

Core Concerns Session

NIEHS/OSHA

Joint Grantee Meeting &
Workshop

Minimum Criteria Document

Richard Dwyer

Best Practices

- A comprehensive consensus training and curriculum guideline applicable to all NIEHS grantees that meets or exceeds OSHA requirements

Minimum Criteria Document Development Concerns

Building Trades Unions, Industrial Unions, and Academia (and other interested parties) Cooperative Efforts in 1990 to develop minimum criteria required by 29 CFR 1910.120.

- Resistance to Worker Testing.
- Disparate perspectives on worker training and adult education.
- Who would be instructors, using what training format?
- "Turf Tension" (sharing of resources)

Solutions

NIEHS flexibility allowed for development of alternative testing formats.

Technical Workshops were held to facilitate:

- Capitalizing on strengths of disparate perspectives on worker training and adult education.
- Exchange of effective training methods.
- Mugs to Hugs

Model Curricula Development

Craig Slatin

- **Concerns:**
 - Insufficient time allotted for covering the curriculum
 - Trainee:instructor ratios
 - How to assess proficiency without jeopardizing employment.
 - Trainee differences within the same class.

Model Curricula Development Continued

Resources for recommended Principles of Adult Education

- Appendix A: Interpretive Guidance
- Meet the needs and learning styles of adult learners.
- Wallerstein & Rubenstein, *Teaching About Job Hazards*
- Szudy & Gonzalez Arroyo, *The Right to Understand: Linking Literacy to Health and Safety Training*

Model Curricula Development Best Practices

- Hands-on training
 - Case-Studies formats/lessons learned
 - Use of photographs and risk mapping
- Learning how to use references
- Frequent reviews

Model Curricula Development Lessons Learned

- Curriculum development takes time and commitment.
- Collective input from instructors makes for successful curricula.
- Piloting is required in a variety of settings.
- Must be expansive enough to support workplace-specific training.

Peer Training & Instructor Development - Les Leopold

Concerns:

- Prevention of workplace illness and injury.
- Elimination of the "Blame Game."

Peer Training & Instructor Development

Solution: Turning workers into peer instructors.

- Workshops to teach workers how to develop curricula.
- Set up teams for:
 - Curricula development
 - Evaluation formats development
 - Change-makers
- Getting worker trainers to think in "Systems of Safety" (not the "who," but the "what")

Certification/Successful Completion for OSHA Requirements Earnest Thompson

- Concerns:
 - Site-Specific (3-day supervised on-site) training non-compliance.
 - Lack of adherence to safe work practices post-training can be hindered by other impediments.
 - OSHA Standards' training requirements are minimum requirements.

Quality Assurance and Training Evaluation

McQuiston & Lippin

Issues:

- Creative Tensions
- Sustained sense of community

Concerns:

- Sharing of Evaluation Methods
- Quality control and evaluation
- Key evaluation questions

Quality Assurance and Training Evaluation

- Solutions

- Establishment of an *Advisory Committee* and/or outside reviewers for overall policy guidance.
- Development of instruments for Quality control and evaluation of programs which address instructor performance, course improvement, and student achievement.
- Sustaining a sense of community to facilitate working together.
- Creation of *Resource Guide*
- SREP - team-based approach to evaluation.

Quality Assurance and Training Evaluation - Recommendation

- Evaluation Components:
 - Development of quality and appropriate program objectives.
 - Adequate facilities and staff.
 - Appropriate course materials and mix of classroom and hands-on training.
 - Assessment of program strengths and weaknesses.