

National Taiwan Normal University

Program for the Prevention of Wrongful Harm On-Site

Last Amended on April 22, 2020

- Article 1. According to Paragraph 2, Article 6 of the *Occupational Safety and Health Act*, employers shall adequately plan and adopt necessary safety and health measures for preventing workplace violence instigated by actions of others during execution of job duties. Therefore, rules and regulations concerning the prevention of workplace violence are established herein for compliance and reference by employees.
- Article 2. Definition of workplace violence:
Workplace violence refers to wrongful harm caused by the actions of supervisors, colleagues, service recipients or other third parties on-site resulting in physical or mental harm.
- Article 3. Types, scope of application, and origin of workplace violence:
1. Types:
The Program shall be activated when an investigation concludes that either one of the following 4 types of workplace violence has or may have occurred on premises:
 - (1) Physical violence (beating, scratching, punching, kicking, etc.)
 - (2) Psychological violence (threats, bullying, harassment, abuse, etc.)
 - (3) Verbal violence (bullying, intimidation, interference, discrimination, etc.)
 - (4) Sexual harassment (implicit inappropriate sexual requests or conduct)
 2. Scope of application: All University employees.
 3. Origin:
 - (1) Internal: Violence between employees or superiors and subordinates in the same unit, including administrators and instructors/advisors.
 - (2) External: Violence between employees and third parties, including strangers in the workplace, students, and family members.
- Article 4. Duties and responsibilities:
1. Level-1 management
 - (1) To cooperate in the completion of Potential Workplace Violence Risk Assessment Forms
 - (2) To cooperate in undergoing training on the prevention of workplace violence
 - (3) To cooperate in the implementation of this program and planning of workplace reinforcement
 - (4) To provide necessary protective measures for employees.
 2. Office of Human Resources
 - (1) To participate in Workplace Violence Prevention and Response

This English translation is provided for reference only. The Chinese version shall prevail in case of any discrepancies between the English and Chinese versions.

Task Force

- (2) To organize education and training and appointment of lecturers to helm relevant courses (legal knowledge related to workplace violence)
- (3) To identify and assess high-risk groups
- (4) To provide necessary protective measures in the event of staff changes, dismissals or termination of employment
3. Environmental and Public Safety Center
 - (1) To participate in the Workplace Violence Prevention and Response Task Force
 - (2) To publicate statements on the prohibition of workplace violence and for posting on the bulletin board
 - (3) To develop plans as needed by the University
 - (4) To compile and summarize the Potential Workplace Violence Risk Assessment Forms completed by each unit
 - (5) To incorporate relevant Program contents into Safety and Health Work Rules
4. Office of Student Affairs
 - (1) To participate in the Workplace Violence Prevention and Response Task Force
 - (2) To serve as lecturers in relevant training courses (psychological counseling, emotional management, or skills for identifying and handling potential hazards in the workplace)
 - (3) To provide mental health counseling and advice to victims of workplace violence as well as appropriate assessments and recommendations with respect to health guidance, job adjustments or replacements, and other physical and mental health protection measures
5. Office of General Affairs
 - (1) To be responsible for strengthening workplace planning and strategizing
 - (2) To plan necessary protective measures

Article 5. Process for implementing the Program for the Prevention of Wrongful Harm On-Site

The work flow for this Program is provided in Figure 1.

1. Establish a Code of Conduct:

The President shall issue a public statement in writing for all employees and members of the public about the prohibition of workplace violence and post it on the bulletin board (Appendix 1), and shall coordinate with staff members to include a code of conduct regarding appropriate and suitable interactions in the Safety and Health Work Rules.

2. Identify and assess hazards:

- (1) Identify high-risk groups: Focus on in-house security guards, manual laborers, students, administrators, etc.
- (2) Characterize high-risk groups: Focus on night/shift workers, those with long working hours or a heavy workload, occupations with a lack of job security, and workplaces characterized by a low level of organizational justice.

