

A large group of people, mostly women, are seated in an auditorium or conference room. They are looking towards the front of the room, some holding papers or small objects. The atmosphere appears to be one of active participation in a training session.

# Energizing your Refresher Training

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# Why are we here?



- Think back to 2018.
- You presented BBP refresher training.
- Welcome to the annual Bloodborne Pathogen training
- Today we will
  - Review the OSHA requirements for safe handling, infection protection, spill management, and disposal of materials that have contacted human source material

# And in 2019?



- Welcome to our annual Bloodborne Pathogen training
- Today we will
  - Review the OSHA requirements for safe handling, infection protection, spill management, and disposal of materials that have contacted human source material

# 2020



- Welcome to the annual Bloodborne Pathogen training
- Today we will
  - Review the OSHA requirements for safe handling, infection protection, spill management, and disposal of materials that have contacted human source material

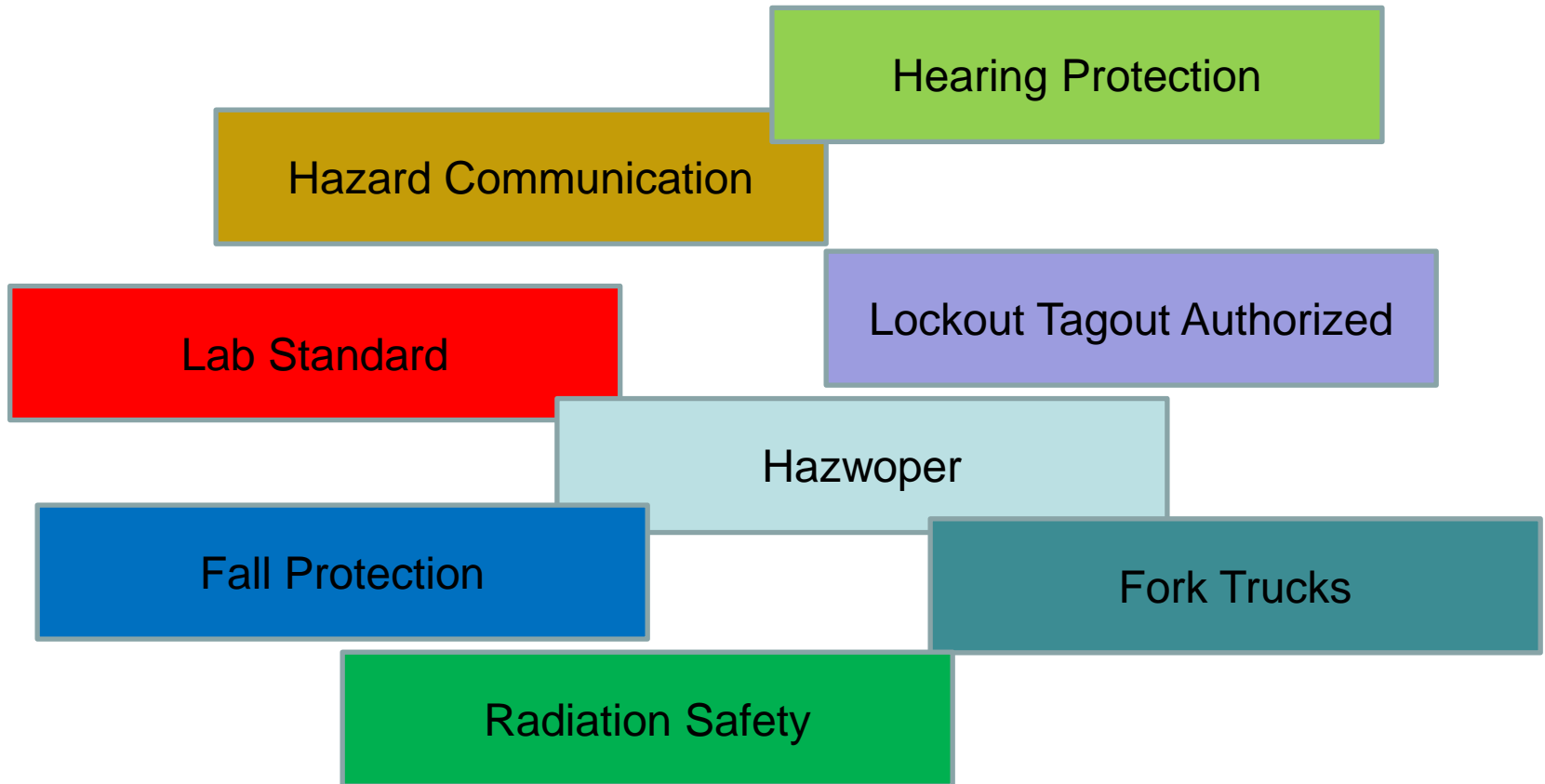
Added this picture  
to update the course



