

# **Student Guide**

## **Train-the-Trainer**

This student guide was written and developed by the Community Services Agency, Inc. of the New Jersey State AFL-CIO.

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# **Introduction**

The Community Services Agency (CSA) of the New Jersey State AFL-CIO partners with employers and unions to create an active “culture of safety” in workplaces through innovative training and support. This program is funded by the United States Department of Labor, Occupational Safety and Health Administration under a Susan Harwood Training Grant.

## **CUSTOMIZED CURRICULUM**

CSA customized training programs are driven by a joint labor-management process that helps to strengthen labor-management relations, and helps to ensure successful implementation and follow-through. Customized training programs involve developing site-specific curriculum based on the needs of the organization(s), and working with the organization(s) to implement and evaluate the training program. CSA’s goal is to help our partners achieve cost-effective, high quality, and innovative in-house training programs that work for each stakeholder.

For more information about CSA’s programs and services, contact:

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# Intervention Model

## Safety and Health Committee Training

The Community Service Agency of the New Jersey State AFL-CIO will partner with an employer, organization or facility in the development of a Joint Labor/Management Committee as a workplace intervention model designed to accomplish the following goals:

- Improve the organizational/facility culture of safety
- Reduce the incidence of occupational safety and health injuries and illnesses
- Reduce workers compensation insurance and lost time costs

Joint/labor management committees are a proven and effective intervention strategy. They involve the formation of a workplace joint labor/management committee that meets on a regular schedule and oversees the implementation of a safety and health program. Workers are the ones most familiar with the hazards and risks they face. Involving them with management in the process of identifying and mitigating workplace hazards will lead to a much more successful safety and health program.

### Implementation Steps

1. **Labor and management** cooperatively identify joint labor/management safety and health committee members.
2. **CSA** provides customized, two-day training to members of committee focusing on organizational/facility occupational safety and health problems, committee structure, committee operations, and goals.
3. **Committee** begins and continues to meet monthly implementing action plan developed during two-day training.
4. **Committee** selects peer trainers to provide training to other employees.
5. **CSA** provides ongoing support to committee, as requested, by:
  - a. Providing technical advice and feedback at the first two to three committee meetings after the two-day training.
  - b. Distributing a one page culture of safety of survey to all personnel before the committee begins implementing workplace changes. At some point in time later (e.g., one year), distributing the same survey again to measure changes in the culture of safety.
  - c. Assisting with the development of a one year training plan.
  - d. Providing customized initial and ongoing training to committee members.
  - e. Providing customized initial and ongoing training to all personnel in collaboration with peer trainers.
  - f. Analyzing changes in injury/illness incident rates over time (e.g., one year) as the committee makes changes in the workplace.
6. **CSA** provides a three-day train-the-trainer course to peer trainers.
7. **CSA** provides Peer Training Portal and support to peer trainers.
8. **Committee and CSA** meet after a defined time period (e.g., one year) to evaluate progress and review next steps.

9. **Committee** continues to meet monthly implementing workplace interventions needed to reduce injuries and illnesses.
10. **Peer Trainers** continue to provide ongoing training with support through the Peer Training Portal.
11. **CSA** continues to provide long term assistance in training and injury/illness prevention strategies.

Training will be provided primarily through the use of the Small Group Activity Method, which is an active and participatory approach that improves learning and makes training fun. The Small Group Activity Method (SGAM) is based on the idea that learning is shared in every training session. With SGAM, learning is a structured procedure that allows participants to share information rather than experience a one-way exchange that flows from Trainer to Worker. SGAM is based on three learning exchanges:

- **Worker to Worker**
- **Worker to Trainer**
- **Trainer to Worker**

**Worker to Worker:** Most of us learn best from each other. SGAM is set up to ensure that the “Worker to Worker” exchange is a key element of the training session. The Trainer can facilitate this process by allowing people to solve problems and learn from each other during “Small Group Activities.”

**Worker to Trainer:** Lecture-style training assumes that the Trainer knows all the answers. SGAM acknowledges that Workers could have as much or perhaps more collective knowledge and or experience than the Trainer or expert leading the class. The “Worker to Trainer” exchange occurs primarily during the “Report-Back” session.

**Trainer to Worker:** This is the Trainer’s opportunity to clear up any confusion and make key points. By waiting until the ”Summary” session to do this, Trainer’s can gain a better understanding of what the Workers need to know.

After the two-day training, the committee will meet monthly to implement a safety and health program at their facility. CSA will provide ongoing support to the committee by attending initial meetings, providing additional targeted training as needed, and assisting with program implementation. CSA will also assist the committee with program evaluation by analyzing injury/illness trends and working with the committee to establish other benchmarks of success.



**PROGRAM GOALS**

The goal of this training program is to prepare peer trainers to conduct training in support of their employee/management safety and health committee using curricula developed by the NJAFL-CIO.

**TARGET AUDIENCE**

The target audiences for this training are peer trainers.

**CONTACT TIME**

24.0 hours

**LEARNING OBJECTIVES**

At the end of this training session, learners will be able to:

1. Explain the difference between important training terms.
2. Identify the critical components of quality instruction.
3. Design a training presentation using an Instructional Systems Design (ISD) model.
4. Deliver effective instruction on the topics of OSHA and ergonomics.

**STUDENT GUIDE**

This guide provides the resource materials for learners participating in the three-day Train-the-Trainer Training course

# TRAINING AGENDA TRAIN-THE-TRAINER

## Day 1

<b>Time</b>	<b>Title</b>
8:30 a.m. – 9:15 a.m.	Unit #1: Introduction
9:15 a.m. – 10:15 a.m.	Unit #2: Important Quality Factors
10:15 a.m. – 10:30 a.m.	Break
10:30 a.m. – 11:20 a.m.	Unit #3: ADDIE Model – Analysis
11:20 a.m. – 12:20 a.m.	Unit #4: ADDIE Model – Design
12:20 p.m. – 1:05 p.m.	Lunch
1:05 p.m. – 2:45 p.m.	Unit #5: ADDIE Model – Development
2:45 p.m. – 3:00 p.m.	Break
3:00 p.m. – 3:55 p.m.	Unit #6: ADDIE Model – Implementation
3:55 p.m. – 4:05 p.m.	Unit #7: ADDIE Model - Evaluation
4:05 p.m. – 4:25 p.m.	Unit #8: Training Requirements
4:25 p.m. – 4:30 p.m.	Review and wrap up

## Day 2

<b>Time</b>	<b>Title</b>
8:30 a.m. – 10:30 a.m.	Unit #9: “Introduction to OSHA” Presentation
10:30 a.m. – 10:45 a.m.	Break
10:45 a.m. – 11:45 a.m.	Unit #9: Prepare Lesson Plans – “Introduction to OSHA”
11:45 a.m. – 12:30 p.m.	Unit #9: Group Presentations and Discussions – “Introduction to OSHA”
12:30 p.m. – 1:15 p.m.	Lunch
1:15 p.m. – 3:00 p.m.	Unit #9: Group Presentations and Discussions – “Introduction to OSHA”
3:00 p.m. – 3:15 p.m.	Break
3:15 p.m. – 4:30 p.m.	Unit #10: “Ergonomic” Presentation

## Day 3

<b>Time</b>	<b>Title</b>
8:30 a.m. – 9:45 a.m.	Unit #10: Ergonomic Presentation
9:45 a.m. – 10:45 a.m.	Unit #10: Prepare Lesson Plans - Ergonomics
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:30 p.m.	Unit #10: Group Presentations and Discussions – Ergonomics
12:30 p.m. – 1:15 p.m.	Lunch
1:15 p.m. – 2:45 p.m.	Unit #10: Group Presentations and Discussions – Ergonomics
2:45 p.m. – 3:00 p.m.	Break
3:00 p.m. – 4:00 p.m.	Unit #11: Developing an Action Plan
4:00 p.m. – 4:15 p.m.	Review, wrap up, and evaluation

# Unit #1

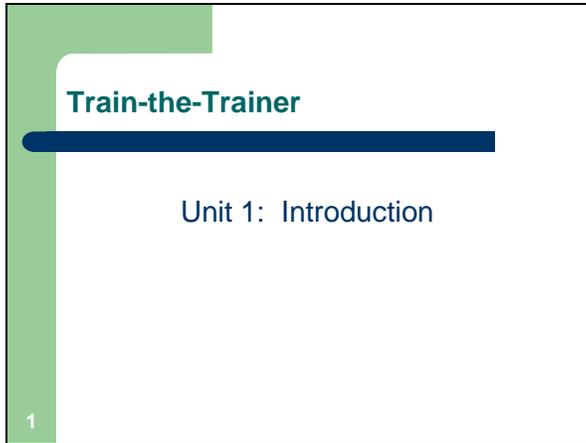
## Introduction

### Learning Objectives

By the end of this lesson, participants will be able to:

1. Value the facilitator qualities of a good instructor
2. Differentiate between education, training, information, learning and curriculum
3. Identify the major learning domains
4. Define important instructional terms

Slide 1



**Train-the-Trainer**

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Unit 1: Introduction

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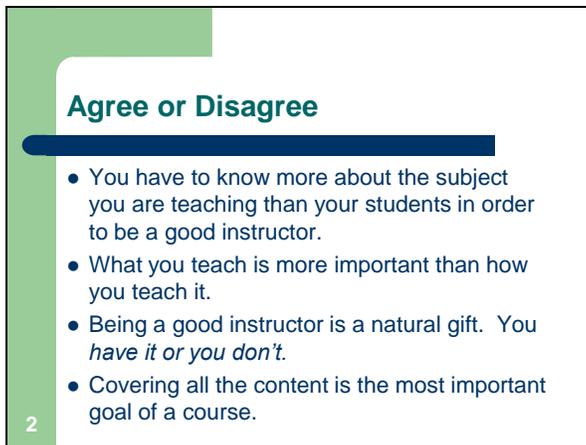
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Slide 2



**Agree or Disagree**

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- You have to know more about the subject you are teaching than your students in order to be a good instructor.
- What you teach is more important than how you teach it.
- Being a good instructor is a natural gift. You *have it or you don't*.
- Covering all the content is the most important goal of a course.

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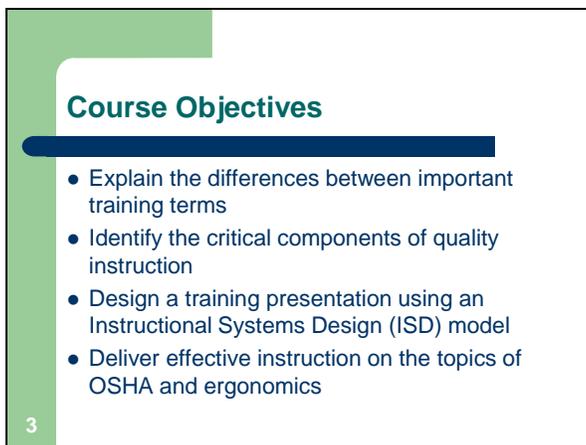
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Slide 3



**Course Objectives**

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- Explain the differences between important training terms
- Identify the critical components of quality instruction
- Design a training presentation using an Instructional Systems Design (ISD) model
- Deliver effective instruction on the topics of OSHA and ergonomics

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Slide 4

**Education**

- The process of making proficient through instruction and hands-on practice in life skills.
- *Just in case instruction*

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Slide 5

**Training**

- The process of making proficient through instruction and hands-on practice in tasks that are expected to be used in the performance of assigned duties.
- *Just in time instruction*

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Slide 6

**Information**

- A collection of information that may be used as a resource. Information may or may not result in learning.

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Slide 7

**Learning**

- **Change** in learning domains
  - Cognitive/knowledge: the development of intellectual abilities and skills
    - Intellectual skills (problem solving, rules, concepts, discriminations)
    - Cognitive strategies (control process like organizing)
    - Verbal information
  - Psychomotor/skills: the coordination of physical movements and bodily performances
  - Affective/attitudes: the development of attitudes (predispositions to action)

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Slide 8

**Instruction**

- Intentional facilitation of learning toward identified learning goals
- Covers all events that may have a direct effect on learning
- Includes both external and internal factors
- May or may not involve a live instructor
- Involves a deliberately arranged set of external events designed to support internal learning processes

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Slide 9

**Instructional Strategy vs Activities**

- **Instructional strategy** – the various aspects of sequencing and organizing the content, specifying the learning activities, and deciding how to deliver the content and activities
- **Instructional activities or Learning activities** – what the instructor and learner do to achieve learning objectives

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Slide  
10

**Delivery System vs Media**

- **Delivery system** – the means by which the instruction will be provided to learners
- **Media** – the physical means of conveying instructional content

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Slide  
11

**Curriculum**

- A structured instructional plan for a course (the what and how of instruction)
  - The objectives of a course
  - The sequence of topics in a course
  - The learning activities

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Slide  
12

**Evaluation vs Assessment**

- **Evaluation** – the process of determining value or quality
- **Assessment** – the process of collecting data

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# Unit #2

## Important Quality Factors

### **LEARNING OBJECTIVES:**

By the end of this module, participants will be able to:

1. Describe how the curriculum, instructor, learner and facility overlap to produce quality learning
2. List important instructional quality factors for curriculum, instructor, learner and facility

Slide 1

**Train-the-Trainer**

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Unit 2: Important Quality Factors

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Slide 2

**What Constitutes Quality?**

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- Curriculum (What and How – content and learning activities)
- Instructor (Who)
- Facility or environment (Where)
- Student (Target)

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Slide 3

**What makes a good learning?**

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The diagram consists of four overlapping circles. A blue circle at the top is labeled 'Curriculum'. A green circle at the right is labeled 'Instructor'. A black circle at the bottom is labeled 'Learner'. A red circle at the left is labeled 'Facility'. The central area where all four circles overlap is labeled 'Learning'.

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Slide 4

**Quality Curriculum**

- Active learning that involves
  - Learner ↔ instructor interaction
  - Learner ↔ learner interaction
  - Learner ↔ content interaction
- Variety in instructional approaches that address different learning styles
- New, up-to-date content that connects with experiences (relevant)

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Slide 5

Continued

**Quality Curriculum**

- Organized instruction (time, content, direction)
- Appropriate breaks
- Materials/handouts
- Engaging/fun
- Learning takes place
- Defined goals and objectives

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Slide 6

Continued

**Quality Curriculum**

- Applied
- Orderly/Controlled
- Authentic or situated
- Challenging
- Feedback provided

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Slide 7

**Quality Facilities**

- Quiet
- Comfortable
  - Appropriate Temperature
  - Comfortable Chairs
  - Adequate Space
- Well lighted
- Clean
- Convenient
- No distractions

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Slide 8

**Quality Facilities**

Continued

- Adequate parking
- Accommodations (ADA as needed)
- Food/Refreshments (as appropriate)
- Appropriate number of learners (optimum #?)
- Adequate instructional equipment (screen, projector, Internet access, etc)
- Safe

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Slide 9

**Quality Facilities**

Continued

- Appropriate classroom configuration/layout
  - Classroom style
  - Circle
  - Theater style
  - Horseshoe
  - Round tables vs square tables

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Slide  
10

**Quality Student**

- Motivated
- Respectful
- Attentive
- Prompt/Punctual
- Involved
- Completes assignments
- Participates
- Prepared

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Slide  
11

**Quality Student**

- Inquisitive
- Open minded
- Not disruptive
- Cooperative

Continued

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Slide  
12

**Quality Instructor**

- Sensitive
- Articulate
- Caring
- Knowledgeable
- Credible
- Technologically Savvy
- Humorous
- Fair
- Honest
- Friendly

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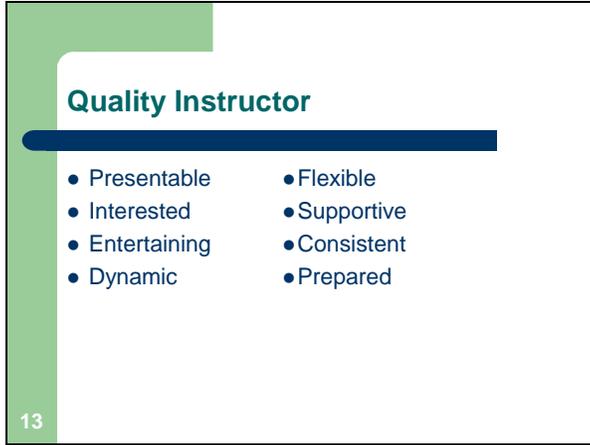
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Slide  
13



**Quality Instructor**

- Presentable
- Interested
- Entertaining
- Dynamic
- Flexible
- Supportive
- Consistent
- Prepared

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# Unit #3

## ADDIE Model – Analysis

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe the major components of the ADDIE instructional systems design model for developing and delivering quality education.
2. Explain the different activities associated with the first step of the ADDIE Model, Analysis
3. Apply adult learning theory to program development

Slide 1

**Train-the-Trainer**

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Unit 3: ADDIE Model – Analysis

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Slide 2

**Instructional Systems Design (ISD)**

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- The systematic development of high quality instruction in order to produce appropriate learning
- Part of instructional technology – the systematic application of theory and other organized knowledge to the task of instructional design and development.