- (3) Assess hazards: Conduct a risk assessment using the Potential Workplace Violence Risk Assessment Form (Appendix 2).
 - (a) Request employees complete the form by selecting listed potential risks of wrongful harm that may have occurred both within and outside of the workplace.
 - (b) List the types of wrongful harm (physical, psychological, verbal abuse, sexual harassment, or other injuries) that are likely to occur in the workplace.
 - (c) Assess frequency and severity of occurrence and rate with an assessment matrix.
 - (d) Ask supervisor to identify existing violence control measures, including management control, personal protection, or other measures that correspond to employees' responses on the risk assessment form.
 - (e) Ask supervisor to check for any other mitigation measures and expected date of implementation.

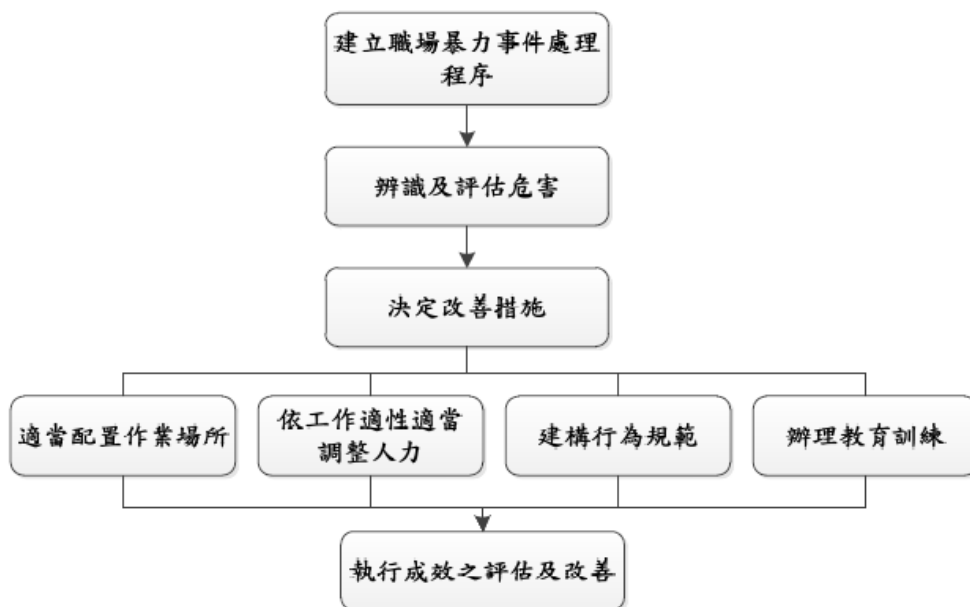


Figure 1. Risk assessment for wrongful harm on duty

3. Organize education and training on hazard prevention and communication skills:
 - (1) Organize training on the following topics for employees and supervisors:
 - (a) Interpersonal relationship and communication skills
 - (b) Internal workplace violence prevention policies, safety facilities, and resources
 - (c) Potential risks to employees in the workplace, aggressive behavior that they may encounter, and effective responses
 - (d) Ways to spot potentially violent persons
 - (e) Skills for communicating with customers, resolving conflicts, and handling crises, with case studies

