

# United Steelworkers of America Snapshot:

<b>DOE TRAINING:</b>
<b>Principal Investigator:</b>
<ul style="list-style-type: none"> <li>James Frederick</li> </ul>
<b>Evaluator(s):</b>
<ul style="list-style-type: none"> <li>New Perspectives Consulting Group</li> <li>Scientific needs assessment from Dr. Beth Rosenberg (Tufts University) and Dr. Chuck Levenstein (Professor Emeritus at the University of Massachusetts Lowell)</li> </ul>
<b>Grant Number:</b>
<ul style="list-style-type: none"> <li>U45ES09761</li> </ul>
<b>Goal(s) of Evaluation:</b>
<ul style="list-style-type: none"> <li>To assess whether near miss reporting increases, and whether the process on near miss reporting helped to eliminate hazards</li> <li>Assess trainees' proficiency following training</li> <li>Scientific needs assessment designed to inform and improve health, safety, and related trainings</li> </ul>
<b>Evaluation tools:</b>
<ul style="list-style-type: none"> <li>The USW-TMC incorporates its proficiency assessment and training evaluation tool into all small group activity-based training manuals.</li> <li>In addition to ongoing monitoring of evaluation forms from every course, we report in the year-end final progress report on samples from each area of training to assess participant's overall evaluation of training courses.</li> <li>USW Local Union Representatives, full-time Health and Safety Representatives, and International Health and Safety staff follow-up with trainees after each hazardous materials training to ascertain information concerning training evaluation and additional training needs.</li> </ul>
<b>Population Served:</b>
<ul style="list-style-type: none"> <li>Workers employed at Department of Energy sites who will benefit from learning how to protect themselves during emergencies and to implement strategies to prevent potentially deadly accidents</li> </ul>
<b>Types of Courses/ Training Curricula Offered:</b>
<ul style="list-style-type: none"> <li>Courses include HAZWOPER, Final Rule Awareness, Process Safety Management, Trainer Reauthorization, OSHA, etc.</li> </ul>
<b>Trainers:</b>
<ul style="list-style-type: none"> <li>Worker-trainers used</li> <li>In 2012, The SCEO-TMC's DOE site worker trainers received 64 hours of training designed to refresh and enhance the technical expertise of the trainer.</li> </ul>
<b>Proof of effectiveness/value?</b>
<ul style="list-style-type: none"> <li>Report from Dr. Rosenberg and Dr. Levenstein revealed that DOE should incentivize fixing hazards rather than low injury rates. The decency and effectiveness of a safety program should be judged by workers, and not by injury rates.</li> </ul>
<b>Most beneficial aspects/well received methods:</b>
<ul style="list-style-type: none"> <li>The organization continued to move towards a blended learning approach that combines ATT (including web-based communications) with small group and hands on learning activities.</li> <li>Incorporation of two videos from the Chemical Safety Board into the 8-hour HAZWOPER</li> </ul>

refresher. These videos serve as visual representation of real scenarios that effectively demonstrate the results of what can happen when hazards are not reported. These videos set the stage for classroom participants to volunteer to report near-misses and hazards and will hopefully lead to eliminating those hazards.

- Focus on near miss reporting: The centerpiece of this initiative is an activity that seeks to actively engage participants in reporting near-misses and hazards. This initiative has had two objectives: 1) To train the workers to identify and report those hazards and near-misses that can cause injuries; and 2) To evaluate after one year of reporting, how much reporting has increased and how many hazards were eliminated and at what level of hierarchy.

## **HDPT TRAINING:**

### **Principal Investigator:**

- James Frederick

### **Evaluator(s):**

- New Perspectives Consulting Group developed a model to evaluate the curriculum

### **Grant Number:**

- U45ES06175

### **Goal(s) of Evaluation:**

- Determine how training is used in the workplace to see if it is having an impact
- Incorporate workplace realities reported by workers into the curriculum
- Assess each trainee's proficiency

### **Evaluation tools:**

- Set up an active feedback loop between the development team and the workers who are trained.
- The SCEO/TMC incorporates its proficiency assessment and training evaluation tool into all small group activity-based training manuals.
- Trainers encouraged to include note with the paperwork sent to HQ regarding any interesting comments received from student evaluations so any need actions can be taken.
- USW Local Union Representatives, full-time Health and Safety Representatives, and International Health and Safety staff follow-up with trainees after each hazardous materials training to ascertain information concerning training evaluation and additional training needs.

### **Population Served:**

- Emergency Response Workers

### **Types of Courses/ Training Curricula Offered:**

- Include CFR 851 Final Rule, HAZWOPER, Near Miss Prevention, TOP 4 hour Investigator Refresher, TOP Awareness Training, OSHA 501, OSHA 10 hour, Train the Trainer

### **Trainers:**

- Worker-trainers used

### **Proof of effectiveness/value?**

- Written comments from those in classes:
  - "This is my first time at a USW Health & Safety Training. The worker/trainers were well informed and kept the class interesting."
  - "I was surprised at the professionalism of the workers who presented this training."
- In the TOP 4 hour Investigator Refresher Class, there was agreement from all the participants

that the curriculum met its stated purposes. All agreed that getting 100 % of the TOP findings and recommendations into the corrective action process of the employer is an important part of the investigation process.

- It is important to note that all of the participants, no matter what class, agreed that the curriculum met the stated purposes and all felt that what they learned will be helpful to them in their Health & Safety work.

#### **Most beneficial aspects/well received methods:**

- Participatory evaluation approach was used. Good incorporation of trainee perspectives and recommendations into progress report.
- The TMC has made progress on utilization of multi-lingual trainers as well as developing a repository of Spanish language Health and Safety Materials.
- Focus on training “Special Emergency Response Trainers” (SERTs) who can serve as part of the WETP team ready to response to an emergency anywhere as well as serve as the USW/CWA team that will respond immediately to emergencies when called upon to provide on-the-spot training.
- Continues to work with counterparts in Europe. Dr. McQuiston and the Labor Institute continue to monitor and research the development in Europe surrounding existing hazards remediation as well as emerging issues.
- Class members recognized and agreed that identifying hazards is only part of Health & Safety and that correcting underlying defects is the key to a safer workplace.
- Good incorporation of trainee perspectives and recommendations into progress report. Participatory research used.

### ***HWWT TRAINING:***

#### **Principal Investigator:**

- James Frederick

#### **Evaluator(s):**

- New Perspectives Consulting Group developed a model to evaluate the curriculum

#### **Grant Number:**

- U45ES06175

#### **Goal(s) of Evaluation:**

- Determine how training is used in the workplace to see if it is having an impact
- Incorporate workplace realities reported by workers into the curriculum
- Assess each trainee’s proficiency

#### **Evaluation tools:**

- At the Trainers’ Exchange with the International Chemical Workers Union Council (ICWUC), an evaluation was conducted each afternoon reviewing each of the topics covered. From those daily evaluations and an end of course evaluation, 42 recommendations were made for consideration of revisions to the curricula and 7 critical action items were identified for immediate consideration before re-piloting the class.
- The SCEO/TMC incorporates its proficiency assessment and training evaluation tool into all small group activity-based training manuals.
- The SCEO/TMC, with assistance from New Perspectives, developed a process by which interested TOP sites may independently collect, enter and analyze a brief survey designed to

assess key areas of their workplace's health and safety.

- Trainers encouraged to include note with the paperwork sent to HQ regarding any interesting comments received from student evaluations so any need actions can be taken.
- USW Local Union Representatives, full-time Health and Safety Representatives, and International Health and Safety staff follow-up with trainees after each hazardous materials training to ascertain information concerning training evaluation and additional training needs.

**Population Served:**

- Hazardous Waste Workers

**Types of Courses/ Training Curricula Offered:**

- Courses include: Hazmat operations level; Emergency Response (ER) awareness level and refresher courses; Treatment, Storage and Disposal (TSD); awareness level courses with a lessons-learned focus; Lessons Learned and hazard mapping; OSHA outreach training programs
- Courses for worker-trainer development and evaluation including annual technical training classes

**Trainers:**

- Worker-trainers used
- Trainer Development Courses, including a week long Trainer Enhancement Seminar, which was held in November 2011. Trainers' Exchanges held as well to share ideas, training experiences and program competency

**Proof of effectiveness/value?**

- Written comments from those in classes:
  - "This is my first time at a USW Health & Safety Training. The worker/trainers were well informed and kept the class interesting."
  - "I was surprised at the professionalism of the workers who presented this training."
- The workbook evaluations/assessments from classes presented under DOE, EPA and OSHA grants have been reviewed and the results were all positive.

**Most beneficial aspects/well received methods:**

- Participatory evaluation approach used.
- Use of multi-lingual trainers to assist in areas where there are second language issues.