



Weatherization Notebook Instructor Guide

October 2009

Acknowledgments

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Disclaimer

Weatherization activities are covered by a range of Occupational Safety and Health Administration (OSHA) regulations. Many are referenced in the program.

For information about further training, consult the training instructor, your company safety and health plan, or your company health and safety representative.

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Table of Contents

Instructor Preparation	2
1. Picture or Video Exercise.....	6
2. Inspecting Respirators	9
3. Don/Doff N-95	13
4. Don/Doff PPE.....	16
5. Unexpected Situations	21

Preface

Trainees are here because they are or will be employed as weatherization workers. During this program they will learn about the following topics:

- Health and safety hazards may be present.
- Work Practices and other controls to minimize hazards.
- Use of personal protective equipment.
- Other resources.

When they finish, they will be better able to do the following:

- Recognize hazards that may be present
- Conduct safe work practices.
- Use protective equipment.

Instructor Preparation

The course incorporates a variety of teaching methods to meet varied learning styles. Discussions and small-group activities/exercises are used to present material. The Instructor Guide provides step-by-step instructions for presenting the material. Each chapter of the Instructor Guide includes information such as time requirements, teaching methods, required materials, suggested instructor preparation, minimum content requirements, issues which may arise, and reference materials. Every instructor should be familiar with the material in the entire Student Manual, the Instructor Guide, and the content he/she is teaching. In addition, the instructors should be familiar with the OSHA Standard 29 CFR 1910.120, and local mold cleanup rules and procedures. It is expected that participants will have completed the 40 hour site worker program.

Carefully review the sections in the Instructor's Guide

An emergency response plan must be in place for this program if you do a weatherization simulation. See Appendix A of Weatherization Instructor Guide. All instructors must be aware of the elements of the plan.

Graphics/Audiovisuals

Graphics are available and should be referenced to assist with in-class instruction. Throughout the Student Manual there are illustrations and checklists. Refer trainees to these illustrations. PowerPoint slides should be limited to those which support lesson presentation. Avoid using one-word slides, slides with term definitions, and slides as lecture outlines. These types of presentations are not effective at keeping trainee attention. Effective slides refer directly to the scenario or answers developed by the small groups.

Checklists for exercises are not included in the Weatherization Notebook. These will have to be duplicated from this manual, according to the program agenda you choose.

Qualifications for Trainers in the Mold Remediation Simulation

The number of instructors will vary depending on the length of the program. All personnel must be medically certified for respiratory protection and unrestricted physical activity. At least one instructor must be certified in First Aid and CPR (if EMS on site, this requirement can be waived). Specialized training in heat stress related illnesses is recommended.

The lead trainer must have successfully completed formal, documented training or otherwise possess the skills, ability, and knowledge gained through

actual experience to recognize the use of and to anticipate the problems in the use of personal protective equipment and respiratory protection.

Personal work experience in the use of PPE is recommended. The lead trainer should have prior experience in training personnel in the use of personal protective equipment. All trainers must have a working knowledge of the emergency response plan procedures.

Presentation of Material

This program is developed to be presented completely as exercises and discussion. Instructors do not need to lecture; rather the material that accompanies the exercise is provided as a resource. The instructor's role is to facilitate and assure that questions are answered. The Lesson Plan Format may be useful as a checklist for the instructor to assure that key points are covered during the exercise and discussion.

Small-Group Activities and Exercises

Small-group activities and exercises are the basis of this training course. Exercises are outlined in the Instructor's Guide and will vary depending on the program length. Activities are outlined in the Instructor's Guide only with instructions for presentation. The purpose of these activities and exercises is to experimentally involve trainees in clarifying information, identifying options, and applying skills. Be sure to allow sufficient time for trainees to complete activities.

Begin the course by splitting up the trainees into groups. For an icebreaker, have the trainees introduce themselves within their group. When they introduce themselves, have them relate a situation that involved construction or repair in their homes or at their work. What happened? How did they respond?

Assume that every class will have participants with a wide range of communication skills. Some trainees will have no problem participating in group discussion, while others may have difficulty speaking before the group.

Class activities and exercises enhance the learning process; therefore, it is strongly recommended that you make the atmosphere of the course activities and discussions comfortable so that all can participate. To make the course comfortable:

Allow trainees to express their values, attitudes, and opinions freely.

Do not judge trainees' responses.

Facilitate discussion by paraphrasing and clarifying. It is seldom appropriate for the instructor to give opinions.

Avoid putting people on the spot. Instead of asking individuals for answers, have a voluntary group spokesperson present answers to the class.