- (f) University complaint and reporting channels
- (2) Introduce the following topics into existing training programs for supervisors:
 - (a) Psychological counseling and emotional management
 - (b) Case studies of workplace violence and workplace bullying
 - (c) Ways to encourage employees to report workplace violence
 - (d) Violence incident investigation and interview skills
 - (e) Ways to care for, support, and counsel victims of workplace violence
 - (f) Skills for identifying and handling potential hazards in the workplace
 - (g) Laws on workplace violence
- (3) Before and after training, request that training attendees complete the Violence Hazard and Risk Assessment Questionnaire (Appendix 3). The completed questionnaires indicate the degree of employee awareness of workplace violence policies and related matters and in turn provide a reference for the university to evaluate and analyze the effectiveness of this Program.
- 4. Ensure proper workplace adaptations: Strengthen relevant measures based on the types of violence that frequently occur in the university and work locations. A list of frequently adopted measures is provided in Appendix 4.
- 5. Adjust staffing based on suitability or provide necessary protective measures: Adjust staffing (hiring sufficient security guards as support) based on work or provide self-defense instruments (whistles, batons, etc.) if an evaluation by the University concludes that the following circumstances or operating procedures remain unavoidable:
 - (1) Work involving large crowds, particularly when service recipients are from vulnerable or disadvantaged groups or individuals with psychological disorders
 - (2) Work involving the need to execute operations alone
 - (3) Evening and night shifts
 - (4) Work involving the need to handle monetary transactions
 - (5) Work involving protective services
 - (6) Work involving informing employees of staff changes
 - (7) Work involving informing employees of termination of employment
- 6. Establish incident handling procedures:
 - (1) Formulate a Workplace Violence Incident Reporting/Complaint Form (Appendix 5) and set up a reporting unit.
 - (2) Ensure that all employees are well-informed of reporting methods.
 - (3) Formulate Procedures for Responding to Workplace Violence (Appendix 6; to be formulated by the University).
 - (4) Set up a Workplace Violence Response Task Force, which will comprise the Secretary General, Vice President of the Office of

Student Affairs, Director of the Office of Human Resources, Director of the Environmental and Public Safety Center, and faculty and staff members. The Task Force shall be charged with violence control strategies, cases of workplace violence, and completing the Investigation of Workplace Violence Against Employees Follow-up Form (Appendix 7). Task Force members must be well-versed in the approaches and procedures to follow in the event of a violent incident on the premises. They must call the police when necessary as a contingency in emergencies.

- (5) Ensure that reporting and grievance procedures are objective, fair, and just, and that the rights and privacy of victims and informants are kept completely confidential.

7. Manage workplace violence:

For record-keeping purposes, create electronic files of relevant information including Potential Workplace Violence Risk Assessment forms, grievance/reporting data, Investigation of Workplace Violence Against Employees Follow-up forms, and training questionnaire data; analyze reported data to evaluate procedures and results of different types of workplace violence; compare high risk factors of workplace violence by department and occupation; compile and summarize training questionnaire results; then consolidate the above data to determine adequate control due to active preventive measures and provide a reference for the prevention and control of workplace violence.

8. Evaluate implementation outcomes and improvement:

- (1) Assess and monitor the risk of workplace violence every 3 years or after each significant workplace violence incident, determine residual risks and new risks after the adoption of control measures, and review their applicability and validity.
- (2) Inspect worksites and review job positions after each workplace violence incident to identify areas in need of improvement.
- (3) Keep all records of workplace violence meeting minutes, training contents, evaluation reports, reporting forms, medical reports, and compensation for losses to facilitate yearly risk assessments and analyses; and keep written records of all investigative reports pertaining to workplace violence incidents for future review.

Article 6. The Program and any amendments thereto shall be implemented upon passage by Academic Directors.

Appendix 1

National Taiwan Normal University Statement on the Prohibition of Workplace Violence

To protect all employees (faculty members, staff members, and students) from wrongful physical or mental harm on-site, the University hereby states in this written declaration to adopt a zero-tolerance approach to workplace bullying by management-level supervisors and to workplace violence between employees or by students, family members, or other parties against employees.

