - Show the students the location of all posted safety rules and signs. Read and explain these signs.
 - Take students on a brief tour of the building or floor, showing them the location of fire alarms, fire extinguishers, and first-aid equipment.
 - Have available a complete set of standard and surgical PPE (various eye protection, gloves, respirators, booties, head cover, etc.). Show students the correct way to don each article of PPE, and allow them to return your demonstration.
 - Ensure that each student has a copy of the organization's policies and procedures manual. Review the specific safety guidelines in it.
 - Assign Assignment Sheet 2 to be completed in class or by a specified date. Provide students with copies of your facility's accident reporting form.

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- When teaching Objective 3, show students examples of the organization's lockout devices and tag-out tags. Explain where these materials are located and the organization's policies on their use. Demonstrate how to complete the tags and how to use the lockout locks and keys. Allow each student to demonstrate competency in completing a tag and locking out a piece of equipment.
- Objective 4 lists expectations for a safe environment at school or work. Have the class objectively review the list and analyze their school or work environment to see whether it meets these expectations. Does their school or place of work provide adequate lighting, clean air, clearly identified hazardous materials, lighted, open parking, and so forth?
- Objective 5 through Objective 9 cover hazardous materials symbols, labeling, and MSDS. Before covering these objectives, provide students with copies of one of the organization's MSDSs and refer them to Student Supplement 1 in their student editions.
 - Review the purposes of an MSDS listed in Objective 5.
 - Review the typical sections of an MSDS listed in Objective 6. Explain that while each MSDS differs in format from organization to organization, each must contain the eight basic sections listed in Objective 6.
 - Have students compare their organization's MSDS with the sample MSDS in Student Supplement 1.
 - Ensure that students are familiar with and understand the terms *flashpoint*, *combustible*, *flammable*, and *reactivity*, found on MSDSs.
 - When teaching Objective 7, review the symbols on various hazard placards. Use Transparency Master 1, DOT Hazard Placards, to illustrate your discussion.
 - Take students on a tour of the organization, pointing out the symbols on various posted hazardous materials safety signs and placards. Have students note the color and design of the placard as well as the hazard symbol on it. Storage and power generating areas are good places to find such placards, as well as hospital labs, morgues, pharmacies, and x-ray departments. If you do not have access to such areas, show students full-color illustrations of the placards.
 - When teaching Objective 8, use Transparency Master 2 to illustrate your explanation. Stress the importance of the colors and numbers on the NFPA 704 hazard diamond. Try to find a posted NFPA 704 hazard diamond so that students can practice decoding it. Use also the NFPA 704 diamond on the Industrial Formula Drano MSDS in Assignment Sheet 3.
 - In teaching Objective 9, discuss the methods by which hazardous materials can enter the body, providing specific examples and reviewing the Health Hazards section on the organization's MSDS. Ask students to volunteer incidents in which they or someone they know of has accidentally ingested, absorbed, or inhaled a hazardous material. Discuss the first-aid steps that were taken, and provide again the telephone number of the poison control agency.
 - Assign Assignment Sheet 3 to be completed in class so that you can walk through the class providing help and guidance where necessary. You may want to assign the students to three small groups to complete this assignment, each group analyzing, recording the results, and reporting on one of the sample MSDSs.

- Objective 10 covers the principles of body mechanics. Students enjoy demonstrating the safe standing, sitting, lying, and moving postures illustrated in this section of the Information Sheet. You may inspire them to correct posture by noting that studies have revealed that individuals with erect, alert posture were repeatedly chosen by the opposite sex as more attractive than those with poor posture.
 - Show students examples of ergonomic furniture and appliances.
 - Have students analyze their usual seated posture when using a computer and compare this posture to correct seated posture. Does their seated posture cause backache? Shoulder tension? Eye fatigue? Why? Do the same with their standing and moving postures.
 - Have students practice walking across the room with a book on their head until they can cross the room naturally without the book falling off.
 - Demonstrate the correct postures in Job Sheet 1 and have each student demonstrate each of the postures illustrated.
 - Review the safe lifting techniques outlined in Objective 10. Use Transparency Masters 3 and 4 to illustrate your explanation.
 - Demonstrate the safe lifting technique outlined in Job Sheet 1. Have each student return your demonstration. Inform students of the date on which they will be evaluated in performing Job Sheet 1.
- Objective 11 through Objective 22 deal with basic types of emergencies. Provide students with relevant examples of each of the basic types of emergencies.
- Objective 12 provides general guidelines for what to do in the event of a severe weather warning.
 - Make sure that students have a copy of and understand the organization's specific severe weather plan.
 - Tell or show students the location of the organization's emergency disaster supply kit.
 - Have students examine and test the materials in the organization's emergency disaster kit to ensure that they are usable and operable. Have them replace batteries, canned goods, and other nonfunctioning, outdated or unusable items.
 - Refer students to Student Supplement 2, Tornado Tips, in their student materials. Review the supplement, stressing the difference between the meaning of *watch* and *warning*. If earthquakes, hurricanes, or floods are prevalent in your area, provide students with and review emergency guidelines for these severe weather phenomena, also.
 - Have the class role-play the organization's severe weather drill.
 - Assign Assignment Sheet 4 to be completed in class or by an assigned date.
- When teaching Objective 13, have students practice eliciting information from an individual calling in a bomb threat. Provide students with and review the organization's building evacuation plan and standard operating procedures for handling a bomb threat.

