

Vivid Learning Systems Course Catalog*

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* This catalog represents the current offerings of Vivid Learning Systems. All courses are subject to availability.

Employment Law

Absences from the Workplace

Requirement References:

- 29 CFR 825.100: Chapter V Wage and Hour Division, Department of Labor
- The Family and Medical Leave Act of 1993
- Uniformed Services Employment and Reemployment Rights Act (USERRA) (USERRA replaces the Veterans' Reemployment Rights (VRR) statute (P.L. 103-353, 108 Stat. 3149; 38 USC §43)
- Jury Systems Improvement Act of 1978

Goal:

The goal of this lesson is to provide awareness training in the federal laws that cover employee absences from the work place for family and medical leave, military leave, and jury duty leave.

Objectives:

- Identify federal employment laws that cover employee absences from the workplace.
- Identify federal employment law requirements for covered employers and eligible employees.
- Identify federal employment law requirements for advance notice of absence, medical certification, and returning to work.
- Identify federal employment law provisions for job benefits and job protection.

AIDS in the Workplace

Requirement References:

- American Red Cross: Workplace HIV/AIDS Program; Course Number 3501
- Centers for Disease Control and Prevention
- National Leadership Coalition on AIDS

Goal:

In this lesson you will learn the facts and myths about HIV, ways to manage the risk of infection, fair employment practices related to HIV infected employees, and elements of an HIV/AIDS workplace policy.

Objectives:

- Identify facts and myths about HIV.
- Identify ways to manage risk of infection.
- Identify fair employment practices related to HIV infected employees.
- Identify elements of an HIV/AIDS workplace policy.

Computer Security

Requirement References:

- Section 1030 of Title 18 of the United State Code (18 U.S.C. §1030)

Goal:

Students will be able to define measures to ensure the security of the computer systems, know how to respond to potential violations, recognize essential and sensitive data and its associated protections, and identify authorized computer uses.

Objectives:

- Identify computer security measures including use of passwords, data backups, contingency planning, and virus scanning.
- Define sensitive data and identify how to protect it.
- Identify authorized computer uses.
- Recognize additional user responsibilities when transferring computers and reporting security violations.

Disability in the Workplace

Requirement References:

- Americans with Disabilities Act of 1990
- ADA Technical Assistance Manual, Title II

Goal:

Students will be able to recognize the key elements of the ADA, how it affects the workplace, public accommodations, discriminate between examples of situations meeting and violating the ADA, and how to appropriately interact with people with disabilities.

Objectives:

- Identify the purpose and scope of Americans with Disabilities Act (ADA), define disability, and recognize examples of disabilities.
- Identify the requirements mandated in the Employment (Title I) section by defining "qualified with a disability," "reasonable accommodations," "essential functions," and "undue hardship."
- Determine whether specific examples are in compliance with or in violation of ADA.

Discrimination-Free Workplace

Requirement References:

- Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on race, sex, color, religion, and national origin.
- Age Discrimination in Employment Act of 1967 (ADEA) prohibits discrimination against employees and applicants who are 40 years of age or over.
- Title I of the Americans with Disabilities Act of 1990 (ADA) prohibits employment discrimination against qualified individuals with disabilities. The Act requires employers to make reasonable accommodation to facilitate employment of disabled individuals unless the employer can show the accommodation would impose undue hardship on the operation of business.
- The Civil Rights Act of 1991 expands the scope of relevant civil rights statutes to provide adequate protection to victims of discrimination, and provides appropriate remedies for intentional discrimination and unlawful harassment in the workplace.
- Equal Pay Act of 1963 (EPA) protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination.

Goal:

This lesson provides employers and managers an awareness of issues relating to discrimination in the workplace and practical considerations for avoiding discriminatory practices, including discrimination associated with race, color, religion, sex, national origin, age, and physical or mental disability.

Objectives:

- State what constitutes employment discrimination.
- Identify the federal discrimination laws in place to protect individual worker's rights.
- Recognize the importance of promoting a discrimination free workplace.
- Identify recommended guidelines for employers and managers.
- Recognize the actions taken if a discrimination charge is made.

Drug-Free Workplace

Requirement References:

- Drug-Free Workplace Act of 1988 (Public Law 100-690)
- SUBPART 9.4--DEBARMENT, SUSPENSION, AND INELIGIBILITY
- The National Drug Control Strategy: 1996

Goal:

The goal of this lesson is to reduce the financial and personnel cost of injuries and lost workdays due to controllable factors such as illness, use of medication, alcohol abuse, and drug abuse.

Objectives:

- Identify and state why they should be concerned about substance abuse at work.
- Identify and state how they can identify substance abuse problems.
- Identify and state how to report their concerns and how to get help for themselves if they have a substance abuse problem.

Employee Concerns

Requirement References:

There are no regulatory requirements for this lesson.

Goal:

Upon completion of this lesson, the student will state the purpose, scope, and elements of an Employee Concerns Program, the preferred process for resolving workplace concerns, identify rights and responsibilities of employees and management, as well state the key steps that occur when a concern is raised.

Objectives:

- Identify the purpose, scope, and elements of an Employee Concerns "Program" or an employee concerns reporting mechanism.
- State the preferred process for reporting and resolving workplace problems or concerns.
- Identify the rights and responsibilities of employees and management in resolving concerns.
- State the key steps that occur following an employee concern being raised.

Ethics

Requirement References:

- Anti-Trust Law - Sherman Act (15 U.S.C. Chapter 1)
- Copyright Law (17 U.S.C. Sections 101-810)
- Intellectual property laws (35 U.S.C. and Title 17 C.F.R. Chapter 1)

Goal:

Each employee will state the purpose of an ethics program, identify specific ethics standards, recognize their responsibility to comply with these standards, identify disciplinary actions that can result from non-compliance, and identify how to properly raise ethical concerns and seek additional counsel. The student will also recognize the application of ethics principles through the use of case studies.

Objectives:

- State the purpose of an ethics program, define ethics, and list common characteristics of the ethics program.
- Identify ethical standards for fairness and honesty, accurate record keeping, and complying with antitrust laws.
- Identify ethical standards for giving and receiving gifts, gratuities, and entertainment with customers and suppliers, government and non-government personnel, and foreign officials.
- Identify standards for handling conflicts of interest, financial standards, including preservation of assets, restrictive trade practices, intellectual properties, and employee relations.
- Recognize the responsibility to comply with and report suspected ethical violations, what disciplinary action could result from failure to comply with or report violations, and how to raise ethical concerns and seek additional counsel.
- Recognize the application of ethics principles through the use of case studies.

Hiring and Lawful Termination

Requirement References:

- Civil Rights Act of 1964
- Americans with Disabilities Act of 1990
- Age Discrimination Employment Act of 1967

Goal:

Employers and managers will identify the laws that provide protection against discrimination, recognize legal application and interview questions, and state legal requirements and appropriate actions prior to, during, and after an employment termination.

Objectives:

- Identify relevant laws and their associated requirements to prevent discrimination in the hiring process.
- Recognize legal criteria for application and interview questions and good practices for interviews.
- State legal requirements and appropriate considerations prior to termination.
- State legal requirements and appropriate actions for an employment termination interview.
- State legal requirements and appropriate actions following the termination of an employee.

Sexual Harassment for Employees

Requirement References:

- Title VII of the Civil Rights Law 1964
- Equal Employment Opportunity Commission

Goal:

To train employees to recognize, report, and prevent incidents of sexual harassment in the workplace.

Objectives:

- Define Sexual Harassment.
- Identify behaviors that might be considered sexual harassment.
- Identify the proper actions employees should take if they experience or witness sexual harassment.
- Understand personal liability and the liability of others when sexual harassment takes place.

Sexual Harassment for Managers

Requirement References:

- Title VII of the Civil Rights Act of 1964
- Equal Employment Opportunity Commission

Goal:

The goal of this course is to train managers to prevent sexual harassment, respond to complaints, and deal with and prevent retaliation.

Objectives:

- Know why understanding sexual harassment in the workplace is important.
- Know the responsibilities of the company and managers.
- Know how to prevent sexual harassment.
- Know how to respond to complaints.
- Know how to deal with and prevent retaliation.

Violence in the Workplace

Requirement References:

- National Institute for Occupational Safety and Health (NIOSH)
- OSHA "Violence in the Workplace"; General Duty Clause, Section 5(a)(1) of the Occupational Safety and Health Act (OSHA) of 1970

Goal:

In this course the student will understand the risks of violence in the workplace and learn how they can protect themselves, fellow employees, and the public from harm.

Objectives:

- Define workplace violence.
- Recognize the factors that increase the risk of workplace violence.
- Identify the four categories of workplace violence.
- Identify how to prevent violent events.
- Identify action to take when involved in a violent event.
- Identify response and reporting actions after a violent incident takes place.

Environmental Management

Air Emissions Management

Requirement References:

- Clean Air Act Amendments of 1990

Description:

This lesson covers the purpose and goals of the Clean Air Act Amendments of 1990, key terms associated with National Ambient Air Quality Standards of Title I and the requirements for limiting Hazardous Air Pollutants as defined in Title III. It also covers the purpose and requirements of Operating Permits as defined in Title V and the steps involved in the air permitting process.

Goal:

Upon completion of this lesson, the student will be able to identify the purpose and goals of the Clean Air Act Amendments of 1990, define key terms associated with National Ambient Air Quality Standards of Title I, and identify the requirements for limiting Hazardous Air Pollutants as defined in Title III. The student will also be able to identify the purpose of Operating Permits as defined in Title V, and the steps involved in the air permitting process.

Objectives:

- Identify the purpose and goals of the Clean Air Act Amendments (CAAA) of 1990.
- Define attainment and non-attainment areas as described by the Clean Air Act.
- Define key terms associated with Title I compliance requirements, including National Ambient Air Quality Standards (NAAQS), degrees of non-attainment, major source, Criteria Air Pollutants, and New Source Performance Standards (NSPS).
- Identify the requirements for attainment and maintenance of National Ambient Air Quality Standards as defined in Title I.
- Identify the requirements for limiting Hazardous Air Pollutants as defined in Title III.
- Define key terms associated with Title III compliance requirements, including Hazardous Air Pollutants, Maximum Air Control Technology, and Risk Management Planning, and NESHAPS.
- Identify the purpose and requirements of Operating Permits as defined in Title V.
- Define key terms associated with Title V compliance requirements; include Potential to Emit, Actual Emissions, and Allowable Emissions.
- Identify the process for determining air-permitting compliance.
- Identify the types of air permits from degree of least stringency to highest, including permit exemption, construction permits, minor source permits, synthetic minor permit, and major source permit.

Emergency Planning and Community Right-to-Know Act (EPCRA)

Requirement References:

- Emergency and Community Right-to-Know Act (EPCRA)
- 40 CFR 302.4 – Hazardous Substances
- 40 CFR 355 Appendix A & B – Extremely Hazardous Substances
- 40 CFR 372.65 – Toxic Chemicals

Description:

The lesson covers the origin and goals of EPCRA, including the subtitles and sections. It also covers the specific types of chemicals listed in the regulation, and how to determine EPCRA applicability for a facility. Emergency planning and emergency release notification requirements, the provisions and exemptions for MSDS submissions and chemical inventory reporting, and the requirements for toxic chemical release reporting are addressed in further detail.

Goal:

The student will identify the origin and goals of EPCRA and recognize the reporting requirements of the four major areas: emergency planning, emergency release, MSDS submissions and chemical inventory reporting, and toxic chemical release reporting.

Objectives:

- Identify the origin and goals of the EPCRA regulation.
- Identify the four specific types of chemicals listed in the regulation.
- Identify the emergency planning requirements of Section 302 and 303.
- Identify the emergency release notification requirements of Section 304, including release possibilities at a facility.
- Identify the requirements and exemptions for MSDS submissions in Section 311 and chemical inventory reporting in Section 312, specifically Tier II reporting.
- Identify the requirements of toxic chemical release reporting in Section 313.

Environmental Management

Requirement References:

- 42 USC Sections 13101-13109, "Pollution Prevention Act of 1990"
- Resource Conservation and Recovery Act (RCRA)
- CERCLA (Superfund)
- SARA Title III
- Clean Air Act
- Federal Water Pollution Control Act
- Toxic Substances Control Act
- Federal Insecticide, Fungicide, and Rodenticide Act
- Hazardous Materials Transportation Act
- Waste Minimization Nation Plan

Goal:

Upon completion of this lesson, the student will be able to identify waste management concepts, the hazards of environmental waste, the regulations in place to manage waste reduction and waste generation, and actions to take if a spill or release of hazardous material occurs.

Objectives:

- Identify hazards of environmental waste
- Identify waste management concepts and ways to reduce waste and to prevent pollution
- Identify how to respond effectively to a spill or release of hazardous material

Hazardous Waste Management

Requirement References:

- Resource Conservation and Recovery Act, 40 CFR part 260-265
- 40 CFR 261 Subpart D
- 40 CFR 261 Subpart C

Goal:

Define a hazardous waste, recognize standards that regulate hazardous waste, and identify requirements of hazardous waste management.

Objectives:

- Identify the purpose of a waste management program.
- Define the categories of waste, including hazardous, universal, "potentially" hazardous, and non-hazardous.
- Identify the purpose for regulating hazardous waste, which regulatory standards apply to hazardous waste management, and the three classifications of waste generators under RCRA.
- Recognize the criteria for determining if "you" generate a hazardous waste.
- Identify the container, labeling, and storage requirements for hazardous waste.
- Identify the requirements for developing and implementing an inspection program for hazardous waste.
- Identify transportation and disposal requirements for hazardous waste.
- Identify the requirements for emergency preparedness and contingency planning.
- Recognize the requirements for training personnel, reporting, and recordkeeping.
- Identify typical hazardous wastes, universal wastes, and potentially hazardous wastes.
- Identify proper management and disposal procedures for typical hazardous, universal, and potentially hazardous wastes.
- Recognize methods for minimizing the generation of hazardous waste and evaluating those methods.

Wastewater & Storm Water Management

Requirement References:

- Clean Water Act (CWA)
- Safe Drinking Water Act (SDWA)
- 40 CFR 438
- Appendix D - SIC Code Categories

Goal:

At the completion of the lesson, the student will be able to identify the regulatory background and compliance requirements for industrial wastewater and storm water discharges and permits. The student will also identify the compliance requirements of a Storm Water Pollution Prevention Plan (SWPPP).

Objectives:

- Describe the regulatory background and requirements for wastewater, storm water, and septic system discharges.
- Identify potential sources of industrial wastewater and potential contaminants.
- Identify wastewater permitting requirements for municipal system and surface water discharges.
- Identify potential sources of storm water.
- Identify storm water permitting requirements for your facilities.
- Describe the components of a typical Stormwater Pollution Prevention Plan.

Safety & Health (OSHA)

Asbestos Hazard Awareness

Requirement References:

- OSHA 29 CFR 1910.1001 - Asbestos Standard for General Industry
- OSHA 29 CFR 1926.1101 - Asbestos Standard for the Construction Industry

Goal:

The goal of this lesson is to improve the health and safety of employees by providing required training regarding the awareness of asbestos hazards.

Objectives:

- Identify the health effects associated with asbestos exposure, including the relationship between smoking and exposure to asbestos in the development of lung disease.
- Identify the control measures and appropriate actions to minimize the possibility of being exposed to or inhaling asbestos fibers.
- Identify his/her rights and responsibilities when working with asbestos-containing materials.

Basic First Aid

Requirement References:

- 29 CFR 1910.151
- 29 CFR 1918 App V

Goal:

Each employee will know how to initially respond to an accident or injury situation, become aware of first aid guidelines and “good practices,” and be able to properly treat injuries and respond to emergencies.

Objectives:

- Identify the correct actions to take during an initial response to an accident or first aid situation.
- Identify the correct actions to take when providing first aid in situations involving bleeding.
- Identify the symptoms of shock and the correct actions to take when providing first aid in situations involving shock.
- Identify the correct actions to take when providing first aid in situations involving burns.
- Identify the correct actions to take when providing first aid in electrical accident situations.
- Identify the symptoms associated with a head injury and the correct actions to take when providing first aid in situations involving potential head injuries.
- Identify when to suspect a spinal injury and the correct actions to take when providing first aid in situations involving potential spinal injuries.
- Identify the correct actions to take when providing first aid in situations involving fractures.
- Identify the signs and symptoms of poisonings and the correct actions to take when providing first aid in poisoning accidents.
- Identify the signs and symptoms associated with environmental emergencies including snakebites and heat and cold stress and the correct actions to take when providing first aid in these situations.

Basic Respiratory Protection

Requirement References:

- 1910.134 - Respiratory protection: Personal Protective Equipment

Goal:

To ensure users are qualified and properly trained in the use and maintenance of respirators.

Objectives:

- Identify types of respiratory hazards and possible effects, either acute or chronic.
- Recognize how engineering and administrative controls are applied to minimize or eliminate personnel exposure to respiratory hazards.
- Identify the criteria used to select appropriate respiratory protection.
- Recognize the types and limitations of air purifying respirators.
- Identify advantages and disadvantages associated with using air-purifying respirators.
- Recall the three respirator qualifications, which must be in place before donning a respirator.
- Recognize basic respirator user training requirements.
- List conditions, which could interfere with the seal of a respirator.
- Identify maintenance and storage requirements for respirators.
- Select correct responses to emergency situations a respirator user could encounter while performing work activities.

Behavior-Based Safety

Requirement References:

- Occupational Safety and Health Act of 1970, Section 8a
- 29 CFR 1926.20 General Safety and Health Provisions
- 29 CFR 1926.21 Safety Training and Education

Goal:

The learner will correctly apply the principles of Hazard Elimination, Personal Contribution, Injury Prevention, and Self-Evaluation when implementing behavior-based safety in the workplace.

Objectives:

- Identify the definitions and terms associated with behavior-based safety.
- Recognize how jobsite hazards are eliminated through behavior-based safety efforts.
- Identify how to contribute to the success of a behavior-based safety program.
- Understand how to prevent workplace injuries using a behavior-based safety program.
- Recognize how to perform a behavior-based safety self-evaluation.

Bloodborne Pathogens (BBP)

Requirement References:

- 29 CFR 1910.1030 Bloodborne Pathogens
- 29 CFR 1910.1030 App A - Hepatitis B Vaccine Declination (Mandatory)
- OSHA Fact Sheet 02/01/1993 Most frequently asked questions concerning the bloodborne pathogen standard.
- UNAIDS. AIDS Epidemic Update, December, 2003.
- Fleming, P.L. et al. HIV Prevalence in the United States, 2000. 9th Conference on Retroviruses and Opportunistic Infections, Seattle, Wash., Feb. 24-28, 2002. Abstract 11.
- Centers for Disease Control and Prevention (CDC). HIV and AIDS - United States, 1981-2001. MMWR 2001;50:430-434.
- Centers for Disease Control and Prevention (CDC). HIV Prevention Strategic Plan Through 2005. January 2001.
- Centers for Disease Control and Prevention (CDC). HIV/AIDS Surveillance Report 2002;14:1-40.

Goal:

To help employers provide a safe and healthful work environment for their employees and minimize the possibility of employee exposure to bloodborne pathogens.

Objectives:

- Identify the hazards of contact with body fluids that may contain bloodborne pathogens.
- Identify the minimum parts of an exposure control plan.
- Identify how engineering and work practice controls are used to prevent contact with or infection from contaminated body fluids.
- Identify general actions to follow in response to emergencies involving blood and how to handle exposure incidents.
- Identify the signs, labels, and color-coding used to warn of biohazards and bloodborne pathogens.
- Identify general information about bloodborne pathogens and their transmission.

Chemical Safety

Requirement References:

- OSHA Standards, Title 29 CFR, Part 1910 "General Industry", Section 1910.1450, "Occupational Exposures to Hazardous Chemicals in Laboratories", generally referred to as the "Laboratory Standard" and Section 1910, Subpart Z, "Toxic and Hazardous Substances"
- OSHA Standards, Title 29CFR, Part 1910, Section 1910.1200, Hazard Communication
- OSHA Standards, Title 29CFR, Part 1910, Section 1910.132, Personal Protective Equipment - General Requirements
- OSHA Standards, Title 29CFR, Part 1926, Section 64 App A, List of Highly Hazardous Chemicals, Toxics and Reactives

Goal:

The goal of this lesson is to provide required awareness training in the occupational hazards common to the handling and use of chemicals, methods and techniques used for evaluating and minimizing chemical exposure, measures employees can take to protect themselves from chemical hazards, safe practices for chemical storage and waste disposal, and the correct response to emergency situations involving chemical spills.