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Slide 3

**Instructional Systems Design (ISD)**

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1. **A**nalysis
2. **D**esign
3. **D**evelopment
4. **I**mplementation
5. **E**valuation

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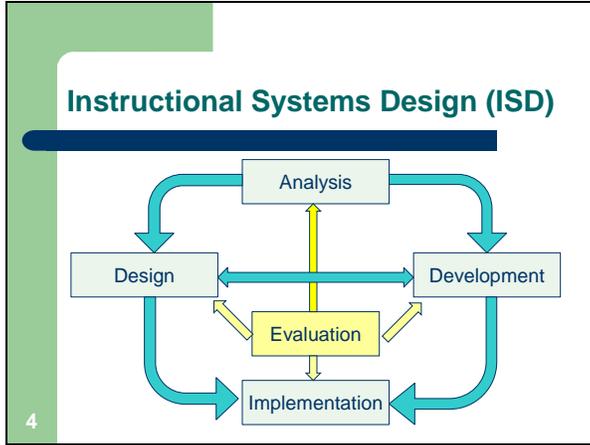
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Slide 4



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Slide 5

### 1. Analysis

- Needs assessment
- Who are the learners
- Resources available (time, money and personnel)
- Goal(s)
  - a clear, general statement of learner outcomes
  - related to an identified problem and needs assessment
  - achievable through instruction
- Applicable theory (operational constructs)

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Slide 6

Continued

### 1. Analysis

- Identify and analyze target audience characteristics
  - Entry behaviors
  - Prior knowledge
  - Attitudes
  - Motivation
  - Educational and ability levels (literacy)
  - Characteristics (demographics, language, culture and jobs)

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Slide 7

Continued

### 1. Analysis

- Identify and analyze contextual characteristics of setting where acquired skills will be performed
  - Support Available
  - Physical aspects of the site
  - Social aspects of the site
  - Relevance of skills to workplace or issue

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Slide 8

### Adult learner qualities (Knowles, 1989)

- Rich in experience and knowledge
- Diverse
- Intrinsically motivated
- Task, application or problem-driven
- Self-directed, decide for themselves what is important to learn

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Slide 9

### Needs Assessment Techniques

- Interviews
- Surveys (paper and email)
- Focus groups
- Nominal group technique

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# Unit #4

## ADDIE Model – Design

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe the major components of the second step in the ADDIE model – Design.
2. Write learning objectives for the three major learning domains using the correct structure and action verbs

Slide 1

**Train-the-Trainer**

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Unit 4: ADDIE Model – Design

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Slide 2

**2. Design**

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- Learning Objectives
  - Starts with an action verb
  - Relates to specific learning domain
  - Action must be measurable
  - Contain four elements: who, action, conditions, standard
  - Strive for higher level action verbs (see table)
- Two types
  - Enabling Objectives
  - Target/Terminal Objectives

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Slide 3

2. Design Continued

**Write Performance Objectives  
(Revised Bloom's Taxonomy - Cognitive)**

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**Hierarchy of Action Verbs**

Complexity ↑

- Creates (compile, create, plan, revise)
- Evaluation (assess, compare, rate, critique)
- Analysis (analyze, design, select, utilize)
- Application (apply, demonstrate, prepare, use)
- Understand (compute, discuss, explain, predict)
- Remember (list, describe, recite, write)

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Slide 4

2. Design Continued

### Write Performance Objectives Example

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Complexity ↑

- Creates (Writes a decision tree for the selection of a respirator)
- Analysis (Selects the appropriate respirator given a workplace situation)
- Remembers (Lists the two major types of respirators)

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Slide 5

2. Design Continued

### Write Performance Objectives (Bloom's Taxonomy - Affective)

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#### Hierarchy of Action Verbs

Complexity ↑

- Internalizes values (cooperates, adheres to ethical standards, open to new evidence)
- Organizes (prioritizes, compares values, balances)
- Values (demonstrates, explains, differentiates)
- Responds (participates, attends, complies)
- Receives (listens, willingness to hear, selected attention)

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Slide 6

Continued

## 2. Design

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- Example Learning Objective #1
  - At the end of this training session, students will be able to write learning objectives for each learning domain with the four major elements
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide 7

Continued

## 2. Design

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- Example Learning Objective #2
  - At the end of this training session, students will be able to write a lesson plan containing objectives, learning activities, times, and methods of assessment
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide 8

Continued

## 2. Design

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- Example Learning Objective #3
  - At the end of this training session, students will be able to don a half-mask respirator following each of the following steps in the correct order: 1) connect lower strap around neck; 2) place face-piece on face; 3) place head harness on top of head; 4) tighten head harness straps until respirator is snug; 5) tighten lower straps until respirator is snug; 6) move face-piece on face and adjust tension on straps as necessary until face-piece is snug and comfortable; 7) successfully perform a positive or negative pressure check.
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide 9

Continued

## 2. Design

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- Example Learning Objective #4
  - At the end of this training session, students will be able to demonstrate appropriate body posture and eye contact during instruction
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide  
10

Continued

## 2. Design

- Example Learning Objective #5
  - At the end of this training session, students will internalize the importance of safety glasses and wear their safety glasses voluntarily in the laboratory for five consecutive days without have to be told or reminded
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide  
11

Continued

## 2. Design

- Example Learning Objective #6
  - At the end of this training session, students will value the importance of safety and health training and will conduct at least one training class a month
    - Action Verb?
    - Learning domain?
    - Measurable?
    - Who, Action, Conditions and Standard?

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Slide  
12

2. Design Continued

## Assessment

- Assessments must match performance objectives
- Types: Selected-response, constructed-response, performance assessment and portfolio assessments
- Issues of validity, reliability and bias
- Issues of fairness – what is a passing grade and what happens when a person fails

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## Learning Objectives Handout

### 1. Structure of learning Objectives

- Start with an action verb
- Relate to a specific learning domain (Cognitive, Psychomotor, and/or Affective)
- Are observable, measurable and done by the learner
- Consist of the following four elements:
  - who is to perform the action
  - the action that must taken
  - the conditions under which the action is done
  - the standard of acceptable performance
- Strive for higher level action verbs (see action verb list)

### Examples:

At the end of this training session, students will

1. be able to write learning objectives for each learning domain with the four major elements
2. be able to write a lesson plan containing objectives, learning activities, times, and methods of assessment
3. be able to don a half-mask respirator following each of the following steps in the correct order: 1) connect lower strap around neck; 2) place face-piece on face; 3) place head harness on top of head; 4) tighten head harness straps until respirator is snug; 5) tighten lower straps until respirator is snug; 6) move face-piece on face and adjust tension on straps as necessary until face-piece is snug and comfortable; 7) successfully perform a positive or negative pressure check.
4. be able to demonstrate appropriate body posture and eye contact during instruction
5. internalize the importance of safety glasses and wear their safety glasses voluntarily in the laboratory for five consecutive days without have to be told or reminded
6. value the importance of safety and health training and will conduct at least one training