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- Combine Objective 14 and Objective 15 to describe general procedures for evacuating a building in a fire emergency for both able-bodied and disabled individuals.
 - Provide students with and review the organization’s fire evacuation plan and standard operating procedures for handling oneself when fire is discovered or the fire alarm sounds.
 - Show students the location of the organization’s posted fire evacuation plan and standard operating procedures for handling oneself when fire is discovered or the fire alarm sounds.
 - Explain the disabled person’s fire evacuation responsibilities as outlined in Objective 15. Assign two or three students in the class the following disabilities: lower extremity paralysis and wheelchair bound, legal blindness, deafness. Assign one student the role of visitor who does not know the organization’s fire escape routes or procedures. Assign four remaining students the responsibility of assisting the visitor and each of the “disabled” individuals. Have all students role-play their responsibilities and actions in responding to a fire alarm from various locations and situations in the organization.
- Objective 16 through Objective 22 deal with fire components, classes, and portable fire extinguisher markings and use. When teaching these objectives, use Transparency Masters 5 through 7 to assist you in illustrating this information.
 - Show students actual markings on fire extinguishers. Have a variety of extinguishers on display and quiz the students about the class(es) of fire for which each is suitable.
 - Stress that not all fires can or should be extinguished with a portable extinguisher. Stress the characteristics of fires appropriate for handling with a portable extinguisher outlined in Objective 20.
 - Assign Assignment Sheet 5 to be completed in class. Discuss student responses.
 - When teaching Objective 21, allow each student to come to the front of the class and “walk through” the general steps for using a fire extinguisher. Use an empty extinguisher for demonstration purposes.
 - Introduce the fire department representative and allow him or her to introduce Job Sheet 2 and to answer student questions regarding fire and extinguisher use.
 - Have students tour the organization, locating alarm boxes, extinguishers, fire exits, and escape routes, and evaluating the organization for its adherence to the fire prevention guidelines listed in Objective 22. Or, have the fire department representative lead an “inspection” tour in which these aspects are noted and explained.
- Objective 23 and Objective 24 cover electrical and basic equipment safety.
 - Review the statements concerning electrical safety in Objective 23.
 - Show students examples of and explain the following electrical equipment: plugs, fuses, outlets, electrical panels, junction boxes.
 - Explain the basic equipment safety statements in Objective 24, providing the students with the reasons for adhering to each guideline and the consequences of not following the guidelines.

