2017 Fall WTP Workshop: Revising the Minimum Criteria

Charge to Breakout Groups
Charge to Breakout Sessions

• To review and discuss the comments/questions/recommendations suggested by the pre-workshop work groups

• To further recommend language changes or additions to the minimum criteria

• To discuss any other concerns related to the particular topic area that the minimum criteria needs to address
E-learning (Kathy Ahlmark and Ebony Turner)

• Training facilities shall have available and sufficient resources, equipment, and site locations to perform classroom and hands-on training

• E-literacy and user-friendliness: Use technologies diligently in a way that enhances the learning experience

• Evaluation: Assessment of technologies across the program

• Instructors must be competent in the use of any e-learning technologies that are part of the curriculum

• Instructor-trainee ratio
  – Establishment of ratio for online courses
  – Minimum ratio for in-class use of e-learning technologies
Collateral Duty *(Chip Hughes and John Morawetz)*

- Consider what sections of 120 (q) apply
- Clarify and define collateral duty
- Address use of computer-based training (CBT) for students in remote locations
- Specific changes recommended for sections/sentences on:
  - Course appropriateness
  - Proficiency assessment, and
  - Medical clearance (under certification)
Assessing Competencies *(Don Elisburg and Sal Cali)*

- Methods to assess proficiency (both for hands-on and non-hands on)
  - What kinds of hands-on skills assessments are important to worker safety and worker tasks, and are demonstrable and amenable to record keeping? Examples?

- Documentation of assessment
  - Would it be useful to specify that each organization should have a written policy regarding course completion requirements and remedial work required to achieve successful completion?

- Evaluation of the methods to assess proficiency
  - The process that Training Directors might use to develop/evaluate a variety of skills assessments and how (or who) the performance activities are peer reviewed
  - How often should the test/performance measures be reviewed?

- Assessing proficiency for non-traditional workers (e.g., day-laborers, beginners)
- Resources
Training of Trainers/Instructor Development (Sharon D. Beard and Barb McCabe)

- Mentoring process for new trainers
- Tie back to best practices/principles of adult education and fundamentals of professional development
- Having trainers acknowledge generational or educational gaps that may exist among learners, and needs to tailor training
- Clarify language on adequate and appropriate administrative structure/support
- Guidance language for instructors on courses of study they should complete on an annual/biannual basis to maintain teaching credentials
- Code of conduct/ethics for trainers
- Need for trainers to be familiar with the technologies they are using
Evaluation *(Demia Wright and Cynthia Herleikson)*

- Rewrite of introduction and evaluation process
- Describe the overall approach that will be used to guide evaluation, including why evaluation is being conducted, how findings will be used, evaluation design, and data collection methods/sources
- Process evaluation: Documentation of what is going on in the program, and confirms existence and usefulness of program elements
- Outcome evaluation: Measures effects of the program on the target population by assessing progress on expected outcomes and learning objectives
- Impact evaluation: Assesses effectiveness of the program in achieving its ultimate goals (i.e., impacts on systemic issues in workplace)
Disaster Response Training (Jim Remington and Dave Coffey)

- Address all levels of responders and target populations (i.e., first responders vs. skilled support personnel vs. volunteers)

- Training requirements/recommendations
  - Learning the ICS via coordination/interaction with emergency responders
  - OSHA Focus Four
  - Necessary courses for anyone responding to a disaster (HAZWOPER, mold, disaster-specific hazards, etc.)

- Resources
Infectious Disease Training (*Nina Jaitly and Shawn Gibbs*)

- Add a new section that relates to the IDR training initiative as a whole

- Expand to include IDR training criteria, subject matter expertise, terms, categories of work, etc.

- Include information on IDR training resources

- Include additional biosafety references (e.g., OSHA Bloodborne Pathogens Standard 29 CFR 1910.1030)
Evergreening of Curricula (Jonathan Rosen and Ken Oldfield)

- “Refreshing” the refresher training
- Keeping up with regulation and requirement updates/changes
- How to keep up with changes and how to ensure the changes routinely get worked into the training program
- Developing and sharing new and updated materials
- Process of updating or sharing new information (e.g., trainers exchanges, annual meetings, email blasts)