

## MODULES

- Infection Prevention
- Musculoskeletal Safety
- Workers' Rights and Responsibilities

**This Trainer's Guide** was created by the New Mexico Direct Caregivers Coalition (NMDCC) and is designed for New Mexico caregivers (Personal Care Assistants, Home Health Aides and Homemakers). The curriculum is also appropriate for Direct Support staff, Community Health Workers, Community Health Representatives and allied services like kitchen and custodial staff.

The Handbook and educational slides are meant to be used with the Participant Handbook as a package, delivered in person by NMDCC-certified Master Trainers.

New Mexico Direct Caregivers Coalition is grateful to numerous individuals, organizations and advocates who have been helpful in creating this curriculum. First, these materials would not have been possible without Amber Gallup Rodriguez, curriculum specialist, and Sam Tung, illustrator.

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Finally, caregivers, direct support staff and their managers and supervisors from the following organizations deserve mention because they have informed this curriculum and are the reason we conduct the work we do:

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**Employees and contracted staff of agencies serving those with disabilities:**

- A Better Way of Living
- Cerebral Palsy Support Group of University of New Mexico
- ENMRSH, Inc.
- Independent Living Resource Center
- Self-Directed Choices
- Mandy's Farm
- Mi Via Waiver Providers
- San Juan Center for Independence
- Tobosa
- Tresco
- United Healthcare Community Plan
- Numerous consumers and care recipients
- Numerous individual direct support staff, family members and jobseekers

**Employees and contracted staff of agencies serving those who are Elderly (senior centers, home health, assisted living and community settings)**

- ABQ-GED
- Ambercare
- At-Home Personal Care Services
- Community Health Representatives (CHRs) of the following pueblos:
  - Isleta
  - Jemez
  - Pojoaque
  - Sandia
  - San Felipe
  - Santa Clara
  - Santo Domingo
  - Taos
- Enchantment Legacy
- Jicarilla Apache
- Navajo Nation providers
- Soaring Eagles Home Care
- United Healthcare Community Plan
- Numerous consumers and care recipients
- Numerous individual caregivers, Community Health Workers, unpaid family caregivers and jobseekers

We encourage readers to send comments and suggestions for improvement to [info@nmdcc.org](mailto:info@nmdcc.org).

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# Training Overview

This four-hour, in-person training introduces direct caregivers (Personal Care Assistants, Home Health Aides, Nursing Attendants and Orderlies and related occupations) to health and safety skills related to the prevention of infectious disease and musculoskeletal injury. The training also introduces caregivers to their rights and responsibilities as workers. While a pre-test/post-test is used to measure some learning, this training emphasizes hands-on skill demonstration, collaborative problem-solving and reflection.

**TIME NEEDED:** 4 hours

## Learning Objectives

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

- Demonstrate proper hand-washing techniques and the use of personal protective equipment (PPE)
- Describe how to prevent the transmission of bloodborne pathogens
- Demonstrate proper body mechanics for job-related tasks, including lifting
- Demonstrate the use of assistive devices, including transfer boards, slide sheets and gait belts
- Identify and request the need for assistance in physical tasks
- Identify key workers' rights and responsibilities
- Raise health and safety concerns with supervisors and file complaints without fear of retaliation

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## MATERIALS:

- Copies of the Participant Handbook – one copy per participant
- Laptop
- LCD projector and screen
- PowerPoint
- Whiteboard or flipchart with markers
- Scissors
- Tape
- A stack of blank white paper
- Extra sets of colored markers
- Gait belts
- Black light and solution to show germs
- Pump-dispenser of liquid soap
- Plain, large index cards
- Roll of paper towels
- Small basin for water
- Small waste basket (can use plastic bags, if necessary)
- Box of latex gloves
- Copies of the Pre-Test and Post-Test. Be sure you have a copy of both tests for each participant.
- Small box that contains a small load – books or other supplies
- A watch with a second hand or a smartphone with a timer on it
- *Health and Safety Conversion* cards
- *FAQ Find-Your-Match* cards
- *Review Game* cards
- Copies of the *OSHA Complaint Form and Online Complaint Form*. The forms are located at the following two URLs. Note the Spanish version:
  - > OSHA (Written) Complaint Form: [www.osha.gov/oshforms/osha7.pdf](http://www.osha.gov/oshforms/osha7.pdf)
  - > [Spanish version of written form: [www.osha.gov/oshforms/OSHA7\\_SPANISH.pdf](http://www.osha.gov/oshforms/OSHA7_SPANISH.pdf)]
  - > OSHA Online Complaint Form: [link to www.osha.gov/pls/osha7/eComplaintForm.html](http://www.osha.gov/pls/osha7/eComplaintForm.html)