Keep the groups focused on the task at hand. Because small-group activities and exercises will draw heavily on trainees' personal experience, sometimes one person can dominate the group. If this happens, steer the discussion back on track by asking another group for reactions.

Keep the trainees alert and interested by encouraging participation. If the groups are not participating or if they are giving only cursory answers, ask the groups probing questions about their answers to make them be more specific.

Simulation

The simulation may be designed to give trainees hands-on experience using equipment while reinforcing theoretical aspects learned in class discussions and fine-tuning what they practiced in the exercises. The need for a simulation will be related to the overall program goals and when, during the weatherization training, the health and safety aspects are introduced. If it is closer to the end of skill training, you may be able to use the site as a "simulation area;" if it is near the beginning, these skill setups may not be available.

If a simulation is desired, plan it using guidance in the Mold Remediation manual and use the work activity checklists at the end of the appropriate Fact Sheets in the Notebook

Opening the Course

Refer to Participant Guide, Introduction Pages and Table of Contents.

Give overview of Acknowledgements, Warning, and Disclaimer.

Make sure everyone understands the overall objectives of the course.

Have everyone introduce themselves and describe experience so you can better tailor the program. Some sections may be review for participants. Remember, know your audience.

Pass out a copy of the agenda (next page). There is no copy of the agenda in the Participant's Manual. The Instructor's Manual is set up to reflect this agenda. This agenda can be adjusted by the instructor, if needed.

Go over the Table of Contents so students have a general idea of what they will be learning in the next few days.

Chat with the trainees. Ask them questions about their training and work history.

- Have you worked construction?

- Did you take other courses with the Midwest Consortium?
- Have you done any remodeling work before?

Proposed Agenda

These agendas are shown; you may be asked to do programs of varying length depending on the Agency program plan.

Agenda-- 2 hour awareness

- Introduction
- Exercise: What's right/wrong in this picture?
- Exercise: Don/Doff N95
- Closing and Feedback

Agenda-- 4 hours

- Introduction
- Exercise: What's right/wrong in this picture?
- Exercise: Inspecting Respirators
- Exercise: Don/Doff N95
- Closing and Feedback

Agenda-- 6-8 hours

- Introduction
- Exercise: What's right/wrong in this picture?
- Exercise: Inspecting Respirators and CPC
- Exercise: Don/Doff N95
- Exercise: Don/Doff PPE
- Exercise: Unexpected Situations
- Exercise: Unexpected Situations

1. Picture or Video Exercise

Minimum Content Requirements

- Exercise: Picture or Video

Teaching Methods

- Discussion
- Exercise

Reference Materials

- Photos available at the Midwest Consortium Website <http://www.uc.edu/mwc>
- Home Insulation video: <http://youtube.com/watch?v=lfmez6Ua8Pg>
- Foam Insulation video:
<http://youtube.com/watch?v=Mg8w4HvdLcA&feature=related>
- Hand and Power tool safety video:
<http://www.youtube.com/watch?v=HtjH8llc77g&feature=related>
- Training guide for portable power tools:
<http://elcosh.org/record/document/280/d000270.pdf>
- Portable generator safety video:
<http://www.youtube.com/watch?v=ZSneGK3vk7k>
- Asbestos video: <http://www.youtube.com/watch?v=unJgIVc1tLo>
- Training guide for asbestos:
<http://www.eclosh.org/record/document/256/d000251.pdf>

Questions You May Be Asked

- Where do I find information?
- Refer to manual and resource list

Audio Visuals

- Projector
- Flipchart & markers
- Blue painter's tape (can use to attach pages to wall)

- List all the relevant slides/graphics that are part of the program

Special Space Requirements

- Meeting area for small groups

Suggested Instructor Preparation

- Review reference materials
- Assure that videos play and are relevant
- Assure that photos are available and relevant
- Copy worksheet for participants
- Prepare slide with answers to exercises—these are tailored by each instructor

Exercise Worksheet: Picture or Video

Hazard Identified:

How to Eliminate:

Good Practices Identified:

Checklist: Picture or Video Exercise

Picture or Video Exercise Completed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Participants used notebook	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reviewed Hazards	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reviewed good practices	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Inspecting Respirators

Minimum Content Requirements

- Exercise: Inspecting Respirators

Teaching Methods

- Discussion
- Exercise

Reference Materials

- 29 CFR 1910.134

Questions You May Be Asked

- What is NIOSH-approval?
 - For testing procedures, visit:
http://www.cdc.gov/niosh/npptl/stps/respirator_testing.htm
- Does NIOSH approve CPC?
 - No.
- About facial hair. Refer to Participant Guide, pg. 40. Also, note that after menopause, some women may have enough facial hair to cause problems creating a good seal with an APR.