Objectives:

- Identify physical and health hazards common to the handling and use of chemicals.
- Identify methods and techniques used for evaluating and minimizing chemical exposure.
- Identify measures employees can take to protect themselves from chemical hazards.
- Identify safe practices for chemical storage and chemical waste disposal.
- Identify the correct response to emergency situations involving chemical spills.

Chlorine Safety

Requirement References:

- OSHA Standard, 29 CFR 1910.1000 and Table Z-1: Toxic and Hazardous Substances
- OSHA Standard, 29 CFR 1910.1200, (g)(2)(X). Hazard Communication
- Hazard Materials Subpart H pg 22; subpart Z Vinyl Chloride pg 46 of OSHA Training 29 CFR 1910.1000, Table Z-1
- OSHA 29 CFR 1910 and the Emergency Planning and Community Right-to-Know Act (EPCRA)
- OSHA 29 1910.119, Appendix A
- OSHA 29 1910.1450, Appendix A for Labs
- OSHA 29 1910.261 for Pulp and Paper Mills
- OSHA 29 1926.64, Appendix A for Construction

Goal:

The goal of this lesson is to provide awareness training to help workers recognize the occupational hazards and health effects of chlorine exposure and the exposure controls.

Objectives:

- Recognize the hazards of chlorine in the workplace.
- Identify the health effects of chlorine exposure.
- Identify exposure controls to protect against chlorine hazards.
- Identify how to respond to a chlorine spill or release.

Compressed Gas Safety

Requirement References:

- Safe Handling of Compressed Gases in Containers, CGA P-1 1984, Compressed Gas Association, Inc.
- OSHA Standards Interpretation and Compliance Letters 03/15/1990 - The proper handling of compressed gas cylinders particularly with reference to the moving of cylinders from place to place

Goal:

The goal of this lesson is to make all employees aware of the safety requirements when working with or around Compressed Gas.

Objectives:

- Identify the methods for identifying the contents of a compressed gas cylinder.
- Identify the proper methods for transporting and storing compressed gas cylinders.
- Identify the proper methods for installation and use of compressed gases.
- Identify the proper methods for operation of regulators for compressed gas cylinders.

Confined Spaces - Entry Level

Requirement References:

- CFR 1910.146, Permit-required confined spaces.
- CFR 1910.146, App B, Procedures for Atmospheric Testing. Subpart J
- CFR 1910.146, App D, Confined Space Pre-Entry Check List
- CFR 1910.146, App E, Sewer System Entry.
- ANSI Z117.1-1989, American National Standard: Safety Requirements for Confined Spaces.

Goal:

The goal of this lesson is to make employees aware of the hazards that exist in a permit-required confined space and recognize that special precautions, training, and an approved Confined Space Entry Permit or approved Routine Entry Procedures are required for entry.

Objectives:

- Identify the responsibilities of a confined space entrant
- Identify the responsibilities of a confined space attendant
- Identify the responsibilities of a confined space entry supervisor

Confined Spaces

Requirement References:

- CFR 1910.146 Permit-required confined spaces.
- CFR 1910.146 App B Procedures for Atmospheric Testing. Subpart J
- CFR 1910.146 App D Confined Space Pre-Entry Check List
- CFR 1910.146 App E Sewer System Entry.
- ANSI Z117.1-1989 American National Standard: Safety requirements for confined spaces.

Goal:

The goal of this lesson is to make all employees aware of the potential hazards that may exist in a confined space and understand that special precautions, training, and an approved Confined Space Entry Permit or approved Routine Entry Procedures are required for entry.

Objectives:

- List the potential hazards that may be found in a confined space.
- Identify the correct action for a non-qualified person to take if asked to enter an area they believe meets the OSHA definition of a Confined Space.
- Identify the requirements for entry to a Permit-Required Confined Space.

CPR

Requirement References:

- OSHA 29 CFR 1910.151(b) Standard Title: Medical services and first aid. SubPart Number: K

Goal:

The goal of this lesson is to provide refresher training or supplement training from a practical hands-on CPR course on how to respond confidently to a respiratory, cardiac, or choking emergency until professional medical help arrives.

Objectives:

- Recognize how to protect yourself when responding to an emergency where blood is present and how to perform the ABCs of initial response.
- Recognize the signs of a respiratory emergency and the steps for opening the airway with a head-tilt chin-lift or jaw-thrust maneuver and giving rescue breathing to an adult.
- Recognize the signs of a cardiac emergency and the steps for giving cardiopulmonary resuscitation (CPR) to an adult.
- Recognize the signs of a choking emergency and the steps for giving stomach thrusts to clear the airway for an adult.

Criticality Safety

Requirement References:

- DOE-5480.20 Personnel Selection, Qualification, and Training Requirements for DOE Nuclear Facilities

Goal:

Upon completion of this lesson, the participant will have the knowledge of criticality concepts and terms necessary to be able to properly respond to a criticality alarm and to identify the handling restrictions and labels associated with fissionable material.

Objectives:

- Recognize fissionable material labels and the hazards associated with improper handling of those containers holding fissionable material.
- Identify the correct actions to minimize the risk of being exposed to an accidental criticality.
- Identify the correct actions to minimize radiation exposure in the event of an accidental criticality.

Driver Safety

Requirement References:

There are no regulatory requirements for Driver Safety

Goal:

To enable drivers to recognize and identify hazardous driving conditions and to minimize their risk of accidents.

Objectives:

- Recognize the hazards inherent with vehicle operation on and off the work site.
- Take the appropriate actions to reduce the risk of vehicle accidents on and off the work site.
- Know the appropriate actions to take in an emergency situation.

Electrical Safety

Requirement References:

- 29 CFR 1910.330-335 - Electrical Safety
- 29 CFR 1910.332 Training: Electrical - Safety-Related Work Practices
- 29 CFR 1910.333 - Selection and use of work practices: Electrical - Safety-Related Work Practices
- 29 CFR 1910.335 - Safeguards for personnel protection: Electrical - Safety-Related Work Practices

Goal:

This lesson is designed for employees with a low risk of exposure to electrical hazards. It covers general electrical safety in the workplace including the proper use of portable electrical equipment, such as appliances and tools, extension cords, and Ground Fault Circuit Interrupters (GFCI).

Objectives:

- Potential electrical hazards.
- Proper use of extension cords and GFCI's.
- Types of injuries from electric shock.
- Emergency response to electrical injury.

Emergency Response

Requirement References:

- 29 CFR 1917 - Emergency action plans
- 29 CFR 1910.38 - Employee emergency plans and fire prevention plans
- 29 CFR 1910.165 - Employee alarm systems
- 29 CFR 1918.100 - Emergency action plans
- 29 CFR 1926.35 - Employee emergency action plans

Goal:

Each employee will recognize their employer's responsibilities for communicating the emergency action plan, list their responsibilities in the action plan, identify requirements for alarm systems, recognize the elements of the fire prevention plan, and state responsibilities for responding to weather-related disasters, natural disasters, bomb threats, fire, workplace violence, and hazardous material incidents.

Objectives:

- Identify required elements of a company emergency action plan and employee responsibilities regarding the plan.
- Identify when the employer must provide training on emergency action plans.
- List requirements for alarm systems.
- Identify elements of a fire prevention plan including fire prevention measures.
- Recognize employee responsibilities for responding to weather-related and natural disasters.
- Recognize employee responsibilities for responding to bomb threats, fire, workplace violence, and hazardous materials spills.

Excavation, Trenching, and Shoring Safety

Requirement References:

- 29 CFR 1926 Subpart P

Goal:

Each employee will recognize key terms associated with excavation work, identify correct principles and practices used in designing excavations, recognize proper principles and practices associated with constructing an excavation, and identify the dangers and safe practices that must be followed when working in or near excavations.

Objectives:

- Recognize the key terms associated with excavation work.
- Identify principles and practices used in designing excavations.
- Recognize the principles and practices associated with constructing an excavation.
- Identify the dangers and safe practices to follow when working in or near an excavation.

Fall Protection

Requirement References:

- OSHA Standards, Title 29 CFR, Part 1910 Subpart D, Walking and Working Surfaces, Section 1910.23, "Guarding floor and wall openings and holes"

Goal:

To make all employees aware of the requirements for use of Fall Protection, Work Positioning, Fall Restraint, and Fall Arrest systems.

Objectives:

- Identify the effects of free-fall and sudden arrest of free-fall on the body.
- Identify the requirements for Fall Protection Systems.
- Identify the requirements for equipment used in Work Positioning, Fall Restraint, and Fall Arrest systems.
- Identify the requirements for proper use of Work Positioning, Fall Protection, Fall Restraint, and Fall Arrest systems.

Fire Safety

Requirement References:

- 1910.157 Portable Fire Extinguishers
- 1910.38 Employee Emergency Plans and Fire Prevention Plans
- Fact Sheet No. OSHA 93-41 "WORKPLACE FIRE SAFETY"

Goal:

To reduce the financial and personnel cost of fires.

Objectives:

- Correctly identify fire prevention measures.
- Correctly identify the proper use of a portable fire extinguisher.
- Identify the correct response to a fire alarm.
- Correctly identify when and how to fight a fire.

Flammable Liquid Safety

Requirement References:

- 29 CFR 1910.106 Flammable and Combustible Liquids

Goal:

The learner will correctly apply the principles of hazard recognition, safety, flashpoint protection, and inventory inspections in the use of flammable and combustible liquids in the workplace.

Objectives:

- Identify the definitions and terms associated with flammable and combustible liquids used in the workplace.
- Recognize hazards inherent with work involving flammable and combustible liquids.
- Identify the safety requirements for the use of flammable and combustible liquids on the job.
- Recognize the storage requirements for flammable and combustible liquids at a work facility.
- Identify the principles of flashpoint protection when working with flammable and combustible liquids.
- Identify the steps for inspecting inventories of flammable and combustible liquids in the workplace.

Formaldehyde Safety

Requirement References:

- 29 CFR 1910.1048 (n) Formaldehyde

Description:

Formaldehyde is one of the most common industrial chemicals in use today. It is also recognized as one of the most common toxic elements found in industry and it is a leading cause of workplace illness. This lesson provides an awareness of the specific hazards of formaldehyde in the work place and ways to reduce the risk for potential injuries and illnesses related to over-exposure of the chemical.

Goal:

The learner will recognize the occupational hazards and health effects of exposure to formaldehyde and formaldehyde-based products, how this exposure occurs, and the controls necessary to ensure worker safety when exposed to these products in the workplace, including accidental spills or release.

Objectives:

- Recognize the hazards of formaldehyde.
- Identify how workers can be exposed and the health effects of formaldehyde.
- Identify the exposure controls for protecting against formaldehyde hazards.
- Identify how to respond to a formaldehyde spill or release.

Hand and Power Tools

Requirement References:

- 29 CFR 1910 Subpart P, 1910.241 1910.242, 1910.243, 1910.244

Goal:

Each employee using hand and power tools will recognize definitions and types of portable tools, the potential hazards connected with their use, including manual, electric, pneumatic, hydraulic, liquid-fueled, powder-actuated, and abrasive wheel tools, and will demonstrate the proper procedures required for each type of tool.

Objectives:

- Identify general hazards associated with hand and power tool use, and the safety practices that will prevent these hazards.
- Identify appropriate safety practices for electrical equipment.
- Recognize safety requirements for operator controls and guards.
- Identify appropriate safety practices for hand (manually-powered) tools.
- Identify safety requirements for using portable abrasive wheel tools.
- Identify appropriate safety practices for hydraulic and pneumatic tools.
- Identify proper use of liquid-fueled and powder-actuated tools.
- Recognize when tools must be inspected, and what actions to take if damage is found.

Hand Safety

Requirement References:

- Occupational Safety and Health Standards - 29 CFR 1910.138 General Requirements for Personal Protective Equipment – Hand Protection
- Occupational Safety and Health Standards - 29 CFR 1910.212 General requirements for all machines. - Machinery and Machine Guarding
- American National Standard for Hand Protection - Selection Criteria: ANSI/ISEA 105-2000

Description:

Each year workers suffer the pain and disability of hand injuries and lose millions of dollars in income while disabled. Hand Safety helps employees identify the causes and types of hand injuries and how to prevent them, ways to protect the hands through the proper selection of gloves, and effective safe work practices.

Goal:

To identify the major types and causes of hand injuries and how to prevent them through awareness of hazards, the use of hand protective equipment, and effective safe working practices.

Objectives:

- Recognize that hands are tools that help make highly skilled and valued workers.
- Identify workplace hazards to the hands and how to minimize the risk of hand injuries.
- Identify the proper selection of gloves and effective safe working practices.

Hazard Communication

Also available in Spanish

Requirement References:

- 29 CFR 1910.119 Process safety management of highly hazardous chemicals
- 29 CFR 1910.1200 Hazard Communication

Goal:

To inform workers of their right to know about chemical hazards in their work place and to meet OSHA requirements for providing employees information about the Hazard Communication Standard.

Objectives:

- Identify the type of information provided on a chemical container label and an MSDS.
- Identify how they can detect the presence of hazardous chemicals in the work area.
- Identify what physical hazards can result from hazardous chemicals and how employees can protect themselves from those chemicals.
- Identify worker responsibilities for container labeling, using the MSDS, and training.

Hearing Conservation

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.95 Occupational Noise Exposure

Goal:

To enable the employee to correctly apply the principles of hazard recognition, risk management, and rights and responsibilities when working in areas where noise is a hazard

Objectives:

- Recognize that a noise hazard exists in a particular area
- Take the appropriate actions to reduce the risk of hearing damage due to noise hazards
- Take the appropriate actions when confronted with a safety problem involving noise hazards

Heat and Cold Stress

Requirement References:

- OSHA Technical Manual, Section II, Chapter 4 - Heat Stress
- OSHA Facts Sheet: 95-16 Protecting Workers in Hot Environments Department of the Army, U.S. Army Research Institute of Environmental Medicine
- "Working in Hot Environments" National Institute for Occupational Safety and Health, 1992.

Goal:

To reduce the financial and personnel cost of personal injuries on the job resulting in lost work days due to heat stress illness.

Objectives:

- Identify and state the symptoms of cold stress.
- Identify and state the symptoms of heat stress.
- Identify and state first aid procedures for cold stress injury.
- Identify and state first aid for heat stress injury.
- Identify and state ways to help prevent heat stress.

Hot Work with Arc Welding

Requirement References:

- OSHA Regulations (Standards - 29 CFR), General requirements. - 1910.252
- OSHA Regulations (Standards – 29 CFR), Arc Welding and Cutting – 1910.254
- OSHA Safety and Health Regulations for Construction (Standards – 29 CFR), Welding and Cutting – 1926.351

Goal:

The goal of this lesson is to provide required training in the hazards of hot work and the basic requirements for reducing the risk of injury.

Objectives:

- Identify the hazards of hot work.
- Identify the basic requirements for performing hot work.
- Identify elements of equipment safety.
- Identify special equipment and precautions to ensure the personal safety of hot work employees.
- Identify appropriate safety practices for arc welding and cutting.

Incident Investigation

Requirement References:

- OSHA Small Business Training – Accident Investigation
- CFR 1910.119 (m) (1)

Goal:

The learner will recognize the purpose of an incident investigation, the investigative procedures to follow, the kinds of information to be developed, how to conduct an interview following the incident, and how to create an incident investigation report.

Objectives:

- Recognize the purpose of an incident investigation.
- Identify the procedures to follow and the kinds of information to be developed in an investigation.
- Identify who to interview and the correct method for conducting the interview.
- Identify the purpose and required components in an incident investigation report, including a recommendation of corrective action.

Indoor Air Quality

Requirement References:

- OSHA Standards, 29 CFR 1910.1000 and Table Z-1. Toxic and Hazardous Substances
- NIOSH Facts, June 1997 "Indoor Environmental Quality"
- OSHA Technical Manual, Section III: Chapter 2, "Indoor Air Quality Investigation"
- OSHA Unified Agenda, 2162. Indoor Air Quality in the Workplace
- OSHA Unified Agenda, 2249. Permissible Exposure Limits (PELS) for Air Contaminants
- EPA Document # 402-K-93-007, April 1995, The Inside Story - A Guide to Indoor Air Quality

Audience:

General employees whose work tasks are mainly conducted indoors.

Goal

The goal of this lesson is to provide awareness training to help employees recognize the occupational hazards and health effects of indoor air contaminants and controls to help maintain good indoor air quality.

Objectives:

- Define the term "indoor air quality" and recognize the consequences of indoor air contamination.
- Recognize the causes and sources of the major indoor air contaminants.
- Identify the health effects and major risks of indoor air contamination.
- Identify controls to help maintain good indoor air quality.

Industrial Ergonomics

Requirement References:

- UNITED STATES DEPARTMENT OF LABOR: Occupational Safety and Health Administration, Fact Sheet No. OSHA 90-09
- National Institute for Occupational Safety and Health: "Guidelines for Protecting the Safety and Health of HealthCare Workers"
- DHHS (NIOSH) Publication No. 88-119
- National Safety Council, 1991: National Safety Council Supervisors' Safety Manual 7th Edition. Page 201

Goal:

To minimize the possibility of employee accidents and illness due to chronic work-related physical and psychological stresses and maximize productivity and efficiency.

Objectives:

- Recognize that changes in daily habits can help prevent back pain and muscle injury and identify the cycle of pain.
- Identify the principles and goals of ergonomics and how their application can be used to solve work-stress problems.
- Identify various ergonomic problems and the signs and symptoms of work-related musculoskeletal disorders (MSD's).
- Identify ways the workspace can be arranged to reduce ergonomic problems related to lifting, use of hand tools, whole-body vibration, and computer workstations.

Laboratory Safety

Requirement References:

- OSHA Standards, Title 29 CFR, Part 1910 "General Industry", Section 1910.1450 "Occupational Exposures to Hazardous Chemicals in Laboratories", generally referred to as the "Laboratory Standard".
- OSHA Standards, Title 29CFR, Part 1910, Section 1019.1200, Hazard Communication
- OSHA Standards, Title 29CFR, Part 1910, Section 1019.330-335, Electrical Safety
- OSHA Standards, Title 29CFR, Part 1910, Section 1910.132, Personal Protective Equipment - General Requirements
- OSHA Standards, Title 29CFR, Part 1910, Section 1910.157, Portable Fire Extinguishers
- OSHA Standards, Title 29 CFR, Part 1910, Section 1910.1030, Bloodborne Pathogens

Goal:

The goal of this lesson is to provide required awareness training in the occupational hazards common to most laboratory operations, safe work practices to help reduce or eliminate exposure to these hazards, special equipment and precautions to ensure personal safety, and the correct response to emergency situations in laboratories.

Objectives:

- Identify the hazards common to most laboratory operations.
- Identify safe work practices to reduce or eliminate exposure to hazards in the laboratory workplace.
- Identify personal protective equipment designed to protect laboratory workers.
- Identify special equipment and precautions to ensure the personal safety of laboratory workers.
- Identify the correct response to emergency situations in laboratories.

Ladder Safety

Requirement References:

- 29 CFR 1910.25 Portable Wood Ladders
- 29 CFR 1910.26 Portable Metal Ladders
- 29 CFR 1910.27 Fixed Ladders
- 29 CFR 1910.333 Selection and Use of Work Practices
- 29 CFR 1917.118 Fixed Ladders
- 29 CFR 1917.119 Portable Ladders
- 29 CFR 1918.24 Fixed and Portable Ladders
- 29 CFR 1926.1053 Ladders

Goal:

The learner will identify common terms associated with work on ladders, recognize the hazards inherent with ladder work, and incorporate general safe practices to reduce or eliminate these hazards. The learner will also recognize the fall protection requirements associated with ladder work, and when, as well as how, to inspect ladders.

Objectives:

- Identify the definitions and terms associated with ladder work.
- Recognize common hazards associated with using ladders in the workplace.
- Identify the general requirements for using ladders safely on the job.
- Identify fall prevention requirements for working with ladders.
- Recognize how to inspect ladders before and after use.

Lead Awareness

Requirement References:

- OSHA Standards, 29 CFR 1910.1025, App B Lead
- SubPart Number: X. Employee Information and Training - Paragraph L
- SubPart Number: Z. Toxic and Hazardous Substances

Goal:

To provide awareness training to help workers recognize the occupational hazards and health effects of lead exposure, where lead is found, and the exposure controls.

Objectives:

- Recognize the hazards of lead in the workplace.
- Identify the health effects of lead exposure.
- Identify where lead is found.
- Identify exposure controls to avoid lead hazards.

Lock and Tag

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.331 Safety-Related Work Practices
- 1910.332 Training
- 29 CFR 1910.147 The control of hazardous energy (lockout/tagout)
- APPENDIX A TO §1910.147A - Typical Minimal Lockout Procedure

Goal:

For general worker understanding of, and compliance with, the lockout/tagout system of their workplace location/facility.