<p>RESOURCES USED IN DEVELOPING THIS MODULE</p>	<ul style="list-style-type: none"> • Have students complete Assignment Sheet 6 as a general review of the module. You may want to assign it to be completed by small groups in class and use discussion of it as a springboard to summarizing the lesson. • <i>American Red Cross Community First Aid and Safety</i>. St. Louis, MO: Mosby Lifeline, 1993. • Bledsoe, Brian E., Robert S. Porter, and Richard A. Cherry. <i>Paramedic Care: Principles & Practice: Vol. 4: Trauma Emergencies</i>. Upper Saddle River, NJ: Brady/Prentice Hall, 2001. • <i>Cleaning Services</i>, “Module One: Safety, First Aid, Hazard Communications.” Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1996. • Colonna, Guy R., Ed. <i>Introduction to Employee Fire and Life Safety</i>. Quincy, MA: National Fire Protection Association, 2001. • Hall, Richard and Barbara Adams, Eds. <i>Essentials of Fire Fighting</i>. 4th ed. Stillwater, OK: Oklahoma State University Fire Protection Publications, 1998. • <i>Power Product Equipment Technician: Theory and Principles of Engine Operation</i>. “Basic Workplace Safety and First-Aid Skills.” Stillwater, OK: The Multistate Academic and Vocational Curriculum Consortium, Inc., 1996.
<p>SUGGESTED SUPPLEMENTAL RESOURCES</p>	<p>Print</p> <ul style="list-style-type: none"> • Finch, William H., III. <i>Pocket Digest of OSHA Standards</i>. OSC Training Group. <p>✓ NOTE: Order current copy online from http://www.oshadigest.com/</p> <ul style="list-style-type: none"> • American Red Cross Community Disaster Education Materials. <p>✓ NOTE: Find a subject index, lists of video titles, and materials available for teachers, schools, and presenters, and order online at http://www.redcross.org/pubs/dspubs/cde.html</p> <p>Videos</p> <ul style="list-style-type: none"> • <i>Safety Orientation—Nursing</i>. 14-minute video includes safe lifting techniques, needle stick prevention, basic infection control procedures, electrical safety and other important topics. (Item no. 14001A) • <i>Accident Causes and Prevention</i>. 10-minute video targets the cause of most accidents, unsafe acts. Explains how employees can reduce and eliminate accidents and injuries through safety awareness and attention to the job, job procedures and safety rules. (Item no. 14007A) • <i>Back Safety for Health Care Providers</i>. 9-minute video that explains how the back works, body mechanics and how each employee can make the proper decision when lifting anything, even in awkward or unusual situations. (Item no. 14010A) • <i>Lifting Patients From Beds</i>. 12-minute video designed for anyone required to lift patients from beds and the prone position. Explains proper body mechanics, procedures, and tips to help prevent back injuries. (Item no. 14008A)

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- *Lifting Patients From Chairs*. 8-minute video designed for anyone required to lift patients from chairs or the sitting position. Explains proper body mechanics, procedures and tips to help prevent back injuries. (Item no. 14009A)
- *Fire Extinguisher Training and Use 2000*. 17-minute video that explains the various classes of fires, different types of fire extinguishers, the key word PASS, and other tips for emergency use of fire extinguishers. (Item no. 1044F)
- *Fire Protection/Electrical Safety*. 9-minute video that supplements OSHA requirements for emergency preparedness training. This program covers extinguishers, sprinklers, housekeeping, chemicals, cords, receptacles, and electrical safety. (Item no. 9014A)
- *Hazardous Energy Source (Lockout-Tagout)*. 10-minute program designed to meet new OSHA standards for locking-tagging equipment during maintenance and servicing of equipment. Designed primarily for engineering personnel, however, to meet the new OSHA rules, employees who use equipment must be properly trained in lockout-tagout procedures. (Item no. 14011A)

Available from:

MAVCC
1500 West Seventh Avenue
Stillwater, OK 74074
800-654-3988
www.mavcc.com

- *Fire Safety in the Perioperative Setting*. 20-minute video identifies areas of potential fire hazards and methods to eliminate those hazards.

Available from:

Ciné-Med, Inc.
127 Main Street North
Woodbury, CT 06798
800-253-7657
www.cine-med.com

- <http://www.parlay.com>

SUGGESTED WEB SITES*

Instructors may order a safety training Kopy Kit® from this Web site. A Kopy Kit is a collection of reproducible resources: one-page handouts on a variety of topics related to a theme. They are sold in three-ring binders and CD-ROMs so that licensees can easily print, copy, and download the pages onto Intranet and Internet sites. Separate licenses are sold for electronic posting rights. The basic product lines focus on the following three areas:

- **Health Education**—Patient education and wellness promotion, stress, fitness, nutrition, chronic conditions, weight management, heart health, back care, pregnancy, self-care, life skills, substance abuse and more.
- **Safety Training**—OSHA compliance and environmental compliance training material on safety awareness, confined spaces, slips and falls, hazcom, PPE, lifting, fire safety, electrical safety, construction safety, warehouse safety, and more.

- **Productivity Training**—Training and communication resources on teamwork, supervision, customer service, time management, workplace violence, managing work and family, sexual harassment, and more.

Click on “General Safety,” and scroll down to a kit titled *The 10 Commandments of Safety*. This mini-kit offers clear, concise advice on topics such as recognizing hazards, preventing back injury, PPE, and lockout/tag-out.

- <http://www.crossroads.nsc.org/index.cfm>

The National Safety Council’s *Crossroads* Web site is a safety, health, and environment search engine and news network that uses subject area experts to answer questions and guide users to information and resources on the Web.

