**Investigating Slip and Trip Injuries Worksheet**

Slips and trips involve three factors; the foot or shoe, the walking surface, and factors that may have interrupted the anticipated contact between the two through a loss of friction or balance on the part of the affected person. This worksheet will guide the person through the three-step process of fact-finding, analyzing the system or process that failed to prevent the event, and creating an Action Plan to improve the organization.

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| **Fact-finding Phase** | | | |
| **Footwear** | | | |
| General category of footwear: ⬜ boot ⬜ sneaker ⬜ sandal ⬜ barefoot ⬜ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Condition of soles: ⬜ 0% worn (new) ⬜ 25% worn ⬜ 50% worn ⬜ 75% worn ⬜ 100% worn (smooth)  Describe pattern (if any) of sole and sole material: | | | |
| Toes of shoe: ⬜ open ⬜ closed | Shoe’s connection to foot: ⬜ tight-fitting / laced ⬜ loose-fitting | | |
| Uppers: ⬜ Uppers provide support to above the ankle (boots, high-top sneakers)  ⬜ Uppers provide support to just below the ankle (sneakers, loafers, crocs, pumps)  ⬜ Uppers provide little to no support to the foot (sandals, flip-flops, high-heels) | | | |
| Comments on the footwear: | | | |
| **Walking / Working Surface** | | | |
| General category of surface: ⬜ hallway ⬜ stairs ⬜ paved surface (street, lot, sidewalk, garage) ⬜ open ground  Exact location: | | | |
| Surface material: ⬜ carpet ⬜ smooth tile / flooring ⬜ asphalt / concrete ⬜ grass / vegetation ⬜ dirt  ⬜ other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Condition of surface: ⬜ dry ⬜ small areas of wetness ⬜ small areas of ice/snow ⬜ widespread wetness ⬜ widespread ice/snow ⬜ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Were handholds / railings / grab bars present? ⬜ Yes ⬜ No | | | Affected person’s familiarity with location: |
| Comments on the walking / working surface: | | | |
| **Obstacle tripped on, in or over** (leave blank if not a trip event) | | | |
| General description of object: | | Size / shape of object: | |
| How long was the obstacle present before event? | | Were there any factors that impacted the obstacle being seen by the affected person? | |
| Comments on obstacle tripped on, in or over: | | | |
| **Other potential factors** | | | |
| Weather: | | | |
| Light conditions at site of slip / fall: | | | |
| Was the person rushing? ⬜ No ⬜ Yes, why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Was the person distracted? ⬜ No ⬜ Yes, why or by what? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Was the person carrying something? ⬜ No ⬜ Yes, describe size, shape, weight and how it was being carried below | | | |
| Comments on other factors that may have impacted event | | | |

Phase 2 of an injury investigation is to understand the story presented by the facts of the events gathered in Phase 1. The key to this Phase is to recognize the employee acted in a manner they thought would not have resulted in a slip or trip; that some combination of factors came together that was not known or anticipated by the worker. Therefore blaming or faulting the employee is counterproductive to learning something that can improve the worker, the supervisor, the location of the event, training, or some other factor.

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| **Analysis of Event Phase** |
| **System and Process Factors** |
| **Work Factors**  ⬜ Heavy work load/tight schedule ⬜ Long/unusual work hours (fatigue) ⬜ Perception of need to rush  Comments: |
| **Procedural Factors**  ⬜ Procedure not developed ⬜ Procedure in place but not communicated by who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Procedure developed but ⬜ not understood or ⬜ not followed; why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Comments: |
| **Supervision Factors**  ⬜ Insufficient planning / instructions for assignment ⬜ Insufficient oversight for circumstances  Comments: |
| **Environmental Factors**  ⬜ Ongoing rain/snow ⬜ past rain/ snow ⬜ poor lighting ⬜ distractions ⬜ poor housekeeping  Comments: |
| **Training Factors**  ⬜ Deficient training (initial or follow-up) ⬜ Hazard not covered in training ⬜ Training not understood  Comments: |
| **Human Factors** |
| What decisions or actions on the part of the employee factored into or impacted the event? |
| Why did the decisions / actions / inactions of the affected employee make sense to him / her at the time? |

Phase 3 of the investigation is to incorporate what was learned in Phase 2 into the operating procedures, supervisory methods, communications, training or other process of the organization. The goal of the Action Plan is to develop a concrete plan to share what was learned beyond just the employee involved. For example instead of telling the employee to ‘not be distracted’, it would be more beneficial to talk to all employees about using their cell phone while walking. An Action Plan should answer the question, ***Who*** will do ***What*** by ***When***?

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| **Creating an Action Plan Phase** |
| Action #1 – |
| Action #2 – |