Objectives:

- Correctly identify the purpose of a lockout/tagout system
- Correctly identify typical locks and tags and their use
- Correctly identify the limitations of tags

Machine Guarding

Requirement References:

- OSHA 29 CFR 1910.212 General Requirements for all Machines
- OSHA Manual 3067 – Revised 1992 – Concepts and Techniques of Machine Safeguarding
- OSHA 29 CFR 1910.217 – Mechanical Power Presses
- OSHA 29 CFR 1910.215 – Abrasive Wheel Machinery
- OSHA 29 CFR 1910.213 – Woodworking Machinery

Goal:

The student will recognize the hazards associated with machine use and know the methods for machine safeguarding.

Objectives:

- Define mechanical hazards associated with machinery use.
- Identify the requirements for what a safeguard must do to protect workers from mechanical hazards.
- Identify methods for machine guarding and specific types of machine safeguards.
- Identify the rights and responsibilities of an employee when working around guarded machinery, including PPE use and training requirements.

Office Ergonomics

Requirement References:

- UNITED STATES DEPARTMENT OF LABOR: Occupational Safety and Health Administration, Fact Sheet No. OSHA 90-09
- National Institute for Occupational Safety and Health: "Guidelines for Protecting the Safety and Health of HealthCare Workers"
- DHHS (NIOSH) Publication No. 88-119
- National Safety Council, 1991: National Safety Council Supervisors' Safety Manual 7th Edition. Page 201

Goal:

To minimize the possibility of employee accidents and illness due to chronic work-related physical and psychological stresses and maximize productivity and efficiency.

Objectives:

- Recognize that changes in daily habits can help prevent back pain and muscle injury and identify the cycle of pain.
- Identify the principles and goals of ergonomics and how their application can be used to solve work-stress problems.
- Identify various ergonomic problems and the signs and symptoms of work-related musculoskeletal disorders (MSDs).
- Identify ways the workspace can be arranged to reduce ergonomic problems related to lifting and computer workstations.

Overhead and Gantry Crane Safety

Requirement References:

- OSHA Regulations (Standards - 29 CFR). Overhead and Cranes - 1910.179
- AMSE/ANSI B30 Series

Goal:

All employees operating cranes will identify the requirements for inspection, operational testing, proper rigging, lifting procedures, and other safety practices relevant to crane operation.

Objectives:

- Identify the required steps for inspecting crane equipment.
- Identify the requirements for pre-operation testing for overhead and gantry cranes.
- Identify the requirements for proper load rigging for overhead and gantry cranes.
- Identify the required procedures for lifting and moving loads with overhead and gantry cranes.
- Identify required safety practices for leaving equipment unattended, working around other personnel, and disconnecting power to the equipment.

Personal Protective Equipment

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.120 Hazardous Waste Operations and Emergency Response.
- Appendix C to 1910.120 COMPLIANCE GUIDELINES
- 29 CFR 1910.134 Respiratory protection.

Goal:

To protect employees from work-related illness and injury.

Objectives:

- Demonstrating how to determine what personal protective equipment is required to perform a particular job.
- Identifying the need to inspect personal protective equipment for defects before donning and replace as needed.
- Demonstrating an understanding of the need to wear personal protective equipment as it was designed to be worn.

Process Safety Management

Requirement References:

- OSHA Process Safety Management Standard: 29 CFR 1910.119

Goal:

The goal of this lesson is to provide awareness training on "highly hazardous" chemical processes and the importance of having and following certain procedures to prevent or minimize the release of these chemicals.

Objectives:

- Identify hazards involving highly hazardous chemicals.
- Define a chemical process.
- Identify the importance of following procedures to prevent release of highly hazardous chemicals.

Radio Communications

Requirement References:

- Title 47 CFR 1, 19, 20

Goal:

Learners will identify why radio operator training is required, recognize operator responsibilities, demonstrate correct procedures for calling and acknowledging messages, recognize code words, and identify general radio communication requirements.

Objectives:

- Identify why radio operator training is required and recognize key operator responsibilities.
- Identify how to prioritize messages and recognize approved and prohibited message content.
- Identify proper procedures for calling and acknowledging radio messages.
- Identify radio code words.
- Identify general radio communication requirements.

Safety Audits

Requirement References:

- Federal Register - Table of Contents
- Information Date: 07/28/2000
- Federal Register #: 65:46498-46503
- Type: Notice
- Agency: OSHA
- Subject: Final Policy Concerning the Occupational Safety and Health Administration's Treatment of Voluntary Employer Safety and Health Self-Audits.
- CFR Title: 29

Audience:

This training is for managers, supervisors, and general employees who may be involved in conducting a safety audit.

Goal:

The goal of this lesson is to provide awareness training for managers, supervisors, and general employees on the importance of safety audits and how to plan and conduct an audit.

Objectives:

- Recognize the importance of safety audits and the objectives of a safety audit program.
- Identify how to plan and conduct a safety audit.
- Identify how to inspect the work area and work practices.
- Identify how to formulate recommendations for corrective action recommendations, make audit reports, and conduct follow-ups.

Scaffold Safety

Requirement References:

- 29 CFR 1926.450, 1926.451, 1926.452

Goal:

Each employee working around scaffolds will recognize definitions and types of scaffolds, the potential hazards connected with their use, including electrical, structural instability, falls, and falling objects, and will demonstrate proper use of procedures required for working on or near scaffolds.

Objectives:

- Define common types of scaffolds and terms associated with their use.
- Identify hazards associated with scaffolds.
- Recognize who may build and design scaffolds.
- Recognize required safe practices for working on or near scaffolds.
- Identify fall protection requirements specific to work on scaffolds.
- Identify requirements for operating and working in aerial lifts.

Slips, Trips, and Falls

Requirement References:

- 29 CFR 1910, SubPart D, Walking-Working Surfaces
- 29 CFR 1910.22 General Requirements
- 29 CFR 1910.25, Portable Wood Ladders
- 29 CFR 1910.26, Portable Metal Ladders
- 29 CFR 1910.28, Safety Requirements for Scaffolding
- 29 CFR 1910.29 Manually propelled mobile ladder stands and scaffolds (towers).
- 29 CFR 1917.118 Fixed Ladders
- 29 CFR 1917.119 Portable Ladders
- 29 CFR 1918.25 Ladders

Description:

The goal of this introductory course is to teach employees to identify safe and correct methods for using portable ladders and scaffolds. The student learns to identify good housekeeping practices to prevent accidents, as well as safe procedures for working on elevated surfaces.

Goal:

Employees will identify safe and correct methods for using portable ladders and scaffolds.

Objectives:

- Identify the correct safety procedure for good housekeeping practices.
- Identify the correct safety procedure for ladders.
- Identify the correct safety procedure for elevated work surfaces.
- Identify safe procedures for floors, stairs, and halls.
- Identify safe procedures for fall protection.

Traffic Control (Flagger)

Requirement References:

- OSHA Standard 29 CFR 1926.201
- OSHA Standard 29 CFR 1926.203

Goal:

The student will recognize general guidelines for traffic control, the signs, barriers, flags, stop/slow paddle and lights used at the work site, clothing regulations, and how to properly position himself/herself for optimum safety. The student will also identify how to judge traffic speed and congestion and regulate traffic accordingly.

Objectives:

- Identify the importance of proper work methods, physical fitness, professionalism, and clothing regulations.
- Identify the barriers, signs, flags, stop slow paddle, and lights employees use at the work site.
- Recognize where to position himself/herself for optimum safety, how to judge traffic speed and congestion, and regulate it accordingly.
- State common methods to communicate with other flaggers and the public.
- List the procedures for placing construction warning signs, channeling devices, and tapers.
- Identify the special equipment and precautions associated with night and freeway flagging.

Department of Transportation (DOT)

DOT Hazardous Materials General Awareness

Requirement References:

- DOT Office of Hazardous Materials Safety
- United States Code
- Hazardous Materials Table
- Code of Federal Regulations

Goal:

This course provides general awareness training of the basic requirements of the DOT, including the definition of hazardous materials. Employees who are responsible for the transport of hazardous materials will become familiar with regulations related to packaging, marking, labeling and shipping papers. This course can be used for either new employees or as recurrent training.

Objectives:

- Explain the function and importance of packaging, package labels, package marking, shipping papers, and vehicle placards
- Identify the nine hazmat classes and their divisions
- Explain the DOT rules for using the proper shipping names and the Hazmat Table

DOT Training for Drivers of HAZMAT Shipments

Requirement References:

- DOT Office of Hazardous Materials Safety
- Code of Federal Regulations
- Emergency Response Guidebook
- 49 CFR Placards
- Hazardous Materials Table

Goal:

This course is designed to meet DOT requirements to train each HAZMAT employee who "drives a motor vehicle containing hazardous material." Because more hazardous materials are transported on highways than all other modes of transportation combined, DOT requires that HAZMAT drivers have highway-specific training, in addition to the basic HAZMAT training. This course provides basic HAZMAT training for drivers plus the highway-specific training in pre-trip safety inspections, general vehicle operation information, vehicle attendance requirements, and safe loading and unloading. This course can be used for either new employees or as refresher training.

Objectives:

- State the basic aspects of DOT training for drivers of hazardous materials.
- Identify the different hazardous materials classes and divisions.
- Use the Hazardous Materials Table and its appendices to properly name, label, and placard hazardous materials shipments.
- Follow proper procedures for driving a vehicle containing hazardous materials, including actions like inspecting, loading, and parking.
- Employ the best responses to different hazardous materials emergencies.

DOT Training for Offerers of HAZMAT Shipments

Requirement References:

- DOT Office of Hazardous Materials Safety
- United States Code
- Hazardous Materials Table
- Code of Federal Regulations

Goal:

This course is designed to meet DOT requirements to train all employees who directly affect the safe transportation of hazardous materials. Such employees include those who load, unload, or handle hazardous materials; prepare hazardous materials for transportation; or are responsible for the safety of transporting hazardous materials. This course provides basic hazardous materials training for these employees plus training in DOT requirements for bulk and non-bulk packaging, labeling, loading, and unloading. This course can be used for either new employees or as recurrent training.

Objectives:

- Explain the function and importance of packaging, package labels, package marking, shipping papers, and vehicle placards.
- Identify the nine HAZMAT classes and their divisions.
- Explain the DOT rules for using the proper shipping names and the HAZMAT Table.
- Describe safety considerations for handling hazardous materials.
- Explain the difference between bulk and non-bulk packaging.
- Describe the requirements for labeling non-bulk packages.
- Describe the general marking and placarding requirements for bulk containers.

Forklift Operator

Forklift Lesson 1 - Fundamentals

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.178 Lift truck related topics.

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives:

- Identify forklift types and differences.
- Identify basic key features of the forklift.
- Identify essential controls found on the forklift.
- Identify safety features of the forklift.

Forklift Lesson 2 - Stability and Capacity

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.178 Lift truck related topics.

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives:

- Recognize how the forklift functions as a lever system to lift its load.
- Identify the definition and location for the center of gravity for the unloaded lift.
- Identify the definition and location of the "stability triangle" on the forklift.
- Identify the definition and location of a forklift's combined center of gravity, how it changes with the position of the load, and how it determines the stability of the forklift.
- Identify weight restrictions and load limits.

Forklift Lesson 3 - Load Handling

Also available in Spanish and French

Requirement References:

- 29 CFR 1926 Subpart P

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives:

- List the necessary requirements before picking up a load.
- List the correct steps and practices in picking up a load.
- Identify the correct height to travel with a load.
- State the correct method to negotiate grades or ramps with both a loaded and unloaded forklift.
- List the correct steps and practices in setting down a load.
- List the correct steps and procedures when working with stacks.

Forklift Lesson 4 - Safe Driving Practices

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.178 Powered Industrial Trucks

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives:

- List the differences between a forklift and an automobile.
- Recognize conditions that could be hazardous for forklift operation.
- Identify safe practices for working around pedestrians.
- Identify safe practices for working around docks.

Forklift Lesson 5 - Safety Standards

Also available in Spanish and French

Requirement References:

- 29 CFR 1910.178 Lift truck related topics.

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives

- State the proper way to leave a forklift.
- Recognize general rules for safe operation.
- Identify the correct response to a tip-over accident.

Forklift Lesson 6 - Inspection and Maintenance

Also available in Spanish and French

Requirement References:

- 29 CFR 1926 Subpart P

Goal:

Learners will demonstrate awareness of safe forklift operation principles by identifying basic key features on the lift, recognizing the technical components of forklift operation, listing safe load handling and driving practices, stating general safety rules, and inspecting and maintaining lift equipment.

Objectives:

- Identify when the forklift must be inspected.
- Identify which equipment must be inspected, and the correct procedure for inspection each item.
- Recognize how to resolve equipment problems.
- Identify the precautions that must be taken to avoid refueling hazards associated with battery, propane, and gasoline or diesel forklifts.
- List the required steps for refueling a battery, propane, and gasoline or diesel-powered forklift.

Hazardous Waste Operations and Emergency Response (HAZWOPER)

Hazardous Waste Operations and Emergency Response 8-Hour Refresher (HAZWOPER)

Requirement References:

- OSHA 29CFR1910.120
- United States Code

Goal:

This course provides the basic information needed to meet the annual refresher requirements in OSHA 29 CFR 1910.120 Hazardous Waste Operation and Emergency Response (HAZWOPER) for workers at hazardous waste sites who have already completed their initial 40-hour or 24-hour HAZWOPER training. Specifically, this course provides the refresher training for workers who perform hazardous waste site operations that are subject to the requirements of 29 CFR 1910.120(a) through (p). This course does not encompass refresher training for persons subject to 29 CFR 1910-120(q)--that is, those who engage in emergency response to hazardous substances incidents.

Objectives:

- Understand and describe HAZWOPER's purpose and scope, as well as training requirements.
- Identify methods and procedures for recognizing, evaluating, and controlling hazardous substances and site hazards.
- Recognize chemical identification symbols and definitions.
- Describe the appropriate use of air and medical monitoring methods.
- Demonstrate the use and understand the limitations of personal protective equipment, including respiratory protection equipment.
- List emergency response procedures and spill prevention measures.

Electric Utility

Electrical Worker Training (29 CFR 1910.269)

Communications Facilities

Requirement References:

- 29 CFR 1910.269 Subpart R: Special Industries Section (s)

Goal:

This lesson covers the dangers involved and the unique practices needed to safely work on microwave equipment.

Course outline:

Introduction
Microwave Equipment
Power Line Communication Carrier

Objectives:

- Correctly identify the appropriate safety practices to be used around microwave transmission facilities.
- Recognize that power line carrier work requires the same safety practices as when working on energized lines.

Electrical Clearances

Requirement References:

- 29 CFR 1910.269, paragraph m

Goal:

The goal of this lesson is to provide awareness training for electrical workers in the safe procedures for de-energizing and reenergizing transmission and distribution lines and equipment.

Course Outline:

Introduction
Performing an Electrical Clearance
Transferring an Electrical Clearance
Releasing an Electrical Clearance

Objectives:

- Identify procedures for de-energizing transmission and distribution lines and equipment.
- Identify procedures for transferring an electric clearance.
- Identify procedures for releasing an electrical clearance and reenergizing transmission and distribution lines and equipment.

Enclosed Spaces

Requirement References:

- 29 CFR 1910.269 Subpart R: Special Industries Section (e)

Goal:

This lesson covers when a manhole, ditch or trench can change from an enclosed space into a confined space, the significance of appropriate ventilation to prevent or clear unsafe atmospheres, and the safety practices needed to work in tight spaces.

Course Outline:

Introduction
Enclosed and Confined Spaces
Safe Practices
Safe Atmosphere

Objectives:

- Correctly identify the similarities and differences between enclosed and confined space.
- Correctly identify safe practices for using rescue equipment, evaluating potential hazards, removing covers on vaults, hazardous atmospheres, and the role of attendants at enclosed spaces.
- Correctly identify appropriate practices to be used to maintain a safe atmosphere in an enclosed space.

Excavations

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (f)

Goal:

This lesson covers key terms used in excavation work, and how to properly design, construct and work in and around excavations.

Course Outline:

Introduction
Key Terms
Designing an Excavation
Constructing an Excavation
Working In and Around Excavations

Objectives:

- Correctly identify the keywords associated with excavations.
- Correctly identify principles and practices used in designing excavations.
- Correctly identify the principles and practices associated with constructing an excavation.
- Correctly identify the dangers and safe practices to follow when working in or near an excavation.

General Concepts

Requirement References:

- 29 CFR 1910.269 Subpart R: Special Industries Sections (a)(3) and (x)

Goal:

This lesson covers definitions of terms, descriptions of common equipment, and safety policies and processes.

Course outline:

Introduction
Definition of Terms
Description of Equipment
Safety Polices and Processes

Objectives:

- Identify definitions of terms presented in the lesson.
- Identify definitions of equipment presented in the lesson.
- Identify policies and processes that relate to safety in the workplace.

Grounding

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (n)

Goal:

This lesson covers proper grounding techniques, some general safety issues with grounds, and protection against fault currents. It also covers the importance of personal protective equipment, and how to correctly connect and remove grounds.

Course outline:

Introduction
Safe Conditions for Bare Hand Work
Fault Current
Protective Equipment and Practices
Connecting and Removing Grounds

Objectives:

- Correctly identify the three conditions to be met to consider lines or equipment dead.
- Correctly identify the definition and dangers of a fault current.
- Correctly identify the purpose and use of protective grounds.
- Correctly identify the proper techniques for connecting and removing grounds.

Hand and Portable Power Tools

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (i)

Goal:

This lesson covers the OSHA requirements for working with portable equipment, hydraulic and pneumatic power tools, live-line tools, and the requirements for maintaining them.

Course outline:

Introduction
Cord- and Plug-Connected Equipment
Portable and Vehicle Mounted Generators
Hydraulic and Pneumatic Tools
Selection and Maintenance

Objectives:

- Correctly identify appropriate safety practices for cord and plug-connected equipment.
- Correctly identify appropriate safety practices for portable and vehicle mounted generators.
- Correctly identify appropriate safety practices for hydraulic and pneumatic tools.
- Correctly identify the appropriate practices to use in caring for tools.

Hazardous Energy Control Procedures

Requirement References:

- 29 CFR 1910.269, paragraph m

Goal:

The goal of this lesson is to provide awareness training for electrical workers in the safe procedures for using lockout/tagout devices for the control of energy sources in installations for the purpose of electric power generation.

Course outline:

Introduction
What is a Hazardous Energy Control Program?
Authorized and Affected Employees
Locks, Tags, and Devices
Applying and Removing Locks and Tags
Group Lock/Tagout
Training and Retraining

Objectives:

- Identify the differences among Authorized, Affected, and Designated employees in relation to lock and tag procedures.
- Identify the fundamental procedures to follow for establishing and working under locks and tags.
- Identify the limitations of a tagout.
- Identify the process for releasing a lock and tag clearance.
- Identify the OSHA requirements for training and retraining.
- Identify the special OSHA requirements for temporary removal of locks or tags, group lockouts and tagouts, shift change turnover, and training of outside service personnel.

Job Briefings

Requirement References:

- 29 CFR 1910.269, Subpart R, Special Industries, Section (c)

Goal:

The lesson covers why job briefings are important, when they should be held, and what information should be given to a work crew during the briefing.

Course outline:

Introduction
Importance of Job Briefings
Frequency of Job Briefings
Length of Job Briefings
Contents of a Briefing
Techniques for Presenting a Job Briefing

Objectives:

- Correctly identify the importance of a job briefing.
- Correctly identify the frequency and length of a job briefing under different situations.
- Correctly identify the length of a job briefing under different situations.
- Correctly identify the information to be covered in a job briefing.
- Correctly identify techniques for presenting a job briefing.

Ladders, Platforms, Step Bolts, and Manhole Steps

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (h)

Goal:

This lesson covers why ladders should be used appropriately, how to safely use special ladders and platforms, using step bolts and manhole steps, and when and how to use ladders made from conductive material.

Course outline:

Introduction
Special Ladders and Platforms
Step Bolts and Manhole Steps
Conductive Ladders

Objectives:

- Correctly identify the industry-specific exemptions to the general OSHA requirements for ladder use.

Line-Clearance Tree Trimming

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (r)

Course outline

Introduction
Electrical Hazards
Gasoline Engine Power Saws
Chippers, Cutters and Sprayers
Backpack Power Units
Ropes and Fall Protection

Objectives:

- Identify the appropriate safety practices around electrical hazards while performing line-clearance tree trimming.
- Identify the appropriate safety practices for transporting, starting, stopping and using gasoline engine power saws.
- Identify the appropriate safety practices to be followed when using brush chippers, stump cutters, sprayers, and related equipment.
- Identify the appropriate safety practices when using a backpack power unit for pruning and clearing.
- Identify the appropriate practices for inspecting, using, and storing ropes.

