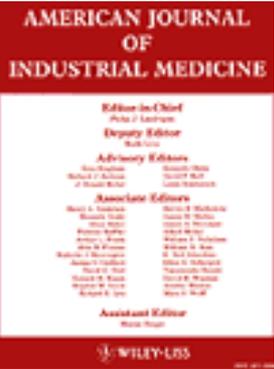


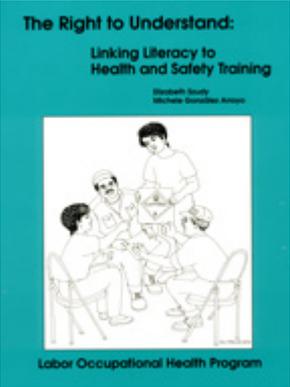
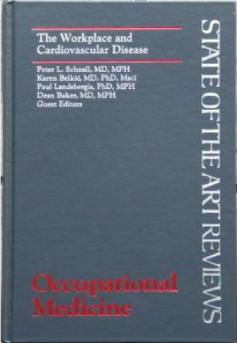
Current and Future Safety and Health Training Expectations Under 21st Century Workplace and Socioeconomic Conditions

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Health and safety education for worker empowerment



Occupational H&S Training



Worker H&S Training



Purpose of H&S Training

- Occupational H&S practice and theory prioritize removing hazards to prevent injuries, illnesses, and fatalities
- If we can't remove the hazards, can we maximally prevent exposures?
- Worker H&S training is not a control
 - A measure to inform
 - A way to bring workers knowledge of work processes into decision-making about creating H&S workplaces

Training is but one component of an overall safety and health program and is not a substitute for other preventive strategies such as the application of engineering and administrative controls.

Michael Colligan and Raymond Sinclair, 1994

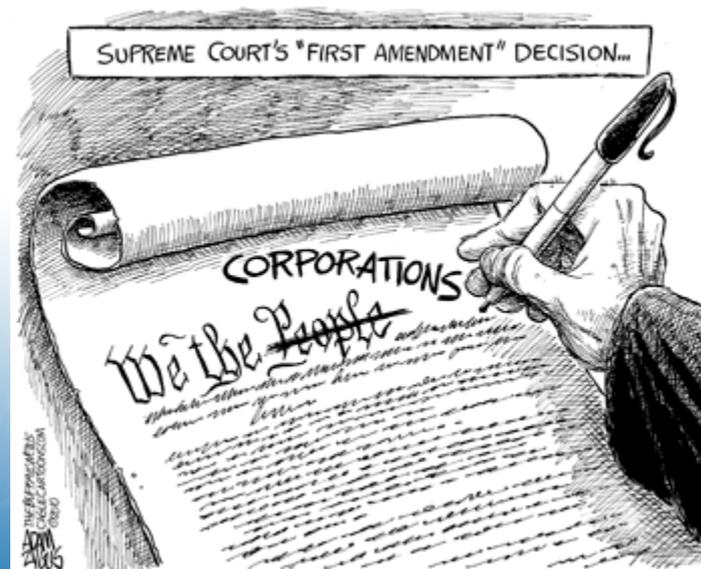
Potential of Training When Hazards Remain in the Workplace

- Learn to recognize hazards and associated risks
- Change attitudes
- Adopt safe work practices

- Help workers to build power to get the hazards removed
 - Move employers, government, unions and allies to remove or maximally control workplace hazards
 - Activity to end dangerous working conditions –
 - To prevent injuries, illnesses, fatalities

Political Context of HAZWOPER Training

- Citizens United
 - Corporate Personhood - - free speech rights
 - Reflects trends toward reinforcing privacy rights
 - Contrast with workers' rights and power



Unions and shared prosperity



Source: Author's analysis of *Historical Statistics of the United States*, unionstats.com, Piketty and Saez 2003, and *The World Top Incomes Database*



Economic Policy Institute

- **Current Union Membership - US**
- 11.8 % of wage and salary workers (14.8 M)
- 37.0 % of public-sector workers (7.6 M)
- ~7 % of private sector workers (7.2 M)

Protective Role of Government

- Deregulation and decreased enforcement capacity
- DOL – OSHA
 - Cost-benefit analysis
 - Acceptable Risk
- EPA and Environmental Protection
- Climate Change, disasters, waiving government and corporate responsibility

**Technical Help
Reducing OSHA
Risks**



Other Trends in Free-Market Restructuring

- Doing more with less
 - Incidents due to insufficient maintenance and staffing
- Increasing use of temp corporations and outsourcing labor

Savage Chickens

by Doug Savage



Job Blackmail

- “The epidemic of unemployment”
 - About 15.2% of the US workforce is either unemployed or chronically underemployed.
 - That’s 23M current workers.
 - Job blackmail is a fine tool for convincing the working class that safe and healthy jobs and communities just aren’t worth demanding.