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## PREPARATION:

- Set up laptop and projector.
- Set up training room so that chairs and tables are in a semi-circle formation. Participants should be able to face and interact easily with each other, while also facing the front of the room where projector and whiteboard are stationed.
- *Health and Safety Conversation* cards from **Appendix 1**, located at the end of this Trainer's Guide, will have been cut and laminated for Master Trainer. Each set of cards should be placed face-down in stacks in preparation for **Section II**. Depending on class size (ideal = 25), make enough stacks so that every group of 3 participants has a stack.
- *FAQ Find-Your-Match* cards from **Appendix 2** will have been cut and laminated for the Master Trainer. These, too, will be used in **Section III**.
- If you are facilitating this training outside of New Mexico, you will likely need to change some or all of the OSHA regional contact information listed in Handout 3. Be sure to make the appropriate changes before making copies of the handouts for participants.
- Using a bright-colored marker, write the following at the very top of each of the index cards you brought (see Materials, above):
  - > **3 things to keep me safe and healthy at work:**
- The *Review Game* cards, described in **Appendix 3**, will also have been cut and laminated for the Trainer. Get these and the tape ready for quick use in the game in **Section XII**.

## Guidelines and Suggestions for Trainers

- This training has been designed to be participatory. It encourages discussion, reflection, collaboration and hands-on practice as much as possible. These and other techniques that are employed in this training help adults learn and remember important information. Keep lectures to a minimum. Encourage questions, discussion and even disagreement. Encourage participants to make connections between the new content and their own work and personal experiences.
- This training is also competency-based, meaning that it emphasizes concrete skills as opposed to abstract information. Whenever possible, give participants the opportunity to discuss and practice how the new information relates to their daily work as caregivers.

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- Check **frequently** to make sure participants understand new content. Ask:
  - > ***“Do you have any questions?”***
  - > ***“Would you like me to go over anything again?”***
  - > ***“Do you have any experience with this that you’d like to share?”***
- Remember that some participants may speak English as a second (or third or fourth!) language. Speak clearly and not too quickly. Give pictures and illustrations, examples and demonstrations whenever possible. Encourage participants to interpret and translate for each other, whenever possible.
- Remember that some participants may not read well and/or may have limited education and/or negative experiences with education in the past. Keep these possibilities in mind when asking people to read (out loud, silently or in groups). For some people, it may help to read the pre-/post-test to them instead of asking them to read it. Respect these differences; be patient and flexible. There are many ways to learn and remember information!
- Throughout this training, participants are encouraged to talk about their work and those for whom they care. **Always uphold the principle of consumer confidentiality.** Remind participants to avoid using client or consumer names or distinguishing characteristics when they discuss these experiences; encourage them to safeguard the privacy and dignity of the recipient.
- This training has been created to be interactive. There are many opportunities for participants to work in pairs and groups, building knowledge together. We have not provided specific guidance in how to break participants up into groups. Some trainers like to use various strategies for creating groups, such as counting off, or having people who are wearing similar colors form groups, etc. Other trainers just like to ask participants to choose their own groups provided they follow certain guidelines (such as choosing different people to work with each time). However you choose to form working groups, keep the following guidelines in mind:
  - > Generally speaking, encourage people to work with a variety of other training participants. Avoid allowing people to exclusively work with the same person each time they divide into pairs and groups. Participants will learn more from speaking with others, not just those they already know or happen to be sitting next to.
  - > If you have a mix of languages in the training group, be sure that they are supported. If there are a handful of people who speak Spanish, for example,

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- they may prefer to work together, where they can communicate easily and interpret for each other. This is perfectly fine; remember, the goal is to learn.
- > It's fine to assign participants to small groups, and it's also fine to allow them to choose their own, provided all participants' needs are being met. Experiment with what works best for you and for the unique group of participants.
  - It is assumed that you, as a Master Trainer, have expertise in direct care topics and can expertly demonstrate numerous safety techniques in the sections on bloodborne pathogens and musculoskeletal safety. If this is not the case, please arrange to have a healthcare educator visit your training sessions to conduct these demonstrations and supervise your practice sessions.
  - Keep closely to time limits that are indicated in this guide. Ask participants to return *promptly* from breaks. You must adhere closely to the schedule in order to complete the training in four hours. Begin on time; the timing for the beginning of the training is slightly padded to allow for late arrivals.