1. Definition of workplace violence: Incidents in which staff are abused, threatened or assaulted in circumstances related to their work (including commute) involving an explicit or implicit threat to their safety, well-being or health.
2. Types of workplace violence:
 - a. Physical violence (beating, scratching, punching, kicking, etc.)
 - b. Psychological violence (threats, bullying, harassment, abuse, etc.)
 - c. Verbal violence (bullying, intimidation, interference, discrimination, etc.)
 - d. Sexual harassment (implicit inappropriate sexual requests or conduct)
3. What to do when an employee experiences workplace violence:
 - a. Seek advice and support from colleagues in your unit.
 - b. Communicate sensibly with the perpetrator(s) and tell them how you feel.
 - c. Reflect on your own deficiencies and ask a colleague to give an honest assessment of your job performance to pinpoint any potential problems on your end.
 - d. If possible, gather evidence of the perpetrator's behavior through audio recording or any means necessary.
 - e. File a complaint with the University.
4. All employees are responsible for helping to ensure a violence-free workplace environment. Anyone who witnesses or hears of an incident involving workplace violence should immediately notify the Office of Human Resources or call the employee complaint hotline. Upon receipt of a complaint, the University will conduct a confidential investigation. If the complaint is found to be true, disciplinary action shall be taken.
5. Any retaliatory behavior against a complainant, informant, or investigator is strictly prohibited and violators shall be subject to disciplinary action.
6. All employees are encouraged to use the internal complaint system to handle disputes.

Should employees require additional assistance, the University shall oblige to the best of our ability.

7. The University provides the following avenues for requesting advice or filing a complaint about workplace violence:
 - a. Hotline: 02-77491300
 - b. Fax: 02-23627123
 - c. A dedicated physical mailbox is available in the Office of Human Resources.
 - d. Email: person@deps.ntnu.edu.tw
 - e. Campus Security emergency number: #1119, or dial 02-7749-1119 for the Campus Security Control Room.

Appendix 2

Potential Workplace Violence Risk Assessment Form									
University Name: Worksite: Assessed by:				Unit: Date of Assessment: Reviewed by:					
Potential Risk	Yes	No	Type of Violence and Possible Consequences	Probability (Probability of Occurrence)	Severity (Extent of Injury)	Risk Level (High/medium/low)	Existing Control Measures (Management Measures/Personal Protection/Other)	Control Measures for Risk Mitigation	Date Implemented
Wrongful harm by outsiders (Note: If “No” is selected, assessment of that item is not required)									
Are there any outsiders (contractors, clients, service recipients, relatives, friends, etc.) who may cause wrongful harm due to the unpredictability of their acts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Is the job known for bringing employees into contact with clients with histories of violence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		

Is the nature of work of faculty and staff one that involves public safety services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff work alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff work late at night or during early morning hours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff need to work in unfamiliar surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff perform jobs that involve cash transactions, transportation of cash, or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control		

the handling of valuables?							<input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff perform frontline service work that requires face- to-face contact with the public?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff have contact with alcoholics, drug addicts, or people with mental illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do faculty and staff perform jobs that require contact with people who are distraught, fearful, or in urgent need of care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Have any employees reported that they have been threatened with wrongful harm due to personal relationships, or are any employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		

victims of domestic violence?									
Are there any new employees who have not been educated or trained on the prevention of wrongful harm in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Is the workplace located in a remote area with a high crime rate or inconvenient transportation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are there any places in the workplace where a perpetrator could hide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Is wrongful harm incurred on-site possible after leaving the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Wrongful harm by insiders (Note: If “No” is selected, assessment of that item is not required)									

Have colleagues (including superiors) ever, via word or action, treated supervisors or faculty and staff inappropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are there any faculty and staff members who cannot accept others of a different gender, age, nationality or religious belief?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Have any colleagues left their jobs or requested a transfer due to instances of wrongful harm in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are any faculty and staff members excluded by colleagues or poorly adapted at work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are any faculty and staff members addicted to alcohol or drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control		

							<input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do any faculty and staff members have a history of emotional instability or mental illness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are any faculty and staff members depressed, distraught, or fearful, and in urgent need of care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Do any faculty and staff members who work overtime complain of high work pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
Are there any problems of overcrowding or poor lighting in the work environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		

Are there a lack of access control measures for the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Physical <input type="checkbox"/> Psychological <input type="checkbox"/> Verbal <input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Likely <input type="checkbox"/> Not likely <input type="checkbox"/> Highly unlikely	<input type="checkbox"/> Minor <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Management control <input type="checkbox"/> Personal protection <input type="checkbox"/> Other		
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Notes:

1. The above potential risks are only examples; each unit may make additions at its own discretion based on the nature of its operations.
2. The potential risks of wrongful harm can be divided into physical violence, verbal violence, psychological violence, and sexual harassment; each unit may further classify them as its own discretion.