## Learning Domain Action Verbs/Adverbs for Writing Learning Objectives

<b>Cognitive Domain</b>		
<b>Level</b>	<b>Category</b>	<b>Action Verbs/Adverbs</b>
1	Remember (Recall or recognize)	Count, define, describe, draw, identify, label, list, match, name, outline, point, quote, read, recall, recite, recognize, record, repeat, reproduce, select, state, write, underline, circle
2	Understand (Constructs meaning)	Associate, classify, compute, convert, defend, discuss, distinguish, estimate, explain, extend, extrapolate, generalize, give examples, infer, interpret, paraphrase, predict, rewrite, summarize
3	Application (uses)	Add, apply, calculate, change, complete, compute, demonstrate, discover, divide, examine, graph, implement, interpolate, manipulate, modify, multiply, operate, prepare, produce, show, solve, subtract, translate, use, utilize
4	Analysis (breaks apart)	Analyze, arrange, breakdown, combine, design, detect, develop, diagram, differentiate, discriminate, illustrate, infer, organize, outline, point out, relate, select separate, subdivide
5	Evaluation (judges value)	Appraise, assess, check, compares, conclude, contrasts, criticize, critique, determine, grade, interpret, judge, justify, measure, rank, rate, support, test
6	Creates (puts together)	Categorize, combine, compile compose, create, derive, design, devise, generate, group, integrate, modify, order, plan, prescribe, produce, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, specify, synthesize, transform
<b>Psychomotor Domain</b>		
1	Imitation (copying)	Align, balance, follow, grasp, hold, grasp, repeat, rest (on), step (here)
2	Manipulation (guided)	Construct, assemble, form, put together
3	Precision (accurately)	Accurately, without error, independently, proficiently, with control, with balance
4	Articulation (actions combined)	Confidently, coordinate, harmonize, integrate, proportion, smoothly, quickly
5	Naturalization (automatically)	Automatically, effortlessly, naturally, professionally, routinely, spontaneously, with ease, with perfection, with poise
<b>Affective Domain</b>		
1	Receiving (notices)	Asks, attends, chooses, discerns, describes, follows, gives, hears, holds, identifies, listens, locates, names, notices, points to, selects, shares, sits, erects, replies, uses
2	Responding (participates)	Answers, applauds, assists, aids, complies, discusses, follows, greets, helps, labels, obeys, participates, performs, plays, practices, reads, recites, reports, selects, tells, writes, volunteers
3	Valuing (commits)	Acts, argues, completes, convinces, debates, demonstrates, differentiates, displays, explains, expresses, follows, forms, initiates, invites, joins, justifies, prefers, proposes, reads, reports, selects, shares, studies
4	Organization (prioritizes)	Abstracts, adheres, alters, arranges, balances, combines, compares, completes, decides, defends, defines, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, selects, systematizes, theorizes
5	Characterization (acts on own)	Acts, avoids, discriminates, displays, exhibits, influences, internalizes, listens, modifies, manages, questions, requires, resists, resolves, revises, serves, solves, verifies

# Unit #5

## ADDIE Model – Development

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Explain cognitive learning, cognitive load and multimedia learning theory
2. Design instruction using the events of instruction
3. Apply learning theory to the development of instructional materials and PowerPoint slides
4. Write a lesson plan for a topic or unit

Slide 1

**Train-the-Trainer**

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Unit 5: ADDIE Model – Development

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Slide 2

**3. Development**

- Develop an instructional strategy and plan (who, what, where, how long)
- Follow events of instruction as appropriately
- Consider needs and characteristics of learners
- Write a lesson plan
  - Target audience
  - Learning objectives
  - Learning sequence
  - Learning activities
  - Time

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Slide 3

3. Development Continued

**Information Processing Theory**

The diagram illustrates the Information Processing Theory. It shows a vertical flow from 'Environment' (in an oval) to 'Senses' (in a box), which leads to 'Short-term Memory' (in a red box). From 'Short-term Memory', information can move to 'Long-term Memory' (in a red box) or back to 'Senses'. 'Executive Control' (in a box) has arrows pointing to 'Short-term Memory' and 'Long-term Memory'. 'Responses' (in a box) has arrows pointing to 'Short-term Memory' and 'Long-term Memory'. The number '3' is in the bottom left corner.

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Slide 4

3. Development Continued

### Short-term Memory

- Also called working memory
- Learning bottleneck
- Limited capacity (magical number seven, plus or minus two [Miller, 1956])
- 5 to 20 seconds in duration unless maintained by maintenance rehearsal or stored in long-term memory

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Slide 5

3. Development Continued

### 7 ± 2 Rule

- Chunking information aids memory by breaking it down into manageable size
- Size of each chunk unit can vary
- Example, 7323545254 vs 732-354-5254
- Experts have developed chunks (schemas) of information that allow them to better handle complexity by recognizing patterns
- Instructors must chunk information to facilitate learning

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Slide 6

3. Development Continued

### Cognitive Processes

1. Reception of stimuli by receptors
2. Registration of information by sensory registers
3. Selective perception for storage in short-term memory (STM)
4. Rehearsal to maintain information in STM
5. Semantic encoding for storage in long-term memory (LTM)

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Slide 7

3. Development Continued

### Cognitive Processes

5. Retrieval from LTM to working memory (STM)
6. Response generation to effectors
7. *Performance in the learner's environment*
8. Control of processes through executive strategies

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Slide 8

3. Development Continued

### Cognitive Learning Theory

- Learning is an active process
  - Selecting
  - Organizing
  - Integrating
- Learning is limited by short term memory
  - Retention time in seconds
  - Capacity of about seven items

8

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Slide 9

3. Development Continued

### Recommended Events of Instruction (based on Gagne, 1985)

1. Gain attention
2. Provide objectives
3. Connect to knowledge and experience
4. Present the material
5. Give example
6. Practice and feedback
7. Practice again
8. Apply to new situation

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Slide  
10

3. Development Continued

### Factors Influencing Attention (Ormrod, 1995)

- Size
- Novelty
- *Incongruity (something that doesn't make sense)*
- Emotion
- Personal significance

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Slide  
11

3. Development Continued

### Cognitive Learning Theory

- Learning is an active process
  - Selecting
  - Organizing
  - Integrating
- Learning is limited by short term memory
  - Retention time in seconds
  - Capacity of about seven items

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Slide  
12

3. Development Continued

### Cognitive Load Theory

- Short Term Memory is Limited
- Types
  - Intrinsic Load
  - Germane (Relevant) Load
  - Extraneous (Irrelevant ) Load
- Goals
  - Reduce irrelevant load
  - Increase relevant load
  - Manage intrinsic load

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Slide  
13

**Multimedia Learning Theory**

- Words (text or narration) and pictures are processed separately in separate channels
- Learning is improved when you use both words and pictures

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Slide  
14

**Death by PowerPoint**



- Expression started in 2001
- 40 words and 8 seconds of reading
- Elevates format over content
- Caused the space shuttle Columbia disaster
- Mind-numbingly dull, trivializes content, should be ditched

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Slide  
15

**PowerPoint Slide Design**

- Slide Master Colors
  - Solid dark background with light text
    - Dark blue, green, purple or black background with white, beige or yellow text
  - Solid off-white background with dark text
    - Beige, taupe, light sage, light grey/blue or cream background with black or dark blue, green or purple text
- Avoid green or red contrasting colors
- No more than three colors on a slide
- Avoid complex backgrounds

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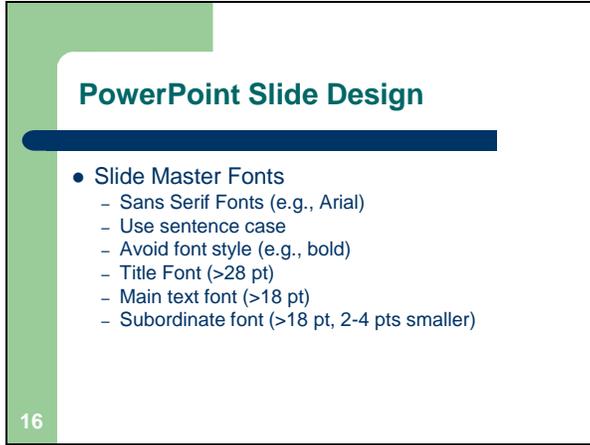
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Slide  
16



**PowerPoint Slide Design**

- Slide Master Fonts
  - Sans Serif Fonts (e.g., Arial)
  - Use sentence case
  - Avoid font style (e.g., bold)
  - Title Font (>28 pt)
  - Main text font (>18 pt)
  - Subordinate font (>18 pt, 2-4 pts smaller)

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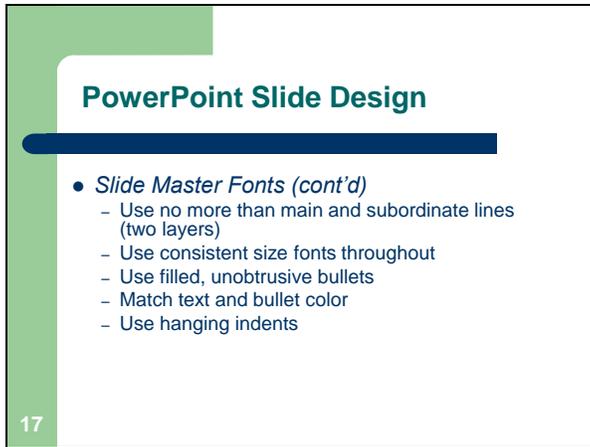
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Slide  
17