Mechanical Equipment

Requirement References:

- 1910.269 (p)

Goal:

The student will correctly identify the general requirements for using mechanical equipment, and identify safe practices when using mechanical equipment near energized lines and equipment.

Course outline:

Introduction
Special Requirements
Operations Near Energized Lines or Equipment

Objectives:

- Identify the general requirements for using mechanical equipment.
- Identify safe practices when using mechanical equipment near energized lines and equipment.

Medical Services and First Aid

Requirement References:

- 29 CFR 1910.151 Medical Services and First Aid
- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (b)

Goal:

The learner will identify the OSHA requirements related to the electrical utility industry for medical services and first aid, the correct actions to take during an initial response to an accident or first aid situation, including examining the victim for bleeding, shock, burns, electrocution, head or spinal injuries, and fractures.

Course outline:

Introduction
 OSHA Requirements
 Initial Response
 First Aid Refresher

Objectives:

- Identify the OSHA requirements for medical services and first aid as they relate to the electrical utility industry.
- Identify the correct actions to take during an initial response to an accident or first aid situation.
- Identify the correct actions to take when providing first aid for the following situations: examining the victim, bleeding, shock, burns, electrocution, head or spinal injuries, and fractures.

Overhead Lines

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (q)

Goal:

The learner will apply safe practices for working on or around poles, towers, and elevated structures, installing and removing overhead lines, and using aerial lifts.

Course outline:

Introduction
 Poles, Towers and Elevated Structures
 Installing and Removing Overhead Lines
 Using Aerial Lifts

Objectives:

- Correctly identify the general safety rules, which apply to erecting, working on, or moving elevated structures.
- Correctly identify appropriate safety practices for installing and removing overhead lines.
- Correctly identify the appropriate safety practices when working on or near a tower or elevated structure.

Overhead Lines with Live-Line Bare-Hand Work

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (q)

Goal:

The learner will apply safe practices for working on or around poles, towers, and elevated structures, installing and removing overhead lines, performing live-line bare-hand work, and using aerial lifts.

Course outline:

Introduction
Poles, Towers and Elevated Structures
Installing and Removing Overhead Lines
Using Aerial Lifts
Live-Line Bare-Hand Work

Objectives:

- Correctly identify the general safety rules, which apply to erecting, working on, or moving elevated structures.
- Correctly identify appropriate safety practices for installing and removing overhead lines.
- Correctly identify appropriate safety practices to be used during live-line bare-hand work.
- Correctly identify the appropriate safety practices when working on or near a tower or elevated structure.

Personal Protective Equipment

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (g)

Goal:

This lesson covers why wearing the right equipment is important, how to use it properly, how equipment can help in case of a fall, and how workers are insulated from energized parts.

Course outline:

Introduction
Using Personal Protective Equipment
Fall Protection
Insulation from Energized Parts

Objectives:

- Correctly identify the importance of correct usage of personal protective equipment for electrical workers.
- Correctly identify fall protection equipment as required by OSHA for electrical workers.
- Correctly identify the typical insulating safety tools and equipment, and their characteristics and uses as required by OSHA

Power Generation

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (v)

Goal:

This lesson covers general safety practices for working in power generating plants, how to guard energized equipment and energized parts, and work around steam boilers, chlorine systems, coal, and ash.

Course outline:

Introduction
General Safety Practices
Guarding Equipment and Energized Parts
Boilers
Chlorine Systems
Coal and Ash Handling

Objectives:

- Correctly identify the general safety practices for working in power generation facilities.
- Correctly identify the appropriate safety practices for guarding equipment and energized parts.
- Correctly identify appropriate safety practices when working on boilers.
- Correctly identify the appropriate safety practices when working on chlorine systems.
- Correctly identify the appropriate safety practices for working with coal and ash.

Special Conditions and Materials Handling

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (k) Materials handling and storage
- 29 CFR 1910.269 Subpart R: Special Industries - Section (w) Special conditions

Goal:

The learner will understand the special safe practices needed when working around some equipment, such as capacitors, and the proper storage locations for certain things in the work area.

Course outline:

Introduction
Safe Work Practices
Special Conditions
Lasers
Materials Handling

Objectives:

- Correctly identify the 10 safe work practices recommended when working around energized parts.
- Correctly identify special conditions to be considered when working with capacitors, current transformers.
- Correctly identify specific conditions for working with lasers.
- Correctly identify appropriate safety practices to be used for storing materials near energized lines.

Substations

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (u)

Goal:

The learner will know the standards for entering, operating, and performing maintenance in substations, preventing unauthorized access, and when and how to guard their lines and equipment.

Course outline:

Introduction
Entrance and Work Procedures
Guarding Equipment

Objectives:

- Correctly identify the appropriate safety practices to be followed when entering and working in substations.
- Correctly identify when and how to guard lines and equipment in substations.

Testing and Test Facilities

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries, Section (o)

Goal:

This lesson covers safety items unique to permanent or field testing facilities, guarding and grounding practices, how to safely use control and measuring circuits under testing conditions, and safety checks.

Course outline:

Introduction
Guarding of Test Areas
Grounding Practices
Control and Measuring Circuits
Safety Check

Objectives:

- Identify the situations and conditions under which the Testing and Test Facilities rules apply.
- Identify how guarding of a test area is accomplished.
- Identify appropriate grounding practices to be used during testing and within a testing facility.
- Identify the appropriate practices regarding control and measuring circuits in a testing facility.
- Identify the appropriate safety practices for testing facilities.

Underground Electrical Installations

Requirement References:

- 29 CFR 1910.269, Subpart R: Special Industries Section (t)

Goal:

This lesson covers the safety requirements for working in manholes and vaults, and working with underground lines and cables.

Course outline:

Introduction

Working in Manholes and Vaults

Working with Underground Lines and Cables

Objectives:

- Identify the appropriate safety practices to be followed when working in manholes and vaults.
- Identify the appropriate safety practices to be followed when working on underground lines and equipment.

Vault and Pole-Top Rescue

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution Subpart R: Special Industries Section (b)

Goal:

The student will recognize the proper procedure to safely perform a vault rescue and pole-top rescue.

Course outline:

Introduction

Vault Rescue

Pole-Top Rescue

Objectives:

- Identify the proper procedure to perform a vault rescue.
- Identify the correct actions to take when performing a pole-top rescue.

Working On or Near Exposed, Energized Parts

Requirement References:

- 29 CFR 1910.269 Electric Power Generation, Transmission, and Distribution
- 29 CFR 1910.269 Subpart R: Special Industries - Section (I)

Goal:

The learner will identify methods for guarding against electrical contact in the work area, including OSHA requirements for working alone, working safely, achieving minimum workspace, and maintaining minimum approach distances around electrical or energized equipment. The learner will also identify OSHA requirements for working with at least two employees during certain electrical work situations, and for performing inspections of electrical equipment.

Course outline:

Introduction
Guarding Against Electrical Contact
Working Alone
Working With At Least Two
Minimum Work Space
Working Safely Around Electrical Equipment
Inspections
Minimum Approach Distances

Objectives:

- Identify the methods for guarding against electrical contact in the work area.
- Identify the OSHA requirements for working alone around electrical equipment.
- Identify the electrical work situations where OSHA requires working with at least two employees.
- Identify the OSHA requirements minimum workspace when working around electrical equipment.
- Identify the OSHA requirements for working safely around energized equipment.
- Identify the OSHA requirements for performing inspections of electrical equipment.
- Identify the purpose and proper application of the OSHA minimum approach distances.

Utility Supplemental

Bucket Rescue

Requirement References:

There are no requirement references for this lesson.

Description:

Accidents sometimes happen that require an employee to rescue a co-worker. This lesson provides employees with techniques of bucket rescue so that when faced with a rescue situation they will be able to respond appropriately.

Goal:

The student will learn the techniques of bucket rescue so that when faced with a rescue situation they will be able to respond appropriately.

Objectives:

- Identify the job requirements and responsibilities for bucket rescue.
- Identify the procedures for bucket tilt rescue.
- Identify the procedures for non-tilt bucket rescue.
- Identify additional safety procedures for bucket rescue.
- Identify the procedures for corner mount rescue.

Dog Attack Prevention

Description:

Every dog has the capacity to bite. This lesson provides employees with general instruction and self-protection skills needed to prevent injuries from a dog encounter or dog attack.

Goal:

The student will learn general guidelines and self-protection skills needed to prevent injuries from a dog encounter or dog attack.

Objectives:

- Identify general guidelines and self-protection skills needed to prevent potential injuries from a dog encounter or dog attack.
- Identify the steps to take if you are threatened or bitten by a dog.
- Identify supervisory responsibilities for dog attack prevention and response.

Self-Rescue

Description:

Accidents sometimes happen that require an employee to rescue a co-worker. This lesson provides employees with techniques of self-rescue that will help them to safely get down from a stranded aerial lift device.

Goal:

The student will learn the techniques of self-rescue that will help them to safely get down from a stranded aerial lift device.

Objectives:

- Identify the items in a self-rescue kit and inspection requirements for the items.
- Identify the positions of the operating handle on the descent control device.
- Identify the descent procedures for self-rescue and requirements for post rescue equipment storage and inspection.
- Identify the purpose of, and procedure for using, a directional control device.

Sling Safety

Requirement References:

- OSHA 29 CFR 1910.184
- ANSI B30.9-1971

Goal:

Employees will identify hazards associated with sling use, recognize procedures for inspecting sling equipment, demonstrate general safe operating practices for sling use, and identify specific requirements for the use of alloy steel chain slings, wire rope slings, natural and synthetic fiber rope slings, and synthetic web slings. Employees will also identify when these slings must be removed from service.

Objectives:

- Recognize the procedures for inspecting sling equipment.
- Demonstrate general safe operating practices for any type of sling.
- Identify requirements for use, testing, operating temperatures, repair, and removal of service for alloy steel chain slings.
- Identify requirements for use, attachments, operating temperatures, and removal of service for wire rope slings.
- Identify requirements for use, attachments, operating temperatures, and removal of service for natural and synthetic fiber rope slings.
- Identify requirements for identification, webbing, environmental conditions, attachments, and removal of service for synthetic web slings.

Working with Self-Contained Meters

Requirement References:

- Additional References

Goal:

This lesson will enable the employee to demonstrate proficiency in exchanging, connecting, and disconnecting polyphase, self-contained, single-phase self-contained and network meters.

Objectives:

- Perform the four-step process prior to exchanging, disconnecting or connecting any self-contained meters.
- Be able to disconnect or reconnect single-phase socketed services equipped with or without bypass levers.
- Recognize how to exchange single-phase meters to socketed services equipped with or without manual bypass levers.
- Recognize how to disconnect or reconnect network meter services, as well as how to exchange a network meter.
- Identify how to disconnect or reconnect polyphase, self-contained services with or without lever-type bypasses.
- Show how to exchange polyphase self-contained meters for services equipped with or without manual bypass levers.
- Demonstrate how to disconnect or reconnect a transformer-rated meter service, while performing the required notifications.

Mining Safety (MSHA)

MSHA – New Miner

New Miner Lesson 1 - Line of Authority

Description:

This lesson is included in the New Miner Training program in the form of a worksheet to be completed by the competent person/instructor and reviewed by the new miner in order to become familiar with the specific line of authority at the mine site.

New Miner Lesson 2 - Introduction

Description:

This lesson is presented in the form of a checklist to be completed by the competent person/instructor while presenting the new miner with an introduction to the mine site, its layout and its hazards.

New Miner Lesson 3 - Emergency Procedures

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- Part 46 - Training and Retraining of Miners Engaged in Shell Dredging or Employed at Sand, Gravel, Surface Stone, Surface Clay, Colloidal Phosphate, or Surface Limestone Mines.
- Sections 46.1 – 46.12

Description:

Injuries, fire, and equipment damage are typical emergencies that may occur at a mine. Other emergencies might include earthquakes, tornadoes, explosions, bomb threats, hazardous spills, and acts of violence. Knowing the actions to take could be the difference between life and death. This lesson describes emergency procedures mines have in place for handling emergencies. Students will learn who to contact, how warning signals notify employees of emergencies, how to evacuate, and where to report.

Goal:

Each mine employee will identify the correct procedures in the event of serious injury, fire, or other emergency.

Objectives:

- Identify medical emergency procedures that may take place at a mine.
- Identify the typical fire warning signals, fire fighting equipment, and how to use a fire extinguisher.
- Recognize the emergency evacuation plans and reporting procedures at a typical mine site.
- Identify how to respond to weather-related and natural disasters.
- Identify how to respond to other types of emergencies such as explosions, bomb threats, hazardous spills, and acts of violence.

New Miner Lesson 4 - Statutory Rights

Requirement References:

- MSHA Part 46 Training Regulations
- Title 30 CFR

Description:

When congress enacted the Federal Mine Safety and Health Act of 1977, certain statutory rights were given to miners and their representatives. This lesson provides an awareness of the rights that directly affect miners their representatives.

Goal:

The goal of this lesson is to provide miners with an awareness of their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

Objectives:

- Identify their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

New Miner Lesson 5 - Hazard Recognition and Avoidance

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- 30 CFR 46.1 Scope
- 30 CFR § 46.2 Definitions
- 30 CFR § 46.3 Training plans
- 30 CFR § 46.4 Training plan implementation
- 30 CFR § 46.5 New miner training
- 30 CFR § 46.6 Newly hired experienced miner training
- 30 CFR § 46.7 New task training
- 30 CFR § 46.8 Annual refresher training
- 30 CFR & 46.9 Records of training
- 30 CFR § 46.10 Compensation for training
- 30 CFR § 46.11 Site-specific hazard awareness training
- 30 CFR § 46.12 Responsibility for independent contractor training

Description:

Miners work in an environment where there are both mechanical and physical hazards such as mobile equipment, heavy machinery, electricity, unsafe ground conditions, loud noise, and heavy dust. To work safely at a mine site, miners must learn to recognize these hazards and take appropriate steps to avoid the risks.

Goal:

Each mine employee will know how to identify some of the more common hazards found at mine sites and the protective measures used to minimize the risk.

Objectives:

- Identify the three primary methods of controlling hazards.
- Identify the hazards and protective measures involving mobile equipment.
- Identify the potential mechanical hazards at mine sites and how to minimize the risk.
- Identify the hazards involving electricity and how to minimize the risk.
- Identify hazards that may result in "struck by" incidents and how to minimize the risk.
- Identify unsafe ground conditions and how to minimize the risk.
- Identify slip, trip, and fall hazards and how to minimize the risk.
- Identify several environmental hazards and how to minimize the risk.

New Miner Lesson 6 - Reporting Hazards

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- 30 CFR 46.1 Scope
- 30 CFR § 46.2 Definitions
- 30 CFR § 46.3 Training plans
- 30 CFR § 46.4 Training plan implementation
- 30 CFR § 46.5 New miner training
- 30 CFR § 46.6 Newly hired experienced miner training
- 30 CFR § 46.7 New task training
- 30 CFR § 46.8 Annual refresher training
- 30 CFR & 46.9 Records of training
- 30 CFR § 46.10 Compensation for training
- 30 CFR § 46.11 Site-specific hazard awareness training
- 30 CFR § 46.12 Responsibility for independent contractor training

Description:

Miners work in an environment where there are many hazards such as mobile equipment, heavy machinery, electricity, unsafe ground conditions, loud noise, and heavy dust. To work safely at a mine site, miners must learn to recognize these hazards and take appropriate steps to avoid the risks and to promptly report hazards. In this lesson you will learn the importance of promptly reporting hazards.

Goal:

Each mine employee will know how to properly report risks.

Objectives:

- Recognize the importance of promptly reporting hazards.

New Miner Lesson 7 - Health and Safety Aspects of Assigned Tasks

Description:

The competent person/instructor uses this checklist as a guideline to ensure that the health and safety aspects of a new task are adequately addressed for the miner assigned to the task.

New Miner Lesson 8 - Respiratory Protection

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- Part 46 - Training and Retraining of Miners Engaged in Shell Dredging or Employed at Sand, Gravel, Surface Stone, Surface Clay, Colloidal Phosphate, or Surface Limestone Mines. Sections 46.1 – 46.12
- 30 CFR Subchapter K Metal and Nonmetal Mine Safety and Health
- Part 56 Safety and Health Standards – Surface Metal and Nonmetal Mines
- Subpart D – Air Quality and Physical Agents – Air Quality
- Section 56.5001, 56.5002, 56.5005 and 56.5006
- American National Standards Practices for Respiratory Protection ANSI Z88.2-1969

Goal:

The goal of this lesson is to discuss why a miner may need to wear a respirator, how to select the right respirator and how to wear it properly.

Objectives:

- Recognize the respiratory hazards associated with surface mining dust.
- Recognize the basic respirator user qualifications and training requirements.
- Identify how to select the right respirator for the task.
- Recognize how to use and care for respirators.

New Miner Lesson 9 - First Aid

Requirement References:

- 30 CFR Subchapter K Metal and Nonmetal Mine Safety and Health
- Part 56 Safety and Health Standards – Surface Metal and Nonmetal Mines
- Subpart N – Personal Protection
- Section 56.15001
- Subpart Q – Safety Programs
- Section 56.18010, 56.18012, 56.18013, 56.18014
- MSHA's Program Policy Manual

Goal:

Each employee will know how to initially respond to an accident or injury situation.

Objectives:

- Identify the correct actions to take during an initial response to an accident or first aid situation.
- Identify situations involving bleeding.
- Identify the symptoms of shock.
- Identify situations involving burns.
- Identify situations of electrical shock.
- Identify the symptoms associated with a head injury.
- Identify situations involving fractures.
- Identify potential poisoning accidents.
- Identify the signs and symptoms associated with environmental emergencies including snakebites and heat and cold stress.

MSHA – Part 46 Refresher

Emergency Procedures

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- Part 46 - Training and Retraining of Miners Engaged in Shell Dredging or Employed at Sand, Gravel, Surface Stone, Surface Clay, Colloidal Phosphate, or Surface Limestone Mines.
- Sections 46.1 – 46.12

Description:

Injuries, fire, and equipment damage are typical emergencies that may occur at a mine. Other emergencies might include earthquakes, tornadoes, explosions, bomb threats, hazardous spills, and acts of violence. Knowing the actions to take could be the difference between life and death. This lesson describes emergency procedures mines have in place for handling emergencies. Students will learn who to contact, how warning signals notify employees of emergencies, how to evacuate, and where to report.

Goal:

Each mine employee will identify the correct procedures in the event of serious injury, fire, or other emergency.

Objectives:

- Identify medical emergency procedures that may take place at a mine.
- Identify the typical fire warning signals, fire fighting equipment, and how to use a fire extinguisher.
- Recognize the emergency evacuation plans and reporting procedures at a typical mine site.
- Identify how to respond to weather-related and natural disasters.
- Identify how to respond to other types of emergencies such as explosions, bomb threats, hazardous spills, and acts of violence.

First Aid

Requirement References:

- 30 CFR Subchapter K Metal and Nonmetal Mine Safety and Health
- Part 56 Safety and Health Standards – Surface Metal and Nonmetal Mines
- Subpart N – Personal Protection
- Section 56.15001
- Subpart Q – Safety Programs
- Section 56.18010, 56.18012, 56.18013, 56.18014
- MSHA's Program Policy Manual

Goal:

Each employee will know how to initially respond to an accident or injury situation, become aware of first aid guidelines and “good practices,” and be able to properly treat injuries and respond to emergencies.

Objectives:

- Identify the correct actions to take during an initial response to an accident or first aid situation.
- Identify the correct actions to take when providing first aid in situations involving bleeding.
- Identify the symptoms of shock and the correct actions to take when providing first aid in situations involving shock.
- Identify the correct actions to take when providing first aid in situations involving burns.
- Identify the correct actions to take when providing first aid in electrical accident situations.
- Identify the symptoms associated with a head injury and the correct actions to take when providing first aid in situations involving potential head injuries.
- Identify when to suspect a spinal injury and the correct actions to take when providing first aid in situations involving potential spinal injuries.
- Identify the correct actions to take when providing first aid in situations involving fractures.
- Identify the signs and symptoms of poisonings and the correct actions to take when providing first aid in poisoning accidents.
- Identify the signs and symptoms associated with environmental emergencies including snakebites and heat and cold stress and the correct actions to take when providing first aid in these situations.

Hazard Communication

Requirement References:

- 30 CFR Part 47 Sections 47.2, 47.31-.32

Description:

Miners work in an environment where exposure to chemicals poses a range of health and physical hazards. To work safely at a mine site, miners have a right to know, and a responsibility to learn, about the chemical hazards where they work. Mine operators have a responsibility to know, and to inform miners, about the chemical hazards at the mine. This lesson provides an awareness of the hazards of chemicals in the work area and ways to reduce the risk for potential injuries and illnesses related to chemicals.

Goal:

To train miners on the hazards of chemicals in their work area, information on chemical labels and MSDS, how to access this information when needed, and how miners can protect themselves from harmful exposure.

Objectives:

- Identify the physical and health hazards of chemical exposure.
- Identify the type of information provided on a chemical container label.
- Identify the type of information provided on an MSDS and how to access the information when needed.
- Identify how to determine if a chemical is hazardous and the importance of a written HazCom Program.
- Identify what measures to take to protect against harmful exposures to chemicals and emergency procedures to take in the event of a chemical spill.

Hazard Recognition and Avoidance

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- 30 CFR 46.1 Scope
- 30 CFR § 46.2 Definitions
- 30 CFR § 46.3 Training plans
- 30 CFR § 46.4 Training plan implementation
- 30 CFR § 46.5 New miner training
- 30 CFR § 46.6 Newly hired experienced miner training
- 30 CFR § 46.7 New task training
- 30 CFR § 46.8 Annual refresher training
- 30 CFR & 46.9 Records of training
- 30 CFR § 46.10 Compensation for training
- 30 CFR § 46.11 Site-specific hazard awareness training
- 30 CFR § 46.12 Responsibility for independent contractor training

Description:

Miners work in an environment where there are both mechanical and physical hazards such as mobile equipment, heavy machinery, electricity, unsafe ground conditions, loud noise, and heavy dust. To work safely at a mine site, miners must learn to recognize these hazards and take appropriate steps to avoid the risks and to promptly report hazards.

Goal:

Each mine employee will know how to identify some of the more common hazards found at mine sites and the protective measures used to minimize the risk.

Objectives:

- Identify the three primary methods of controlling hazards.
- Identify the hazards and protective measures involving mobile equipment.
- Identify the potential mechanical hazards at mine sites and how to minimize the risk.
- Identify the hazards involving electricity and how to minimize the risk.
- Identify hazards that may result in “struck by” incidents and how to minimize the risk.
- Identify unsafe ground conditions and how to minimize the risk.
- Identify slip, trip, and fall hazards and how to minimize the risk.
- Identify several environmental hazards and how to minimize the risk.

Respiratory Protection

Requirement References:

- 30 CFR SUBCHAPTER H -- EDUCATION AND TRAINING
- Part 46 - Training and Retraining of Miners Engaged in Shell Dredging or Employed at Sand, Gravel, Surface Stone, Surface Clay, Colloidal Phosphate, or Surface Limestone Mines. Sections 46.1 – 46.12
- 30 CFR Subchapter K Metal and Nonmetal Mine Safety and Health
- Part 56 Safety and Health Standards – Surface Metal and Nonmetal Mines
- Subpart D – Air Quality and Physical Agents – Air Quality
- Section 56.5001, 56.5002, 56.5005 and 56.5006
- American National Standards Practices for Respiratory Protection ANSI Z88.2-1969

Goal:

The goal of this lesson is to ensure users are qualified and properly trained in the use and maintenance of respirators.

Objectives:

- Recognize the respiratory hazards associated with surface mining dust.
- Recognize the basic respirator user qualifications and training requirements.
- Identify how to select the right respirator for the task.
- Recognize how to use and care for respirators.
- Recognize what to do in emergency situations.

Statutory Rights

Requirement References:

- MSHA Part 46 Training Regulations
- Title 30 CFR

Description:

When congress enacted the Federal Mine Safety and Health Act of 1977, certain statutory rights were given to miners and their representatives. This lesson provides an awareness of the rights that directly affect miners and their representatives.

Goal:

The goal of this lesson is to provide miners with an awareness of their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

Objectives:

- Identify their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

MSHA – Part 48 Refresher

Part 47 - Hazard Communication

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING, Part 47
 - Subpart A--Purpose, Scope, Applicability, and Initial Miner Training, Sections 47.1-.2
 - Subpart D--HazCom Program, Sections 47.31-.32

Goal:

To train miners on the hazards of chemicals in their work area, information on chemical labels and MSDS, how to access this information when needed, and how miners can protect themselves from harmful exposure.

Objectives:

- Identify the physical and health hazards of chemical exposure.
- Identify the type of information provided on a chemical container label.
- Identify the type of information provided on an MSDS and how to access the information when needed.
- Identify how to determine if a chemical is hazardous and the importance of a written HazCom Program.
- Identify what measures to take to protect against harmful exposures to chemicals and emergency procedures to take in the event of a chemical spill.

Part 48 - Escape, Evacuation & Emergencies

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING, Part 48 Subpart B--Training and Retraining of Miners Working at Surface Mines and Surface Areas of Underground Mines

Goal:

Each mine employee will identify the correct procedures in the event of serious injury, fire, or other emergency.

Objectives:

- Identify medical emergency procedures that may take place at a mine.
- Identify the typical fire warning signals, fire fighting equipment, and how to use a fire extinguisher.
- Recognize the emergency evacuation plans and reporting procedures at a typical mine site.
- Identify how to respond to weather-related and natural disasters.
- Identify how to respond to other types of emergencies such as explosions, bomb threats, hazardous spills, and acts of violence.

Part 48 - First Aid

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING
 - Part 48 Subpart B--Training and Retraining of Miners Working at Surface Mines and Surface Areas of Underground Mines
- MSHA 30 CFR, SUBCHAPTER K -- METAL AND NONMETAL MINE SAFETY AND HEALTH
 - Part 56 Subpart N – Personal Protection, Section 56.15001
 - Part 56 Subpart Q – Safety Programs, Sections 56.18010, 56.18012, 56.18013, 56.18014
- MSHA's Program Policy Manual

Goal:

Each employee will know how to initially respond to an accident or injury situation, become aware of first aid guidelines and “good practices,” and be able to properly treat injuries and respond to emergencies.

Objectives:

- Identify the correct actions to take during an initial response to an accident or first aid situation.
- Identify the correct actions to take when providing first aid in situations involving bleeding.
- Identify the symptoms of shock and the correct actions to take when providing first aid in situations involving shock.
- Identify the correct actions to take when providing first aid in situations involving burns.
- Identify the correct actions to take when providing first aid in electrical accident situations.
- Identify the symptoms associated with a head injury and the correct actions to take when providing first aid in situations involving potential head injuries.
- Identify when to suspect a spinal injury and the correct actions to take when providing first aid in situations involving potential spinal injuries.
- Identify the correct actions to take when providing first aid in situations involving fractures.
- Identify the signs and symptoms of poisonings and the correct actions to take when providing first aid in poisoning accidents.
- Identify the signs and symptoms associated with environmental emergencies including snakebites and heat and cold stress and the correct actions to take when providing first aid in these situations.

Part 48 - Primary Prevention

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING, Part 48 Subpart B--Training and Retraining of Miners Working at Surface Mines and Surface Areas of Underground Mines

Goal:

Each mine employee will know how to identify some of the more common hazards found at mine sites and the protective measures used to minimize the risk.

Objectives:

- Identify the three primary methods of controlling hazards.
- Identify the hazards and protective measures involving mobile equipment.
- Identify the potential mechanical hazards at mine sites and how to minimize the risk.
- Identify the hazards involving electricity and how to minimize the risk.
- Identify hazards that may result in “struck by” incidents and how to minimize the risk.
- Identify unsafe ground conditions and how to minimize the risk.
- Identify slip, trip, and fall hazards and how to minimize the risk.
- Identify several environmental hazards and how to minimize the risk.

Part 48 - Respiratory Protection

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING
 - Part 48 Subpart B--Training and Retraining of Miners Working at Surface Mines and Surface Areas of Underground Mines
- MSHA 30 CFR, SUBCHAPTER K -- METAL AND NONMETAL MINE SAFETY AND HEALTH
 - Part 56 Subpart D – Air Quality and Physical Agents
- 29 CFR 1910.134 - Respiratory Protection: Personal Protective Equipment
- American National Standards Practices for Respiratory Protection ANSI Z88.2-1969

Goal:

The goal of this lesson is to ensure users are qualified and properly trained in the use and maintenance of respirators.

Objectives:

- Recognize the respiratory hazards associated with surface mining dust.
- Recognize the basic respirator user qualifications and training requirements.
- Identify how to select the right respirator for the task.
- Recognize how to use and care for respirators.
- Recognize what to do in emergency situations.

Part 48 - Statutory Rights

Requirement References:

- MSHA 30 CFR, SUBCHAPTER H -- EDUCATION AND TRAINING, Part 48 Subpart B--Training and Retraining of Miners Working at Surface Mines and Surface Areas of Underground Mines

Goal:

The goal of this lesson is to provide miners with an awareness of their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

Objectives:

- Identify their rights and the rights of their representatives under the Federal Mine Safety and Health Act of 1977.

Food Safety

Food Safety

Ensuring Adequate Cooking Temperatures

Available in Casual, Quick Service Restaurant, and White Table versions

Requirement References:

- USFDA Food Code

Goal:

The student will recognize that adequate cooking kills most germs to make food safe, the adequate cooking temperatures for variety of foods, proper use and placement of the thermometer, and how to calibrate and keep a food thermometer clean.

Target Audience:

All food workers with cooking responsibilities

Objectives:

- Identify the function and use of food thermometers during cooking.
- Identify the steps in calibrating a food thermometer.
- Recognize adequate cooking times and temperatures for a variety of foods.
- Identify the proper placement of food thermometers.
- .Recognize when and how to keep food thermometers clean.

Preventing Bacteria from Multiplying

Available in Casual, Quick Service Restaurant, and White Table versions

Requirement References:

- USFDA Food Code

Goal:

The learner will identify foods that will and will not support the growth of harmful bacteria, the food temperature danger zone, and proper methods to keep cold foods cold, hot foods hot, and the methods for properly cooling foods for later service to prevent bacteria from multiplying.

Target Audience:

All food workers with food preparation responsibilities

Objectives:

- Define the food temperature danger zone.
- Identify foods that will and will not support the rapid growth of harmful bacteria.
- Identify proper methods to keep cold food cold.
- Identify proper methods to keep hot foods hot.
- Identify methods to properly cool hot food for later service.

Preventing Contamination

Available in Casual, Quick Service Restaurant, and White Table versions

Also available in Spanish

Requirement References:

- USFDA Food Code

Goal:

The learner will learn how contamination is defined, including the three specific types of contamination, identify measures that prevent contamination during receiving, storage, preparation, and service, and how to prevent contamination from people, utensils, equipment, other food, and the environment.

Target Audience:

All food workers with food preparation responsibilities

Objectives:

- Define contamination, including the three types of contamination.
- Identify how to prevent contamination during receiving and storage.
- Identify how to prevent contamination during preparation and service.
- Identify how to prevent contamination from the environment.
- Identify how to prevent contamination from people.

Food Safety for Food Handlers

*The three "Casual" Food Safety courses combined into one lesson.
Also available in Spanish*

Requirement References:

- USFDA Food Code

Description:

This course covers how to use thermometers to ensure foods are properly cooked and safe to eat, how to clean and sanitize them, and the required cooking times and temperatures for specific foods. It also defines contamination and its sources, and how to prevent it during receiving, storage, preparation, and service. In addition, it describes how to prevent contamination from other food, equipment, utensils, and the environment. The food temperature "danger zone" that allows harmful bacteria to multiply rapidly is also addressed, as well as which foods support the rapid growth of harmful bacteria and are considered "potentially hazardous" and which foods are not. Instruction for keeping cold foods cold and hot foods hot is also included. Finally, this lesson covers the methods for properly cooling hot foods for later service to prevent bacteria from multiplying.

Objectives:

- Identify the function and use of food thermometers during cooking.
- Identify the steps in calibrating a food thermometer.
- Recognize adequate cooking times and temperatures for a variety of foods.
- Identify the proper placement of food thermometers.
- Recognize when and how to keep food thermometers clean.
- Define contamination, including the three types of contamination.
- Identify how to prevent contamination during receiving and storage.
- Identify how to prevent contamination during preparation and service.
- Identify how to prevent contamination from the environment.
- Identify how to prevent contamination from people.
- Define the food temperature danger zone.
- Identify foods that will and will not support the rapid growth of harmful bacteria.
- Identify proper methods to keep cold food cold.
- Identify proper methods to keep hot foods hot.
- Identify methods to properly cool hot food for later service.

Food Manager

Chemical and Physical Controls

Requirement References:

- USFDA Food Code

Description:

Managers who oversee food production share a critical responsibility for serving food that is safe to eat. They must ensure workers know and follow the general procedures for controlling chemical and physical contamination of foods prepared and served in their facility.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the general procedures for controlling chemical and physical contamination in foods.

Cleaning and Sanitizing

Requirement References:

- USFDA Food Code

Description:

Managers who oversee food production share a critical responsibility for serving food that is safe to eat. They must ensure workers know and follow the general procedures for environmental cleaning and sanitizing.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the requirements for cleaning and sanitizing equipment and surfaces.
- Identify the general procedures for the manual cleaning and sanitizing method.
- Identify the general procedures for using mechanical dish machines.

Control Points

Requirement References:

- USFDA Food Code

Description:

Managers who oversee food production share a critical responsibility for serving food that is safe to eat. They must ensure the required standard operating procedures for safe food production are strictly followed at each control point in the food production process, including receiving, storage, preparation, and cooking, cooling, and service.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the purpose of implementing standard operating procedures at each control point in the food production process.
- Identify the standard operating procedures to control contamination during receiving.
- Identify the standard operating procedures to control contamination during storage.
- Identify the standard operating procedures to control contamination during preparation.
- Identify the standard operating procedures control contamination during cooking.
- Identify the standard operating procedures to control contamination during cooling.
- Identify the standard operating procedures to control contamination during service.

Environmental Health

Requirement References:

- USFDA Food Code

Description:

Managers who oversee food production share a critical responsibility for serving food that is safe to eat. They must know, and ensure workers know, the signs of pest infestation and potential solutions for controlling pests. In addition, they must be able to identify problems and implement solutions associated with plumbing, ventilation, water supply, and waste disposal.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the signs of pest infestation and implement solutions for controlling pests.
- Identify problems and implement solutions associated with plumbing, ventilation, water supply, and waste disposal.

Hazard Analysis Critical Control Point (HACCP)

Requirement References:

- USFDA Food Code

Description:

Safety concerns about our food supply prompted FDA to develop and encourage the use of a new food safety program, Hazard Analysis and Critical Control Point, HACCP. This lesson gives an overview of the seven HACCP Principles, how a HACCP Plan can help reduce the risk of foodborne illness, the basic contents of a HACCP Plan, and the fundamental steps for determining critical control points to prevent, eliminate, or reduce food hazards to acceptable levels.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the seven HACCP Principles used to prevent, eliminate, or reduce food hazards to acceptable levels.
- Recognize how a HACCP Plan can help reduce the risk of foodborne illness and identify the basic contents of a HACCP plan.
- Identify the fundamental steps for determining critical control points to prevent, eliminate, or reduce food hazards to acceptable levels.

Microbiology and Food Safety

Requirement References:

- USFDA Food Code

Description:

This lesson gives an overview of the types of foodborne illnesses and how they are transmitted, the most common microorganisms that cause foodborne illnesses, how bacteria multiply, and the conditions that support bacterial multiplication.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the types of foodborne illness and how they are transmitted.
- Identify the most common microorganisms that cause foodborne illness.
- Identify how bacteria multiply.
- Identify the conditions that support bacterial multiplication.

Personal Hygiene

Requirement References:

- USFDA Food Code

Description:

Managers who oversee food production share a critical responsibility for serving food that is safe to eat. They must ensure workers know and follow the standard operating procedures for handwashing, personal hygiene, and employee illnesses.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the standard operating procedures to control contamination by handwashing.
- Identify the standard operating procedures to control contamination through personal hygiene.
- Identify the standard operating procedures to control contamination by managing employee illnesses.

Regulatory Compliance

Requirement References:

- USFDA Food Code

Description:

More than 76 million estimated illnesses, 300,000 hospitalizations, and 5,000 deaths are attributed to foodborne illness in the United States each year. To reduce the staggering number of incidents, federal, state, and local agencies provide guidance and require specific practices for safeguarding food served to the public. This lesson addresses the regulatory compliance issues that affect food establishments.

Audience:

All food workers with management responsibilities.

Objectives:

- Identify the regulatory compliance issues that affect food establishments.

Healthcare

Medical

Abuse, Neglect and Exploitation

Requirement References:

There are no regulatory requirements for this lesson.

Description:

This lesson covers the definitions, signs, and symptoms of abuse, neglect, and exploitation, the behaviors and characteristics of the abused and of an abuser, and ways to protect patients and understand the obligation to report suspected abuse.

Goal:

Students will be able to define and identify signs and symptoms of abuse, neglect, and exploitation, list the behaviors and characteristics of the abused and of an abuser, and identify ways to protect patients and understand the obligation to report suspected abuse.

Objectives:

- Define abuse, neglect and exploitation.
- Identify the signs and symptoms of abuse, neglect and exploitation in the healthcare setting.
- List the behaviors of the abused.
- List the characteristics of an abuser.
- Identify ways in which you can protect patients from abuse, neglect and/or exploitation.
- Know the obligation to report suspected abuse.

AIDS in the Workplace

Requirement References:

- Americans with Disabilities Act of 1990 (ADA) PL 101-336
- National Institute for Occupational Safety and Health (NIOSH)
- American Red Cross. Workplace HIV/AIDS Program; Course Number 3501
- Centers for Disease Control and Prevention: Business Responds to AIDS
- National Leadership Coalition on AIDS 1-800-997-6227
- CDC: Surveillance of Health Care Workers with HIV/AIDS (March, 1997)
- CDC: AIDS Prevention Fact Sheet "The HIV/AIDS Epidemic in the United States, 1997-1998"
- CDC HIV/AIDS Surveillance Report, Year-end edition, 1998
- CDC Personnel Health Guideline, June 1998
- Journal of the American Medical Association. "Disability Discrimination in America: HIV/AIDS and Other Health Conditions." February 24, 1999.
- Mid-Atlantic ADA Information Center. "ADA in Action: HIV/AIDS in the Workplace." Winter 1996
- Mid-Atlantic ADA Information Center. "Working Effectively with Individuals Who Are HIV-Positive."
- The New England Journal of Medicine. "Protecting Patients from Discrimination-The Americans with Disabilities Act and HIV Infection." October 22, 1998.
- U.S. Department of Justice, Civil Rights Division, Disability Rights Section: Questions and Answers-The Americans with Disabilities Act and Persons with HIV/AIDS"

Goal:

To inform health care workers about the incidence, risks, and precautions for occupational exposure to HIV/AIDS and to provide information on fair employment practices that protect them from discrimination.

Objectives:

- Identify facts and myths about AIDS in the workplace.
- Describe approaches for the prevention of HIV/AIDS in hospital settings.
- Describe fair employment practices as they pertain to current and prospective employees who are HIV-infected.
- Describe components of a workplace policy regarding AIDS.
- Identify resources that are available to help resolve AIDS issues.

Americans with Disabilities Act

Requirement References:

- Americans with Disabilities Act of 1990

Goal:

The student will be able to recognize the key elements of the ADA, how it affects the workplace, public accommodations, discriminate between examples of situations meeting and violating the ADA, and how to appropriately interact with people with disabilities.

Objectives:

- Identify the purpose and scope of the Americans with Disabilities Act of 1990, define disability and recognize examples of disabilities.
- Recognize key definitions and examples of 'qualified with a disability', 'reasonable accommodations', 'essential functions', and 'undue hardship' listed in the Employment (Title I) section of the ADA.
- Identify facilities affected by the requirements of the Public Accommodations (Title III) section of the ADA and examples of appropriate accommodations in those facilities.
- Determine whether specific examples are in compliance with or in violation of the ADA.

Back Care/Ergonomics

Requirement References:

- UNITED STATES DEPARTMENT OF LABOR, Occupational Safety and Health Administration, Fact Sheet No. OSHA 90-09
- National Institute for Occupational Safety and Health. "Guidelines for Protecting the Safety and Health of HealthCare Workers" DHHS (NIOSH) Publication No. 88-119
- National Safety Council, 1991. National Safety Council Supervisors' Safety Manual 7th Edition. Page 201.