Risk Level		Severity		
		Severe Injury	Moderate Injury	Minor Injury
Probability	Likely	High Risk	High Risk	Medium Risk
	Not Likely	High Risk	Medium Risk	Low Risk
	Highly Unlikely	Medium Risk	Low Risk	Low Risk

© Description of risk assessment methods:

1. Risks can be assessed by determining the severity of and potential for hazards. Severity is assessed by considering the following factors:
 - (1) Possible sites of injury or affected sites and number of injured persons.
 - (2) Extent of injury, which can be roughly divided as follows:
 - a. Minor injuries, including (a) epidermal injuries, minor cuts and bruises; (b) discomfort and irritation, including temporary pain (e.g.,

- headache); (c) verbal harassment, resulting in short-term psychological discomfort
- b. Moderate injuries, including (a) cuts, burns, concussions, severe sprains, and minor fractures; (b) upper limb abnormalities and minor chronic disability; (c) verbal or physical harassment resulting in extreme psychological discomfort
 - c. Severe injury, including (a) amputation, severe fractures, poisoning, multiple and fatal injuries; (b) other severely life-shortening and acute fatal injuries; (c) verbal or physical harassment to an extent that may cause mental illness
2. It is also important to assess the consequences of unexpected events. The probability of an event occurring can be generally divided as follows: (1) Likely, (once or more in one year); (2) Not likely, (once in one to 10 years); and (3) Highly unlikely (once in 10 or more years).
 3. Risks shall be assessed and classified according to estimated probability and severity. The above table is a 3×3 risk assessment matrix, which uses qualitative descriptions to assess the risk of hazards and determine whether the risk is acceptable.

Appendix 3

Violent Incident Risk Assessment Questionnaire

Part I: Basic Information

(Please answer truthfully by ticking the box ☐ or specifying in your answer.)

1. Individual Profile

- (1) Unit: _____
- (2) Employment category: ☐ Faculty ☐ Staff ☐ Intern ☐ Other: _____
- (3) Gender: ☐ Male ☐ Female
- (4) Education level: ☐ Junior high (or below) ☐ Senior high (vocational high school) ☐ University (college) ☐ Graduate school or higher

2. Years of Service

- (1) Years of service at the University:
 - ☐ <1 year ☐ 1 – 5 years
 - ☐ 5 – 9 years ☐ 9 – 13 years ☐ >13 years
- (2) Years of service to date in your current position: _____ months, _____ years
- (3) Average weekly working hours: ☐ <42 hours ☐ 43 – 48 hours ☐ 49 – 54 hours
☐ >55 hours

3. Work pattern:

- ☐ Daytime work only ☐ Evening work only ☐ Nighttime work only
- ☐ 3-shift work ☐ Daytime + shift work only
- ☐ Other: _____

4. Have you experienced any of the following violence/assault scenarios in your workplace? (choose all that apply)

- ☐ Physical violence, including beating, scratching, punching, kicking, etc.
- ☐ Psychological violence, including threats, bullying, harassment, abuse, etc.
- ☐ Verbal violence, including bullying, intimidation, interference, discrimination, etc.
- ☐ Sexual harassment, including implicit inappropriate sexual requests or conduct
- ☐ Other: _____

5. Has your unit organized education or training on violence/assault prevention?

☐None whatsoever. Our unit has not provided any education or training on occupational safety and health (no need to select other options).

If yes, what topic was covered?