**PowerPoint Slide Design**

- *Slide Master Fonts (cont'd)*
  - Use no more than main and subordinate lines (two layers)
  - Use consistent size fonts throughout
  - Use filled, unobtrusive bullets
  - Match text and bullet color
  - Use hanging indents

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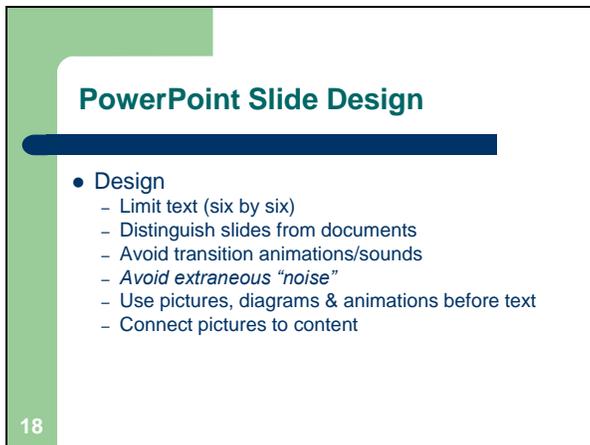
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Slide  
18



**PowerPoint Slide Design**

- Design
  - Limit text (six by six)
  - Distinguish slides from documents
  - Avoid transition animations/sounds
  - Avoid *extraneous "noise"*
  - Use pictures, diagrams & animations before text
  - Connect pictures to content

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Slide  
19

**PowerPoint Slide Design**

- Planning
  - Define objectives
  - Create story
  - Plan on paper
  - Simplicity, clarity, and brevity
  - Break content into chunks

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Slide  
20

**PowerPoint Examples**

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Slide  
21

**Irritants and Corrosives Summary**

- Methods to detect
- Physical hazards
- Health hazards
- Precautions



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Slide  
22

## Trench Shields

**SHALLOW CUT 5" ALUMINUM SINGLE SIDEWALL**

MODEL	HEIGHT	LENGTH	WEIGHT	APPROXIMATE DIGGING DEPTH (FT.) SOIL TYPE		
				A	B	C
5 ASW 46	4'	6'	575#	56	32	24
5 ASW 48	4'	8'	700#	52	30	22
5 ASW 410	4'	10'	850#	44	24	18
5 ASW 412	4'	12'	975#	34	19	14
5 ASW 66	6'	6'	800#	48	26	20
5 ASW 68	6'	8'	950#	44	24	18
5 ASW 610	6'	10'	1150#	28	16	12
5 ASW 612	6'	12'	1375#	23	13	10
5 ASW 86	8'	6'	975#	44	24	18
5 ASW 88	8'	8'	1200#	39	22	16
5 ASW 810	8'	10'	1375#	23	13	10
5 ASW 812	8'	12'	1600#	23	13	10
5 ASW 1010	10'	10'	1875#	34	19	14
5 ASW 1012	10'	12'	2470#	28	16	12

**SPREADER SET SELECTION**

PIPE SPREADER	PIPE	SPREADER
3"	3"	3"
4"	4"	4"
6"	6"	6"
8"	8"	8"
10"	10"	10"
12"	12"	12"
14"	14"	14"
16"	16"	16"
18"	18"	18"
20"	20"	20"
24"	24"	24"
30"	30"	30"
36"	36"	36"
42"	42"	42"
48"	48"	48"
54"	54"	54"
60"	60"	60"
72"	72"	72"
84"	84"	84"
96"	96"	96"
108"	108"	108"
120"	120"	120"

**ACCESSORIES & OPTIONAL EQUIPMENT**

- DRIFTSOCK
- CLEARANCES
- DRAGBOX
- SIDEWALL STACKING KIT

ASK YOUR DEALER ABOUT AVAILABLE FITS & ACCESSORIES TO MAKE A BEST FIT

**AMERICAN SHIELDING**  
1-800-487-4874  
200 GARDNER RD., SUITE 1000  
MARIETTA, GA 30067  
Fax: 404-241-1972

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Slide  
23

## Health Hazards

- Routes of exposure
  - Inhalation
  - Skin absorption
  - Ingestion

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Slide  
24

## Imminent Danger

“Any condition where there is **reasonable certainty** that a **danger exists** that can be expected to **cause death or serious physical harm immediately**, or before the danger can be eliminated through normal enforcement procedures”

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Slide  
25

**Tell Your Supervisor Immediately!**

- **IF...**
- You have been **cut or scratched** while working in the soil area
- You are **stuck by a needle**
- You had **drops of blood splashed in your face**
- A break in your skin was **exposed to blood**

**URGENT!**

**DO NOT WAIT! REPORT IMMEDIATELY!**

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Slide  
26



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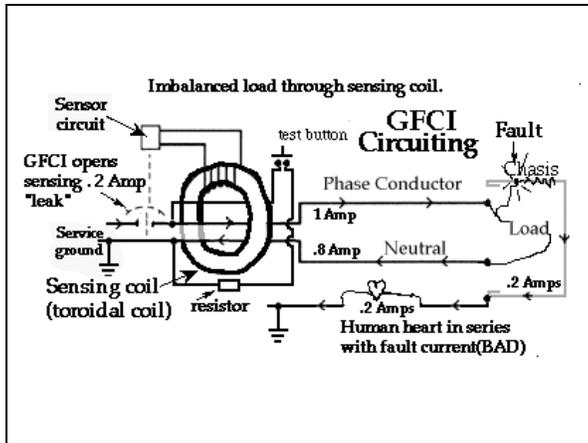
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Slide  
27



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Slide  
28

## Safeguards for Personnel Protection (1910.335)

- Personal protective equipment (PPE)
  - Maintained in safe, reliable condition and periodically tested/ inspected
  - Protect insulation from damage (e.g. leather glove over rubber glove)
  - Nonconductive head gear
  - Protection for eyes or face from electric arcs / flashes or flying objects from electrical explosions

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Slide  
29

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Slide  
30

### Definitions

- Protective system
  - *“a method of protecting employees from cave-ins, from material that could fall or roll... into an excavation, or from the collapse of adjacent structures.”*

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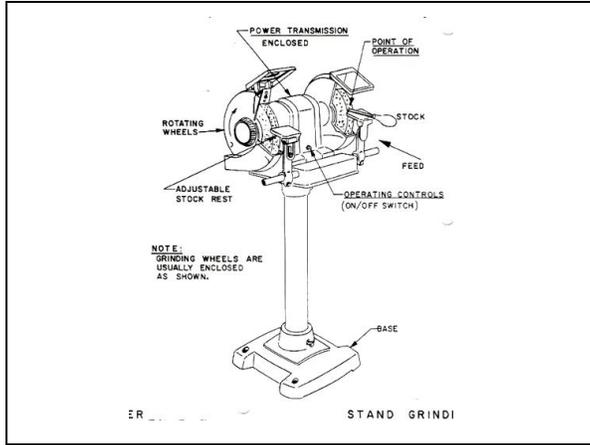
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Slide  
31



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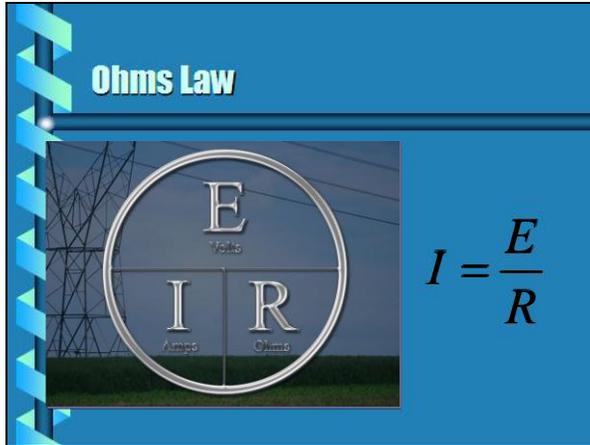
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Slide  
32



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Slide  
33

What is a Confined Space?

A space must meet three criteria to be classed as a Confined Space.....

33

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Slide  
34

What is a Confined Space?

**1**

It is large enough for a worker to enter

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Slide  
35

What is a Confined Space?

**2**

It has a limited means of entry or exit

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Slide  
36

What is a Confined Space?