- <http://www.okstate.edu/ehs/links/index.htm>

Oklahoma State University’s online safety library contains fact sheets covering the following areas related to the content of this module:

- Back Safety
- Chemical Safety (includes MSDS and PPE fact sheets)
- Fire Extinguishers (use and identification)
- Fire Safety
- Flammable and Combustible Liquids

- www.nsc.org/library/facts.htm

This National Safety Council Fact Sheet Library contains facts sheets on severe weather preparedness, including hurricanes and coastal storms and floods, among others. Simply click on the fact sheet of interest.

- <http://www.worldsafety.com>

This Web site contains an easy-to-use online search for the MSDS on many products. Just input the product name and other pertinent information and then read the MSDS. A complete OSHA search is also possible at this site.

- <http://www.redcross.org/pubs/dspubs/cde.html>

This Web site contains a listing of all the Red Cross community disaster materials from videos, to door hang-tags, to fact sheets, booklets, and other publications.

- <http://ergoweb.com/index.cfm>

Ergoweb presents a guide to ergonomic products and services, articles on ergonomic practices, OSHA rules on MSDSs (musculoskeletal disorders), and defines an ergonomics injury.

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- http://www.osha-slc.gov/OshDoc/toc_fact.html

✓ **NOTE:** OSHA web addresses are case sensitive (notice some of the capital letters in the address) and must be input exactly or you will receive an error message. The address above will take you to OSHA's fact sheet table of contents. Among others, you can find fact sheets on the following topics:

- Back Injuries
- Eye Protection
- General OSHA Record Keeping Requirements
- Protecting Yourself with PPE
- And Workplace Fire Safety

- <http://www.ou.edu/oupd/fireprim.htm>

This University of Oklahoma Web site has much to recommend it. It contains a quiz that would make an excellent pretest to introduce fire safety Titled "Everything You Ever Wanted to Know About Fire Safety (But Were Afraid to Ask)," it covers and illustrates the following information and procedures:

- How Fires Start
- How Fires are Classified
- How to Prevent Fires
- When Not to Fight a Fire
- How to Identify the Proper Fire Extinguisher
- How to Use a Portable Fire Extinguisher
- How to Extinguish Small Fires
- How to Inspect Your Fire Extinguishers
- How to Create an Emergency Action Plan
- How to Evacuate a Burning Building
- What to Do if Trapped in a Burning Building
- What to Do if Someone Catches Fire

- <http://siri.uvm.edu/msds/>

The developers of this Web site state: "Our objective is to make critical safety information as immediately and universally accessible as possible. In the case of material safety data sheets, this and similar archives can benefit both safety and productivity by replacing tens of thousands of paper MSDS indexes at individual work sites with a few universal online archives. Electronic archives provide a single source where any MSDS can be instantly located; it is essential that information from all manufacturers be accessible in a single index because it is often difficult in an emergency to identify the manufacturer." This site also provides chemical toxicity data.