☐Personal safety and protection

☐How to use self-defense instruments

☐General education on hazards

☐Education on laws and regulations

☐Other: _____

Part II: Your Understanding of Violence Prevention

(Please answer truthfully by ticking the option that most applies to you)

[Pretest]

No.	Item	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1	I know very well how to identify violence risks in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know very well how to assess the risk of violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know very well how to avoid or remain uninvolved in violent incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I know very well how to seek support in the event of a violence incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I am capable of taking action in response to violent incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Posttest]

Part III: Improvement in Individual Professional Competency

How much have your knowledge of and attitude toward violence prevention improved after attending a violence prevention education and training course? Please answer truthfully by ticking the option that most applies to you.

No.	Item	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1	The course helped me recognize risks of violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The course helped me with my violence risk assessment ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The course helped me avoid or remain uninvolved in violent incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The course helped me understand how to seek support in the event of a violent incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The course helped me deal with and act on violent incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Violence risk identification and risk assessment can create awareness of a better work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Identification of the potential for violence and violence risk assessment enable faculty and staff and students to have a safer and healthier work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Identification of the potential for violence and violence risk assessment enable faculty and staff and students to have better quality of work and to have their rights better protected and respected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Identification of the potential for violence and violence risk assessment help to improve the university's performance in safety and health management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I will apply my course/training results in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

Measures for Reinforcing Workplace Security

Location in Need of Reinforcement	Workplace Security Reinforcement Measures
Passages	Set up password locks, faculty/staff/student ID cards, and visitor registry; these measures can avoid unauthorized access to worksites.
High-risk locations	Install security equipment, including alarm systems, panic buttons, 24-hour surveillance systems, or wireless telephone communication, all of which must be regularly maintained and serviced.
Worksite(s)	<ul style="list-style-type: none">◆ Set up a safe room or evacuation procedures for emergencies.◆ Ensure that a workspace has 2 exits.◆ Lock unused doors to prevent intruders from entering and hiding on the premises.◆ Reduce the number of sharp objects that can be used as weapons, including vases and ashtrays, in the workspace.◆ Set up regular patrols by security guards or install glass panels for better monitoring.◆ Promptly repair broken light bulbs, broken windows, and any damaged articles in the workplace.
Reception desk	Enclose reception desk and areas where monetary transactions take place with bulletproof or shatterproof glass.
Indoor, outdoor, and parking areas	Install bright, effective lighting

Appendix 5

Workplace Violence Incident Reporting/Complaint Form

Workplace Violence Incident Reporting/Complaint Form	
1. Date of occurrence:	_____
2. Time of occurrence:	_____
3. Site/location of incident:	_____
4. Witness _____	(please provide full name)
5. Complainant: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
6. Unit to which complainant belongs:	_____
7. Violence against: <input type="checkbox"/> Faculty and staff <input type="checkbox"/> Non-University member <input type="checkbox"/> Other:	_____
8. Gender of person against whom complaint is made: <input type="checkbox"/> Male <input type="checkbox"/> Female	
9. Name or description of person against whom complaint is made:	_____
10. Unit to which the person belongs:	_____
11. Relationship with person against whom complaint is made:	_____
12. Type of violence:	
<input type="checkbox"/> Physical violence (beating, scratching, punching, kicking, etc.)	
<input type="checkbox"/> Psychological violence (threats, bullying, harassment, abuse, etc.)	
<input type="checkbox"/> Verbal violence (bullying, intimidation, interference, discrimination, etc.)	
<input type="checkbox"/> Sexual harassment (implicit inappropriate sexual requests or conduct)	
<input type="checkbox"/> Other: _____	
13. Reason for occurrence:	_____
14. Details of the incident:	_____ _____
15. Any injuries? <input type="checkbox"/> Yes <input type="checkbox"/> No	
16. Who was injured?	
<input type="checkbox"/> None	
<input type="checkbox"/> Person against whom complaint is made	
<input type="checkbox"/> Complainant	
<input type="checkbox"/> Other: _____	
17. Incident was handled: <input type="checkbox"/> By police <input type="checkbox"/> By security guard <input type="checkbox"/> By health professional <input type="checkbox"/> In private <input type="checkbox"/> Other: _____	
18. What happened to the person against whom complaint is made?	
<input type="checkbox"/> Nothing <input type="checkbox"/> The person left on his/her own accord <input type="checkbox"/> The person was arrested	