Audio Visuals

- Projector
- Flipchart & markers
- Blue painter's tape (can use to attach pages to wall)
- List all the relevant slides/graphics that are part of the program

Special Space Requirements

- Meeting area for small groups

Suggested Instructor Preparation

- Review reference materials
- Review this section
- Make copies of worksheet for each participant
- Prepare slides with answers to exercise
- Prepare slides with answers to review questions

Exercise Worksheet: Inspecting Respirators

Your instructor will divide you into groups and provide you with several different respirators. Examine each for defects:

Single Use:

- Does it have two straps?
- Are they “stretchy?”
- Is it NIOSH-approved?
- Elastomeric face pieces:
 - Is the rubber cracked on the head straps or the face seal?
 - Are the head straps overly stretched?
 - Does the filter screw in and out properly?
- Examine each unit; for half-mask and full-face, disassemble and examine each of the pieces. Make sure you can reassemble the equipment correctly.
- List the types of respirators you and your teammates inspected.

Complete this checklist:

1. I identified NIOSH approved respirator	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. I identified an unapproved respirator	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. I identified defective straps	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. I identified a defective nose piece	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Answers to Job Duties Exercise

Must be developed to fit needs of participants

Checklist: Planning

1. Job Dutes Exercise Completed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Reviewed defects	<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. Don/Doff N-95

Minimum Content Requirements

- Exercise: N-95

Teaching Methods

- Discussion
- Exercise

Reference Materials

- CDC. “Guidance for the Selection and Use of Personal Protective Equipment (PPE) in Healthcare Settings.”
<http://www.cdc.gov/ncidod/dhqp/pdf/ppe/PPEslides6-29-04.pdf>.
Accessed 4/8/07.
- OSHA. *Respiratory Protection Standard 29 CFR 1910.134*.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=S_TANDARDS&p_id=12716. Accessed 4/22/07.

Questions You May Be Asked

- What is NIOSH-approval?
 - For testing procedures, visit:
http://www.cdc.gov/niosh/npptl/stps/respirator_testing.htm
- About facial hair. Refer to Participant Guide, pg. 40. Also, note that after menopause, some women may have enough facial hair to cause problems creating a good seal with an APR.

Audio Visuals

- Projector
- Flipchart & markers
- Blue painter’s tape (can use to attach pages to wall)
- List all the relevant slides/graphics that are part of the program

Special Space Requirements

- Meeting area for small groups

Suggested Instructor Preparation

- Review reference materials
- Review this section
- Prepare copies of checklist for all participants

Exercise: Donning and Doffing N-95

Materials:

- N95 respirators (could include some with defects/ unapproved)
- Several undamaged single-use respirators
- Several single-use respirators that you have altered to be defective
- Several undamaged respirators with reusable elastomeric face pieces
- Several respirators with reusable elastomeric face pieces that you have altered to be defective

Instructions:

- Divide participants into groups.
- Pass out materials.
- Assist as needed.
- Have participants fill out the worksheet.

Don/Doff N-95 Checklist

1. Selected NIOSH approved respirator	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Fit nose piece to nose	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Lower strap at neck	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Upper strap high on head	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Performed fit check	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Removed lower strap first	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Checklist:

1. Donning and Doffing N-95 Exercise Completed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Referred to directions in manual	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Discussed work activities that would require an N-95	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Completed checklist	<input type="checkbox"/> Yes	<input type="checkbox"/> No

4. Don/Doff PPE

Minimum Content Requirements

- Exercise: Donning and Doffing PPE

Teaching Methods

- Discussion
- Exercise

Reference Materials

- CDC. "Guidance for the Selection and Use of Personal Protective Equipment (PPE) in Healthcare Settings."
<http://www.cdc.gov/ncidod/dhqp/pdf/ppe/PPEslides6-29-04.pdf>. Accessed 4/8/07.
- OSHA. *Respiratory Protection Standard 29 CFR 1910.134*.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=12716. Accessed 4/22/07.
- OSHA. *Eye and Face Protection Standard 29 CFR 1910.133*.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9778. Accessed 4/22/07.
- OSHA. *Eye and Face e-Tool*.
<http://www.osha.gov/SLTC/etools/eyeandface/faqs.html>. Accessed 4/22/07.
- OSHA. *Hand Protection Standard 29 CFR 1910.138*.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9788. Accessed 6/25/07.
- OSHA. *Personal Protective Equipment General Requirements 29 CFR 1910.132*.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=9777. Accessed 6/25/07.