# I. • Welcome, Overview, Introductions, and Pre-test (20 minutes)

**SLIDE 1** • Welcome participants to “Health and Safety for Caregivers.” Make sure everyone has signed the Sign-In Sheet that also includes two short questions that will help NMDCC measure impact evaluation: 1) involvement in workplace safety after the training, and 2) examples of how the trainee stays safe at work.

- Introduce yourself and the New Mexico Direct Caregivers Coalition (NMDCC).

**SLIDE 2** • Point out the following:

- > This training was made possible by a grant from the Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labor.
- > OSHA recognizes your jobs can often be difficult and dangerous and wants to make sure your health and safety are protected while on the job – as well as that of the people you care for.

**SLIDE 3** • Ask participants to briefly introduce themselves by answering the 3 questions on this slide. Model it yourself first before you ask participants to begin, in order to break the ice and so that they see how brief it should be.

**SLIDE 4** • Introduce the training content by going over the learning objectives. Check to see if there are any questions.

**SLIDE 5** • Go over the training agenda with participants. Ask if there are any questions.

- Go over any “ground rules” or working agreements you would like participants to uphold in this training. If you have time, you may wish to develop these together. If you have a big group and therefore more limited time, you may wish to list the “ground rules” that mean the most to you and ask for their agreement. These may include:
  - > Please keep cell phone ringers off or on “vibrate”; step out if you must take a call. Please do not text or check social media during the training.
  - > Listen respectfully when other people are speaking. Encourage others to share.

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- > Participate as much as possible. Your experiences help others learn.
- Go over any housekeeping information. Make sure participants know:
  - > The location of restrooms and exits (particularly those that are compliant with the Americans with Disabilities Act - ADA)
  - > The timing of the break
  - > Any other important information related to the facility, training schedule, or refreshments.
- Administer the pre-test. Say:

***“One way to check your learning is to give the same test before and after a training. That way, we can measure the success of the training. This is not a test in any traditional sense. It is not used to rank people or give grades at the end of the training. It exists to give me and others at NMDCC an idea of what’s working and what needs to be improved. So, we’re going to ask you to take a quick pre-test and give you the same test after the training and see how your answers change.”***

- Distribute copies of the Pre-Test. Ask trainees to write their name and the date on the lines provided. Go over the instructions together. Tell them they have about 10 minutes to complete the test. Remind them that it’s fine if they don’t know the answers to any or all of these questions. Ask them to begin.
- Collect all Pre-Tests after about 10 minutes.
- Transition to the next activity by saying: ***“Let’s begin by talking about what we already know about staying safe and healthy at work.”***

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## II. • Connect and Reflect (20 minutes)

**SLIDE 6** • Write the term hazard on the board or flipchart. Ask people what it means. You can then refer to the Key Terms at the beginning of Participant Handbook.

- Say: ***“Today, we’ll be talking about dangers or risks to your health and safety on the job.”***
- Ask participants to give you an example of a safety hazard they might encounter on the job. Point out that safety hazards threaten a person’s physical safety; for example, ice is a safety hazard because it could cause a fall.
- Ask participants to give you an example of a health hazard they might encounter on the job. Point out that health hazards can cause infection or sickness. For example, used syringes in the home can stick a worker, leading to a bloodborne infection like the human immunodeficiency virus (HIV).
- Point out that, in this activity, trainees will be asking and answering questions that have to do with health and safety hazards they find in the homes where they work. You want to make sure everyone understands the terms, reviewing the Key Terms at beginning of Participant Handbook.
- Ask trainees what job title they most commonly use (Home Health Aide, Direct Support Staff, etc.) Also ask trainees to tell you how they generally refer to the person they care for (individual, care recipient, client, etc.). Remind trainees that the individual, care recipient or client has the final say over matters having to do with his or her health.
- Ask participants to get into groups of 3. Give each group a face-down stack of *Health and Safety Conversation Cards* prepared from **Appendix 1** (See **Preparation**, above). Give them the following instructions:
  - > ***“When I ask you to begin, one person in each group should pull a card and ask the question of the other people in the group. Those people should respond to the question with as much detail as they can. When both people have responded, another group member should take a turn.”***
  - > ***“Continue taking turns in this way until all the conversation cards have been used, or until your time is up! You have about 10 minutes to ask and answer the questions in your groups.”***
  - > ***“Try to answer with as much detail as you can. Ask follow-up questions to get more information from your group members.”***