Goal:

To minimize the possibility of employee accidents and illness due to chronic work-related physical and psychological stresses and maximize productivity and efficiency.

Objectives:

- Recognize that changes in daily habits can help prevent back pain and muscle injury and identify the cycle of pain.
- Identify the principles and goals of ergonomics and how their application can be used to solve work-stress problems.
- Identify various ergonomic problems and the signs and symptoms of work-related musculoskeletal disorders (MSDs).
- Identify ways the workspace can be arranged to reduce ergonomic problems related to lifting, use of hand tools, whole-body vibration, and computer workstations.

Bloodborne Pathogens for Healthcare Supervisors

Requirement References:

- 29 CFR 1910.1030 Bloodborne Pathogens.
- 29 CFR 1910.1030 App A - Hepatitis B Vaccine Declination (Mandatory).
- OSHA Fact Sheet 02/01/1993. Most frequently asked questions concerning the bloodborne pathogen standard.
- OSHA Fact Sheet 92-46 US Department of Labor, Bloodborne Pathogen Final Standard: Summary of Key Provisions.
- OSHA 3128 Bloodborne Pathogens and Acute Care Facilities, 1992
- CDC Personnel Health Guidelines, Part II Recommendations for prevention of infections in healthcare personnel, June 1998.
- CDC: Preventing occupational HIV transmission to healthcare Workers, June 1998.
- DHHS (NIOSH) Healthcare Worker Guidelines, Publication # 88-119, September 1998.
- Johns Hopkins Medical HIV Report: Volume 8, Number 2, July, 1996.
- JCAHO Proposed Revisions to Standards for Improving Organizational Performance, December 1997.

Goal:

This lesson helps healthcare employers and supervisors minimize the possibility of employee exposure to bloodborne pathogens, and comply with the relevant OSHA and JCAHO standards.

Objectives:

- Define bloodborne pathogen exposure risks for healthcare personnel.
- Identify specific management methods to determine competencies of healthcare workers involved in prevention, surveillance, and control of bloodborne pathogen infections.
- Describe the requirements of the four major "employee" elements of a Hospital Infection Control Plan (i.e., protection, medical management, training, and record keeping).
- Identify resources that assist hospital employees in creating an environment of care that prevents the spread of bloodborne pathogens.

Bloodborne Pathogens for Healthcare Workers

Requirement References:

- 29 CFR 1910.1030 Bloodborne Pathogens.
- 29 CFR 1910.1030 App A - Hepatitis B Vaccine Declination (Mandatory).
- OSHA Fact Sheet 02/01/1993. Most frequently asked questions concerning the bloodborne pathogen standard.
- OSHA Fact Sheet 92-46 US Department of Labor, Bloodborne Pathogen Final Standard: Summary of Key Provisions.
- OSHA 3128 Bloodborne Pathogens and Acute Care Facilities, 1992
- CDC Personnel Health Guidelines, Part II Recommendations for prevention of infections in healthcare personnel, June 1998. CDC: Preventing occupational HIV transmission to healthcare Workers, June 1998.
- DHHS (NIOSH) Healthcare Worker Guidelines, Publication # 88-119, September 1998.
- Johns Hopkins Medical HIV Report: Volume 8, Number 2, July, 1996.
- JCAHO Proposed Revisions to Standards for Improving Organizational Performance, December 1997.

Goal:

This lesson helps healthcare workers minimize the possibility of exposure to bloodborne pathogens.

Objectives:

- Describe the incidence of bloodborne pathogen diseases among healthcare workers and in the population at large.
- Identify the hazards of contact with body fluids that may contain bloodborne pathogens.
- Identify how infection control work practices and hospital engineering controls are used to prevent contact with bloodborne pathogens.
- Identify the minimum parts of an exposure control plan.
- Identify general actions to follow in response to emergencies involving blood and how to handle exposure incidents.
- Identify the training and recordkeeping requirements necessary for hospitals to meet the bloodborne pathogen standards set by OSHA and JCAHO.

Electrical Safety

Requirement References:

- National Fire Protection Association (NFPA) 1990 70E: Electrical Safety Requirements of Employee Workplaces.
- National Safety Council Data Sheets American National Standards Institute (ANSI) C-2
- Underwriters Laboratories
- National Electrical Code (NEC)
- 29 CFR 1910.330-335 Electrical Safety
- 29 CFR 1910.332 Training: Electrical - Safety-Related Work Practices.
- 29 CFR 1910.333 Selection and use of work practices
- 29 CFR 1910.335

Goal:

To enable hospital workers to correctly apply the principles of hazard recognition and risk management to reduce the financial and personnel cost of workplace accidents caused by electrical hazards.

Objectives:

- Describe the basic terms of electricity and the effects of electric shock on the body.
- Identify the hazards associated with electricity.
- Describe measures for minimizing electric hazards.
- Understand the proper response to an emergency event.

Fire Safety/Patient Evacuation

Requirement References:

- JCAHO Standard EC. 1.7. Life Safety
- JCAHO Standard EC. 2.1 Staff Responsibilities in Environment of Care
- JCAHO Standard EC. 2.10, Fire Drills
- OSHA CFR 29, Section 1910.157 Portable Fire Extinguishers

Goal:

The student will be able to respond correctly to a fire hazard in a health care facility by taking fire prevention measures, properly reporting the fire, protecting themselves and patients, and, if necessary, evacuating properly, and correctly using a fire extinguisher.

Objectives:

- Recognize proper fire prevention measures in a healthcare facility.
- Identify correct procedures for responding to a fire alarm.
- Identify the procedures for protecting patients and/or evacuating from fire or smoke hazards.
- Identify the correct procedures for using a portable fire extinguisher.

Hazard Communication

Requirement References:

- 29 CFR 1900.1200, Hazard Communication
- OSHA Publication Number 3084. "Chemical Hazard Communication"

Goal:

To enable the employee to correctly apply the principles of hazard recognition, risk management, and event response when coming in contact with hazardous chemicals.

Objectives:

- Identify hazardous chemical labeling and labeling requirements.
- Identify where MSDSs can be found and identify the major items of an MSDS.
- Recognize the physical and health hazards inherent with hazardous chemicals.
- Identify ways of controlling the physical and health hazards inherent with hazardous chemicals.

Latex Allergy

Requirement References:

- Preventing Allergic Reaction to Rubber Latex in the Workplace. NIOSH Alert (1997, June 1).
- Latex Allergy. NIOSH Fact Sheet (1997, June).
- What's New: Potential for Allergy to Natural Rubber Latex Gloves and other Natural Rubber Products. OSHA Technical Information Bulletin, (1999, April 12).
- Latex Allergy. American Academy of Family Physicians (1998, January 1).
- Medical Glove Powder Report. FDA, Centers for Devices and Radiological Health (September, 1997).
- Latex Allergy A Prevention Guide. NIOSH Publication No. 98-113, (1998, May 4).
- Latex Labeling Required for all Medical Devices. FDA Talk Paper (1997, September 30).
- Exposure to Bloodborne Pathogens. OSHA's Standard 29 CFR 1910.1030 (1996, February 13).

Goal:

To provide an awareness of the dangers of latex allergies in the healthcare industry and measures to take for managing the risk of latex exposure.

Objectives:

- Recognize the dangers posed by latex in the healthcare environment.
- Recognize the signs and symptoms of possible latex allergy.
- Identify the procedures to manage the risk of exposure to yourself and susceptible patients.
- Know how to respond to an event involving anaphylaxis.

Lifting and Transferring Patients

Requirement References:

There are no regulatory requirements for this lesson.

Description:

Healthcare workers face a high risk of occupational injuries due to frequent lifting and transferring of patients. By using correct methods for lifting and transferring patients, healthcare workers can ensure safety for themselves and for their patients. In this lesson you will learn about the risks involved in lifting and transferring patients, how to plan the movement of patients, and proper techniques for executing common lifts and transfers.

Goal:

The learner will be able to identify the risk involved with lifting and transferring patients and identify correct methods for lifting to reduce injuries.

Objectives:

- List the potential risks involved with lifting and transferring patients and how to reduce these risks.
- Identify the steps for planning the movement of patients.
- Identify proper techniques for common lifts and transfers of patients.

Patient Rights

Requirement References:

- The Complete Guide to the 1999 Hospital Survey Process (Joint Commission, 1999)
- The JCAHO Mock Survey, 1998 Edition
- The JCAHO Survey Coordinator's Handbook
- U.S. Navy-Naval Hospital Home Page, Patient Bill of Rights and Responsibilities
- Yale-New Haven Hospital Risk Management

Goal:

To inform healthcare workers about their role and responsibility to protect patients' rights and to assist hospitals with meeting JCAHO standards for patient rights.

Objectives:

- Describe key elements of a Patient Bill of Rights.
- Define informed consent and describe its application to hospital settings.
- Describe ways to ensure patient privacy and to protect confidential patient information.
- Provide examples of compliance with JCAHO standards for patient rights.

Personal Protective Equipment

Requirement References:

- OSHA Standard, Part 29 CFR, Section 1910.132 Personal Protective Equipment - General Requirements
- OSHA Standard, Part 29 CFR, Section 1910.133 Eye & Face Protection
- OSHA Standard, Part 29 CFR, Section 1910.134 Respiratory Protection (and Appendices)
- OSHA Standard, Part 29 CFR, Section 1910.135 Head Protection
- OSHA Standard, Part 29 CFR, Section 1910.136 Foot Protection
- OSHA Standard, Part 29 CFR, Section 1910.137 Electrical Protective Devices
- OSHA Standard, Part 29 CFR, Section 1910.138 Hand Protection
- OSHA Standard, Part 29 CFR, Section 1910.139 Respiratory Protection for M Tuberculosis
- OSHA Standard, Part 29 CFR, Section 1910.1030 Bloodborne Pathogens Standard
- NIOSH

Goal:

Students will be able to protect themselves from illness or injury by the appropriate use of personal protective equipment.

Objectives:

- Recognize the purpose of personal protective equipment.
- Identify the proper personal protective equipment required to perform a particular job.
- Recognize the training required before using PPE, including the limitations of the PPE.
- Identify the requirements for inspecting, maintaining, and disposing of personal protective equipment.

Restraint and Seclusion

Requirement References:

- Acute Medical and Surgical Care Restraint Standards
- Behavioral Healthcare Restraint and Seclusion Standards
- 42 CFR 482.13 (e) and (f)

Description:

This lesson describes the legal requirements for the use of restraints and seclusion and defines these terms. It covers the different types of restraints and standards for their use, including patients' rights, orders, application of restraints, monitoring, and documentation. The lesson also covers the safe use of restraints as well as alternatives to using restraints and seclusion.

Objectives:

- Identify the legal requirements for the use of restraints and seclusion and define the terms restraint and seclusion.
- Describe standards for use of restraints in acute medical and surgical care settings, including patients' rights, orders, monitoring, and documentation.
- Describe standards for use of restraints and seclusion in behavior management settings, including patients' rights, orders, monitoring, and documentation.
- Identify how to use restraints safely.
- Identify alternatives to restraints and seclusion.

Security and Workplace Violence

Requirement References:

- JCAHO Standard EC. 1.4 A Management Plan Addresses Security Standard
- JCAHO Standard EC. 2.1 Staff Responsibilities in Environment of Care Standard
- NIOSH
- OSHA "Violence in the Workplace"
- OSHA 3148 Guidelines for Preventing Workplace Violence for Healthcare and Social Service Workers
- OSHA Fact Sheet # 96-53 Protecting Community Workers Against Violence
- DHHS - Guidelines for Understanding and Responding to Violence in the Workplace. 1996

Description:

More assaults occur in the healthcare and social service industries than any other! Almost two-thirds of the non-fatal assaults reported from all workers occurred in the healthcare industry.

Goal:

The student will understand the risks of violence in the workplace and learn how they can protect themselves and fellow employees from harm.

Objectives:

- Define workplace violence.
- Recognize the factors that increase the risk of workplace violence for healthcare workers.
- Identify the four categories of workplace violence.
- Identify how to prevent security violations and violent events.
- Identify actions to take when involved in a breach of security or violent event.
- Identify response and reporting actions after a violent incident takes place.

Sexual Harassment

Requirement References:

- Title VII of the Civil Rights Act of 1964 DEFINITIONS SEC. 2000e. (Section 701)
- UNLAWFUL EMPLOYMENT PRACTICES SEC. 2000e-2. (Section 703)
- Impact of the U.S. Supreme Court Decisions on Employer Liability for Sexual Harassment

Goal:

To train medical facility administration and staff in recognizing, reporting, and preventing incidents of sexual harassment in the workplace.

Objectives:

- Identify behaviors that might be considered sexual harassment.
- Identify the proper actions people should take if they experience or witness sexual harassment.
- Identify actions an employer can take to prevent sexual harassment.
- Identify the actions an employer is expected to take if sexual harassment is reported.

TB Protection for Healthcare Workers

Requirement References:

- Centers for Disease Control and Prevention (CDC) Guidelines for preventing the Transmission of Mycobacterium Tuberculosis in Healthcare Facilities, 1994, October 28, 1994/Vol. 43/No.RR-13
- OSHA Directives - CPL 2.106 - Enforcement Procedures and Scheduling for Occupational Exposure to Tuberculosis, February 9, 1996
- OSHA Title 29 CFR 1910.139. Respiratory Protection for M. Tuberculosis.

Description:

Every effort should be made to protect healthcare workers against the hazards of tuberculosis, TB, infection. This lesson provides awareness training for controlling the spread of TB in healthcare settings.

Goal:

The goal of this lesson is to provide awareness training for protecting healthcare workers against the hazards of tuberculosis (TB) infection and for controlling the transmission of TB in healthcare settings.

Objectives:

- Recognize the hazards of TB transmission, the difference between TB infection and TB disease, and the signs and symptoms of TB.
- Identify the potential for occupational exposure to TB, including situations with increased risk.
- Identify the control measures for reducing or eliminating work-related TB infections.
- Identify the purpose of skin testing and the significance of a positive test result.
- Identify the treatment for TB infection and TB disease, including isolation requirements.

Age Specific Competency

Age Specific Competency - Adult Years

Requirement References:

- Gerontology Nurse Associates (1999) Age Specific Care Guidelines: Gerontology. LaCrosse, WI: Gundersen Lutheran.

Description:

This lesson describes the physical, psychosocial, safety/wellness, and intervention aspects of working with adult patients.

Goal:

Describe the physical, psychosocial, safety/wellness, and intervention aspects of working with adult patients.

Objectives:

- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to early adulthood.
- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to middle adulthood.
- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to older adulthood.

Age Specific Competency - Infant-Toddler Years

Requirement References:

- Gerontology Nurse Associates (1999) Age Specific Care Guidelines: Gerontology. LaCrosse, WI: Gundersen Lutheran.

Description:

This lesson covers the physical, psychosocial, safety/wellness, and intervention aspects of working with infant and toddler patients.

Goal:

Describe the physical, psychosocial, safety/wellness, and intervention aspects of working with infants and toddlers.

Objectives:

- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to infants.
- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to toddlers.

Age Specific Competency - School Age Years

Requirement References:

- Gerontology Nurse Associates (1999) Age Specific Care Guidelines: Gerontology. LaCrosse, WI: Gundersen Lutheran.

Description:

This lesson covers the physical, psychosocial, safety/wellness, and intervention aspects of working with school age patients.

Goal:

Describe the physical, psychosocial, safety/wellness, and intervention aspects of working with school age patients.

Objectives:

- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to preschoolers.
- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to school age children.
- Identify key physical changes, psychosocial aspects, safety/wellness issues, and potential interventions related to adolescents.

Bereavement Library

Caring for the Family Experiencing Perinatal Loss

Requirement References:

- Allen, M. & Marks, S. (1993). *Miscarriage: Women sharing from the heart*. New York: John Wiley & Sons, Inc.
- Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System: Aries E, Anderson RN, Kung HC, Murphy SL, Kochanek KD. *Deaths: Final Data for 2001*. National vital statistics reports. Vol 52 no 3. Hyattsville, Maryland: National Center for Health Statistics. 2003.
- The Compassionate Friends, Inc. (1999). *When a child dies. A survey of bereaved parents conducted by NFO Research, Inc.*
- Davidson, GW. (1984). *Understanding Mourning*. Minneapolis: Augsburg Publishing House.
- DeFrain, J. (1991). Learning about grief from normal families: SIDS, stillbirth, and miscarriage. *Journal of Marital and Family Therapy*. 17(3), 215-232.
- Limbo, RK & Wheeler, SR. (1986). Women's responses to the loss of their pregnancy through miscarriage: A longitudinal study. *Forum Newsletter* 10(4), 4-6. Published by the Association for Death Education and Counseling (ADEC), Hartford, CT. Used with permission.
- Workman, E. (2001). Guiding parents through the death of their infant. *Journal of Obstetrics, Gynecologic, and Neonatal Nursing*, 30(6), 569-73.

Description:

Hopes and dreams are part of every pregnancy, but for some, their dreams don't come true. Each year, over half a million dreams are shattered by early pregnancy loss, stillbirth, or newborn death. In this lesson you will learn the definitions, statistics, and unique aspects of pregnancy loss, stillbirth, and newborn death; common myths and misconceptions related to perinatal loss; and a Standard of Care for perinatal loss. In addition, you will learn what bereaved parents find helpful in coping with their loss.

Goal:

Upon completion of this lesson, healthcare professionals and others will be more aware of the needs of families experiencing a perinatal loss, better equipped to respond to bereaved parents and their family during the initial crisis of the loss of their baby, and prepared to offer and provide comprehensive care to each family who experiences a perinatal loss.

Audience:

This lesson is intended for nurses, social workers, clergy, physicians, genetic counselors, ultrasonographers, laboratory personnel, and others who may interact with or provide services to families experiencing perinatal loss.

Objectives:

- Identify definitions and statistics associated with early pregnancy loss, stillbirth, and newborn death.
- Define the unique aspects of early pregnancy loss, stillbirth, and newborn death.
- Identify common misconceptions of perinatal loss.
- Establish a Standard of Care for perinatal loss.
- Describe what bereaved parents find helpful in coping with perinatal loss.

Communicating with the Bereaved

Requirement References:

- Canales, M.K. (2000). Othering: Toward an understanding of difference. *Advances in Nursing Science*, 22(4), 16-31.
- Canales, M.K., & Bowers, B.J. (2001). Expanding conceptualizations of culturally competent care. *Journal of Advanced Nursing*, 36(1), 102-111.
- Golden, T.R. (1996). *Swallowed by a snake: the gift of the masculine side of healing*. Kensington, MD: Golden Healing Publishing L. L. C.
- Golden, T.R., & Miller, J.E. (1998). *When a man faces grief: 12 practical ideas to help you heal from loss*. Fort Wayne, IN: Willowgreen Publishing.
- Levinson, W., Roter, D.L., Mullooly, J.P., Dull, V.T., & Frankel, R.M. (1997). Physician-patient communication: The relationship with malpractice claims among primary care physicians and surgeons. *JAMA*, 277(7), 553-559.
- Mehrabian, A., & Ferris, S.R. (1967). Inference of attitudes from nonverbal communication in two channels. *Journal of Consulting Psychology*, 31, 248-252.
- Mehrabian, A., & Wiener, M. (1967). Decoding of inconsistent communications. *Journal of Personality and Social Psychology*, 6, 109-114.
- Midland, D. (Ed.) (2002). *Compassionate bereavement care: A model for program growth*. La Crosse, WI: Bereavement Services, Gundersen Lutheran Medical Foundation.
- Wisconsin Association for Perinatal Care. (2002). *Childbearing loss and grief position statement*. http://www.perinatalweb.org/association/pdf_docs/Childbearing2.PDF. Retrieved December 21, 2004.
- Wisconsin Association for Perinatal Care. (2003). "I'm Sorry" card. http://www.perinatalweb.org/association/pub_plmSorryCard.htm. Retrieved December 21, 2004
- Witter, D.M., Tolle, S.W., & Moseley, J.R. (1990). A bereavement program: Good care, quality assurance, and risk management. *Hospital & Health Services Administration*, 35(2), 263-275.

Description:

Upon completion of this course, students will be able to identify the key components of sensitive communication, (i.e., nonverbal and verbal), describe three common types of responses or categories of communication with the bereaved, demonstrate awareness of what to say and not say when conversing with the bereaved, and apply cultural sensitivity into communication with the bereaved.

Goal:

Upon completion of this course, learners will be aware of ways to communicate sensitively with bereaved persons.

Objectives:

- Identify the key nonverbal components of sensitive communication.
- Identify the key verbal components of sensitive communication.
- Identify what to say and not say when conversing with the bereaved.
- Describe three common ways of responding to the bereaved.
- Define culturally sensitive communication with bereaved persons.