And the audience . . . . .



# And we require a LOT of Safety Training



NOTE: Visit OSHA publication 2254 for the full list

# Of the same people

## Labs

Lab Standard

Radiation Safety

Bloodborne Pathogens

## Facilities

Hazard Communication

Lockout Tagout Authorized

Fork Trucks

Fall Protection

NOTE: Visit OSHA publication 2254 for the full list



“We have the same issues around safety year after year.”



So, how can training help fix them?



# Goal today is to

Link training ideas to your training programs so your learners **retain** and **apply more** of what you teach.

	Course	Way to Energize it
1		
2		
3		



Think back to the last class you took. . .

How was the material presented?

What was the topic?

When was it?

What was the major point of the presentation?

How much of the presentation do you remember?

Who was the presenter?

Now that you have your class in mind, how much do you remember?



# So how do learners learn?

(Mini-review)

<b>Type of Learner</b>	<b>Defined</b>
Psychomotor	Hands on
Visual	Pictures, visuals
Auditory	Listening, talking
Passive	Watching
Active	Participating
Concrete learner	How can I use it?
Abstract learner	What is the theory?



**Learning**

**Retention**

**Action**

# Retention rates

Learners remember:

10% of what they \_\_\_\_\_

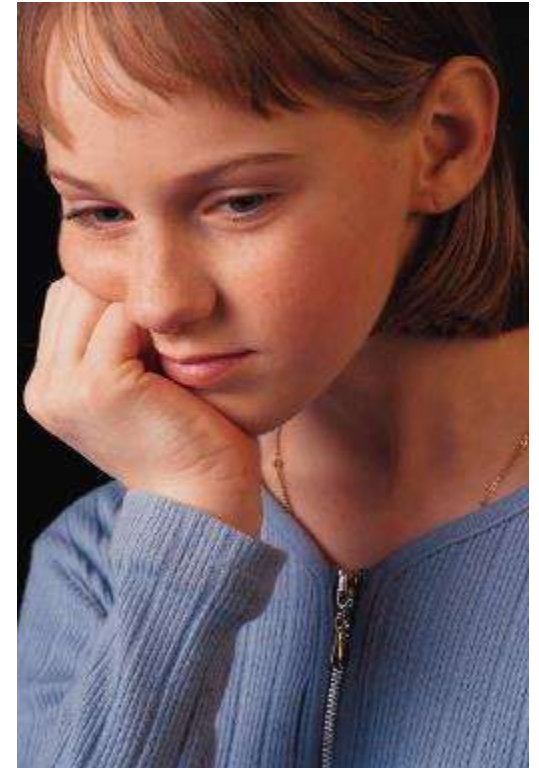
20% of what they \_\_\_\_\_

30% of what they \_\_\_\_\_

50% of what they \_\_\_\_\_

70% of what they \_\_\_\_\_

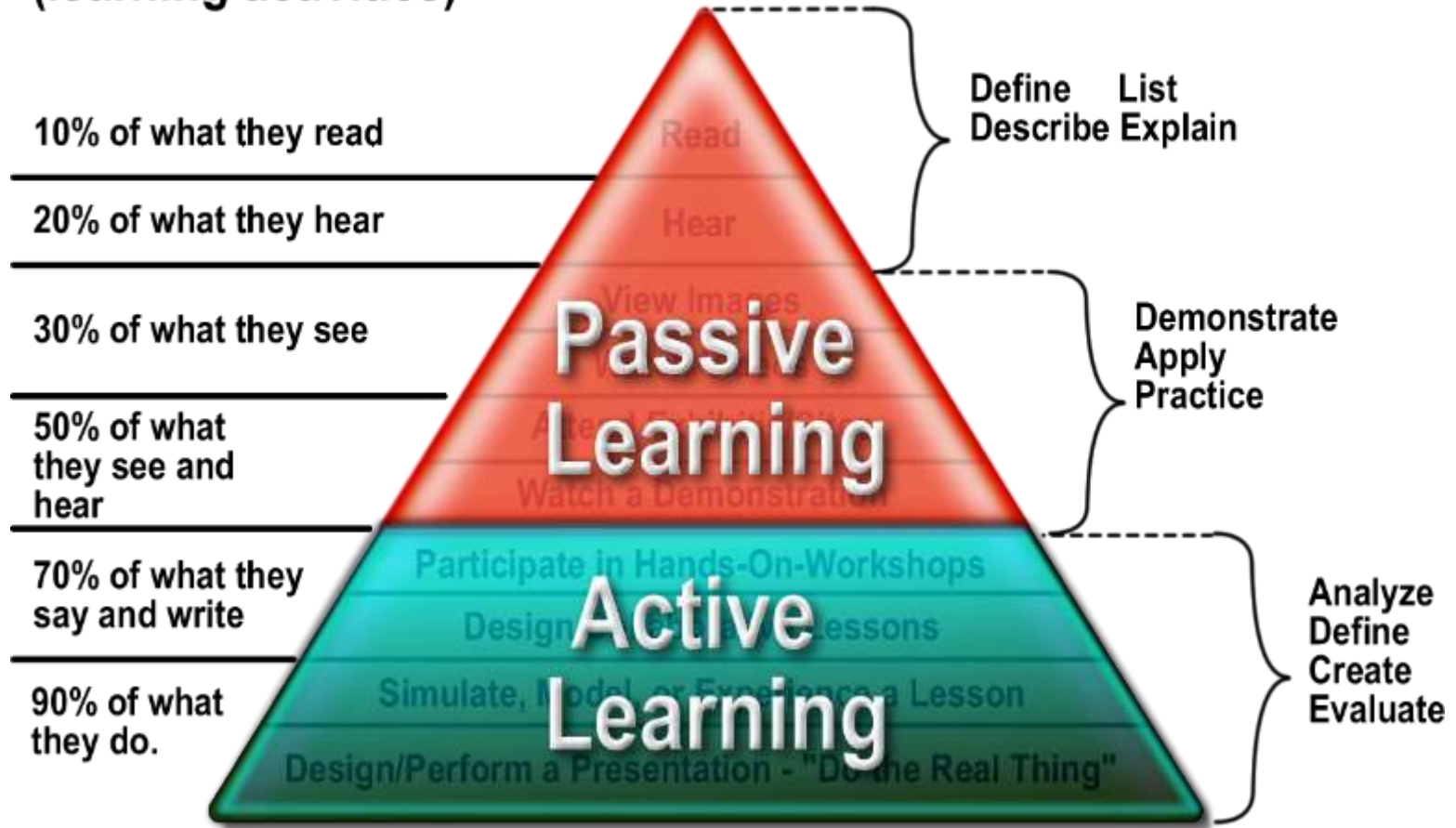
90% of what they \_\_\_\_\_



# Retention (after 2 weeks)

People generally remember...  
(learning activities)

People are able to...  
(learning outcomes)



Source: Edgar Dale's Cone of Learning



Let's apply this.

What would you expect for learning retention for the next examples?



# Example

## Hierarchy of Fall Protection

- **Elimination or Substitution** - Removing the hazard or hazardous work practices, e.g., through engineered solutions.
- **Passive Fall Protection** - Isolating or separating the hazard or hazardous work practice from employees or others.
- **Fall Restraint** - Securing the person to an anchorage using a lanyard short enough to prevent the person's center of gravity from reaching the fall hazard.
- **Fall Arrest** - A system designed to stop a person after a fall has begun.
- **Administrative Controls** - Work practices or procedures that reduce the risk of a person falling.

# Example

So, what's wrong here from a safety stand point?



# Example

## BBP Labels and Signs

It is a requirement to label any container or equipment used to store or transport potentially infectious materials.

Please draw the  
BBP symbol.



# Example



Now, watch this DVD

# Example

We just watch this DVD.

Now answer the questions in  
your workbook.



# Example

## Jeopardy game \$400 Respirator Use

### Physical Challenge:

One team member is to put on the APR, and one puts on the SCBA. Both team members must put their respirator on properly and do appropriate fit checking steps to get full credit.

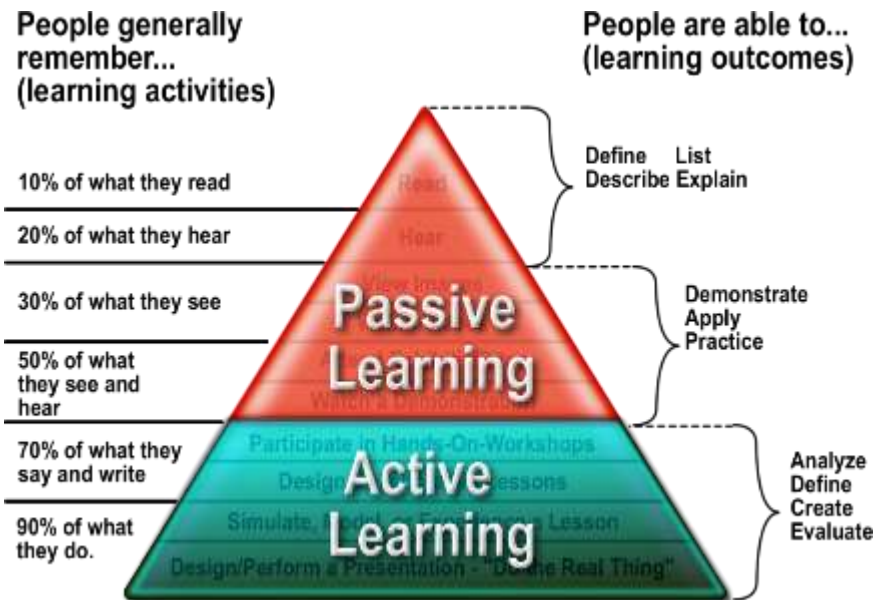
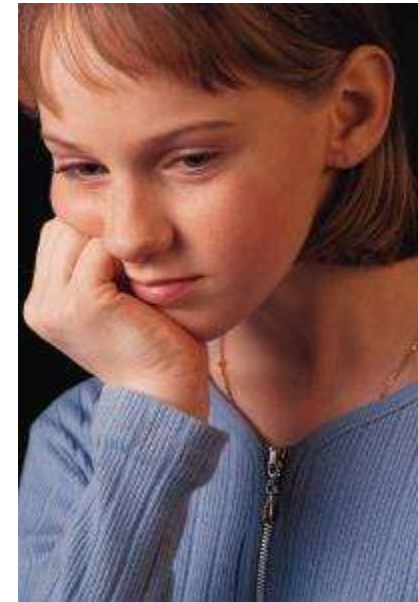


## Brainstorm additional examples for each retention rate.

Retention	Example
10% read	
20% hear	
30% see	
50% see and hear	
70% write	
90% do	

# Diagnose

- Pick an eLearning, webinar, classroom topic you present, and give it an overall current retention percentage rating



# Diagnose Classes – Examples

Retention	Examples	Course 1 – BBP Refresher	Course 2 – DOT Shipping	Course 3 – Hazwoper refresher
10%	Read a procedure			
20%	Listen to phone call		X	
30%	Watch a demonstration	X		
50%	Watch video with sound			
70%	Discuss			X
90%	Hands on			

# Diagnose Results – Examples

Retention	Examples	Course 1 – BBP Refresher	Course 2 – DOT Shipping	Course 3 – Hazwoper refresher
10%	Read a procedure			
20%	Listen to phone call		X	
30%	Watch a demonstration	X		
50%	Watch video with sound			
70%	Discuss	X	X	X
90%	Hands on			X

# Discuss

Let's use chat and voice to discuss what you came up with.



