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)