Theoretical Framework of Grief

Requirement References:

- Davidson, G.W. (1984). Understanding mourning. Minneapolis: Augsburg Publishing House.
- Grief History Assessment adapted from: Richardson, B. (1991). Personal Perspectives on Death and Dying. A questionnaire which addresses professional and personal losses. Published in Calica, J. (1991), Winter). Parallel Process: Handling Our Grief While Working with Grief. NAPSW Forum, pp.4-6.
- Rando, T. (1993). Treatment of Complicated Mourning. Champaign, IL: Research Press.
- Ripps, P. (1991). Cardinal rules of grief support. Forum Newsletter, 16 (4) 11,15. Published by the Association for Death Education and Counseling (ADEC), Hartford, CT. Used with permission.

Description:

This course covers the definitions of grief, mourning, and bereavement as well as myths associated with grief. Students will learn to identify the phases of bereavement and dimensions of grief, develop self-awareness regarding their values and beliefs about death, and will learn to identify risk factors for complicated grief. Finally, students will learn about the cardinal rules of grief support.

Goal:

Upon completion of this course, the student will be able to define grief, mourning, and bereavement, and identify myths associated with grief. The student will also be able to identify the phases and dimensions of grief, develop self-awareness regarding his/her values and beliefs about death, and identify risk factors for complicated grief. Finally, the student will be able to identify the cardinal rules of grief support.

Objectives:

- Define grief, mourning and bereavement.
- Identify myths of grief.
- Identify the phases of bereavement and the characteristics associated with each phase.
- Identify the dimensions of grief.
- Develop self-awareness regarding values and beliefs about death.
- Identify risk factors for complicated grief.
- List three cardinal rules of grief support.

HIPAA – General

HIPAA – Basic Health Information Security Training: Security

Course Objectives:

This course introduces you to the standards for electronic health information security under the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It covers:

- Why the federal government wants to protect the security of electronic health information.
- The approach to health information security taken by the proposed standards.
- Physical safeguards.
- Technical security.
- Administrative procedures.
- Implementing the standards.

HIPAA – Basic Privacy of Health Information Training: Confidentiality: Privacy1

Course Objectives:

This is the first of two courses on the privacy regulations under the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It covers:

- Who is covered by HIPAA
- What information is protected
- The general rules on use and disclosure of protected information

HIPAA –Basic Privacy of Health Information Training: Confidentiality: Privacy2

Course Objectives:

This is the second of two courses on the privacy regulations under the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This part of the course covers:

- Special rules on use and disclosure of health information
- Complex organizations under HIPAA
- Individuals' rights to health information
- Privacy administration and implementation.

HIPAA – The Basics of Health Care Privacy, Data Security and HIPAA

Course Objectives:

This course provides an overview of the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). You will learn about:

- The need for administrative simplification.
- The standards for electronic transactions.
- Health information privacy and security.
- Individual right over health information.

HIPAA – Role Specific

HIPAA – Privacy and Security Training for Ancillary Staff: Ancillary Staff

Course Objectives:

This course informs ancillary service providers about the use and disclosure of health information. It is intended for personnel who provide clinical testing, diagnostic imaging and similar ancillary services. Hospital-based physicians who provide these services and who have practices outside the hospital should also take the general course for Members of the hospital medical staff. This course covers:

- Privacy administration.
- Protected health information.
- Uses and disclosures of protected health information.
- Safeguarding health information.
- Reporting problems and violations.

HIPAA – Privacy and Security Training for Clinical Support Staff: Clinical Support

Course Objectives:

This course informs clinical support personnel about the use and disclosure of health information. It is focused on the needs of staff who are not direct care providers, but who have access to health information to support clinical functions for quality assurance, utilization review, peer review and similar activities. This course covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- Using Health Information.

HIPAA – Privacy and Security Training for Contracting Staff: Contracting Staff

Course Objectives:

This course informs contracting personnel about the use and disclosure of health information. This course covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- Using Health Information.

HIPAA – Privacy and Security Training for Human Resources Staff: HR Staff

Course Objectives:

This course informs human resources personnel about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- Using Health Information.

HIPAA – Privacy and Security Training for Medical Record Staff: Medical Records

Course Objectives:

This course informs medical records personnel about the use and disclosure of health information. It covers:

- What information is protected?
- Permitted uses and disclosures of protected health information.
- Individuals' rights concerning their health information.
- Safeguarding health information.

HIPAA – Privacy and Security Training for Patient Accounting Staff: Patient Accounting

Course Objectives:

This course informs patient accounting personnel about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- Using Health Information.

HIPAA – Privacy and Security Training for Registration and Admitting Staff: Registration

Course Objectives:

This course informs registration and admitting personnel about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- The patient registration process.

HIPAA – Privacy and Security Training for the Hospital Medical Staff: MedStaff

Course Objectives:

This course informs medical staff members about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected Health Information.
- Uses and disclosures of protected health information.
- Safeguarding health information.
- Reporting problems and violations.

HIPAA – Privacy and Security Training for Patient-Care Workforce: Clinical Staff

Course Objectives:

This course informs members of the clinical workforce about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected health information.
- Uses and disclosures of protected health information.
- Safeguarding health information.
- Reporting problems and violations.

HIPAA – Privacy and Security Training for Volunteer Staff: Volunteer Staff

Course Objectives:

This course informs hospital volunteers about the use and disclosure of health information. It covers:

- Privacy administration.
- Protected health information.
- Safeguarding health information.
- The patient registration process.

Phlebotomy Library

20 Hour Advanced Phlebotomy Course

Objectives:

Lesson I: Phlebotomy – Past and Present

- discuss the evolving role of phlebotomy in healthcare.
- describe the importance of blood analysis in disease diagnosis.
- describe a typical organizational chart in the healthcare facility.
- discuss and compare the outpatient and inpatient healthcare setting.
- explain how the laboratory is organized and the position of the Phlebotomist.

Lesson II: Advanced Infectious Disease Control

- discuss the concepts of universal and standard precautions.
- list the major blood borne pathogens important to healthcare providers.
- identify the links in the infection chain.
- explain how the infection control program disrupts the chain of infection.
- discuss the major vehicles responsible for the spread of infection in the healthcare facility.
- describe the major sources of infection.
- discuss nosocomial infections and the spread of hospital based infections.
- discuss isolation techniques.
- discuss the hospital infection control program and explain how it disrupts the chain of infection.
- describe essential workplace environmental controls.

Lesson III: Safety and Personal Risks

- discuss the role of OSHA and occupational safety.
- discuss the needle stick safety and prevention act and explain the proper response to a contaminated needle puncture injury.
- discuss the proper handling, transportation, and disposal of bio-hazardous material.
- discuss the procedures for cleaning up Hazardous Chemical Spills.
- describe four classes of fires and explain how each is extinguished.
- discuss two means where by phlebotomists may be exposed to radiation.
- discuss the importance of material safety data sheets (MSDS).
- describe mechanisms that prevents or reduce risk of injury from chemical, fire, electricity, and radiation exposure.

Lesson IV: Communication: Interacting with Patients and Co-Workers

- give the definition of communication.
- explain bedside manner.
- explain the “Zone of Comfort”.
- discuss kinesics, give examples of body language.
- explain the steps involved with effective listening.
- discuss the elements of the communication cycle or verbal communication feedback loop.
- explain and give examples of effective communications with children, adults and the elderly.
- discuss and give examples of effective communications with culturally diverse patients.

Lesson V: Preparation of Phlebotomist and Patient: Selection of Anatomical Site

- explain how social skills relate to good bedside manner.
- discuss proper identification of patients from various categories including out patients, in patients and emergency room patients.
- name and locate the veins of the arm most commonly used for venipuncture.
- discuss the factors to look for when making an assessment of the patient's physical and emotional condition.

Lesson VI: Risk Factors, Complications and Appropriate Response

- list the various patient-related risk factors, which may lead to complications, and give the appropriate response.
- list the various risks associated with the process of blood withdrawal and give the appropriate response.
- discuss precautions to take, for patients who are prone to fainting.
- explain the difficulty involved with performing a venipuncture on obese patients.
- explain the cause and management of a hematoma.
- discuss the proper steps to be taken when an artery is accidentally punctured.

Lesson VII: Test Requisition, Specimen Handling, Processing and Transporting, and Sources of Preanalytical Error

- discuss how the test requisition is initiated.
- compare the computer generated requisition process to the manual system and identify problems associated with each.
- discuss and explain the rationale for the order of draw as recommended by NCCLS. Explain the variation when obtaining samples by skin punctures.
- discuss the purpose of the facility's policy and procedure manual and the laboratory user manual; compare the two documents.
- describe recommendations made by NCCLS regarding the transporting of laboratory specimens over land and the federal (CDC) requirements for mailing specimens.
- discuss errors that occur prior to collection, at the time of collection, during specimen processing and during transportation.

Lesson VIII: Blood Coagulation and Anticoagulation Therapy

- explain the importance of the Hemostatic process.
- compare and contrast primary and secondary Hemostasis.
- list four commonly used specimen anticoagulants and explain how each prevents clotting.
- discuss the necessity of properly mixing specimen and anticoagulant.
- discuss how the therapeutic Anticoagulants Heparin and Coumadin work together in Coagulation Therapy.
- list the tests used in monitoring Coagulation Therapy and describe the indications for their use.

Lesson IX: Quality Assurance, Quality Control and Quality Assessment

- list and discuss the three functions by which the healthcare organization describes quality.
- discuss the hospitals Total Quality Improvement program and explain the concept of Continuous Improvement.
- discuss the role of the Pathology department in the hospital quality assurance program.
- describe three Phlebotomy skills that enhance quality care.
- differentiate between quality control and quality assurance.
- explain key areas of the Preanalytical phase subject to quality control and discuss QC procedures in each.
- discuss how healthcare organizations and JCAHO interact to promote Total Quality Management and Continuous Quality Improvement.
- discuss the rationale and use of proficiency testing used by CLIA, CAP, and JCAHO when assessing laboratory performance.
- explain the role of NCCLS in setting guidelines for laboratory procedures.

Lesson X: Legal Issues Related To Phlebotomy

- define legal and ethical terms associated with litigations involving healthcare.
- discuss all elements of patient consent including: Informed consent, Implied consent and Consent for minors.
- discuss the role of the Phlebotomist in preanalytical activity and risk prevention.
- discuss standard of care and how it relates to patient rights.
- discuss the facilities role in preventing, eliminating and reducing risk to acceptable levels.

Business and Professional Development

Business Development Fundamentals

Basics of Effective Selling

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Prepare to sell.
 - Know the customer and the business.
 - Know the product.
 - Develop qualified leads.
 - Prepare himself.
2. Conduct the sale.
 - Set the sales call objectives.
 - Initiate contact.
 - Present the message.
 - Close the sale.
3. Follow through on the sale.
 - Structure a long-term relationship.
 - Plan for more business.

Building Strong Customer Relationships

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Know her customers.
 - Conduct evaluations.
 - Analyze and communicate results.
2. Develop a customer focus.
 - Provide extraordinary service.
 - Create a customer friendly workplace.
3. Implement a customer service program.
 - Establish a customer service strategy.
 - Execute training programs.
 - Reward excellence.
4. Maintain a customer friendly culture.
 - Respond to problems.
 - Handle difficult people.
 - Keep service alive.

Closing the Sale

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Prepare with professional sales techniques.
 - Educate, focus, and prepare.
 - Develop a strategic plan.
 - Understand selling tactics.
 - Customize her tactics.
2. Make the sale.
 - Act on buying signals.
 - Test with trial closes.
 - Commit the prospect to action.
3. Confirm the sale.
 - Anticipate challenges.
 - Overcome objections.
 - Finalize the sale.

Mastering Cold Calls

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Plan for effective cold calling.
 - Begin with basic preparation.
 - Develop his presentation technique.
2. Grasp the fundamentals of cold calling.
 - Generate trusting relationships.
 - Maintain a winning mindset.
 - Understand the dynamics of cold calling.
 - Focus on needs and satisfaction.
3. Activate his plan.
 - Break through initial barriers.
 - Recognize concerns.
 - Move to resolution.
 - Be specific in follow-up.

Negotiating for the Sales Professional

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Plan for success.
 - Develop an action plan.
 - Clarify her customer's needs.
 - Use an effective pricing strategy.
2. Build rapport.
 - Understand her strengths.
 - Understand her customer's style.
 - Develop an effective proposal.
3. Gain commitment.
 - Identify and clarify the gaps.
 - Stay on course.
4. Create winning results.
 - Close the sale.
 - Ensure lasting relationships.

Qualifying Sales Prospects

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Find the right pool of prospects.
 - Continually search for potential customers.
 - Know his prospect pool.
 - Select those most likely to buy.
2. Make the qualifying call.
 - Plan the call.
 - Get to the right people.
 - Ask the right questions.
3. Transitions to requesting an appointment.
 - Control the conversation.
 - Provide solutions to prospects' problems.
 - Seek commitment.
 - Follow up and follow through.

Successful Negotiation

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand negotiation.
 - Decide when to negotiate.
 - Develop her approach to negotiation.
2. Implement the negotiation process.
 - Establish relationships.
 - Compare needs.
 - Plan and prepare.
 - Follow the basic steps.
3. Apply effective tactics.
 - Use leverage appropriately.
 - Keep expectations high.
 - Select a comfortable style.
 - Maintain ethical standards.

Telephone Sales Skills

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Prepare to make the call.
 - Know his product in target market.
 - Overcome gravity.
 - Realize core dynamics of telephone sales.
 - Perfect a solid skill set.
2. Move from preparing to doing.
 - Pick up the telephone.
 - Proceed with his presentation.
3. Close the sale.
 - Determine the buyer's interest level.
 - Determine his stage in sales process.
 - Overcome objections.
 - Finish the paperwork.

Business Skills

Basics of Budgeting

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Establish a plan.
 - Follow the planning process.
 - Adapt the process to her organization.
 - Build her strategic plan.
 - Prepare her operating plan.
2. Create a budget
 - Budget sales and cost of sales.
 - Budget labor and other expenses.
 - Generate a balance sheet.
 - Generate a balance sheet.
3. Formalize her budget
 - Conduct budget reviews.
 - Plan, execute, and adjust the process.
 - Forecast and control results.

Developing a Strategic Plan

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Form a mission statement.
 - Keep the statement simple.
 - Involve as many stakeholders as possible.
 - Rely on the mission statement for advice.
2. Craft a plan.
 - Set objectives.
 - Identify required activities.
 - Develop plans at all levels.
3. Implement the plan.
 - Communicate the plan.
 - Reward performance.
4. Evaluate performance.
 - Establish performance standards and measure performance.
 - Compare performance to established standards.

Financial Basics for Non-Financial Managers

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand financial structure.
 - Look at the big picture.
 - Know the elements of financial change.
2. Apply reporting principles.
 - Know how balance sheets can help.
 - Understand income statements.
 - Plan with the cash flow statement.
 - Interpret a statement of retained earnings.
3. Manage the financial position.
 - Complete the picture.
 - Plan for cash flows.
 - Know the costs they can control.
 - Compute the return of investment.

Leading Effective Meetings

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Create a roadmap.
 - Spend sufficient time preparing.
 - Use effective meeting methods.
2. Conduct the meeting.
 - Promote participation.
 - Share responsibility for success.
 - Address disruptive behavior promptly.
 - Provide a framework for group decision making.
3. Confirm the results.
 - Summarize and assign action items.
 - Make a plan for following up.
 - Debrief with participants.
 - Strive for continuous improvement.

Managing Projects

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Organize the project.
 - Establish the project baseline.
 - Establish customer requirements.
 - Plan the work.
 - Approve the work plan and budget.
2. Implement the work plan.
 - Provide leadership.
 - Ensure coordination and communication.
 - Satisfy the customer.
 - Monitor progress.
3. Assess and adjust performance.
 - Evaluate ongoing results.
 - Address problems and opportunities.

Communications

Business Writing Basics

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Master the mechanics of writing.
 - Spell correctly.
 - Punctuate accurately.
2. Refine her style.
 - Display professionalism in writing.
 - Convey her message clearly.
 - Create a sense of flow.
 - Keep it concise.
 - Pack punch in her prose.
 - Strive for excellence.
3. Apply her skills to business challenges.
 - Master the methods of business communication.
 - Handle the special cases.

Conflict Intervention

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Assess the climate.
 - Understand the issues.
 - Determine his role in resolving the conflict.
 - Measure costs and rewards.
2. Set the stage.
 - Neutralize the situation.
 - Gather information.
 - Define the conflict clearly.
3. Broker a resolution.
 - Promote a win/win scenario.
 - Obtain a commitment.
4. Follow up on the resolution.
 - Encourage mutual respect.
 - End on a positive note.

Executive-to-Employee Communication Strategies

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Capture the value of direct communication.
 - Break down traditional barriers.
 - Provide employees with a management view.
 - Demonstrate senior management commitment.
 - Gain a fresh perspective on issues.
2. Select appropriate communication methods.
 - Hold one-on-one employee interviews.
 - Use small groups to discuss issues.
 - Make the most of general staff meetings.
 - Manage by walking around (MBWA).
3. Maintain credibility with employees.
 - Follow through on commitments.
 - Expand his employee communication network.

Intercultural Business Etiquette

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Communicate with sensitivity.
 - Understand the audience.
 - Minimize the language barrier.
 - Recognize unspoken communication.
2. Succeed in business.
 - Know the market.
 - Build business relationships.
 - Take account of cultural expectations.
 - Conduct effective meetings.
 - Deal with diverse negotiating styles.
3. Socialize with confidence.
 - Fit in with social customs.
 - Celebrate special days.

Understanding and Using Contracts

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Create, change, and terminate a contract.
 - Identify the basic elements of a contract.
 - Check laws and spell out terms.
 - Learn to change and terminate a contract.
 - Understand what performance is.
 - Identify basic contract defenses.
2. Be aware of pitfalls.
 - Understand when he's bound by a contract.
 - Recognize when performance is excused.

3. Obtain positive results and avoid lawsuits.
 - Be fair and seek win-win solutions.
 - Understand his basic legal remedies.
 - Create contract review policies.

Writing Effective E-Mail

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand prepare to write.
 - Master the special features of e-mail.
 - Confirm that e-mail is the best medium.
 - Address the message properly.
2. Craft the message.
 - Grab the reader's attention.
 - Start writing.
 - Tailor the message for the Internet.
 - Avoid e-mail pitfalls.
 - Format the document.
3. Manage his e-mail.
 - Protect himself.
 - Organize his inbox.

Customer Service

Dealing with Difficult Customers

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the difficult customer.
 - Look at the customer with new eyes.
 - Adopt the customer's perspective.
 - Identify what the customer really wants.
2. Respond to the customer.
 - Earn the customer's confidence.
 - Manage her own emotions.
 - Deal with the customer's emotions.
 - Communicate effectively.
 - Develop win-win solutions.
3. Secure future business.
 - Follow through on resolution and prevention.
 - Build a lasting relationship.

Telephone Skills for Quality Customer Service

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Use proper telephone skills
 - Understand the equipment.
 - Manage his voice and diction.
 - Take appropriate messages.
 - Make successful outbound calls.
2. Manage the discussion
 - Listen to the customer.
 - Create a win/win situation.
 - Handle the different caller behaviors.
3. Focus on customer satisfaction
 - Develop a positive attitude.
 - Find out what the customer wants.
 - Manage customer perceptions.

Employee Relations

Appreciating Personality Differences

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the concept of personal style.
 - Identify how style develops over time.
 - Describe the validated style models.
 - Explain some personal differences through style.
 - Know that every style has strengths and weaknesses.
2. Recognize and accept personality styles.
 - Determine his own style.
 - Study others to identify their style.
 - Consider stress-related behaviors.
3. Use versatility to improve relationships.
 - Increase his flexibility.
 - Focus on style strengths, not weaknesses.
 - Adapt his approach to promote harmony.

Dealing with Violence in the Workplace

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Define workplace violence.
 - Understand the parameters of violence.
 - Know the causes.
 - Watch for early warning signs.
2. Reduce risk.
 - Recognize organizational contributors.
 - Develop preventative measures.
 - Implement a prevention plan.
 - Train all employees.
3. Manage potentially violent situations.
 - Deal with disruptive behavior.
 - Defuse violent situations.
 - Activate a violence response plan.

Discharging Employees

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Identify when discharge is appropriate.
 - Consider previous actions.
 - Look at the severity of the problem.
 - Address special circumstances.
2. Prepare for discharge.
 - Lay the groundwork.
 - Develop a strategy for the meeting.
 - Plan the exit process.
3. Communicate the decision.
 - Be clear and concise.
 - Provide termination-processing information.
 - Document the meeting.
 - Respond to inquiries about the discharge.

Managing Disagreements

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the principles and styles.
 - Follow the guiding principles.
 - Support his position with a firm style.
 - Create equality with a neutral style.
 - Build trust with a flexible style.
2. Apply the four-phase process.
 - Explore the disagreement.
 - Plan for resolution.
 - Prepare to solve it.
 - Implement a plan.
3. Refine his skills.
 - Apply the styles strategically.
 - Fine-tune his plan.

Managing Negative People

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand negativity in himself and others.
 - Understand motivational needs.
 - Recognize other sources of negativity.
 - Know how and why he experiences negativity.
2. Neutralize employee negativity.
 - Stay calm.
 - Defuse anger.
 - Build the employee's self-esteem.
 - Plan a solution.
 - Transform negativity into positivity.
3. Build positivity.
 - Practice positive thinking.
 - Generate positive experiences.

Preventing Sexual Harassment for Employees

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the issue.
 - Know what the law says.
 - Know the company's policies.
 - Assess the work environment.
 - Recognize his own responsibility.
2. Exercise responsibility.
 - Examine his own attitudes and behavior.
 - Accept personal responsibility.
 - Share knowledge.
 - Take all complaints seriously.
3. Maintain awareness.
 - Keep current in education and information.
 - Continue to improve.

Preventing Sexual Harassment for Leaders

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the issue.
 - Know what the law says.
 - Apply the law to his organization.
 - Assess the work environment.
2. Lead by example.
 - Accept personal responsibility.
 - Share knowledge.
 - Take all complaints seriously.
3. Influence the organization.
 - Create a policy.
 - Implement a process to support the policy.
4. Maintain policy standards.
 - Continue to educate and inform.
 - Monitor compliance.

Valuing Diversity

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the advantages of diversity.
 - Recognize what diversity offers.
 - Understand how diversity affects business.
 - Expect demographic changes.
 - Anticipate business changes.
2. Overcome barriers to change.
 - Understand the impact of culture.
 - Ensure that groups include diversity.
 - Avoid stereotyping and discriminating.
3. Promote diversity in the organization.
 - Communicate positively.
 - Appreciate and respect differences.
 - Lead and set a positive example.

Leadership

Applying Leadership Basics

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Establish a firm direction.
 - Maintain a clear vision.
 - Establish a positive culture.
 - Be decisive.
2. Build relationships.
 - Lead by example.
 - Foster innovation.
 - Instill discipline.
 - Maintain relationships.
3. Direct the effort.
 - Work from a plan.
 - Control the resources.
 - Address change.

Creating a Strong Leadership Team

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Build a solid working relationship.
 - Get to know each other as people.
 - Practice open and honest communication.
 - Do "real work" together.
2. Create and maintain a shared vision.
 - Agree on major results.
 - Agree on the work environment.
 - Define roles and responsibilities.
3. Set up clear procedures.
 - Plan how to communicate.
 - Talk about how decisions will be made.
 - Develop a process for resolving issues.
 - Plan how to monitor and improve.

Creating a Successful Sales Team

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Define the sales vision.
 - Know the market.
 - Define sales goals.
 - Develop a plan.
 - Define roles.
2. Build the sales team.
 - Identify skill requirements.
 - Match people to skills.
 - Hire and train to fill gaps.
3. Achieve sales results.
 - Build relationships.
 - Motivate the team.
 - Monitor accomplishments.

Leadership Skills for Women

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand her uniqueness
 - Personalize effective leadership traits.
 - Overcome the stereotypes.
 - Acknowledge inherent attributes.
2. Lead others successfully
 - Inspire her team.
 - Delegate.
 - Foster a positive environment.
3. Empower herself
 - Establish goals.
 - Manage time.
 - Focus emotions.
 - Develop personal power.

Performance Management

Applying Emotional Intelligence in the Workplace

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Think intelligently about emotions.
 - Understand his brain.
 - Respond proactively.
 - Rewrite his emotional script.
 - Build his optimism.
 - Motivate himself.
2. Behave wisely.
 - Communicate effectively.
 - Manage anger and stress.
 - Adapt to circumstances.
3. Foster emotional intelligence in others.
 - Promote organizational self-awareness.
 - Support teamwork.

Coaching and Counseling

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Distinguish between coaching and counseling.
 - Determine when to coach or counsel.
 - Coach to improve performance.
 - Counsel to address personal problems.
2. Initiate the process.
 - Focus on action while coaching.
 - Offer empathetic support in counseling.
 - Provide effective feedback.
 - Take advantage of informal opportunities.
3. Ensure a constructive outcome.
 - Be a positive role model.
 - Take disciplinary action.
 - Continue on the path to improvement.

Conducting Performance Reviews

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Establish a baseline.
 - Clarify job responsibilities.
 - Gather supporting information.
 - Help the employee prepare.
2. Discuss performance.
 - Develop a plan for the discussion.
 - Apply effective interviewing techniques.
 - Implement the plan.
 - Maintain focus.
3. Encourage achievement.
 - Provide ongoing feedback.
 - Coach employees for continuous improvement.
 - Document performance.

Delegating

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Define the task.
 - Define desired results.
 - Describe the context.
 - Determine competencies.
2. Delegate the task.
 - Plan the discussion.
 - Outline the requirements.
 - Transfer the responsibility and authority.
 - Agree on the approach.
 - Check for understanding.
3. Assure results.
 - Monitor progress.
 - Assess outcomes.

Disciplining and Redirecting Employees

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Identify the problem.
 - Determine the severity of the problem.
 - Assess the problem's persistence.
2. Communicate expectations.
 - Schedule a performance discussion.
 - Deliver usable feedback.
 - Develop an improvement plan.
 - Record the discussion and deliver resources.
 - Continue providing feedback.
3. Take further action, if necessary.
 - Initiate progressive discipline.
 - Maximize the effect of progressive discipline.
 - Bring closure to the discipline process.

Interviewing Job Candidates

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Establish a framework.
 - Address scheduling issues.
 - Spend time preparing for the interview.
2. Conduct the interview.
 - Establish a pleasant tone.
 - Stay within the developed framework.
 - Observe the behavior of the candidate.
 - Take notes.
 - Close the interview as planned.
3. Evaluate the candidate.
 - Identify specific fits and mismatches.
 - Make a decision.
 - Follow up with the candidate.

Managing a Virtual Office

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Design a virtual office.
 - Educate himself.
 - Plan the initial program and proposal.
 - Implement the work group program.
2. Coach employees on set-up.
 - Set up an efficient home office.
 - Establish communication guidelines.
 - Assist with time management.
 - Get the work done.
3. Establish office requirements.
 - Measure productivity.
 - Monitor his finances.
 - Design and implement improvements.

Managing Change

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Start with a plan.
 - Set goals.
 - Develop a strategy.
 - Define roles.
 - Anticipate predictable problems.
2. Focus on “transition” factors.
 - Address the three phases of transition.
 - Respect individual concerns.
 - Deal with resistance.
3. Ensure results.
 - Reinforce the vision.
 - Demonstrate commitment to the change.
 - Monitor and assess progress.

Mentoring

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand his place in the process.
 - Define the mentoring role.
 - Assess his ability to mentor.
 - Know what mentees need.
2. Mentor effectively.
 - Build a win-win relationship.
 - Avoid the common pitfalls.
 - Attend carefully to the mentee.
 - Intervene appropriately.
 - Foster growth.
3. Grow as a mentor
 - Prepare for the special challenges.
 - Fine-tune his mentoring.

Motivating Employees

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Build a motivating environment.
 - Provide purpose and challenge.
 - Establish a positive environment.
 - Clarify expectations.
 - Assess the impact of the work environment.
2. Respect the employees.
 - Honor employee individuality.
 - Cultivate employee autonomy.
3. Invest in long-term results.
 - Earn the employees' trust.
 - Work on the roots of motivation.
 - Go the extra mile.
 - Lead proactively.

Organizing Your Workspace

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Commit to being organized.
 - Assess her level of organization.
 - Follow the principles of organization.
2. Tackle the task.
 - Clean her work areas.
 - Establish personal files.
 - Label her files.
 - Tie up loose ends.
3. Maintain organization.
 - Process her papers.
 - Manager her reading.
 - Sort incoming mail.
 - Schedule her time.

Presentation Skills

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Plan the content and strategy.
 - Select a topic.
 - Identify the audience.
 - Gather information.
 - Outline the strategy.
 - Plan the content.
2. Practice the presentation.
 - Prepare the method of delivery.
 - Practice lively speaking.
 - Practice consistent body language.
3. Deliver a polished presentation.
 - Handle last-minute details.
 - Give a dynamic presentation.

Providing Effective Feedback

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Appreciate the value of feedback.
 - Understand the role of feedback.
 - Be sensitive to her position.
 - Acknowledge the core intent.
2. Apply the right techniques.
 - Develop supportive relationships.
 - Use specific communication skills.
 - Use descriptive feedback.
3. Foster a nurturing climate.
 - Explore the learning opportunities.
 - Convey improvement ideas.
 - Check for understanding.
 - Continue the feedback.

Recognizing and Avoiding Burnout

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Map the emotional procession.
 - Recognize the patterns.
 - Locate the stressors.
 - Gauge his burnout barometer.
2. Identify the signs.
 - Understand the four phases of burnout.
 - Pinpoint what he feels.
 - Acknowledge the indicators.
 - Recognize burnout.
3. Get back on track.
 - Be proactive.
 - Honor personal solutions.
 - Implement his plan.

Recognizing and Managing Anger

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Identify sources of anger.
 - Know how anger evolves.
 - Detect emotional roots.
 - Acknowledge situational roots.
2. Recognize how anger manifests.
 - Identify emotional clues.
 - Recognize physical clues.
 - Know how her body responds.
3. Manage the anger.
 - Own the anger.
 - Recognize blocks to expressing anger.
 - Discharge the anger.
 - Use anger for positive outcomes.

Recognizing Employee Performance

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Lay the groundwork.
 - Begin with a process.
 - Gather information.
 - Know her own strengths.
 - Sharpen her communication.
2. Know her options.
 - Create a list of rewards.
 - Understand what the company supports.
3. Deliver recognition effectively.
 - Pay attention to her employees.
 - Recognize and reinforce.
 - Demonstrate consistency.
 - Follow up and ask for feedback.

Retaining Valuable Employees

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Respect employees.
 - Honor the employee as an individual.
 - Build trust.
 - Involve employees.
2. Recognize achievements.
 - Acknowledge employees.
 - Provide feedback.
 - Foster continued success.
3. Reward employees.
 - Reward contributions appropriately.
 - Foster retention with quality-of-life rewards.
 - Improve the job.
 - Create an enjoyable workplace.

Setting Performance Goals and Expectations

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Establish goals for all employees.
 - Institute performance objectives.
 - Identify interests of the employees.
 - Set goals at the beginning.
2. Review performance goals regularly.
 - Continually refine goals and expectations.
 - Meet with the employee to discuss objectives.
 - Identify behaviors needed to succeed.
3. Examine performance and assure results.
 - Observe performance and results.
 - Provide regular feedback.
 - Coach, train, and counsel.
 - Conduct a summary review.

Succeeding as a Supervisor

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Ensure that the unit's work gets done.
 - Focus on the organization's goals.
 - Monitor the workflow.
 - Be decisive.
 - Create a healthy climate.
2. Develop his employees.
 - Understand the performance cycle.
 - Coach employees.
 - Listen to employees.
 - Empower employees.
3. Construct a network of influence.
 - Make his boss look good.
 - Influence his peers.

Succeeding as an Administrative Assistant

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Anticipate her challenges.
 - Define her role.
 - Acquire a wealth of information.
 - Address special concerns.
 - Manage her time.
2. Support the manager.
 - Know what her boss expects.
 - Lighten her manager's workload.
 - Act as the hub of communication.
 - Communicate effectively.
3. Supervise office operations and staff.
 - Step up to the challenge.
 - Support her staff.

Time Management

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Determine the payoff for effective time management.
 - Identify what she wishes to accomplish.
 - Examine her current use of time.
2. Plan her activities.
 - Identify low-payoff activities.
 - Write and prioritize “To Do” lists.
 - Schedule daily activities.
3. Control time-wasters.
 - Minimize drop-in visits.
 - Reduce telephone interruptions.
 - Increase productivity of meetings.
 - Organize materials and surroundings.
 - Overcome procrastination.

Time Management for Network Marketers

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Determine the Payoff.
 - Identify his goals.
 - Examine his use of time.
2. Plan his activities.
 - Identify low-payoff activities.
 - Write and prioritize “To Do” lists.
 - Schedule daily activities.
3. Control time wasters.
 - Manage drop-in visits.
 - Reduce telephone interruptions.
 - Increase productiveness of meetings.
 - Organize materials and surroundings.
 - Overcome procrastination.

Personal Improvement

Achieving Personal Goals

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Aspire to balance in life.
 - Determine priorities.
 - Focus on one goal.
2. Work toward the goal.
 - Create a mind map.
 - Develop a plan of action.
 - Visualize success.
 - Expect the unexpected.
3. Follow through on plans.
 - Take the first step.
 - Set the pace.
 - Expect glitches.
 - Assess achievements.

Interviewing Skills for Job Candidates

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Prepare for a strong interview.
 - Know himself well.
 - Research the organization and position.
 - Understand what the interviewer is seeking.
2. Promote his best image.
 - Dress appropriately.
 - Create the best impression.
 - Watch her nonverbal communication.
 - Provide thoughtful answers.
3. Follow up after the interview.
 - Say "thank you."
 - Know when to call back
 - Negotiate the best offer.

Managing Stress

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand stress.
 - Diagnose the stress in her life.
 - Consider underlying factors.
 - Assess her readiness to make changes.
2. Develop a systematic approach.
 - Eliminate or minimize stressors.
 - Use short-term coping mechanisms.
 - Reframe the situation.
 - Build long-term protective responses.
3. Implement a plan of action.
 - Identify a specific situation.
 - Write down one stress management technique.
 - Assess his progress.

Moving from Trainer to Performance Consultant

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Define the opportunity.
 - Clarify the consulting role.
 - Assess her skills.
 - Plan the transition.
2. Develop consulting skills.
 - Shift to a systemic view of performance.
 - Immerse herself in the business.
 - Follow a standard process.
 - Acquire consulting skills.
3. Promote strategic relationships.
 - Cultivate champions.
 - Expand her client base.
 - Focus on client satisfaction.

Team Building

Becoming an Effective Team Member

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Start with a clear team vision.
 - Recognize the team development process.
 - Understand her role and contribution.
2. Expand her interpersonal abilities.
 - Assess her own skills and attitudes.
 - Practice good communication skills.
 - Encourage trust.
 - Take responsibility to resolve issues.
3. Share responsibility for team results.
 - Fulfill her assignments.
 - Take initiative to get things done.
 - Participate effectively in meetings.
 - Cultivate positive relationships.

Building a Successful Team

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Create a clear vision of team success.
 - Clarify the meaning and purpose of teaming.
 - Set team effectiveness goals.
2. Guide the team through development phases.
 - Establish a foundation in Forming.
 - Manage team conflict through Storming.
 - Encourage productivity in Norming.
 - Attain excellence in Performing.
 - Seek closure in Concluding or Renewing.
3. Empower the team to achieve results.
 - Ensure the right technical skills mix.
 - Enhance interpersonal and teaming skills.
 - Recognize and reward team accomplishments.

Leading Effective Teams

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Focus on results.
 - Document the purpose.
 - Confirm performance requirements.
 - Manage resources.
 - Measure performance.
2. Provide structure.
 - Document roles and responsibilities.
 - Develop operating guidelines.
 - Follow a plan.
3. Build teamwork.
 - Maintain relationships.
 - Develop communication skills.
 - Support the team.

Solving Problems as a Team

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Promote collaboration.
 - Set up a problem-solving meeting.
 - Review team problem-solving tools.
 - Manage team interactions.
2. Follow a standard process.
 - Define the problem.
 - Generate potential solutions.
 - Make a decision.
 - Develop a plan.
 - Implement the solution.
3. Confirm a solution.
 - Monitor progress.
 - Track results.

Personal and Family Development

Communications

Basics of Effective Communication

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the communication process
 - Understand the elements.
 - Recognize disruptive factors.
 - Include a feedback loop in the process.
2. Send clear and consistent messages
 - Select the appropriate words.
 - Use supportive nonverbal cues.
 - Choose the right method.
 - Consider diversity factors.
3. Actively seek to understand
 - Recognize perceptual influences.
 - Use effective listening skills.
 - Prevent misunderstanding.

Family

Balancing Work and Family

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the need for balance
 - Recognize the complexity of life.
 - Understand work-family conflicts.
2. Find the right balance
 - Define her values.
 - Align actions with values and goals.
 - Accept and overcome limitations.
 - Approach her plan with flexibility.
3. Coordinate with family and employer(s)
 - Communicate with her family.
 - Communicate with employer(s).
 - Learn about family-friendly work policies.
 - Request support from others.

Choosing a Childcare Provider

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Evaluate his family's needs
 - Determine his needs.
 - Assess the child's needs.
2. Research various types of daycare
 - Select the daycare type for his needs.
 - Assess credentials and transportation.
 - Contact daycare centers.
3. Visit potential daycare providers
 - Observe staff-child interaction.
 - Assess the physical and social environment.
 - Ask about the center's ideals and policies.
4. Decide on a daycare center
 - Choose two centers that fit his needs.
 - Make a final decision.

Developing a Child's Critical Thinking Skills

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Assess child's critical thinking abilities
 - Appraise critical thinking ability
 - Monitor child's academic progress
2. Promote opportunities for critical thinking
 - Make learning fun
 - Create appropriate atmosphere
 - Model critical thinking
 - Encourage activities
 - Interact with schools
3. Design long-term strategy
 - Nurture a positive attitude
 - Create a plan
 - Assess progress

Guardianship Decisions for Elderly Loved Ones

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Start with a plan
 - Set goals.
 - Develop a long-term care strategy.
 - Define needs, roles and responsibilities.
 - Seek the least restrictive care
2. Make the optimum choice for care
 - Gather information on services.
 - Deal with the expenses of care.
 - Visit nursing homes.
3. Assure results after admission
 - Promote the resident's rights.
 - Reinforce her rights.
 - Monitor and assess progress.

Overcoming the Loss of a Loved One

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand the impact of loss
 - Realize that grieving is natural.
 - Expect a change in lifestyle.
 - Prepare to face old issues.
 - Recognize life's connections.
2. Observe grief's presence
 - Know the stages of grief.
 - Identify signs of grief.
3. Have courage to grieve
 - Move through bereavement.
 - Take care of himself.
 - Move toward peaceful acceptance.
 - Know how to support others who grieve.

Legal/Finance

Managing Your 401(k)

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Understand how 401(k) plans work
 - Maximize the value of her 401(k).
 - Take control of her 401(k).
 - Make the three key decisions.
2. Invest her 401(k)
 - Learn saving and investing concepts.
 - Understand investment products.
 - Manage her portfolio mix.
 - Avoid mistakes.
3. Withdraw her money wisely
 - Access her money.
 - Learn to time her withdrawals.
 - Monitor her progress.

Personal Financial Planning

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Know himself.
 - Budget to reflect his priorities.
 - Set attainable goals.
 - Be prudent about credit and debt.
2. Plan for the future.
 - Insure against risks.
 - Save for big expenses.
 - Learn saving and investing concepts.
3. Implement his plan.
 - Build assets.
 - Limit liabilities.
 - Monitor progress.
 - Make corrections as needed.

Safety

Identifying and Helping an Abused Child

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Learn the facts and signs of abuse.
 - Understand how widespread abuse is.
 - Recognize the signs of abuse.
 - Be alert to commonly overlooked signs.
 - Know how to interact with the child.
 - Understand the effects of abuse.
2. Know legal duties and rights.
 - Understand her legal duty.
 - Work with her school system.
3. Provide classroom support.
 - Create a positive classroom environment.
 - Know what to say to an abused child.
 - Teach abuse prevention.

Recognizing and Responding to Signals of Violence in Children

Course Objectives:

As a result of going through this course and using the QuicTools that are provided, the learner will be able to:

1. Identify warning signs of potential violence.
 - Assess the child's relationships.
 - Watch for harmful behaviors and actions.
 - Determine level of interest in destructive activities.
2. Develop methods to stop violent behavior.
 - Teach anger management.
 - Improve communication skills.
 - Encourage positive conflict resolution.
 - Model positive family interaction.
 - Facilitate positive peer interaction.
3. Evaluate progress.
 - Fine-tune methods.
 - Know when to seek professional help.