

WORKSHOP SESSION SUMMARY
POST-CONFERENCE PROCEEDINGS
2018 National Trainers' Exchange

1. Session Title and Presenter's Contact Information:

Workshop title: Tools and Tips for Proficiency Assessment of Trainees in WTP Program Courses

Presenter (s) Name: Salvatore Cali

Presenter Organization: OAI, Inc.

Presenter Email: scali@oaiinc.org

2. Workshop Summary:

[Workshop abstract]

The purpose of this workshop is to exchange practical methods for observation and tracking of trainee proficiency in skills that we teach. Most trainers find proficiency assessment of trainees both rewarding and challenging. Many of the best assessment techniques, such as direct observation of demonstrable skills, present challenges in terms of time and record-keeping. During the Fall 2017 WTP Awardee meeting, we reviewed various sections of the NIEHS Minimum Health & Safety Training Criteria document for purposes of updating. During our Proficiency Assessment Work Group discussions, it became apparent that we (participant training providers) are independently developing and using a number of tools and tips that facilitate the proficiency assessment of trainees, especially in regard to demonstrable skills. We discussed and exchanged some ideas about a variety of assessment approaches, including both traditional and enhanced technology tools. These approaches vary from simple checklists to cell phone applications and digital recording technology. This workshop will build on that discussion. It will include presentations, by participants, of selected tools used to facilitate observation and tracking of trainees. The success of this session will rely on the participation of training providers who are willing to share and/or demonstrate some of their tools. Discussion will include time-saving ideas and tips so that the labor intensive process of trainee evaluation is more efficient and interesting. We will also discuss the advantages and drawbacks of some techniques. Please contact the workshop organizer, Salvatore Cali, at scali@oaiinc.org, if you have tools and ideas to share.

3. Methods:

[Briefly describe the training method(s) used to deliver the presentation, the advantages and disadvantages of the approach]

Roundtable Discussion; three groups rotated into this and other session roundtables over a 90-minute interval. The instructor brought a discussion outline handout and several skills training checklists for hazardous materials training from various sources, in case there was a need to generate discussion. Instead, plenty of discussion was generated from the page 1, including bullet items, of the handout.

This mode of presentation was new to this instructor. It was OK, but I would have preferred not to have three rotations. It seemed that as discussion began to reach a nice level of depth, it was time to rotate. Also, the large room was a bit distracting for a discussion format. Finally, it was difficult to simultaneously generate and capture (record) the best parts of the discussion.

4. Main Points/ Key Points Raised from Participants:

[Lists key points raised during the workshop by the participants resulting from the session discussion, as well as main points raised by presenter.]

Several levels and types of workshop presentation methods were discussed, including logistical, stylistic, and motivational techniques.

Relative to practical techniques to teach PPE and decontamination, trainers suggested physical materials that would track and demonstrate proficiency in safe donning and doffing, such as shaving cream, dyes, detergent powders to simulate dust, and fluorescent dusts.

Styles of teaching and motivation discussed included peer evaluation, mentoring and group leadership, self-review and peer review, videotaping, and challenge techniques that allow for failure as a learning and improvement method.

5. References:

[Reference materials (including articles, reports, training materials, links, etc.)]

Most materials reviewed before the presentation included on-line hazmat curriculum checklists. Some background references were found by internet searches on “skills assessments”, “proficiency assessments” or “evaluation”. However, many of the latter references were related to academic settings and had limited usefulness.

6. Workshop Handouts/ Resources:

[can be attached separately]

Objectives of session:

Share ideas and experiences of experienced instructors on how you perform proficiency assessment of trainees. The proficiencies of interest include, but are not limited to, those related to Hazardous Material Operations or Technician courses, and generally include physical skills workshop observations.

Discussion:

Time is limited in most training sessions, and physical skills workshops can be chaotic. A list of considerations for conducting and documenting these workshops would usually include:

- Relevance to learning objectives
- Observation of change or growth in safety and work methods
- Reflection of student decision-making or problem-solving processes
- Ease of use as a recordkeeping tool (Considering cost, time, & safety)

Do you have other considerations to add to this list?

Although this isn't directly related to Hazardous Materials courses, the chart below is an interesting visualization of the time spent on trade skill courses.



Illustration from: YOUR CONSTRUCTION SAFETY PROGRAM: SAFE STUDENTS, SAFE WORKERS A Guide for Administrators & Instructors in Post-Secondary Career Technical Education (CTE) Construction Programs from LOHP, UC Berkeley & West Virginia University Injury Control Research Center, http://lohp.org/wp-content/uploads/2017/09/LOHP_toolkit_final.12-4-17.pdf