☐ Other:

Reported by: _____

Date of report: _____

Investigator: _____

Reviewed on: _____

The form should include the location, date, and time of the incident, behaviors that occurred during the incident, details of victim(s) and suspect(s), relationship between the parties, description of violence, witnesses, and results.

Appendix 6

National Taiwan Normal University Response Procedures to Wrongful Physical or Mental Harm On-Site

Procedure	Handled by	Description
Step 1: Employee is suspected to be a victim of workplace violence		Produce Workplace Violence Incident Reporting/Complaint Form (Appendix 5),
Step 2: Employee files a complaint or report	Office of Human Resources	receive/accept employees' report or complaint.
Step 3: Launch an investigation	Complaint channels, including Staff and Employee Grievance Committee, first-hand reporting, Office of Human Resources, etc.	Staff and Employee Grievance Committee launch investigation and determine whether the incident did occur as reported (Appendix 7).
Step 4: Determine if incident is true or false. If true, proceed to Step 5. If false, proceed to Step 9.		
Step 5: Refer victim to health care professional for subsequent treatment.	Office of Human Resources	Office of Human Resources compiles a summary of the investigation.
Step 6: Coordinate handling process.	Workplace Violence Response Task Force	Workplace Violence Response Task Force comprising Secretary General, Vice President of Office of Student Affairs, Director of Office of Human Resources, Director of Environmental and Public Safety Center, and faculty and staff members is activated to keep track of the progress of the case (Appendix 7).
Step 7: Both parties consent to coordination. If yes, proceed to Step 8. If no, case will be subject to intervention by government authority, police, or law firm.	Workplace Violence Response Task Force	
Step 8: Review and improve preventive measures.	Workplace Violence Response Task Force	
Step 9: Close case.	Office of Human Resources, Environmental and Public Safety Center, Office of Student Affairs	

Appendix 7

Investigation of Workplace Violence Against Employees Follow-up Form

Case Number	
Name	

1. Arrangements made for complainant:

- ☐ None
- ☐ Medical assistance
- ☐ Psychological counseling
- ☐ Peer support
- ☐ Work rearrangement
- ☐ Leave
- ☐ Legal assistance
- ☐ Other: _____

2. Disciplinary action against person against whom complaint was made:

- ☐ None
- ☐ Work rearrangement
- ☐ Reported to the police
- ☐ Other: _____

3. Was it an internal violent incident:

- ☐ Yes, please send a faculty and staff representative to participate in investigation.
- ☐ No

4. Members of the Workplace Violence Response Task Force:

A. Secretary General:	
B. Vice President of the Office of Student Affairs:	
C. Director of the Office of Human Resources:	
D. Director of the Environmental and Public Safety Center:	
E. Faculty and staff representative:	

5. Description of investigative results:

A. Current status of complainant (to be completed by investigator)

B. Response of both parties:

1. Date of coordination: _____

2. Did both parties reach an agreement?

☐ Yes (proceed to No. 3)

☐ No (proceed to No. 4)