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- Check for understanding. When you are sure all participants understand what to do, ask them to begin.
- While participants are discussing the questions, walk among them to listen and encourage people to tell their stories and answer thoroughly. Model how to ask follow-up questions. Periodically let people know how much time they have remaining.
- After about 10 minutes, bring the whole class together again. Debrief the questions and pause where indicated to any additional information from the slide:
  1. ***“What are the most dangerous parts of your job?”***
  2. ***“Do you use gloves or masks when you are working? Why or why not?”***
  3. ***“Have you ever seen a consumer smoke while using oxygen?”***
  4. ***“Have you ever hurt your back or another body part on the job? If so, what happened?”***
  5. ***“Have you ever fallen on the job? If so, what happened?”***
  6. ***“Have you ever gotten sick as a result of your job? If so, what happened?”***

**SLIDES 7-10** • Use these slides to introduce common injuries and other risks that caregivers commonly face. Discuss the information. What is surprising to them? What isn't surprising?

- Continue debriefing the last two questions:
  7. ***“Do you speak up when you notice safety or health hazards on the job?”***
  8. ***“What do you think keeps caregivers from speaking up about hazards in the homes where they work?”***

As you discuss these last two questions, encourage participants to think of all the reasons workers might not report hazards. (These may include fear of being fired by the consumer or the agency, fear of causing a problem for the consumer, a lack of understanding that the hazard is serious, or a feeling that nothing can be done about the hazard.)

- Ask participants to open their **Participant Handbook** to **Handout 1**. Tell them that these are key words and terms used in this training. Point out the terms hazard and injury, which they just discussed, and say that they will hear these terms and more in the next few hours.

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## IV. • Infection Prevention (55 minutes)

### NOTE TO TRAINER:

Please make sure that the following items are set out on a table in the front of the room (see Materials and Preparation, above):

- Liquid soap in a pump
- Clean paper towels
- A basin of warm water
- Wastebasket
- Box of rubber gloves

Also, make sure you have your black light set up and your solution that shows germs.

To introduce this section, say:

***“When we think about safety on the job, we often think about slips, trips, and falls and musculoskeletal injuries. We will talk about those today. But first, we’re going to focus on health hazards – in particular, those hazards that have to do with the transmission of disease and germs that spread through the blood and body fluids.”***

- Facilitate a brief brainstorming session with participants, using the following questions as conversation starters. As they answer the questions, write their answers on the board or flipchart and discuss them briefly:
- What kinds of sicknesses or infections might you be exposed to on your job?
- What are the most dangerous infections you have to watch out for, as a caregiver?
- How do you get these infections? How do they spread?

**SLIDES 11-21** • Go over the information on the slides interactively, pausing frequently to ask questions, ask for participants’ experiences and stories, and check comprehension.

- > On **Slide 13**, be sure to emphasize and discuss how infections are transmitted.

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- > On **Slide 14** (Chain of Infection) explain the illustration in the following way:
  - A **reservoir** is the source of the pathogen. It can be a human, an animal or the environment.
  - The **susceptible host** is the new person who gets infected.
  - The **mode of transmission** is the way the pathogen gets from the reservoir to susceptible host.
  - **Example:** Mrs. Lujan (reservoir) coughed (mode of transmission) on Joella (susceptible host).
- Direct participants' attention to **Handout 2** in their **Participant Handbook**, which contains the same information presented in the PowerPoint.

**SLIDE 15** • Direct participants' attention to the illustration on the front of their handouts packet. It is also reproduced on this slide, but may be easier to see on paper. Facilitate a discussion of this illustration using the following questions, and note their responses on the board or flipchart:

- ***“Who are the people in the picture?”***
- ***“What are they doing?”***
- ***“What signs of good infection prevention do you see?”***
- ***“What do you do to prevent becoming infected on the job?”***

**SLIDES 16-21** • Introduce Standard Precautions with these slides.

- Introduce the next activity by saying:
  - > ***“Your Handout 3 gives a lot of information about Standard Precautions. You can keep it with you at work to help you remember.”***
  - > ***“Right now, I’m going to divide you into 4 groups. Each group is going to read about one part of Standard Precautions.”***
  - > ***“Your group will answer some questions and present what you know to the rest of the class.”***
- Ask participants to open to **Handout 3**. Skim the handout with participants, pointing out the different sections (all of which begin with a small illustration).