- <http://www.the-phoenixgroup.com/>

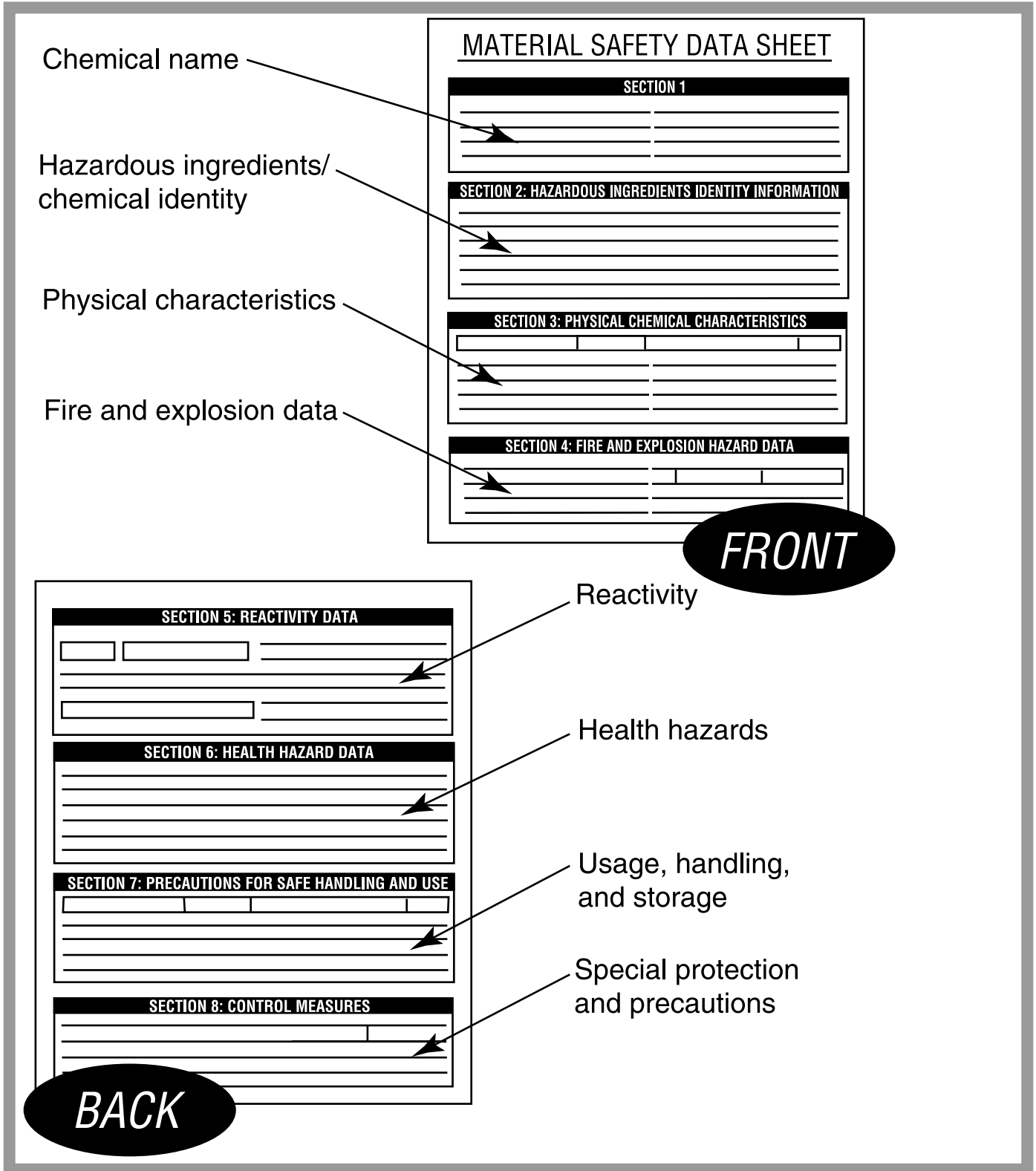
Provides health care and hospital employee OSHA and JCAHO safety manuals.

- <http://www.fema.gov/library/tornadof.htm>

On the Federal Emergency Management Agency (FEMA) Web site you will find a downloadable PDF file containing tornado information such as tornado facts, how to prepare for a tornado, danger signs, safety rules, and what to do after a tornado.

*Web-site addresses were accurate and all content on referenced Web sites was appropriate during development and production of this product. However, Web sites sometimes change; MAVCC takes no responsibility for a site's content. The inclusion of a Web site does not constitute an endorsement of that site's other pages, products, or owners. You are encouraged to verify all Web sites prior to use.

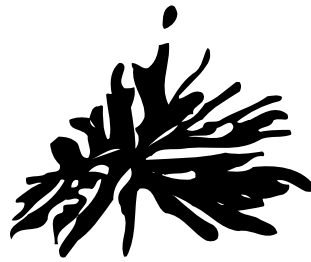
MSDS Example



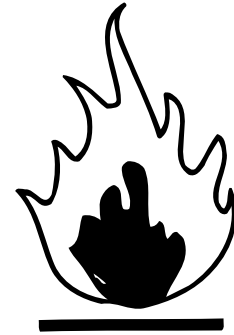
DOT Hazard Placards



Corrosive



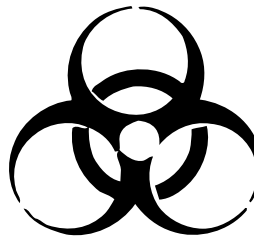
Explosive



Flammable



**Harmful to
Foodstuffs**



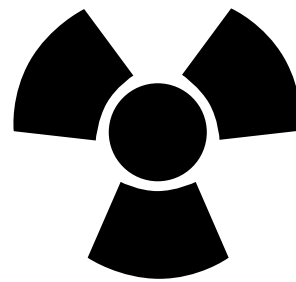
Infectious



Oxidizing

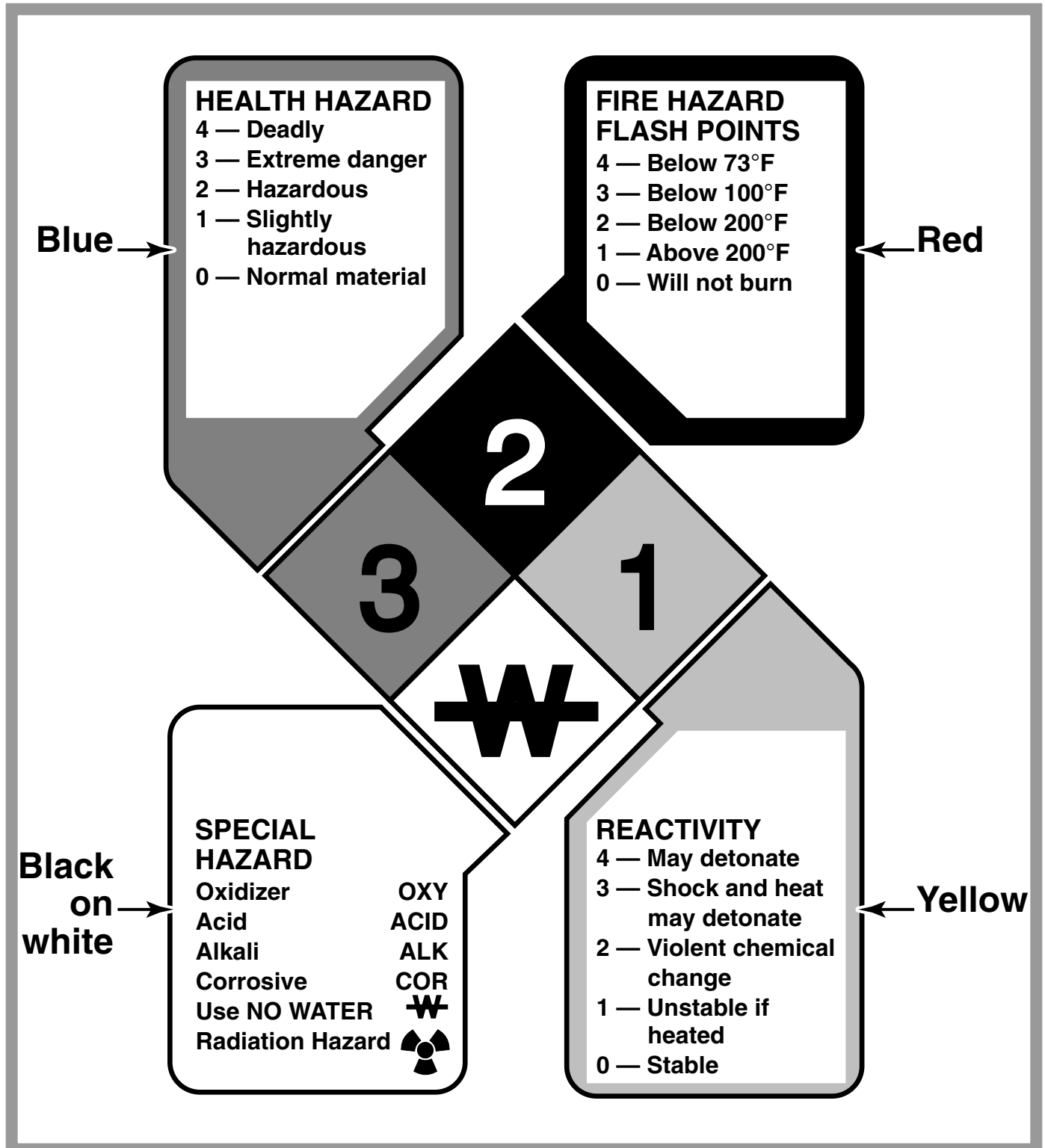


Poisonous



Radioactive

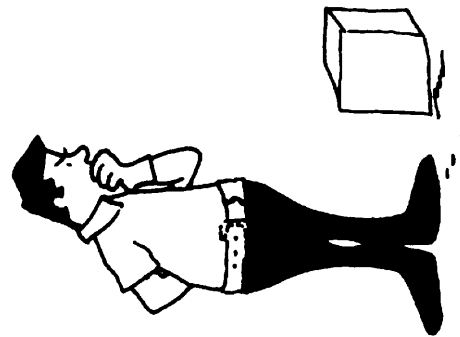
NFPA 704 Hazard Diamond



How to Lift Safely

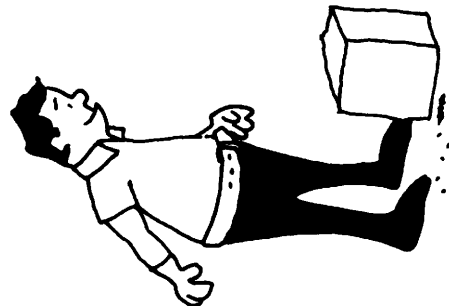
1

Approach the load and size it up as to weight, size, and shape. Consider your physical ability to handle the load.