Questions You May Be Asked

- What is NIOSH-approval?
 - For testing procedures, visit:
http://www.cdc.gov/niosh/npptl/stps/respirator_testing.htm
- Does NIOSH approve CPC?
 - No.
- About facial hair. Refer to Participant Guide, pg. 40. Also, note that after menopause, some women may have enough facial hair to cause problems creating a good seal with an APR.

Audio Visuals

- Projector
- Flipchart & markers
- Blue painter's tape (can use to attach pages to wall)
- List all the relevant slides/graphics that are part of the program

Special Space Requirements

- Meeting area for small groups

Suggested Instructor Preparation

- Review reference materials
- Review this section
- Prepare copies of checklist for all participants

Instructions for Donning and Doffing PPE Exercise

Materials:

- N-95 respirators
- Half-face APRs/Full-face APRs (may use, as needed)
- Head covers
- Gloves
- Goggles
- Boot covers
- Full-body protective suits

Instructions:

- Divide participants into groups
- Pass out materials
- Have participants select ensembles for maximum, intermediate and low levels of protection.
- Ensure that at least one group member dresses out for each of the three levels.
- Assist as needed
- Have participants fill out the worksheet

Participants should select the following ensembles for each level:

- **LOWEST LEVEL:** Gloves, N-95 respirator, goggles/eye protection
- **MAXIMUM LEVEL:** Gloves, disposable full body clothing head gear, foot coverings, full-face respirator with HEPA filter

Exercise Worksheet: Donning and Doffing PPE

You will be divided into teams for this exercise. Your instructor will provide you with duct tape and a cart or table full of various types of PPE such as:

N-95 respirator	Gloves	Full-body protective suits
Half-face APR	Goggles	
Head cover	Bootcovers	

Using the PPE provided select an ensemble for the following two situations:

- Maximum protection
- Lowest level of protection (not none!)

At least one team member should dress out for each of these three scenarios, and remember to seal the wrists and ankles with tape.

Check the PPE you selected for the maximum protection from exposure:

<input type="checkbox"/> N-95 respirator	<input type="checkbox"/> Gloves	<input type="checkbox"/> Full-body protective suits
<input type="checkbox"/> Half-face APR	<input type="checkbox"/> Goggles	
<input type="checkbox"/> Head cover	<input type="checkbox"/> Bootcovers	

Check the PPE you selected for the lowest level of protection:

<input type="checkbox"/> N-95 respirator	<input type="checkbox"/> Gloves	<input type="checkbox"/> Full-body protective suits
<input type="checkbox"/> Half-face APR	<input type="checkbox"/> Goggles	
<input type="checkbox"/> Head cover	<input type="checkbox"/> Bootcovers	

Checklist:

1. Donning and Doffing PPE Exercise Completed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Referred to directions in manual	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Discussed work activities that would require each part of PPE	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Completed checklist	<input type="checkbox"/> Yes	<input type="checkbox"/> No

5. Unexpected Situations

Minimum Content Requirements

- Exercise: Unexpected Situations

Teaching Methods

- Discussion
- Exercise

Questions You May Be Asked

- Do we have to have a health and safety plan?
 - Yes

Audio Visuals

- Projector
- Flipchart & markers
- Blue painter's tape (can use to attach pages to wall)
- List all the relevant slides/graphics that are part of the program

Special Space Requirements

- Meeting area for small groups

Suggested Instructor Preparation

- Review reference materials
- Review this section
- Prepare worksheets for each participant

Instructions for Unexpected Situations Exercise:

Have participants answer the questions on the worksheet.

Answers:

1. Someone slipped on ice and could not get up due to back pain?
 - See emergency response plan. Follow.
2. You tried five gloves and each one tore as you donned it?
 - Rethink your donning procedures. Are you donning the gloves properly? Are the gloves defective? Do you have a sharp fingernail that could be responsible for the tears?
3. Behind drywall, you find dripping water?
 - Tell your supervisor; the auditors may have not detected this mold source.

Exercise Worksheet: Unexpected Situations

What would you do if:

1. Someone slipped on an icy step and could not get up due to back pain?
2. You tried five gloves and each one tore as you donned it?
3. Behind drywall, you find dripping water?

What actions could help minimize each of these situations?

Talk in small groups and develop two or more “unexpected situations” and an approach to reduce the hazard from each.

1. _____

2. _____

Checklist:

1. Unexpected Situations Exercise Completed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Completed checklist	<input type="checkbox"/> Yes	<input type="checkbox"/> No