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- Divide the class into 4 groups. Assign each group a number. Give them their instructions and tell them they have about 7 minutes to read the section and discuss the 2 questions listed at the bottom of their section:
  - > **Group 1:** Read the section on handwashing.
  - > **Group 2:** Read the section on gloves and other PPE.
  - > **Group 3:** Read the section on sharps.
  - > **Group 4:** Read the section on keeping the environment clean.
- After about 7 minutes, bring the class back together. Ask for quick reportbacks of groups' answers to the discussion questions. Use these reportbacks as a way to introduce all participants to each topic very briefly. Write the names of each section on the board or flipchart as you discuss it.
- Now, ask participants to count off, 1-4, into groups. Ask participants to get up and get into new groups with the other people who have their number. (In other words, all the 1s should sit together in a group, all the 2s in another group, etc.)
- Ask participants to open to **Handout 4**, *Monica's Precautions*. Read the scenario out loud. Check to see if there are any questions about the scenario.
- Remind them that each person in their group read a different section of the handout so that person can be the "expert" on an element of that topic. Ask trainees to work together to answer the questions on the handout. Everybody has a role to play. They have about 10 minutes to work.
- While groups are working, walk among them to listen and assist as needed.
- After about 10 minutes, or when groups are done, bring the class back together. Debrief the questions, asking volunteers to share their responses. Discuss each answer.
- Briefly go over the last section on **Handout 5**, about *Universal Cleaning and Disinfecting Solution*.

**SLIDES 18-19** • Go over the instructions for handwashing. Model handwashing after you present the slides, using the items you have prepared. Use the germ-showing solution and the black light to show how important it is to wash thoroughly. Encourage participants to give their own examples and stories from their own experience, and to ask questions.

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- Ask participants to turn to **Handout 6**, which provides the same handwashing instructions as those listed on the slides. Show them where you have set up a handwashing station. Ask 1-2 to volunteer washing their hands and following the instructions on the slide/handout. All should observe each other to make sure they follow the procedure exactly. Encourage trainees to use the germ solution and the black light, so they have an idea of how effective their handwashing is.
- As groups work, walk among them to observe and correct their procedure, as needed.
- When they are finished, bring the class back together. Ask them what they learned while doing this activity, and what – if anything - they might change as a result of having done it.

**SLIDE 20-21** • Use these slides to describe how to put on and take off gloves. As you present the instructions, model them with gloves.

- Ask everyone to practice putting on and taking off gloves, according to the instructions on the slides and on **Handout 6**. As they practice, monitor their technique. Encourage other members of their groups to observe and give helpful feedback.
- Check for questions or comments.

Remind participants that several of the **Handouts** provide instructions on how to use Standard Precautions. Suggest they take these handouts to the job.

**NOTE TO TRAINER:**

Multiple OSHA publications are made available to all Master Trainers who are strongly encouraged to distribute these among trainees.

- Ask for any questions or comments.
- Transition to a 10-minute break. Tell participants exactly what time to return and urge them to be prompt.

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During this 10-minute break, you may wish to set up a loaded box (for safe lifting exercise) and gait belt. These should be located at the front of the room and used as the demonstration area. Walker, wheelchair and transfer board demonstrations may also have been requested by agency. If so, these will be provided to Master Trainer by NMDCC. See **Preparation** in the beginning of this **Trainer's Guide**.

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## V. • Musculoskeletal Safety (55 minutes)

### NOTE TO TRAINER:

Before beginning this section, please make sure that the following items are set out on a table in the front of the room. If possible, you may set up multiple stations to allow for simultaneous practice by several groups of participants at once:

- Bed
- Wheelchair
- Gait belt
- Boxes that contain a small load
- Boxes of latex gloves

- Welcome participants back from break.

**SLIDE 22** • Ask participants what a *musculoskeletal disorder* is, and/or to give some examples.

- > **A DEFINITION:** Injuries or conditions that affect your muscles, bones and joints.
- > **EXAMPLES:** Bone fractures, carpal tunnel syndrome, back ache and shoulder pain
- Introduce the topic by having a brief conversation with participants about their experience with musculoskeletal problems related to their jobs. Encourage them to share their stories and opinions:

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- > *“Have you ever been hurt on the job? What happened?”*
- > *“Do you ever have back or shoulder problems? If so, do you think your job has caused this pain?”*
- > *“What are the symptoms of your musculoskeletal (What hurts you? What does it feel like?)”*
- > *“What do you do to avoid physical injury on the job?”*

- **POINT OUT:** Most healthcare workers have physically demanding jobs, but caregivers often do this difficult work without any help, by themselves in the consumer’s home. So, their rates of injury are often higher than those of other healthcare workers.