3. Review and improvement of preventive measures

4. Intervention by government authority, police, or law firm

Appendix 8

Workplace Violence Assessment Checklist: For Management

Workplace Violence Assessment Checklist

The manager:	
<input type="checkbox"/>	Constantly nit-picks, criticizes over trivial matters, and magnifies and distorts small mistakes.
<input type="checkbox"/>	Persistently criticizes and refuses to acknowledge an employee's contributions or efforts and constantly denies their' existence and value.
<input type="checkbox"/>	Persistently attempts to belittle an employee as an individual and their position, status, value, and potential.
<input type="checkbox"/>	Singles out and isolates a specific employee, subjecting them to negative and particularly harsh treatment and covert bullying through various means.
<input type="checkbox"/>	Uses various means of encouraging colleagues to isolate, marginalize, ignore, and exclude an employee from important decisions or social activities
<input type="checkbox"/>	Belittles or demeans an employee in front of others.
<input type="checkbox"/>	Yells at, humiliates or threatens an employee behind closed doors or in front of others.
<input type="checkbox"/>	Imposes unreasonably heavy workloads, tasks below level of competence, or no work at all to an employee.
<input type="checkbox"/>	Plagiarizes and steals the work or reputation of an employee.
<input type="checkbox"/>	Increases an employee's responsibility while diminishing their authority or status.
<input type="checkbox"/>	Unreasonably denies an employee a leave of absence.
<input type="checkbox"/>	Denies an employee necessary training, causing poor work performances.
<input type="checkbox"/>	Gives an employee unrealistic work goals or assigns tasks to hinder progress.
<input type="checkbox"/>	Cuts a submission deadline short, or deliberately fails to notify an employee of deadlines, causing them to miss deadlines and fall subject to disciplinary action.
<input type="checkbox"/>	Twists and misinterprets what an employee says or does.
<input type="checkbox"/>	Punishes an employee disproportionately and unreasonably for minor mistakes without launching an investigation.
<input type="checkbox"/>	Pressures an employee to resign or retire through no fault of their own.
<input type="checkbox"/>	Constantly asks an employee to run private errands and imposes punishment when they refuse to oblige.

Notes:

1. The more items are checked, the more the attitude of the person being assessed needs to be monitored.
2. Data source: Retrieved from Ministry of Labor Work-Life Balance website (<https://wlb.mol.gov.tw/Page/Content.aspx?id=116>; to access, go to Worker Vitality Supply→ Workplace Kaleidoscope→ How to Deal With Workplace Bullying→ Overview of Workplace Bullying.

Appendix 9**Workplace Violence Prevention Measures Inspection and Evaluation Form**

Unit/Department	
Date of Inspection/Evaluation	

Item	Focus of Inspection/Evaluation	Results	Revisions to Control Measures/Improvements
Identification and assessment of hazards	<input type="checkbox"/> Organization <input type="checkbox"/> Individual factors <input type="checkbox"/> Work environment <input type="checkbox"/> Work procedures		
Ensuring of proper workplace adaptations	<input type="checkbox"/> Physical environment <input type="checkbox"/> Worksite design		
Staffing adjustments made based on work suitability	<input type="checkbox"/> Job assignment based on work suitability <input type="checkbox"/> Job design		
Establishment of a code of conduct	<input type="checkbox"/> Organizational policies and regulations <input type="checkbox"/> Code of conduct for individuals		
Organization of education and training on hazard prevention and communication skills	<input type="checkbox"/> Training sessions <input type="checkbox"/> Training contents <input type="checkbox"/> Scenario simulations, exercises <input type="checkbox"/> Production and publication of handbook or guidelines		
Establishment of workplace violence incident handling procedures	<input type="checkbox"/> Establishment of complaint filing or reporting mechanism <input type="checkbox"/> Report handling status <input type="checkbox"/> Each colleague is well-versed in reporting procedures <input type="checkbox"/> Links to necessary resources <input type="checkbox"/> Recordkeeping		
Evaluation of implementation outcomes and improvement	<input type="checkbox"/> Regular review and assessment of outcomes <input type="checkbox"/> Performance of		

actions	statistical analysis on relevant data <input type="checkbox"/> Analysis of how incident was handled <input type="checkbox"/> Reports on outcomes <input type="checkbox"/> Recordkeeping		
Other matters			

Note: Operational units may edit this form or the focus of inspections/evaluations as needed to suit their particular needs.

☐ Evaluated by: ☐ Unit director: