

**POST-CONFERENCE PROCEEDINGS  
WORKSHOP SESSION SUMMARY  
NIEHS NATIONAL TRAINERS' EXCHANGE  
MARCH 2012**

**1. Workshop Session and Presenters**

“Hazardous Materials Training: The Benefits of Utilizing Multiple Modalities and Techniques for Maximizing the Benefits of Training Multiple Professions Simultaneously”

Kevin Zumwalt, University of Missouri – Fire and Rescue Training Institute, 240 Heinkel Building, Columbia, MO 65211; phone 800-869-3476; fax 573-882-0678; [zumwalk@missouri.edu](mailto:zumwalk@missouri.edu); [www.mufrti.edu](http://www.mufrti.edu)

Kristi Messer, MPH, MSW, Nova Southeastern University, Institute for Disaster and Emergency Preparedness, Fort Lauderdale, FL 33325; phone 954-262-1850; fax 954-262-3806; [km1320@nova.edu](mailto:km1320@nova.edu); [www.nova.edu/idep](http://www.nova.edu/idep)

**2. Workshop Summary**

The focus of this workshop was to identify the methods used to develop a single curriculum that meets the needs of multiple audiences with significantly differing backgrounds and roles that are called upon to work together in hazardous environments. The objectives included how to adapt an existing curriculum developed for one audience to your target groups; developing and implementing an interprofessional training environment maximizing learning opportunities between diverse occupational backgrounds, and how to creatively and effectively engage the students with the Emergency Response Guide.

The session included an introductory discussion on the problem and how it was addressed, introduction and group discussion of a case study involving a hazardous materials spill at a port, presentation about the training experiences and challenges, and evaluation techniques and suggestions of how to improve the process.

**3. Methods**

Lecture and group discussion were the methods employed in this workshop. The purpose of the workshop was to explore how a single curriculum can be developed that will address the needs of a multi-discipline audience.

Discussion centered on the use of case scenarios and how they are able to test the skills and knowledge of participants with regard to course objectives.

The advantage of this delivery method was to elicit feedback from the participants and to gain acceptance of the concepts introduced. This also served as an evaluation tool to determine if the participants accepted the ideas presented.

#### **4. Main Points**

Key Lessons:

Key points raised by the presenters included

- Know who your target audience is and modify your curriculum to fit your audience, utilize focus groups to find out the needs, wants, and challenges of the different occupational groups within your target audience
- Incorporate qualitative analysis
- This can be done by identifying commonalities and differences between the multiple disciplines being trained, designing activities to address multi-disciplinary responses.
- Develop engaging activities that promote the buy-in of the multiple groups in the audience
- Activities should be complex enough that each occupational group can share their expertise with the others in the group as a learning opportunity for the others to see their role in these complex responses
- The audience must understand the why and how of the activity as it relates to them
- If possible, utilize case studies or incidents from the local area, but be careful of the feelings of the participants if it was a particularly difficult case (e.g. involving deaths, lawsuits, etc)
- It is important that the curriculum be flexible to add or remove components as needed based on the audience of that particular class.

Responses from participants:

- Participants were engaged in the case study and offered many suggestions and ideas regarding those involved in such an incident and the roles of those involved
- The participants discussed the complexity of responding to a hazardous materials incident and acknowledged to great variety of participants and roles when such an incident occurs within a port environment, and can change depending on if the spill is on public/private property, on land or in the water, the proximity to the surrounding urban area, and the nature of the spilled material.

#### **5. References**

*NIEHS WETP National Trainers' Exchange: Training Today for a Safer Tomorrow*

March 28-29, 2012, Fort Lauderdale, FL.

[http://www.msnbc.msn.com/id/34823390/ns/us\\_news-life/t/hazardous-materials-scare-closes-nc-port](http://www.msnbc.msn.com/id/34823390/ns/us_news-life/t/hazardous-materials-scare-closes-nc-port)

[http://www.usatoday.com/news/nation/2010-01-12-port-shutdown-hazmat\\_N.htm](http://www.usatoday.com/news/nation/2010-01-12-port-shutdown-hazmat_N.htm)

<http://www.witn.com/home/headlines/81225002.html>

<http://www.jdnews.com/articles/city-71716-morehead-emergency.html>

**6. Workshop handouts and resources**

See attached handout and PowerPoint slides.