# Update your Game Plan

	Course	Way to Energize it
1		
2		
3		
4		
5		



# So how did we learn today?

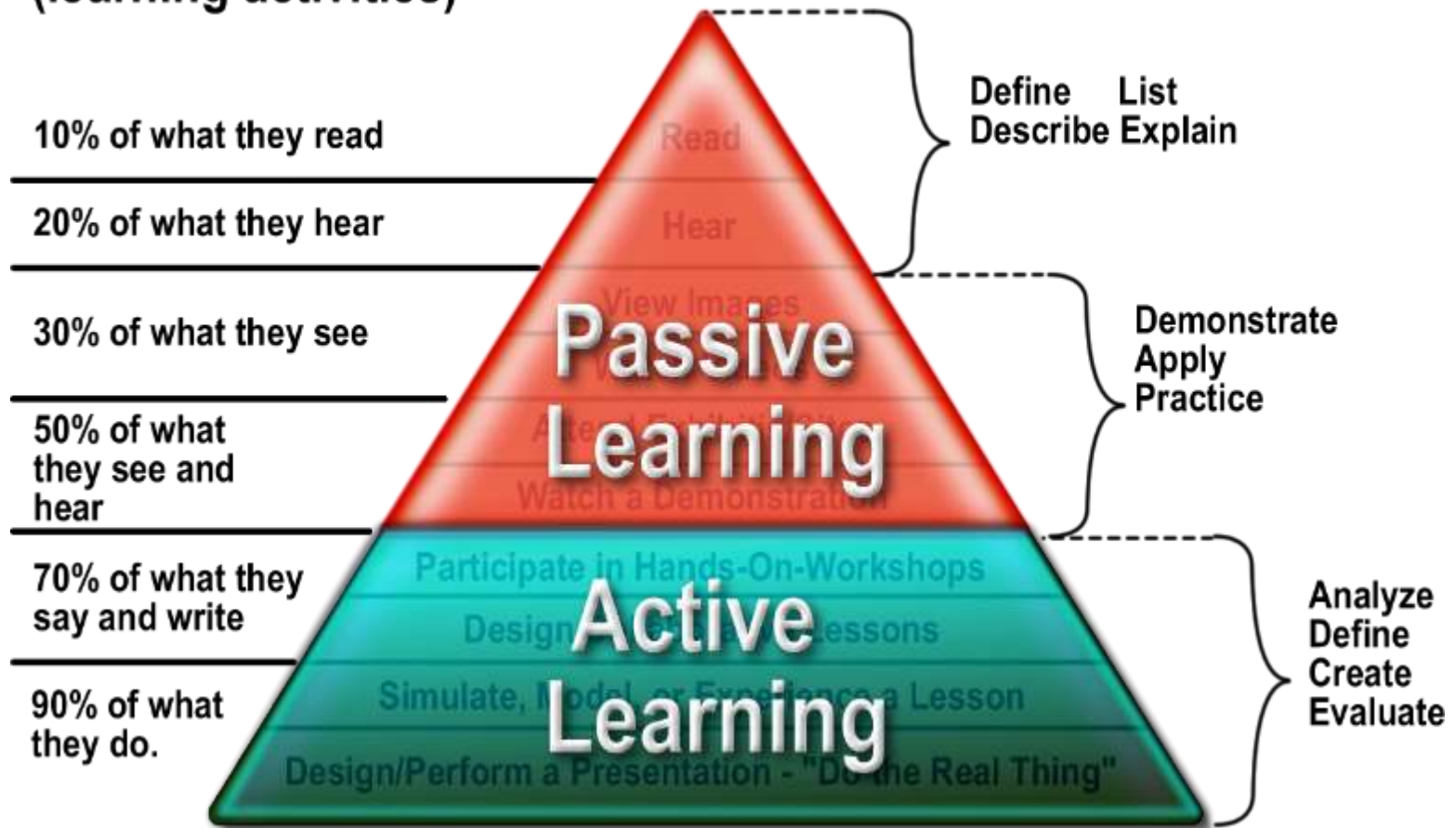
Type of Learner	Used today? How?
Psychomotor	✓
Visual	✓
Auditory	✓
Passive	✓
Active	✓
Concrete learner	✓
Abstract learner	✓



# And, 2 weeks from today, you should remember about what % of this class?

People generally remember...  
(learning activities)

People are able to...  
(learning outcomes)



Source: Edgar Dale



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