2

Place feet close to the object to be lifted and 8 to 12 inches apart for good balance.



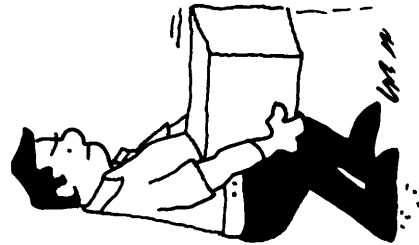
3

Bend the knees to the degree that is comfortable and get a good handhold. Then using both leg and back muscles...



4

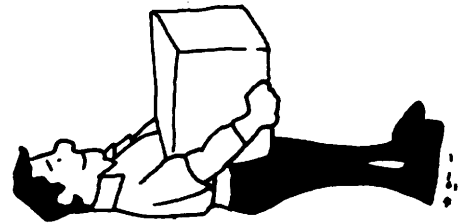
Lift the load straight up smoothly and evenly. Push with your legs, and keep the load close to your body.



How to Lift Safely (cont.)

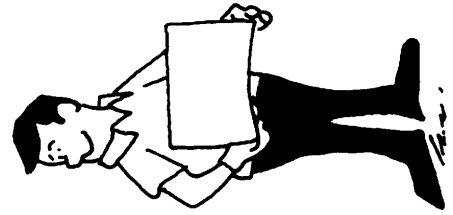
5

Lift the object into carrying position, making no turning or twisting movements until the lift is completed.



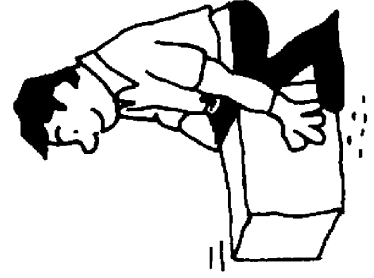
6

Turn your body with changes of foot position after looking over your path of travel, making sure it is clear.

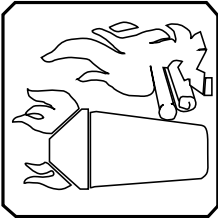
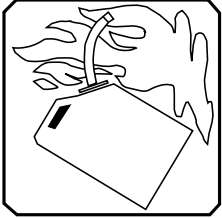
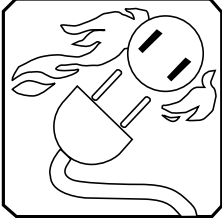
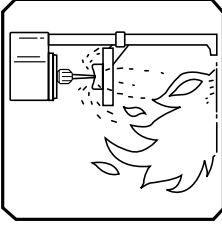


7

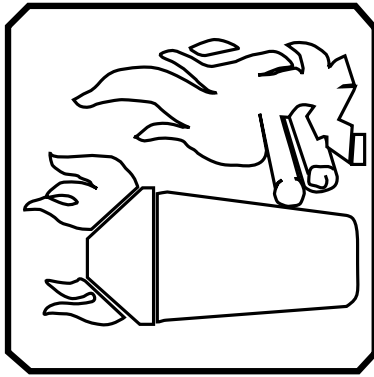
Setting the load down is just as important as picking it up. Using leg and back muscles, comfortably lower load by bending your knees. When load is securely positioned, release your grip.



Classes of Fuel or Fires

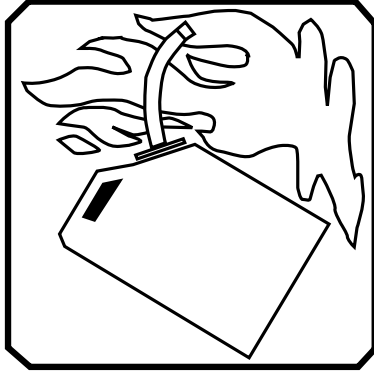
<p>(Green)</p> <p>A</p> <p>Class A</p> <ul style="list-style-type: none">• Ordinary combustibles 	<p>(Red)</p> <p>B</p> <p>Class B</p> <ul style="list-style-type: none">• Flammable liquids and gases 
<p>(Blue)</p> <p>C</p> <p>Class C</p> <ul style="list-style-type: none">• Live electrical equipment 	<p>(Yellow)</p> <p>D</p> <p>Class D</p> <ul style="list-style-type: none">• Combustible metals 

Extinguisher Markings



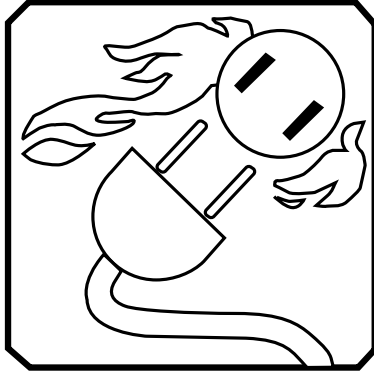
Ordinary

Combustibles
(Green)



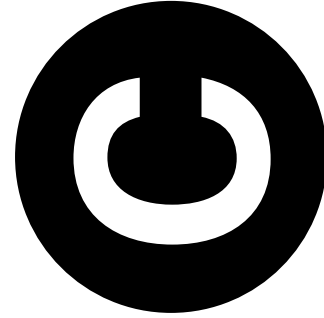
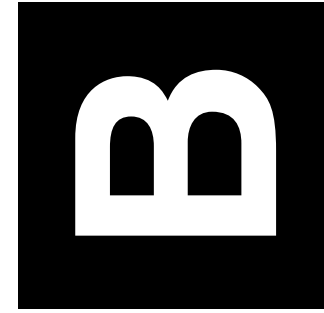
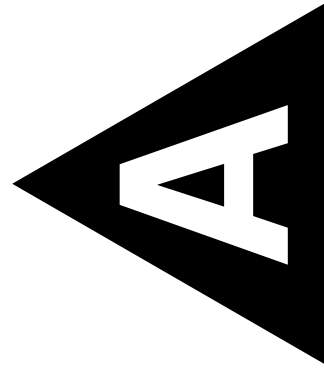
Flammable

Liquids
(Red)

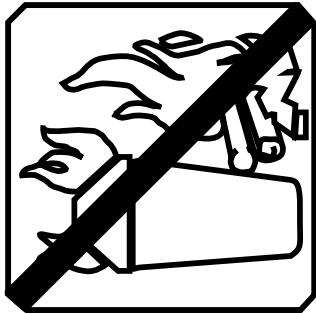


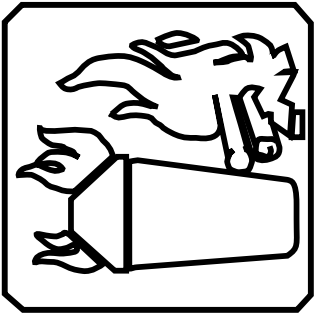

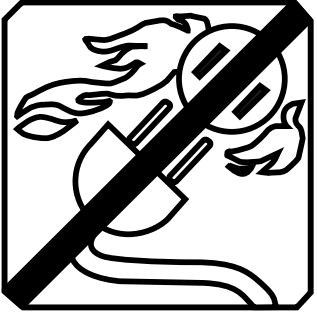
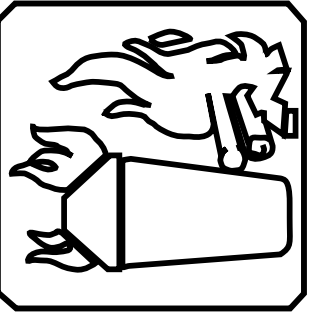
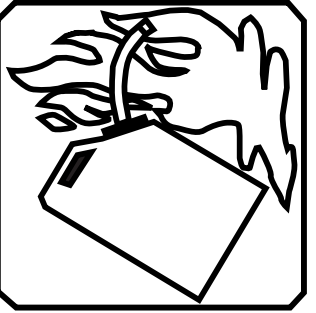
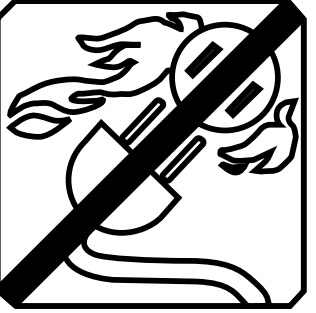


Electrical

Equipment
(Blue)



Extinguisher Picture Symbols

			Picture symbols for extinguishers suitable for Class B and C fires, but NOT for Class A fires.
			Picture symbols for extinguishers suitable for Class A fires, but NOT for Class B and C fires.
			Picture symbols for extinguishers suitable for Class A and B fires, but NOT for Class C fires.

Introduction to Surgical Technology
Section B: Safety
Module 1-B: Environmental Safety

INSTRUCTORS: The written test and answers have been deleted from this free sample to prevent student access.

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