**3**

It is not designed for continuous worker occupancy

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Slide  
37

3. Development Continued

### Instructional Methods

- Lecture
- Discussion
- Demonstration
- Video
- Trigger Video
- Animation

37

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Slide  
38

3. Development Continued

### Instructional Methods

- Field trip – Worksite inspection
- Hands-on
- Icebreaker
- Contrast Chart
- Anticipation Guide

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Slide  
39

3. Development Continued

### Instructional Methods

- Games
  - Jeopardy
  - Pictionary
  - \$25,000 Pyramid Game
  - Hollywood Squares
  - Who wants to be a millionaire
  - Concentration
  - Weakest link

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Slide  
40

3. Development Continued

### Instructional Methods

- Games
  - Bingo
  - Board Game
  - Tic-tac-toe
  - Word fines
  - Crossword puzzles

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Slide  
41

3. Development Continued

### Instructional Methods

- Role Play
  - Formal: skit
  - Informal: situation at hand
- Debate
- Panel
- Simulations
- Hazards in pictures recognition
- Pretests
- Planning deck

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Slide  
42

3. Development Continued

### Instructional Methods

- Collaborative/cooperative group activities
  - Buzz groups
  - Exercises
    - Case-study
    - Problem-base learning
    - Force field analysis
    - Develop checklist
    - Share personal experiences
    - Worksheet
- Learning contract

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Slide

43

3. Development Continued

**Develop and Select Instructional Materials**

- Availability of existing materials
- Production and implementation constraints
- Amount of instructor facilitation
- Layout: e.g., use of white space, fonts, colors and graphics
- Readability

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## Lesson Plan

Target Audience:	
Topic:	
Learning Objectives: (Who, action, condition and standard that is measurable and related to learning domains. One must be application, analysis, synthesis or evaluation. 1.  2.  3.  4.	
Lesson Outline (Using the nine events of instruction)	
Time	Instructional Methods/Learning Activities
How is this applicable to participants' job?	
Assessment	

# Unit #6

## ADDIE Model—Implementation

### Learning Objectives:

At the end of this unit, participants will be able to:

1. List the important steps an instructor should follow in implementing a training program
2. Evaluate instructor quality factors using an evaluation form
3. Develop strategies to manage student problems that occur in the classroom that could interfere with learning

Slide 1

**Train-the-Trainer**

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Unit 6: ADDIE Model –  
Implementation

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Slide 2

**4. Implementation**

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- Practicing
- Arriving early
- Organizing classroom
- Checking equipment
- Setting learning atmosphere
- Following lesson plan
- Asking effective questions
- Dealing with classroom equipment and management problems

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Slide 3

**Quality instructor competencies**

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- Learner optimization
- Facility optimization
- Curriculum optimization
- Classroom skills

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Slide 4

Classroom Skills

### Vocal qualities

- Quality (pitch/tone/resonance)
- Rate
- Volume
- Vocal variety
- Distracting fillers
- Pronunciation

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Slide 5

Classroom Skills

### Nonverbal behaviors

- 65 to 90% of what you communicate
  - Posture/stance
  - Facial expression
  - Eye contact
  - Body movement/gestures
  - Distracting behaviors
  - Physical appearance

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Slide 6

Classroom Skills

### Presentation style

- Poise
- Humor
- Inclusion
- Sensitivity
- Caring/empathetic
- Listening

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Slide 7

**Classroom Skills**

### Time management

- Arrives on time
- Manages instructional time effectively
- Provides sufficient breaks

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Slide 8

**Classroom Skills**

### Preparation

- Knowledgeable about content
- Familiar with curriculum
- Familiar with audiovisual equipment
- Course materials and handouts prepared
- Audiovisual materials ready

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Slide 9

**Classroom Skills**

### Presentation techniques

- Handles questions effectively (asking and answering)
- Provides feedback
- Manages group processes
- Adapts as needed
- Handles problems

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Slide  
10

Classroom Skills

### Curriculum in practice

- Establishes credibility
- Reviews agenda
- Follows events of instruction
- Follows curriculum
- Varies instructional methods
- Organizes content into clear chunks
- Maintains course pace and flow

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## Classroom Trainer Self-Evaluation Form

Trainer Name:	Name of Class
Date/Times:	

Scale (S = Satisfactory; I= Room for Improvement; N/A = Not Applicable)

<b>Vocal Qualities</b>	<b>Rating Scale</b>		
	<b>S</b>	<b>I</b>	<b>N/A</b>
Quality (pitch/tone/resonance)			
Rate			
Volume/projection			
Vocal variety (intonation, stress)			
Distracting fillers (um, like, well, ah)			
Pronunciation/dialect/accent (clarity, vowels, consonants)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
<b>Nonverbal Behaviors</b>			
Posture/stance			
Facial Expression			
Eye contact			
Body movement/gestures			
Distracting behaviors (hands in pockets, jingling coins, etc.)			
Overall physical appearance/camera appearance			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
<b>Presentation Style</b>			
Poise (relaxed, comfortable, approachable)			
Humor (uses humor effectively)			
Inclusion (involves all learners)			
Sensitivity (respectful of cultural/gender/racial/personal differences)			
Caring/Empathetic (Demonstrates concern for others)			
Listening (listened and allowed time for learner responses)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			

Time Management	Rating Scale		
	S	I	N/A
Arrived on time			
Managed instructional time efficiently			
Provided sufficient breaks			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Preparation</b>			
Knowledgeable about course content			
Familiar with course curriculum			
Familiar with audiovisual equipment			
Course materials and handouts prepared in advance			
Audiovisual materials setup up in advance			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Presentation Techniques</b>			
Asked good questions (higher order questions such as comprehension, application, analysis, synthesis, and evaluation)			
Answered questions clearly			
Provided appropriate feedback to learner comments			
Managed group processes effectively (encouraged instructor-learner and learner-learner interaction)			
Adaptable (adjusted presentation to meet changing needs)			
Handled disruptive behavior and problems effectively			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Curriculum</b>			
Established credibility			
Reviewed agenda			
Followed events of instruction (gains attention, presents objectives, connects to experience, presents materials, etc.)			
Followed course curriculum			
Varied instructional methods			
Content presentation well organized (clear beginning, middle and end)			
Maintained course pace and flow			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			

## **Group Exercise – Classroom Management Issues**

How would you respond to the following in your training class?

1. Someone is sleeping in your class quietly
2. Someone is sleeping in a distracting way (snoring or breathing loudly)
3. Someone is doing other work while you are conducting the training
4. Someone's cell phone keeps ringing
5. Someone comes in late to the training
6. Someone in the class never participates in the discussion
7. Someone in the class gets up and turns on the TV behind you
8. One group of students in the class are not doing their group activity
9. The group has little or no interest in the training
10. Someone is rude and very confrontational
11. Someone has a bad attitude and is trying to cause trouble.
12. Someone in the class starts complaining about indoor air quality in their work area.
13. Someone in the class starts complaining about the lack of support for safety in their work area.
14. Someone starts a telling a story that goes on forever
15. Someone asks a question that you have already asked and answered
16. Someone starts arguing with you about how to interpret the OSHA regulations
17. Someone asks a completely irrelevant question
18. Everyone sits in the back of the room

# Unit #7

## ADDIE Model—Evaluation

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Explain the different methods for evaluating programs

Slide 1

**Train-the-Trainer**

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Unit 7: ADDIE Model – Evaluation

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Slide 2

**5. Evaluation Levels (Kirkpatrick)**

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1. Reaction (impact)
2. Learning (test, impact)
3. Behavior (transfer, outcome)
4. Results (return on investment, outcome)

2

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## Example Evaluation Form

Course Date: \_\_\_\_\_ Course Name: \_\_\_\_\_

Course Location: \_\_\_\_\_

Course Instructor(s): \_\_\_\_\_

Please circle the number that best represents your opinion. If you mark 2 or 1, please explain in the comments section below or on the back of this form.

	(5) Strongly agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly disagree	(0) Don't Know or Not Applicable
<b>Instructor(s)</b>						
1. The instructor(s) were knowledgeable.	5	4	3	2	1	0
2. The instructor(s) had good communication skills.	5	4	3	2	1	0
3. The instructor(s) were prepared and organized.	5	4	3	2	1	0
4. The instructor(s) answered my questions.	5	4	3	2	1	0
<b>Course Content</b>						
5. The course content was applicable to my job.	5	4	3	2	1	0
6. The course content was up-to-date.	5	4	3	2	1	0
7. The course objectives were met.	5	4	3	2	1	0
8. The course was presented at a comfortable pace.	5	4	3	2	1	0
<b>Course Materials</b>						
9. The course handouts were useful and clear.	5	4	3	2	1	0
10. The PowerPoint slides were useful and clear.	5	4	3	2	1	0
11. The videos were useful and clear.	5	4	3	2	1	0
12. The group activities were useful and clear.	5	4	3	2	1	0
<b>Facilities</b>						
13. The training facilities were comfortable.	5	4	3	2	1	0
<b>Course Overall</b>						
14. I was very satisfied with the course.	5	4	3	2	1	0
15. I would recommend this course to others.	5	4	3	2	1	0
16. I learned a lot from this course.	5	4	3	2	1	0
17. The course had a good mix of lecture, discussion, videos, and group activities.	5	4	3	2	1	0

What did you like best about this course?

