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DAWG STRONG.

Supervisor Resource Document

Introduction

The health and safety of the University of Georgia community is a shared responsibility that will require the cooperation of all faculty, students and staff. You and your fellow supervisors will play a critical leadership role as we begin a phased, gradual reopening of the University.

The accompanying document complements the required training module for supervisors. This document contains:

- Guidelines for risk assessment, identification of critical control points and risk management
- A checklist of critical control points that are common to most workspaces
- A summary of questions that will guide your interaction with employees during the University's phased return

You and your fellow supervisors should use this document to evaluate and develop mitigation strategies to maintain a healthy, safe and effective workplace, with particular emphases on these important areas:

- Cleanliness
- Disinfection
- Social distancing
- Managing employees as they return to campus

Thank you for all that you do on behalf of the University of Georgia.

Guidelines for Risk Assessment, Control Point Identification, and Risk Management

Purpose: The intent of this guide is to assist supervisors in identifying and managing situations in a facility and its work processes that may place personnel at increased risk for the transmission of COVID-19 during the normal course of operations. We formally call this risk management.

A few definitions to make sure we are all on the same page:

- ***What is risk?*** On a basic level, risk is the exposure to something that may cause harm. In the context of the current pandemic we want to manage how likely it is for personnel to be exposed to this virus while at work.
- ***What is an exposure to COVID-19?*** In general, an 'exposure' to COVID-19 occurs when there is prolonged (at least 10-minutes) close contact with a person with COVID-19 without taking appropriate precautions such as wearing appropriate personal protective equipment (e.g., face mask or face shield).
- ***What is risk management?*** Risk management is a process used to identify potential risks and the strategies we could use to minimize their impact on personnel and operations. When managing risk, it is important to consider how likely something is to occur and the potential impact if it were to occur (collectively we call this the magnitude of the risk).
- ***What is risk mitigation?*** Risk mitigation is the actions taken to reduce the severity or seriousness of an exposure. Note that we may not be able to remove all risk, but want to take reasonable precautions to reduce foreseeable risks.

What are the steps in the risk management process?

Step 1: Risk assessment & critical control point identification – See the *Unit Specific Critical Control Points* document for a table that can be used by supervisors in this process.

- First, identify risks and hazards. Consider a day in the life of an employee by walking through the facility and processes, making note of locations and situations that may promote virus transmission (e.g., where are personnel grouped together for long periods of time or equipment that everyone may use). Pay particular attention to a facilities traffic patterns, use, and design.
- Next, identify key areas where virus transmission could be decreased if we made physical modifications (called engineering controls), put policies in place (called administrative controls), or could use personal protective equipment (called PPE controls) to decrease the likelihood for transmission. We call these critical control points (CCPs) or points at which a hazard can be prevented or minimized by applying a control measure.

Step 2: Risk evaluation & reduction (mitigation) potential – Now that you have your list of hazards and CCPs, you need to qualify each one with respect to its potential impact (contact intensity and number of contacts) and our ability to reduce the potential risk (reduction or mitigation potential). Please see the Critical Control Points document for examples of how these can be applied.

- Contact intensity – What type of interactions do you expect? Are personnel working closely together (within 6-feet) or more distant (beyond 6-feet). And how long do you expect this interaction to be – of short duration (less than 10-minutes) or prolonged? For example, there is a difference in working in a small office for a few hours with multiple co-workers and simply passing one in the hallway without stopping for a chat. Try to qualify this as low, medium, or high.

- Number of contacts – How many opportunities will there be to transmit this virus? Consider the average number of individuals in a space at a single time. Don't forget to include synchronous contacts (e.g., a social gathering) and asynchronous contacts (e.g., everyone touching the same time clock at different times). Try to qualify this as low, medium, or high.
- Modification potential – Can we reduce the likelihood for transmission (i.e., reduce the risk) by implementing controls (e.g., social/physical distancing, engineering controls, administrative controls, or PPE controls)? Try to qualify this as low, medium, high.

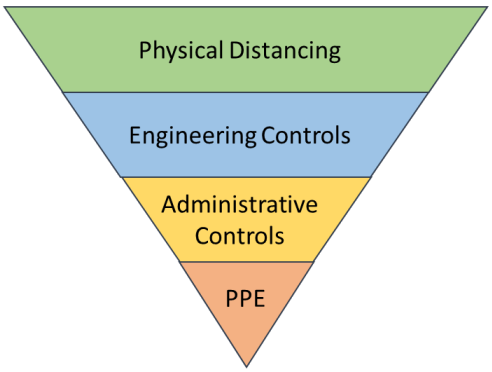
Step 3: Mitigation & prevention strategies – Now it's time to critically evaluate CCPs, our potential to reduce the risk for each, and the resources needed to implement risk reduction strategies.

- List the resources needed to implement prevention/mitigation strategies including additional equipment, person-time to implement and maintain, and financial requirements.
    - Recognize that many mitigation and prevention strategies are going to be common, such as the use of signage, hand hygiene stations (as available), increased frequency of cleaning and disinfection, installation of Plexiglas barriers (as available), use of face masks and respiratory etiquette, but that each facility is also likely to have unique situations that may require creative solutions.
    - Be aware that there is a hierarchy (pyramid) of controls (depicted in Figure 1) with respect to COVID-19, with the use of personal protective equipment (PPE) and administrative controls generally having the least impact, and physical distancing and engineering controls having the greatest impact.
- Rank CCPs in order of importance or impact to facilitate decision making and resource allocation.

Step 4: Monitor & review – Risk is not static; it will continue to change with the situation (e.g., as the number of COVID-19 cases changes in our area). As such, it is important to continue to monitor prevention strategies for effectiveness over time. Encourage personnel to report challenging situations that may arise and ways to improve strategies that may already be in place.

Please note that this risk assessment process is an important process to undertake to assist with a safe and healthy work environment, and results from the assessment are for internal use and do not need to be submitted to a central repository.

Figure 1: Modified hierarchy of controls for SARS-CoV-2



Rivers et al. (2020) *Public health principles for a phased reopening during COVID-19: Guidance for governors*. Johns Hopkins Bloomberg School of Public Health – Center for Health Security. Available at: https://www.centerforhealthsecurity.org/our-work/publications/public-health-principles-for-a-phased-reopening-during-covid-19-guidance-for-governors

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
ENTRY/EXIT SURFACES including but not limited to:		
Doors/doorknobs		
Pushbars		
Elevator buttons		
Office-entry key pads		
Disabled-access push buttons		
Touchscreens		
Time clocks		
Reception areas		
PERSONAL WORKSPACES including but not limited to:		
Desktops/drawers		
Desktop/laptop computer screens		
Keyboards		

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
Office phones/cell phones		
Closets/cabinets		
COMMON AREAS including but not limited to:		
Narrow (less than 10-feet wide) Hallways/passageways		
Conference/meeting rooms		
Classrooms		
Study spaces		
Library spaces		
Common office/gathering spaces		
Shared work spaces		
Chairs/chair spacing/chair barriers		
Laboratories/lab equipment		

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
Shared equipment (tools, photo/video equipment)		
Locker rooms		
Residential life spaces		
Exercise rooms/floors/recreational equipment		
Break rooms		
Trash/recycling receptacles		
Auditoriums		
Podiums		
Dining rooms		
Market/retail service lines		
Outdoor spaces with gathering areas		
Light switches		

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
Staircases/handrails		
Drinking fountains		
RESTROOMS including but not limited to:		
Doors/handles		
Toilets		
Urinals		
Toilet-paper dispensers		
Soap dispensers		
Paper-towel dispensers		
Hand dryers		
Sinks/counters/handles/faucets		
Baby-changing stations		

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
HORIZONTAL SURFACES including but not limited to:		
Desktops		
Table tops		
Break room kitchen counter tops/sinks/faucets/handles		
Printers/copiers		
VERTICAL SURFACES: Including but not limited to:		
Break room refrigerator doors		
Vending machines		
Paper towel dispensers		
Hand-sanitizer dispensers		
Bulletin boards		
UNIVERSITY VEHICLES: Including but not limited to:		
Buses/bus stops		

CRITICAL CONTROL POINTS	MITIGATION STRATEGIES	RESOURCES REQUIRED
Cars		
Trucks		
Fuel pumps		
ADDITIONAL CRITICAL CONTROL POINTS		