**SLIDES 23-26** • Use these slides to give an interactive overview of musculoskeletal safety and direct caregivers. Pause frequently to check for understanding and ask for participant comments and experiences.

- **POINT OUT:** Direct caregivers are at high risk of musculoskeletal injury. It is important to take steps to avoid these injuries on the job.

**SLIDE 27** • Read the scenario and the questions out loud.

- Ask participants to pair up, preferably with someone they have not yet worked with today. Ask them to discuss the questions on the slide and write down their answers. They have about 5 minutes.
- After about 5 minutes, bring the class back together again. Ask for volunteers’ responses to the questions and note their strategies for staying safe on the board. Use this discussion to transition to the next slide on strategies to avoid slips, trips and falls.

**SLIDES 28-30** • Present these strategies. Note those that are similar to the strategies participants mentioned in the previous step, and those that are new or different.

- Point out that **Handout 7** contains all the information that appeared in the PowerPoint presentation on the topic of musculoskeletal safety.

**SLIDE 31** • Go over all the content in this slide. Then, demonstrate each of the 5 tasks listed in the slide using the equipment and available videos.

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- > Safer lifting of heavy objects and importance of not twisting
- > Assisting the consumer to move to the side of the bed and sit up
- > Using a gait belt to transfer the consumer from bed to wheelchair
- > Using a gait belt to help a consumer ambulate (walk)
- > Handling a consumer's fall

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- After **each** demonstration, ask volunteers or – where possible – all participants to *practice* the tasks. If possible, get them into small groups to practice, while you circulate among participants to assist. Keep an eye on your time.
- You need to get through all 5 demonstrations and provide some practice time for volunteers, at minimum. If possible, you may also want to allow participants some time at the end of this section to practice those tasks that were more difficult for them, with your assistance.
- Master Trainers also have access to several short videos that may be used and that depend on the needs of the trainees.
- Reiterate the importance of proper transfer techniques **for the safety of both the caregiver and the consumer.**
- After the discussion on hazard and injury, transition into the next section on workers' rights.

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## VI. • Workers' Rights and Responsibilities (35 minutes)

**SLIDE 32** • Ask participants to get into pairs. Ask participants to turn to **Handout 8**, *Health and Safety Concerns*.

- Tell pairs you would like them to read the handout and then discuss the answers to the questions at the bottom of page. Tell them they have about 7 or 8 minutes to read and discuss.
- When you are sure all pairs understand what to do, ask them to begin. Walk among the pairs to listen and assist as needed. Emphasize the fact that they don't need to take time to write their answers if they don't want to – they can just discuss.
- After about 8 minutes, bring the whole class back together. Ask if there are any questions about the reading. Go over each of the questions, asking volunteers for their answers. Check to see if there are any questions or confusion about the scenario.

**SLIDES 33-34** • Use these slides to introduce the fact that workers can file a complaint with OSHA. Emphasize the following points while you present these slides:

- > If you feel you can, you should report hazards to your employer. If you don't feel you can do so, or if don't feel that your employer is addressing your concerns quickly enough, you have the right to file a complaint.
- > It is illegal for the employer retaliate against you for filing a complaint.
- > Complaints with OSHA for retaliation are called Whistleblower Complaints.
- > Complaints should be filed quickly. If you wait too long, OSHA may not be able to investigate or take any action.
- > Complaints can be made in English, Spanish or any other language.
- Ask participants to open to **Handout 9**. Tell them that the handout contains an introduction to OSHA's mission and an explanation of their rights as caregivers. Carefully check for questions before moving on.
- Ask participants to refer to **Handout 10**. Point out that the handout contains contact information for filing a complaint with OSHA. Unless there is a health and safety emergency at the workplace (in which case, use the telephone), signed

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complaints via mail are recommended by OSHA. Go through the contact information and make sure the participants understand how to use it.

