

# **Modular Refresher Programs - multi-session format**

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## **Materials**

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Review the following materials that are available to construct a refresher program:

- For site workers only
  - Looking Forward and Back - Required
  - Risk Management for Site Workers
- For emergency responders only
  - Risk Management for ER
  - Using Electronic Resources in a Review of RPE Use
- For TSDF workers only
  - Risk Management for TSDF Workers

## **Modular Refresher programs - facilitator overview, multi-session format**

- For any refresher (based on identified need)

Checking out factors in glove selection

Create a Climate Kit

CSB Exercises

Decon Double Check

Design a Drill

Exposures measured at your workplace

Heat and Cold

Inspect/Don/Doff

Levels of protection

Lithium Battery Safety

More than CPC and RPE

NIOSH Pocket Guide App

NIOSH Pocket Guide Performance Measure

Opioids and Work

Sampling to measure exposure

SCBA Refresher

Suit up and Decon

Trench Safety Awareness

Using Airborne Dispersion Models in Planning a Response

Using Electronic Resources to Gather Hazmat information

Using the ERG

Each module/exercise has an expected duration.

## **Approach to program development and implementation**

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### 1. Determine content

Conduct reconnaissance

#### For repeat-customer programs

Review previous evaluation reports, especially:

- reports of use of training since the last refresher
- factors that might stand in the way of working safely
- how training has been applied
- what keeps the participant from using training

(These items are all drawn from the Impact Evaluation form used in prior refresher.)

Discuss past year with management and labor leaders

Discuss upcoming year with management and labor leaders

#### For new contract programs

Discuss the reasons for multi-session format with management/labor

Determine if any flipped learning will be used and if time will be included in the 8-hour requirement

Discuss past year with management and labor leaders

Discuss upcoming year with management and labor leaders

#### For open enrollment programs (not recommended)

### 2. Prepare agenda and evaluation tools; ensure adequate staffing

Use the attached model agendas to construct the program.

Document 8 contact hours (may include flipped-learning hours)

Use agenda for participants and place it in the program file

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Determine the outcome measures (Performance Measures and/or Performance Checklists) for 'successful completion' for the program as constructed. The evaluation requirements for each module are shown below:

Module	Performance Measure	Performance Checklist
<b>8HR only</b>		
Looking Back and Forward (required)	No	Yes (worksheets)
Risk Management for Site Workers	No	Yes (worksheets)
<b>ERR only</b>		
Risk Management for ER	No	Yes (worksheets)
Using Electronic Resources in a Review of RPE Use	No	Yes (worksheets)
<b>TSDF only</b>		
Risk Management for TSDF Workers	No	Yes (worksheets)
<b>For any refresher - based on need</b>		
Checking out factors in glove selection	No	Yes (checklists)
Create a Climate Kit	No	Yes (worksheet)
CSB Exercise	No	Yes (worksheet)
Decon Double Check	No	Yes (checklists)
Design and conduct a skill- based drill	No	Yes (for each drill)
Exposures measured at your workplace	No	Yes (worksheet)
Heat and Cold	No	No
Inspect, Don, Doff	No	Yes (checklists)
Levels of Protection	No	Yes (worksheet)
Lithium Battery Safety	No	No
More than CPC & RPE may be required	No	Yes (worksheet)
NIOSH Pocket Guide App	No	Yes (worksheet)
NIOSH Pocket Guide Performance Measure	Yes	No
Opioids and Work		Yes (worksheet)
Sampling to measure exposure	No	Yes (checklist)
SCBA Refresher	No	Yes (checklists)
Suit Up and Decon	No	Yes (checklists)
Trench Safety Awareness	No	Yes (worksheet)
Using Airborne Dispersion Models in Planning a Response	No	No
Using Electronic Resources to Gather Hazmat Information	No	Yes (worksheets)
Using the ERG	Yes	No

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Notes: Often more than one worksheet or checklist is used in a module; some worksheets are completed during a small group activity (1/group);  $\geq 70\%$  is required for the NIOSH Pocket Guide Performance Measure if used.

Assemble the modules to be used, ordered according to the agenda you have prepared. Include Performance Measures or checklists in the Participant Guide, or be prepared to hand them out as the program progresses.

