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Showing and Sharing: Demonstrating Equipment-Based Training online

**Lois Harrison, Program Director, University of Minnesota Hazardous Materials Training
Program**

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Acknowledgements

- My fellow MWC members who produce “workarounds” and generously share their ideas
- Our trainers who have made online training work as best as they can in this challenging time
- All of you



Who we are

- Equipment based training center at the University of Minnesota (MWC) Variety of equipment-based classes (40T, IER, Mold Remediation, Hospital Decon, Refreshers)
- Train across the state (Iowa-Canadian border) with variety of community organizations, private and public entities, Tribal Communities and Labor Unions.



MANY Challenges!

- March 18-UMN closed. Offered ERR via Zoom 3 days after this. (ZOOM is UMN online platform)
- Campus buildings closed-no access to equipment
- Instructors/Trainers limited/no proficiency with providing online training. (GREAT @ hands-on!)
- MN Geography-large state, limited bandwidth, variable internet connectivity in urban and rural areas



MANY Challenges-continued!

- Split of trainees working @ home vs in facilities = access divide for equipment -different from everyone attending in-person course on campus or at facility.
Trainers-same issue
- Showing/sharing not the same as “doing”. Single-dimension environment, access to equipment and connectivity poses many limitations



Baseline tools we used to engage participants

- 1:1 practice tutorials with instructors on using ZOOM.
- Tip sheet developed for ZOOM tools-chat, polling, how to mute, share screen, show equipment on screen, whiteboard, reaction, etc.-shared with instructors
- 1:1 tutorials with trainees requesting assistance with ZOOM
- Run through with instructors to id equipment they have access to/what they have at home/share on screen (N95, gloves, masks, disinfectants)
- Assign facilitator/co-host to EVERY ZOOM course-very important! (Monitor chat box, use breakout rooms, facilitate questions, share screen/whiteboards-staff intensive, but helps w/engagement)



Tips for engagement with equipment-#1

- Ask participants (in advance) to bring what they have to class-gloves, masks, gas monitors, disinfectants, hand sanitizer-great for exercises, review of procedures with class
- Allow lots of time for Q/A and discussion related to equipment-be aware of limitations of model familiarity, brand technical aspects (Scott/MSA, etc.) and usage among participants
- “Hands on” equipment video clips---embed links in chat to prevent lag and audio distortion-invite participants to view before class-toggle between sharing video and discussion



Equipment demonstration from training

The screenshot displays a video training session. On the left, a Microsoft Word document titled "FF Respirator Checklist--Don/Doff an N95" is open. The document contains a checklist with the following items:

- 1. Hands washed, or described need to? Yes No
- 2. Don
 - a. Respirator on one hand? Yes No
 - b. Straps under hand? Yes No
 - c. Placed FF on face and position bands
 - top strap first, topback of head Yes No
 - bottom strap second, at neck Yes No
 - d. nose piece crimped using 2 fingers of each hand Yes No
 - e. user checks
 - negative Yes No
 - positive Yes No
- 3. Doff

On the right side of the screen, there are two video feeds. The top feed shows Ed Leier, a man with glasses and a headset, with the name "Ed Leier" displayed below the video. The bottom feed shows Jennie, a woman wearing a white N95 respirator, with the name "Jennie" displayed below the video. Below the video feeds are two dark grey rectangular boxes with white text: "kaitlink" and "Rachels".



Tips for engagement with equipment #2

Use Chat for: ERG Guidebook links, Reg/eval form links, video links, apps – use asynchronously for group exercises-look up xx chemical and report back

Zoom/Speaker View: to identify equipment clearly

Use Poll feature: “How many people are on your emergency response team?”

Household items/Props

Second camera/selfie stick- walk around/demo equipment while talking

Lighting: Ensure participants can see equipment labels, instruments, phone apps clearly

Whiteboard: Participants draw hot/warm/cold zones. Ask “Identify what items are in your spill kit?”

Post course Drills: Use what you’ve learned and share results, videos, etc.



Finally-

- Follow up with participants to share what has worked well. Some of our spring participants will be coming on campus in October for hands on completion of their 40-hour training- so we'll identify how much retention of online equipment concepts.
- Be patient with yourself and your trainers' abilities to demonstrate hands-on concepts on a screen.
- Keep experimenting! Use trainee evaluations and chat to identify what could be better.