- Assure the participants that OSHA keeps all complaints confidential, and that they can feel free to talk with you after the training today about **confidential** concerns they may have. Tell them that this next activity will help them learn about questions people have about OSHA and filing complaints.
- Give each participant one of the cards created from **Appendix 2, FAQ Find-Your-Match**. If you have more than 16 participants, some will have to work in pairs. There are 8 questions, so there are 16 slips in total. If you have fewer than 16 participants, make sure to avoid leaving someone without a match!
- Explain the activity to participants:
  - > ***“Read your slip of paper. It either contains a question (a frequently-asked question from the OSHA website) or an answer.”***
  - > ***“When I ask you to, stand up and search for your match! Look for the person who has the answer to your question – or the question that matches your answer. Try to read each other’s slips of paper – instead, read your slip out loud to others until you find your match.”***
  - > ***“When you are sure you have found your match, sit down together.”***
- When you are sure everyone understands the activity, ask them to stand up and begin searching. As they do so, walk among them to listen and assist. Pay careful attention to whether pairs who sit down together have found their correct matches.
- When all pairs are seated together, ask each pair to stand and read their question/answer for the group. Discuss each question/answer briefly as a group, and check for understanding and further questions.
- Check for understanding and say:

***“As we have seen, caregivers can face real dangers on the job. Sometimes, they may not speak up about these dangers. However, they should speak up – to keep themselves and the consumers safe. You have a right to health and safety on the job. You also have a right to report hazards or injuries without fear of retaliation; that is, without fear of losing your job. In the next section, we’ll talk about workers’ rights and how to complain without fear.”***

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## VII. • Review Game (20 minutes)

- Tape up the *Review Game* cards from **Appendix 3** on the white board or wall in the chart format and as depicted in **Appendix 3**.
- Divide participants into even-numbered teams. Each team should choose a captain and a scorekeeper (2 different people).
- Explain the rules of the game:
  - > This will be a quick activity to help you review what you have learned.
  - > There are 3 categories of questions in this game: *Workers' Rights*, *Infection Prevention* and *Prevention of Musculoskeletal Injuries* (Point to the labels on the board.)
  - > There are 3 questions under each category. Each one is worth 10, 20 or 30 points.
  - > To decide which team goes first, each captain will think of a number from 1 to 10. The closest to the number I am thinking of gets to choose first.
  - > The team going first can choose the question you want and will have 20 seconds to answer. You must discuss it as a team. When you decide your answer, the team captain will give it.
  - > If your team answers correctly, you get the points! The scorekeeper will keep count of the points.
  - > If your team answers incorrectly, you don't get win points and the opposite team can try to answer that question.
- When you are sure they understand the rules, begin. Keep the game moving quickly – it should be just a brief review. Be sure to time the responses – just 20 seconds.
- When you are finished, check to see if there are any questions or comments about any of the topics covered today.

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## VIII. • Reflection and Action (15 minutes)

- Point out that the things trainees learned today will help keep them safe on the job.
- Ask trainees to think of one important thing they learned today. Give them a couple minutes to think and write down their answer, if they want to.
- Ask for volunteers to share their reflections if you have time.
- Distribute the index cards you prepared (see Materials and Preparation, above) to each participant. Put out the boxes of markers. Give the following instructions:
  - > Think about 3 things you will do or change on the job, as a result of this training. How will you keep yourself safer and healthier? What 3 concrete steps or actions will you take?
  - > Write your actions on this card. Decorate it, if you would like to.
  - > You have 10 minutes.
  - > When you are finished, you will have a reminder – a tool – that you can take with you to work.
  - > It will help you remember to take of yourself as you take care of others.
- If time, ask volunteers to share the job tools they created.

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## **IX. • Conclusion, Evaluation, & Post-Test (15 minutes)**

- Thank everyone for their participation today.
- Administer the post-test. Reiterate that this is not a “test” on which they will receive a grade. Rather, it is meant to show the trainer and NMDCC how effective the training was and what needs to be improved. Give participants as much as 10 minutes to complete the test.
- Distribute the session evaluation. Ask participants to take about 5 minutes to fill it out. Point out that the session evaluation is another tool that will help trainers and NMDCC know what works and what needs to be improved. Ask them to be honest and give detailed responses, if possible. Point out that they do not need to sign their names.
- Finally, ask trainees if they will allow NMDCC to contact them in approximately 90 days by email and/or cell phone to follow up with questions on the answers they gave on the sign-in sheet about their 1) involvement in workplace safety after the training, and 2) examples of how the trainee stays safe at work.
- Announce any next steps and/or make plans to follow up with participants on any information that you promised to get to them (certificate of Completion, questions trainees had, etc.). Make sure everyone signed in.
- Adjourn!