Attach the appropriate cover pages 8HR, ERR, 8TR that includes NIEHS acknowledgement, disclaimers, etc. These can be found at the same website as this guide: <http://mwc.umn.edu>

Overall definition for successful completion

- Attendance at the entire program (document)
- 100% on Performance checklists (documentation included in program file)
- 70% or above achieved or remediated to 70% for any included Performance Measures

Prepare evaluation tools for your agenda

Ensure that you have the needed checklists/worksheets.

Ensure adequate staffing, following the NIEHS Minimum Criteria, copied below:

### 9.3.6 Instructor-trainee ratios

All classroom instruction shall not exceed 25 trainees per instructor. The ratio of students to instructors for hands-on activities is based on the level of attention needed for the protective ensemble being worn: levels A and B require greater scrutiny by the instructor because of the increased risks of falls, heat stress, and claustrophobic reactions (Table 2). Ratios are also applicable to skills demonstrations to assure effective and timely assessments, as well the safety of the trainees. No less than two instructors shall be present during any hands-on training activity that involves the wearing of personal protective or other equipment.

Table 2 Ensemble level Ratio (Trainee:Instructor)

C & D 10:1

A & B 5:1

Source: <http://tools.niehs.nih.gov/wetp/>, search for Minimum Criteria.

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- 3. Present program (see flow description at end of this overview)
  - Follow Facilitator Guide for each module included in the agenda
- 4. Complete evaluation
- 5. Finalize program file and follow up
  - Add requested materials to program file
  - Provide requested feedback shown in the Facilitator Guides

**Model Agendas**

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Sample A: Flipped learning may be included but does not count toward the 8 contact hours

Training conducted in two face-to-face sessions

Time	Topic
Time 1. (half hour)	Introduction
Time 2. (1 ½ hrs)	Module
Time 3. (15 minutes)	Break
Time 4. (1 ¾ hrs)	Module
Time 5. (15 minutes)	Review and intro for second session; may give work to be completed
Adjourn session	
Time 6. (variable)	Review work completed, if used
Time 7. (variable)	Module
Time 8. (15 minutes)	Break
Time 9. (variable)	Module
Time 10. (half hour)	Review, Evaluation, Closing

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Sample B: Flipped learning used and time counts toward the 8 contact hours  
 Training conducted in two face-to-face sessions  
 Flipped learning conducted mid-session

Time	Topic
Time 1. (half hour)	Introduction
Time 2. (1 ½ hrs)	Module
Time 3. (15 minutes)	Break
Time 4. (variable)	Set the requirements for the flipped learning
Time 5. (15 minutes)	Review and intro for second session
Adjourn session	
Time 6. (variable)	Review work completed, if used
Time 7. (variable)	Module
Time 8. (half hour)	Review, Evaluation, Closing

Sample C: Flipped learning used and time counts toward the 8 contact hours  
 Training conducted in two face-to-face sessions (at workplace, then class)  
 Flipped learning conducted prior to classroom face-to-face

Time	Topic
Time 1. (half hour)	Introduction and set requirements for flipped learning (likely at plant site)
Adjourn	
Time 2. (variable)	Complete registration; review flipped learning exercise
Time 4. (variable)	Module
Time 5. (15 minutes)	Break
Time 6. (variable)	Module
Time 7. (half hour)	Review, Evaluation, Closing

## **Program Delivery Flow**

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### **Introduction**

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Participants are in the program because they have had previous training in the basic program for site workers, emergency response or TSDf sites. This program has been designed to fulfill the requirements for the annual refresher, while being tailored to the needs of participants.

### **Course Schedule Review**

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Review the agenda for the day with participants. A full eight hours of training is required, so lunch and break times do not count as training time.

### **Conduct the Program**

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Use the agenda prepared for the program.

### **Closing and Course Evaluation**

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Distribute test and allow time for completion.

Thank participants for contributing to the program.

This is an opportunity to answer any remaining questions participants may have, or to discuss how the knowledge and skills learned can be used at work.

Please allow 10 minutes to complete the program evaluation forms. These are important for improving the program.

NOTE: The Midwest Consortium developed this guidance for the Modular Refresher program under cooperative agreement number U45 ES 06184 from the National Institute of Environmental Health Sciences.