What would you change to improve this course?

# Unit #8

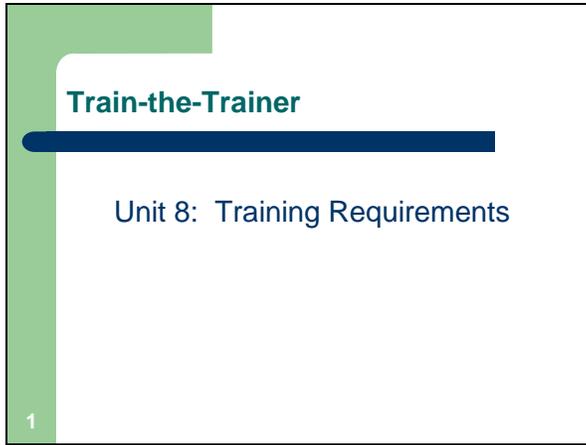
## Training Requirements

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Describe general requirements applicable to conducting training
2. Develop a procedure for maintaining training records

Slide 1



**Train-the-Trainer**

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Unit 8: Training Requirements

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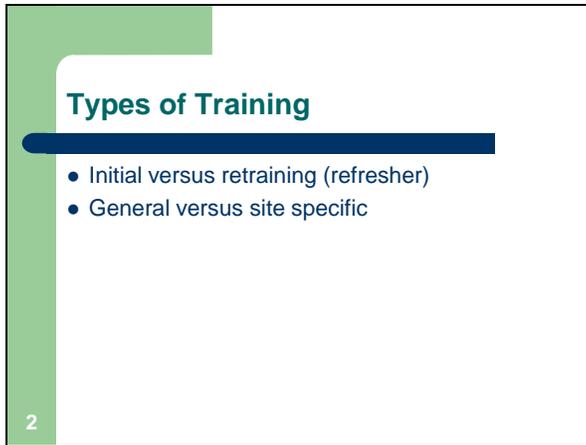
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Slide 2



**Types of Training**

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- Initial versus retraining (refresher)
- General versus site specific

2

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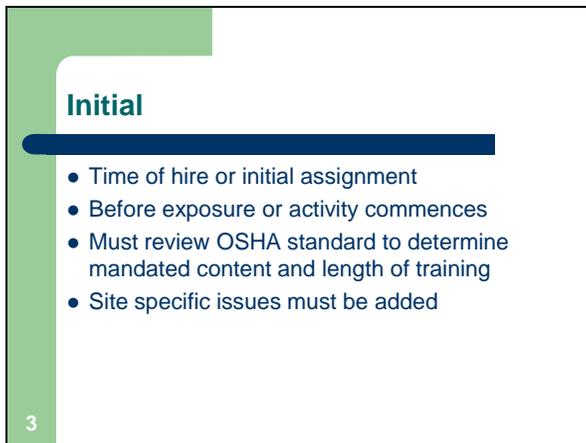
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Slide 3



**Initial**

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- Time of hire or initial assignment
- Before exposure or activity commences
- Must review OSHA standard to determine mandated content and length of training
- Site specific issues must be added

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Slide 4

**Retraining**

- Must review specific OSHA standard to identify mandated content, length of training or frequency
- Site specific issues must be added
- Needed if any one of the following exists:
  - New hazard or activity is introduced
  - Change in operations that impacts on risks
  - Evidence of problems

4

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Slide 5

**Major Federal Laws**

- 29 CFR 1910 – General Industry Standards (USDOL OSHA)
- 29 CFR 1926 – Construction Standards (USDOL OSHA)

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Slide 6

**Training Record Recommendations**

- OSHA requirements vary by standard – must look at each applicable standard
- No universal standard for training records – depends on standard and employer policy
- Other standards or guidelines beyond OSHA may apply (e.g., EPA, First Aid Certification)
- Recommendations that follow cover all standards

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Slide 7

**Certifications**

- Some OSHA standards require that attendees be certified or receive a certification at the end of the training
- Certification generally means a formal assessment of learning was conducted such as a written test

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Slide 8

**Certification Example – Powered Platforms**

- **1910.66(i)(1)(v)** The employer shall certify that employees have been trained in operating and inspecting a working platform by preparing a certification record which includes the identity of the person trained, the signature of the employer or the person who conducted the training and the date that training was completed. The certification record shall be prepared at the completion of the training required in paragraph (i)(1)(ii) of this section, and shall be maintained in a file for the duration of the employee's employment. The certification record shall be kept readily available for review by the Assistant Secretary of Labor or the Assistant Secretary's representative.

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Slide 9

**Certification Example – LO/TO**

- **1910.147(c)(7)(iv)** The employer shall certify that employee training has been accomplished and is being kept up to date. The certification shall contain each employee's name and dates of training.

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Slide  
10

**Records for Each Training Session**

- Title of training
- Type of training (initial, retraining)
- Date(s) and time(s) of training
- Length of training in hours
- Location of training
- Language of training

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Slide  
11

**Records for Each Training Session**

- Names and qualifications of instructor
- Training objectives
- Names and titles of people trained (signatures not required but recommended)
- Unique identifier for each attendee
- Signatures of instructors
- Contents or summary of training

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Slide  
12

**Records for Each Training Session**

- Training agenda or outline
- Copies of training materials
- List of AV used materials used
- Copies of handouts
- Means used to verify learning or certification
- Evaluations/assessments
- Copies of certifications, if applicable

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Slide  
13



**Record Retention**

- Duration of employment plus three years or employer policy

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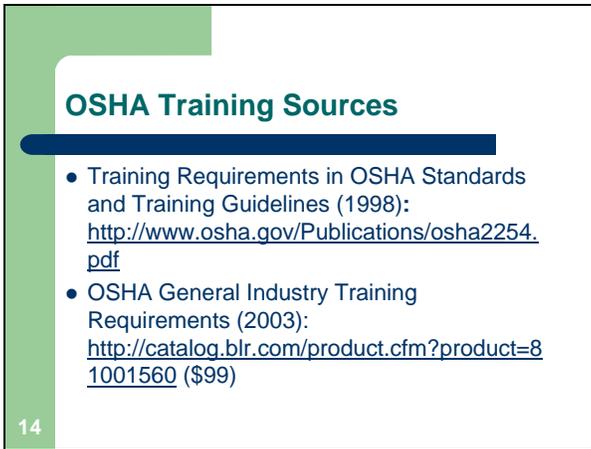
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Slide  
14



**OSHA Training Sources**

- Training Requirements in OSHA Standards and Training Guidelines (1998):  
<http://www.osha.gov/Publications/osha2254.pdf>
- OSHA General Industry Training Requirements (2003):  
<http://catalog.blr.com/product.cfm?product=81001560> (\$99)

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## Potentially Applicable General Industry Training Standards

General Industry Standard	Scope
Emergency action plans (1910.38)	Employees and those who will assist with evacuations
Fire prevention plans (1910.39)	Employees
Powered Platforms for Building Maintenance (1910.66)	Operators
Vehicle-mounted elevating and rotating work platforms (1910.67)	Operators
Noise (1910.95)	Employees exposed to excessive noise
Storage and handling of anhydrous ammonia (1910.119)	Unloading operators
Process Safety Management 1910.119	operators
Hazardous Waste Operations (1910.120)	General Site Workers
	Workers onsite occasionally
	Workers onsite but no respirators needed
	Management and supervisors
Emergency Response (1910.120)	First responder awareness level
	First responder operations level
	Hazardous materials technician
	Hazardous materials specialist
	On Scene Incident Commander
RCRA (1910.120)	Employees at treatment, storage and disposal facilities
Personal protective equipment 1910.132	employees required to wear PPE
Respiratory Protection (1910.134)	Employees who use respirators
	Fit-testing of Employees who use respirators
Specifications for Accident Prevention Signs and Tags (1910.145)	Employees
Permit Required Confined Spaces (1910.146)	Authorized Entrant
	Attendants
	Entry Supervisors
	Rescue & Emergency Services
The Control of Hazardous Energy --LO/TO (1910.147)	Authorized Employee
	Affected Employee
	All other employees
Medical Services and First Aid (1910.151)	First aid responders
Fire Brigades (1910.156)	Fire brigade members
Portable Fire Extinguishers (1910.157)	Employees who will use fire extinguishers
Servicing of Multi-piece and Single-Piece Rim Wheels (1910.177)	Service technicians
Powered Industrial Trucks (1910.178)	Operators - Classroom
	Operators - Driving Evaluation