New Solutions Special Issue

- 3 articles on immigrant worker H&S
- 2 articles about systems of safety, mapping
- Trust
- The dynamics of social power – influencing workers and educators
 - “build collective power by inviting people to learn together”

Evolving Models

- Peer education –
 - Worker trainers in USW and UWUA
 - Mapping, Worker involvement in systems of safety
 - Safety liaisons from workers' center
- Connecting work with life outside of work
 - Heat Illness Prevention Standard – connecting work protection with improving communities
 - Integrate with public health and workers' rights organizing
 - promotores

Evaluation

- Evaluation can be most effective if considered when developing new programs and program goals
- What do we expect to accomplish?
- What processes do we believe are needed for our effectiveness?
- Can training reduce injury, illness, and fatality?

Training and Hazard Elimination

- What kind of training is needed to establish strong hazard and risk prevention approaches and outcomes?
- Can we integrate safe work practice training with learning about advancing hazard prevention?
 - If not, what are the barriers?

The Point of Production

- Who controls the work environment?
 - Do those receiving the training have the power to use it to create healthy and safe workplaces?
 - What can increase workers' power to control the work environment?
- Can exposures and risks be prevented if the hazards remain in the workplace?
 - Can we engineer and organize the workplace to prevent exposure to hazards that cannot be removed yet?
 - What strategies do workers need to discover in order to apply the “substitute/remove” step of the hierarchy of controls?

Beliefs About Health and Safety

- Workers get injured, ill, and die because they don't have safe work behaviors.
- Workers get injured, ill, and die because they are required to work with hazards that can result in those outcomes – and they are not provided with sufficient measures and support to prevent those outcomes under those conditions.

Beliefs About Responsibility

- Workers choose to work in dangerous conditions for personal reasons and therefore must assume responsibility for protecting themselves in those jobs
- The employer, having control of the workplace, employees, and finances, has the obligation to provide a healthy and safe workplace

Evaluation

- Our evaluation must make clear the goals our programs were designed to accomplish as well as how we frame those goals
- Our evaluation needs to articulate the obstacles encountered when attempting to achieve our goals
- Our evaluation will reflect our understanding of the setting for the training
 - locally in the work environment
 - the larger social, political, and economic context

Please rate your level of agreement on whether the learning outcomes for the training were attained.

- 5 – strongly agree
- 4 – agree
- 3 – neither agree nor disagree
- 2 – disagree
- 1 – disagree strongly

| | | | | | |
|--|---|---|---|---|---|
| 7. Training content was valuable. | 5 | 4 | 3 | 2 | 1 |
| 8. I can use the information in my work. | 5 | 4 | 3 | 2 | 1 |
| 9. Training format was effective (small group, lecture, etc.) | 5 | 4 | 3 | 2 | 1 |
| 10. Training materials were helpful. | 5 | 4 | 3 | 2 | 1 |
| 11. Instructor was knowledgeable about topic. | 5 | 4 | 3 | 2 | 1 |
| 12. Instructor presentation style was effective. | 5 | 4 | 3 | 2 | 1 |
| 13. Instructor involved participants in learning activities. | 5 | 4 | 3 | 2 | 1 |
| 14. The room and amenities were conducive to learning (if applicable). | 5 | 4 | 3 | 2 | 1 |
| 15. The training delivery method (in the classroom, via the Internet etc.) was appropriate | 5 | 4 | 3 | 2 | 1 |
| 16. The training was cost effective (good value for money) | 5 | 4 | 3 | 2 | 1 |
| 17. What was the most valuable thing you learned and why? | | | | | |
| 18. What was of least value to you and why? | | | | | |
| 19. Additional Comments: | | | | | |