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# Health and Safety for Caregivers

## TRAINER'S GUIDE

### Appendices

#### Appendix 1 • Health & Safety Conversation Cards

**Instructions:** Copy this sheet and cut each copy into cards. Stack the cards. Make enough copies so that every group of 3 participants has a stack of cards.

<p>What are the most dangerous parts of your job?</p>	<p>Have you ever hurt your back or another part of your body while on the job? If so, what happened?</p>
<p>Have you ever fallen on the job? If so, what happened?</p>	<p>Have you ever gotten sick as a result of your job? If so, what happened?</p>

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<p>What are the most dangerous parts of your job?</p>	<p>Have you ever hurt your back or another part of your body while on the job? If so, what happened?</p>
<p>Do you use gloves while you are working? Why or why not?</p>	<p>Have you ever seen a consumer smoke while using oxygen in the home?</p>
<p>Do you speak up when you notice health or safety hazards? Why or why not?</p>	<p>What do you think keeps direct care providers from speaking up about hazards?</p>

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## Appendix 2 • FAQ: Find-Your-Match

**Instructions:** Copy this sheet and cut the copy into slips of paper, separating the questions from the answers. Shuffle the slips.

QUESTIONS	ANSWERS
What should I do if there is a dangerous situation at work?	If you are unsafe at work, you should report the hazard to your supervisor. You may also file a complaint with OSHA. If there is a serious risk of injury, you may have a right to refuse to work.
Am I covered by OSHA?	OSHA covers most private businesses and workers in the United States, including employees of private care/duty agencies. Workers of government agencies also have OSH Act protections in New Mexico.
What if I am injured on the job?	If you are injured, get medical help or call 911. After that, you must notify your employer about the injury.
Can someone file a complaint on my behalf?	Yes, another person can file a complaint for you. Also, if you know about an unsafe workplace (even if you don't work there) you can report that to OSHA.
What happens after I file a complaint?	After you file a complaint, OSHA will evaluate it. OSHA will decide if they should inspect your workplace.
What are my employer's responsibilities?	Employers have the responsibility to provide a safe workplace and make sure you can exercise all your rights as a worker, without retaliation.
What are my rights during an inspection?	You have a right to talk privately with the OSHA inspector before and after the inspection.
Does my employer have to provide Personal Protective Equipment (PPE)? Who pays for it?	Yes, your employer must provide PPE to protect you from injuries and illness. For example, if you need gloves to stay safe on the job, your employer must provide them.

Source: Occupational Safety and Health Administration (2016).

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## Appendix 3 • Review Game

**Instructions:** NMDCC will have copied and laminated review game cards for use by Master Trainers. If not, print game cards by double-side copying column titles (*Workers’ Rights, Infection Prevention, and Prevention of Musculoskeletal Injury*) on one side. On the other side of the page, print review game questions. The cards will be taped up to wall or whiteboard and appear to trainees like this:

Workers’ Rights	Infection Prevention	Prevention of Musculoskeletal Injury
10 points	10 points	10 points
20 points	20 points	20 points
30 points	30 points	30 points

Cards will be printed on the reverse side with the following questions. These questions are asked when a team chooses that question category and the number of points:

Workers’ Rights	Infection Prevention	Prevention of Musculoskeletal Injury
10 points: What part of the U.S. government tries to make sure your workplace is safe and healthy? <i>(Answer: Occupational Safety and Health Administration, or OSHA)</i>	10 points: What does “PPE” stand for? <i>(Answer: Personal Protective Equipment.)</i>	10 points: What is one symptom of musculoskeletal injury? <i>(Answer: Any of these: pain, stiffness, tingling, numbness, swelling)</i>
20 points: What is OSHA’s mission? <i>(Answer: OSHA’s mission is to set and enforce health and safety standards, and to provide training, outreach, education and assistance to workers and employers.)</i>	20 points: Name 3 body fluids that can carry bloodborne pathogens. <i>(Answer: Any of those from Infection Prevention module is correct.)</i>	20 points: True or False: You should be careful to catch the consumer if he falls while you are assisting him to walk or transfer. <i>(Answer: False; you should only assist consumer in lessening their injury if you can do so with no harm to yourself)</i>
30 points: When you file a complaint, is it best to do it in writing or online? <i>(Answer: In writing is best, but it’s also OK to call or file online.)</i>	30 points: True or False: You wash your hands before you put on gloves AND after you take them off? <i>(Answer: True.)</i>	30 points: Name one assistive device helps you transfer or ambulate a consumer more carefully? <i>(Answer: Gait belt, grab bar, shower chair)</i>

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