Mechanical Power Presses (1910.217)	Operators; maintenance personnel
Welding, Cutting, and Brazing (1910.252)	Welders and supervisors
Oxygen-Fuel Gas Welding and Cutting (1910.253)	Welders
Arc Welding and Cutting (1910.254)	Welders
Resistance Welding (1910.255)	Welders
Electric Power Generation, Transmission, and Distribution (1910.269)	Employees Potentially Exposed
Electrical (1910.332)	Employee facing electrical shock risk
Asbestos (1910.1001)	Employee exposed above the action level
Access to Employee Exposure and Medical Records (1910.1020)	Employee notification annually
Lead (1910.1025)	potentially exposed to airborne lead
Cadmium 1910.1027	potentially exposed to cadmium
Benzene (1910.1028)	exposed above action level
Bloodborne Pathogens (1910.1030)	Potentially exposed individuals
Ethylene oxide (1910.1047)	exposed above action level
Formaldehyde (1910.1048)	exposed at or above 0.1ppm
Hazard Communication (1910.1200)	Employees Potentially Exposed
Laboratories (1910.1450)	Chemical Hygiene Officer
	Laboratory Employees

# Unit #9

## Introduction to OSHA

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Deliver the “Introduction to OSHA” module to other workers

## Lesson Plan

Target Audience:	
Topic:	
Learning Objectives: (Who, action, condition and standard that is measurable and related to learning domains. One must be application, analysis, synthesis or evaluation. 1.  2.  3.  4.	
Lesson Outline (Using the nine events of instruction)	
Time	Instructional Methods/Learning Activities
How is this applicable to participants' job?	
Assessment	

## Classroom Trainer Self-Evaluation Form

Trainer Name:	Name of Class
Date/Times:	

Scale (S = Satisfactory; I= Room for Improvement; N/A = Not Applicable)

Vocal Qualities	Rating Scale		
	S	I	N/A
Quality (pitch/tone/resonance)			
Rate			
Volume/projection			
Vocal variety (intonation, stress)			
Distracting fillers (um, like, well, ah)			
Pronunciation/dialect/accent (clarity, vowels, consonants)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
Nonverbal Behaviors			
Posture/stance			
Facial Expression			
Eye contact			
Body movement/gestures			
Distracting behaviors (hands in pockets, jingling coins, etc.)			
Overall physical appearance/camera appearance			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
Presentation Style			
Poise (relaxed, comfortable, approachable)			
Humor (uses humor effectively)			
Inclusion (involves all learners)			
Sensitivity (respectful of cultural/gender/racial/personal differences)			
Caring/Empathetic (Demonstrates concern for others)			
Listening (listened and allowed time for learner responses)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			

<b>Time Management</b>	<b>Rating Scale</b>		
	<b>S</b>	<b>I</b>	<b>N/A</b>
Arrived on time			
Managed instructional time efficiently			
Provided sufficient breaks			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Preparation</b>			
Knowledgeable about course content			
Familiar with course curriculum			
Familiar with audiovisual equipment			
Course materials and handouts prepared in advance			
Audiovisual materials setup up in advance			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Presentation Techniques</b>			
Asked good questions (higher order questions such as comprehension, application, analysis, synthesis, and evaluation)			
Answered questions clearly			
Provided appropriate feedback to learner comments			
Managed group processes effectively (encouraged instructor-learner and learner-learner interaction)			
Adaptable (adjusted presentation to meet changing needs)			
Handled disruptive behavior and problems effectively			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Curriculum</b>			
Established credibility			
Reviewed agenda			
Followed events of instruction (gains attention, presents objectives, connects to experience, presents materials, etc.)			
Followed course curriculum			
Varied instructional methods			
Content presentation well organized (clear beginning, middle and end)			
Maintained course pace and flow			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			

# Unit #10

## Ergonomics

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Deliver the Ergonomic module to other workers

## Lesson Plan

Target Audience:	
Topic:	
Learning Objectives: (Who, action, condition and standard that is measurable and related to learning domains. One must be application, analysis, synthesis or evaluation. 1. 2. 3. 4.	
Lesson Outline (Using the nine events of instruction)	
Time	Instructional Methods/Learning Activities
How is this applicable to participants' job?	
Assessment	

## Classroom Trainer Self-Evaluation Form

Trainer Name:	Name of Class
Date/Times:	

Scale (S = Satisfactory; I= Room for Improvement; N/A = Not Applicable)

<b>Vocal Qualities</b>	<b>Rating Scale</b>		
	<b>S</b>	<b>I</b>	<b>N/A</b>
Quality (pitch/tone/resonance)			
Rate			
Volume/projection			
Vocal variety (intonation, stress)			
Distracting fillers (um, like, well, ah)			
Pronunciation/dialect/accent (clarity, vowels, consonants)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
<b>Nonverbal Behaviors</b>			
Posture/stance			
Facial Expression			
Eye contact			
Body movement/gestures			
Distracting behaviors (hands in pockets, jingling coins, etc.)			
Overall physical appearance/camera appearance			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			
<b>Presentation Style</b>			
Poise (relaxed, comfortable, approachable)			
Humor (uses humor effectively)			
Inclusion (involves all learners)			
Sensitivity (respectful of cultural/gender/racial/personal differences)			
Caring/Empathetic (Demonstrates concern for others)			
Listening (listened and allowed time for learner responses)			
Overall:    Excellent    ( 5 4 3 2 1 )    Poor			
Comments			

Time Management	Rating Scale		
	S	I	N/A
Arrived on time			
Managed instructional time efficiently			
Provided sufficient breaks			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Preparation</b>			
Knowledgeable about course content			
Familiar with course curriculum			
Familiar with audiovisual equipment			
Course materials and handouts prepared in advance			
Audiovisual materials setup up in advance			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Presentation Techniques</b>			
Asked good questions (higher order questions such as comprehension, application, analysis, synthesis, and evaluation)			
Answered questions clearly			
Provided appropriate feedback to learner comments			
Managed group processes effectively (encouraged instructor-learner and learner-learner interaction)			
Adaptable (adjusted presentation to meet changing needs)			
Handled disruptive behavior and problems effectively			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			
<b>Curriculum</b>			
Established credibility			
Reviewed agenda			
Followed events of instruction (gains attention, presents objectives, connects to experience, presents materials, etc.)			
Followed course curriculum			
Varied instructional methods			
Content presentation well organized (clear beginning, middle and end)			
Maintained course pace and flow			
Overall: Excellent ( 5 4 3 2 1 ) Poor			
Comments			

# Unit #11

## Developing an Action Plan

### Learning Objectives:

At the end of this unit, participants will be able to:

1. Develop an action plan to conduct peer training to other workers with specific tasks and timeline.

## Unit #11: Developing an Action Plan

**Directions:** You will be divided into groups. As a group, develop answers to the following questions. Be prepared to discuss your results.

1. What are the three (3) most important **worker** occupational safety and health training needs at your facilities?
2. What are the three (3) **greatest obstacles or barriers** you think you will face in attempting to deliver occupational safety and health training to other workers at your facilities?
3. For the three (3) obstacles or barriers you identified in Question 2, list strategies you could implement that might overcome the obstacles or barriers.
4. What additional training or resources do you need, at this point, to teach the “Introduction to OSHA” module?



9. In order to help trainers improve their training, all trainers should have the opportunity to exchange information about best practices on some regular basis with other trainers. How should this exchange of information be organized? (For example, through a website, through email, through regular face-the-face meetings.) Develop a strategy for what you think will work for you and your fellow trainers so you can find out what others are doing.

10. What support would you like to see from management for this program?

11. What support would you like to see from the NJ AFL-CIO for this program?

12. What changes would need to be made to the existing system of delivering training in order for trainers to deliver training and provide the required training records to NJAFL-CIO?

13. Outline action steps you should take in the following time periods to ensure delivery of the required training:

a. Three (3) months:

b. Six (6) months:

c. One (1) year: