

AOD ADULT VOLUNTEER SAFETY

DESIGN PROTOTYPE

Nate Chevalier



ARCHDIOCESE OF
DETROIT



— CONTEXT

The Archdiocese of Detroit governs southeast Michigan's



Churches



Schools



Universities



— CONTEXT



The Archdiocese requires all **adult volunteers** to complete training on **child** and **vulnerable adult abuse**.



— PROBLEM

Many adult volunteers **don't** work with children.



Volunteers often get hurt or have medical emergencies while working.



— PROBLEM

Learners
need **relevant**
training to keep
them **safe** and
mindful while
working.



— SOLUTION: TRAINING ON...



Workplace Hazards



Medical Emergencies



Incident Reports

— LEARNER AUDIENCE

Older/elderly
(50-90 y.o.)
Catholics



 Collaborative
and giving

Various
educational
backgrounds



 Some **physical
challenges**
due to age

Mostly **retired**



Previous safety
training; little
on emergencies



— MEET THE END-USERS



— RUTH, 84



Ruth is a retired receptionist who attends Our Lady of the Angels Church in Taylor. She has long volunteered in the parish's Grief Ministry, which she joined to find comfort after her husband passed away. Ruth wants to help others like herself, so she gives presentations at the group's meetings about loss and serving as a spouse's caretaker. She has grown close to others in the ministry, and these experiences have taught her about working collaboratively in a church setting. Ruth does not own a computer and always writes by hand. She has slightly more knowledge of medical emergencies than her peers. Ruth wants to be recertified and does not have time for extensive or irrelevant instruction.

—HERB, 77



Herb was a mechanical engineer at Ford for 40 years before retiring. He learned a lot from his job and is known as a “handyman.” Herb has been a St. Timothy’s Knights of Columbus council member in Trenton for many years, and he enjoys the camaraderie with his friends there. At Ford, Herb took workplace safety and hazard courses, and the Knights of Columbus still require (re-)education on these topics. He did not enjoy required training when he was employed and dislikes it even more now. However, he knows the content is pertinent to his role, will lead to recertification, and will allow him to collaborate with his fellow Knights. With his deteriorating eyesight, Herb is concerned about being able to see and read the materials.

— ELENA, 35



Elena is a busy mother of two from Macomb who works from home as a data entry specialist. Every Saturday, she attends Spanish Mass at St. Francis-St. Maximilian and has recently started volunteering on the finance council. She takes pride in knowing that the actions of her ministry benefit the parish and allow its mission to become a reality. Because of her job, she is proficient with computers and always eager to try new accounting software! Prior training has given her an understanding of workplace safety and accident prevention. Elena worries about spending too long on training outside the home and being criticized for her lower English proficiency level (B1).

— JANET, 64



Janet retired from her position as Dean of the College of Engineering at Schoolcraft College two years ago. She attends St. Peter's Catholic Church in Canton, where she has led the gardening club for years. She views working with others to beautify the parish grounds as the best way to give back to her community. Janet has learned about basic workplace safety from her job, and she hopes the content on medical emergencies will not be too technical. Janet is used to working with teams of educators and is prepared to take the lead in group situations.



— **LEARNING EXPERIENCE**

SEGMENT 1: INTRODUCTION

Content Topics:



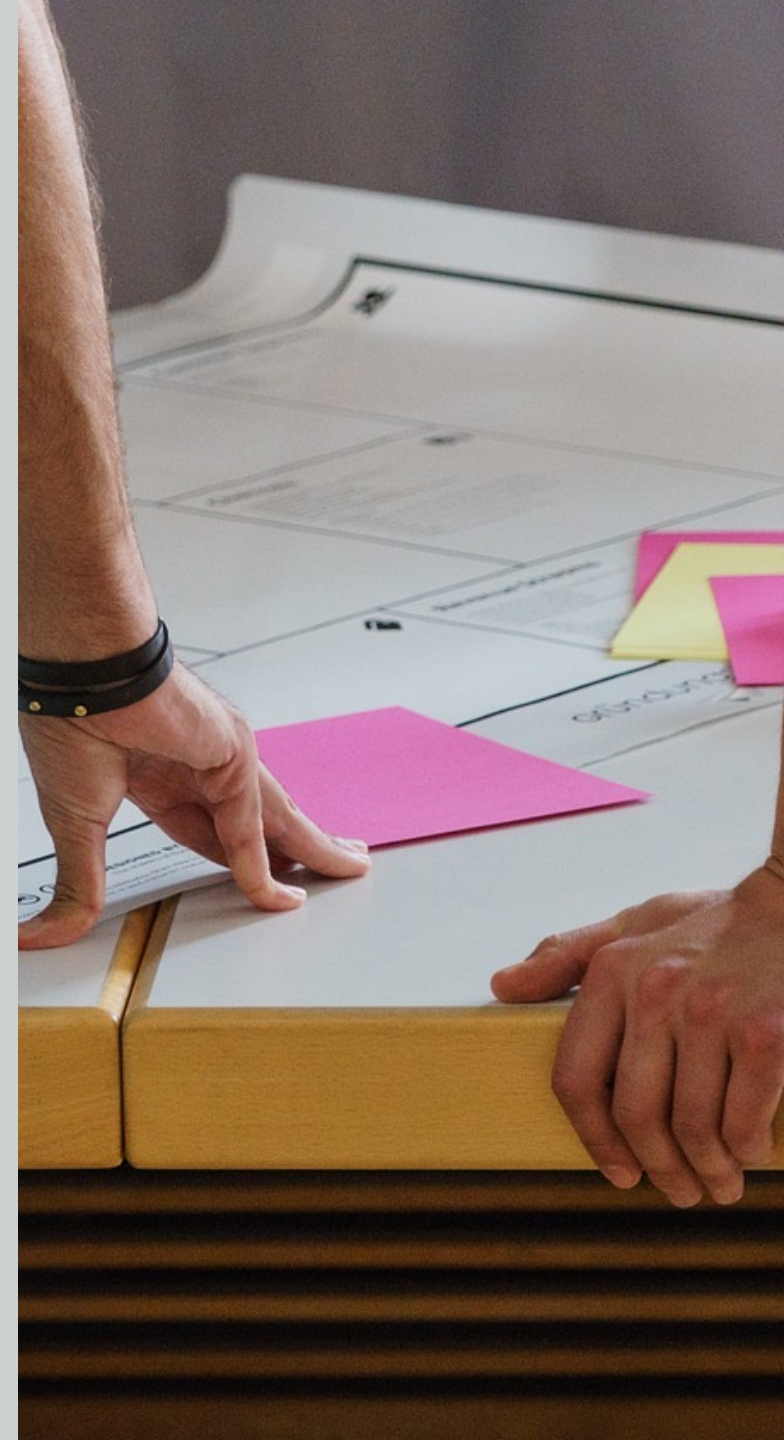
Learners and
Their Ministries



Training and
Learners' **Goals**



Previous
Learners' Goals



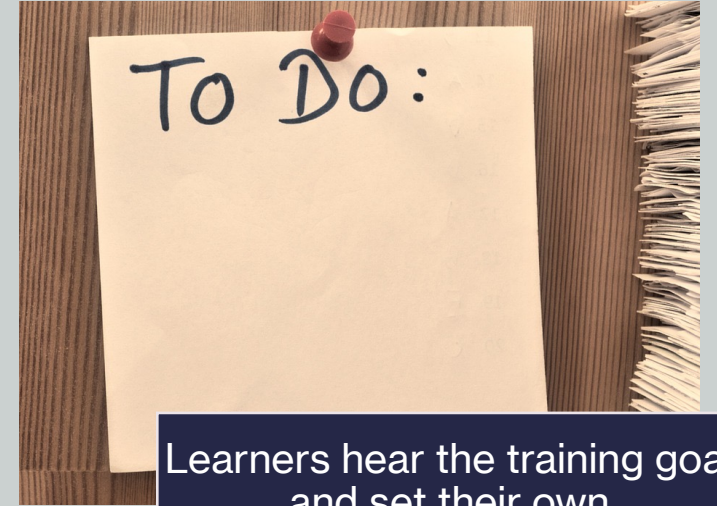
—SEGMENT 1 ACTIVITIES



The facilitator welcomes and thanks volunteers



Learners introduce themselves and select a representative



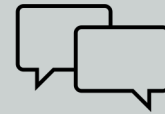
Learners hear the training goal and set their own

SEGMENT 2: WORKPLACE HAZARDS

Outcome: Discuss safety principles



Assessment: Small-group discussions



Content Topics:



Common
Hazards



Learners'
Experiences



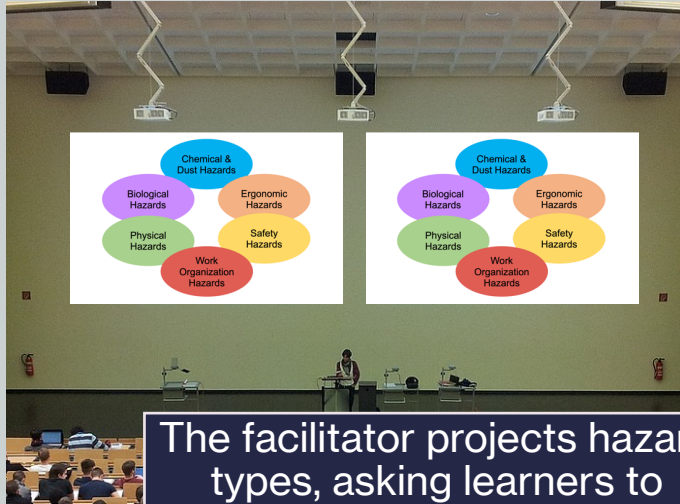
Typical
Incidents



Safety
Principles



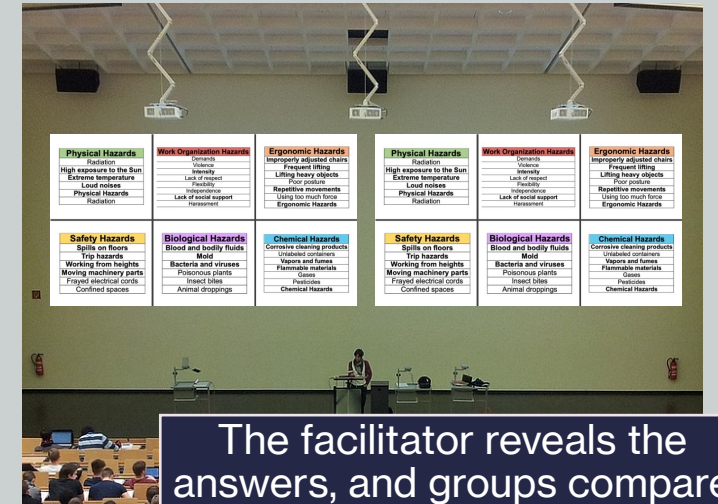
— SEGMENT 2 ACTIVITIES



The facilitator projects hazard types, asking learners to discuss examples of each



Learners write examples on color-coded sticky notes and place them on a poster board

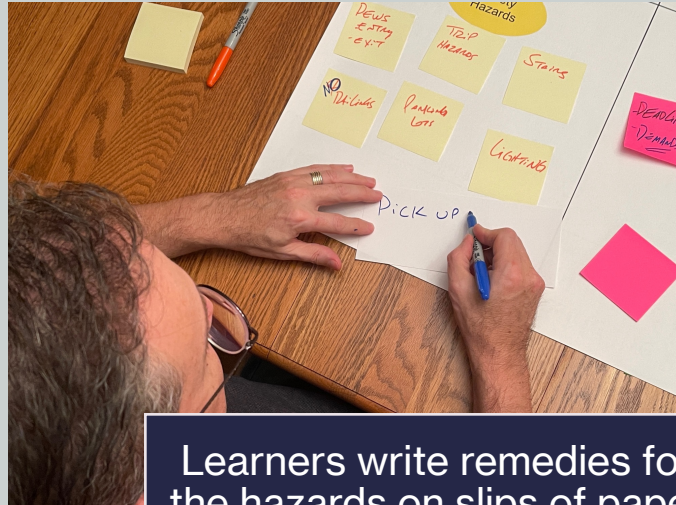


The facilitator reveals the answers, and groups compare their written examples

— SEGMENT 2 ACTIVITIES



Learners discuss and share their experiences with these hazards



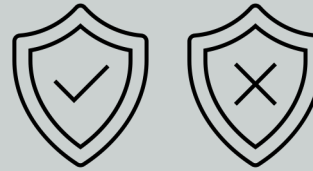
Learners write remedies for the hazards on slips of paper



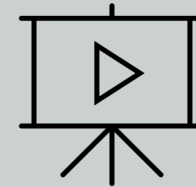
Learners place their slips of paper into an envelope in the center of their tables

SEGMENT 3: SAFE WORKPLACES

Outcome: Differentiate safe and unsafe environments



Assessment: Visual case studies by groups



Content Topics:



Common
Hazards



Safe
Environments



Unsafe
Environments



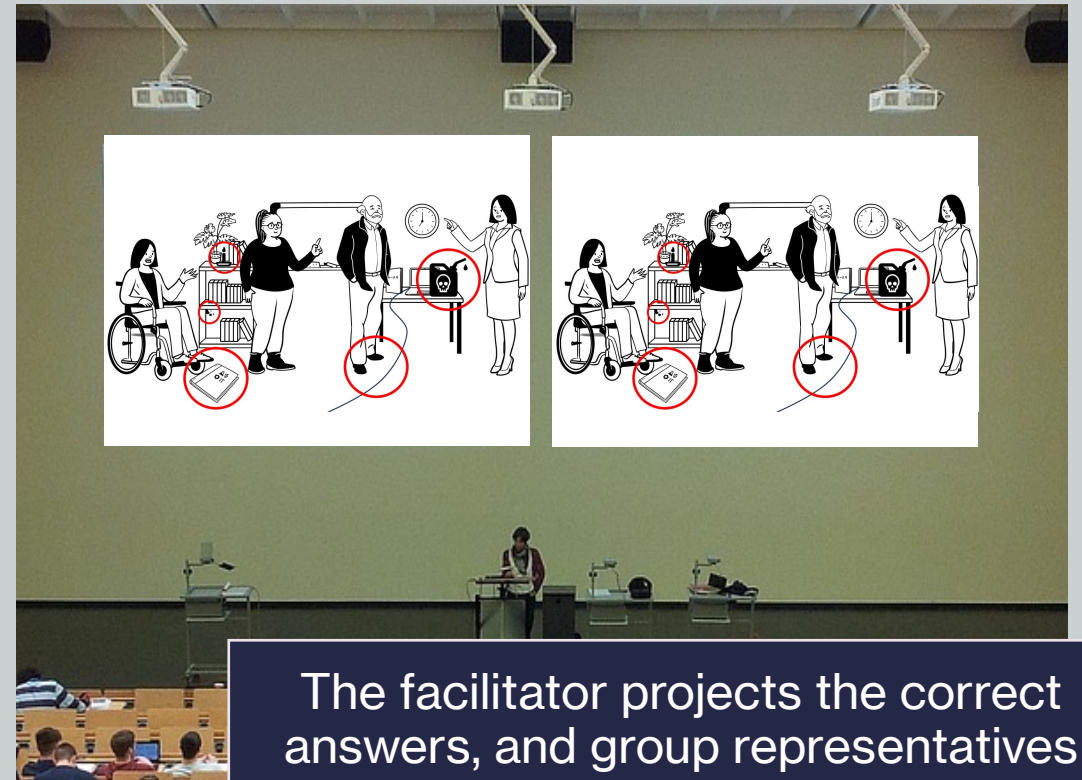
Worksite
Preparation



— SEGMENT 3 ACTIVITIES

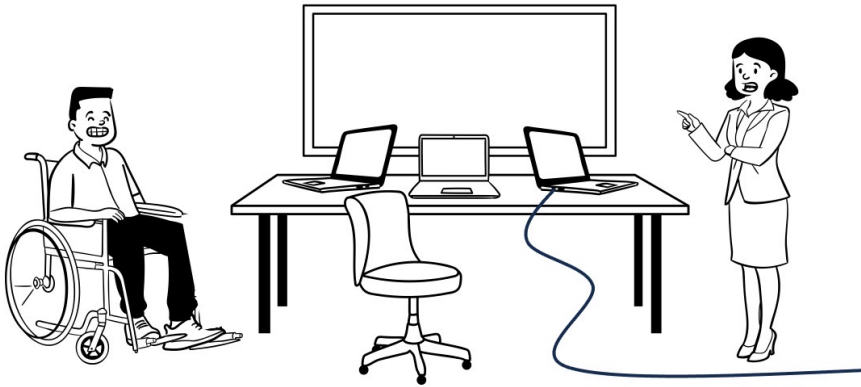


On large, printed illustrations of work environments, groups have 60 seconds to circle any hazards present



The facilitator projects the correct answers, and group representatives share the hazards that they missed

— SEGMENT 3 ACTIVITIES



[cc: Debbie plugged her laptop in and began presenting.]

The facilitator projects two visual case studies depicting work environments: safe and unsafe



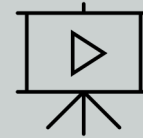
Table groups discuss and determine the safety of each environment, and group representatives share aloud

SEGMENT 4: MEDICAL EMERGENCIES

Outcome: Determine required intervention
(medical or not)



Assessment: Visual case studies by groups



Content Topics:



Medical

Emergencies



**Victim
Assistance**

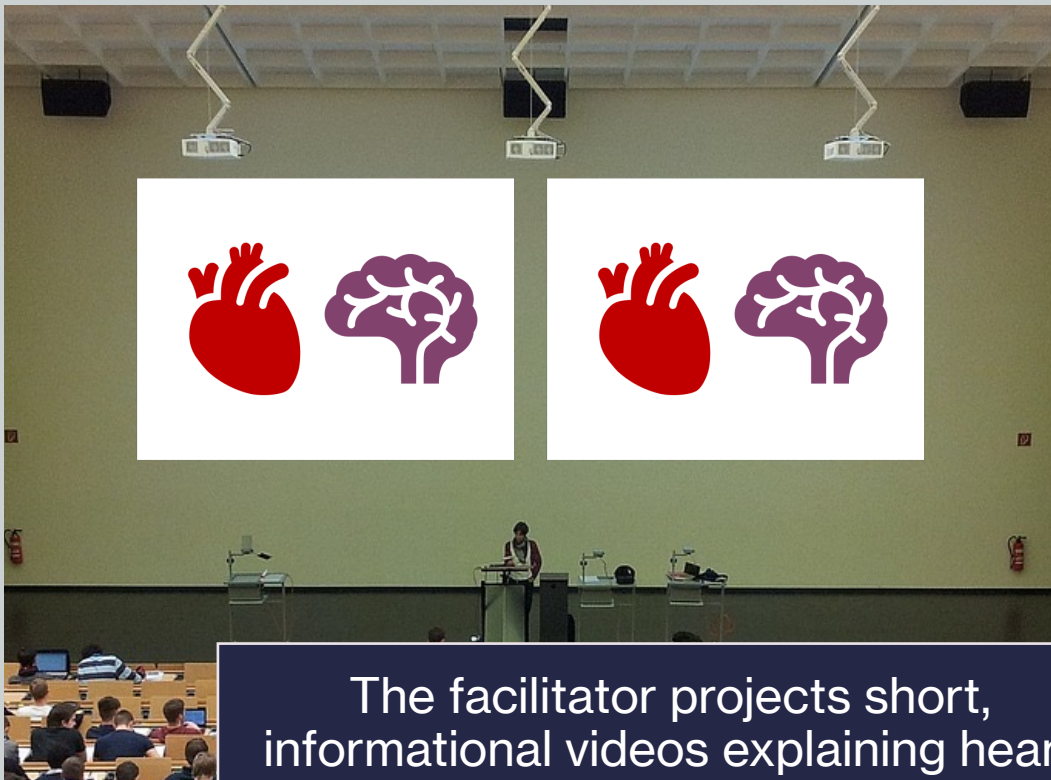


Worksite

Maintenance



— SEGMENT 4 ACTIVITIES

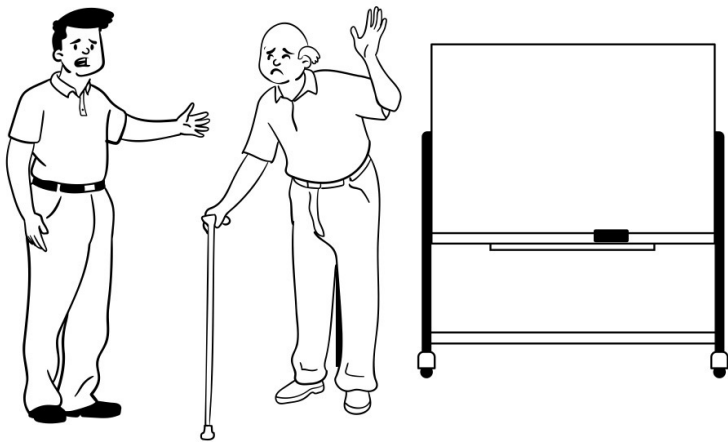


The facilitator projects short, informational videos explaining heart attacks and strokes



Using printed infographics as a reference, table groups discuss and summarize the videos' contents

—SEGMENT 4 ACTIVITIES



[cc: John could only lift one of his arms above his head.]

The facilitator projects four visual case studies depicting examples of medical emergencies or injuries



Groups discuss the cases to determine if medical assistance is necessary, and group representatives share aloud

— TEN-MINUTE BREAK

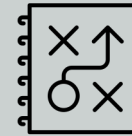


Learners stretch, enjoy snacks and beverages,
and use the restrooms



SEGMENT 5: ROLE-PLAY SYNTHESIS

Outcome: Plan and adapt work environments for members' safety and physical limits



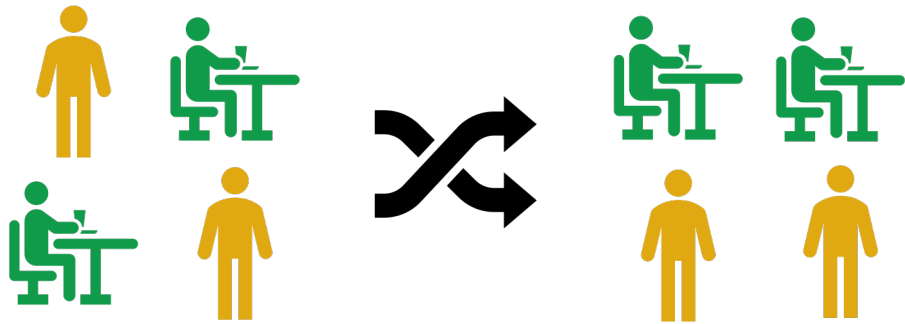
Assessment: Role-plays with simulated hazards and emergencies



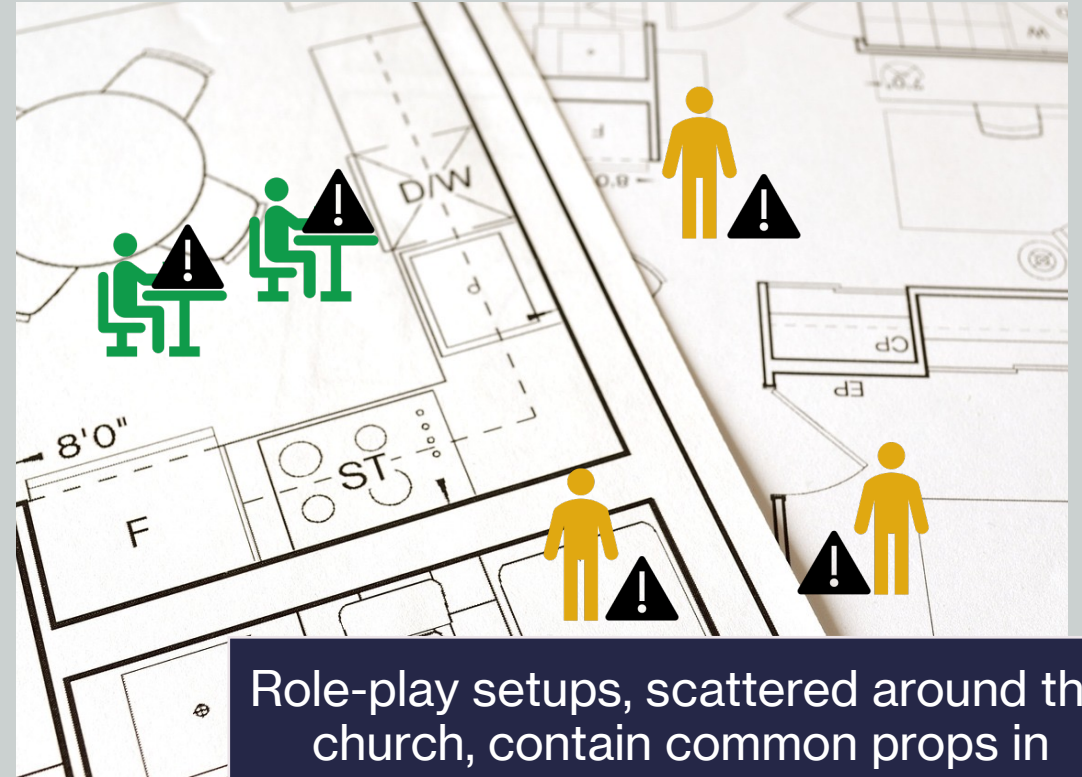
Content Topics:



— SEGMENT 5 ACTIVITIES



Learners receive new groups based on the physicality of their ministries (i.e., **physical** or **deskbound**)



Role-play setups, scattered around the church, contain common props in physical and deskbound ministries

— SEGMENT 5 ACTIVITIES



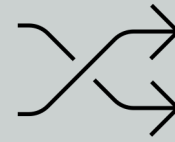
Groups remedy the hazards, one member acts out an emergency/injury, and groupmates role-play a response



During the role-play, long-term volunteers are to advise new volunteers and share anecdotes

SEGMENT 6: INCIDENT REPORTS

Outcome: Integrate safety principles with
victim assistance



Assessment: Individual completion of an incident report



Content Topics:



**Incident
Reports**



**Common
Hazards**



**Victim
Assistance**



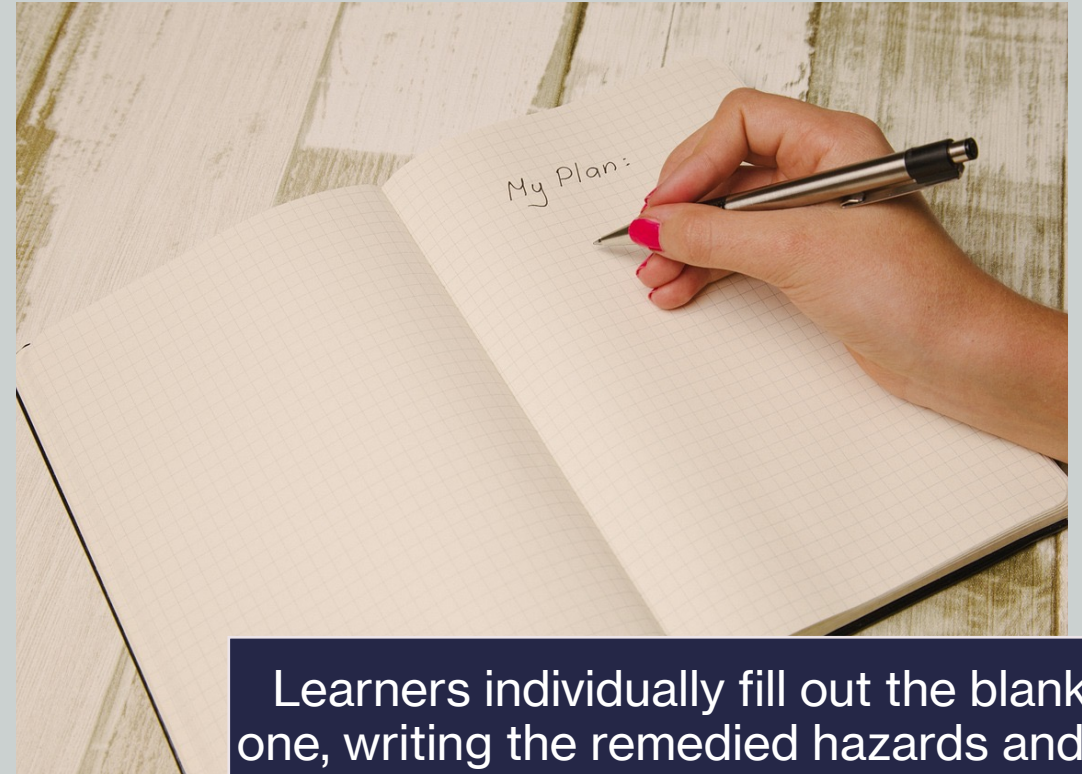
**Worksite
Evaluation**



— SEGMENT 6 ACTIVITIES



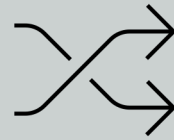
Learners receive two incident reports: one is blank, and the other is an example filled in by a previous learner



Learners individually fill out the blank one, writing the remedied hazards and if medical assistance was necessary

SEGMENT 7: REPORT REFLECTIONS

Outcome: Integrate safety principles
with victim assistance



Assessment: Individual reflective critique



Content Topics:



**Incident
Reports**



**Common
Hazards**



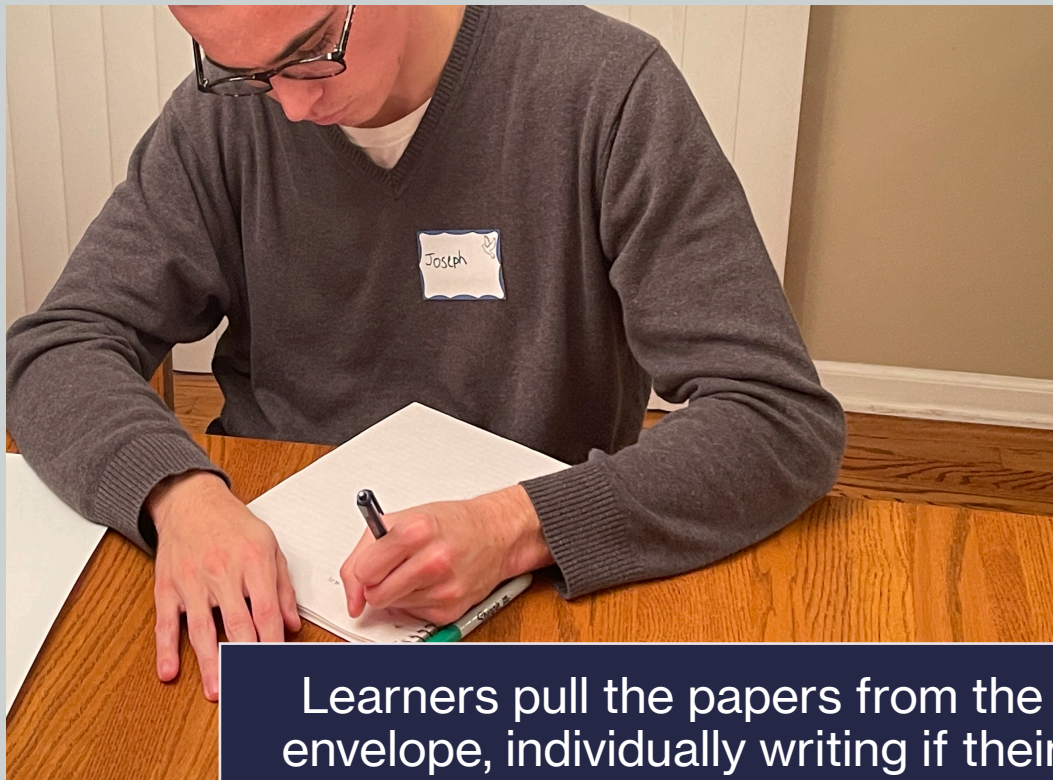
**Victim
Assistance**



**Worksite
Evaluation**



— SEGMENT 7 ACTIVITIES



Learners pull the papers from the envelope, individually writing if their role-plays followed those principles



Table groups discuss their role-play groups, verbally summarizing how well-prepared and thorough they were

SEGMENT 8: CONCLUSION

Content Topics:



Learners and
Their Ministries

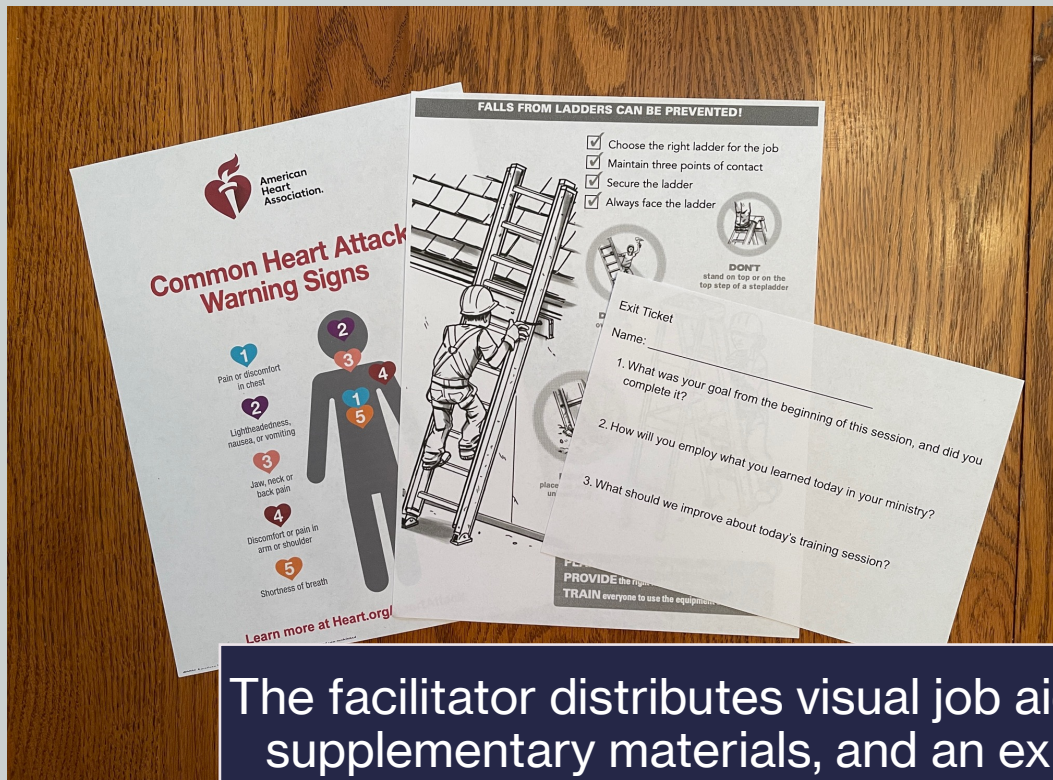


Learners'
Goals



Job Aids and
Resources

— SEGMENT 8 ACTIVITIES



The facilitator distributes visual job aids, supplementary materials, and an exit ticket to each learner

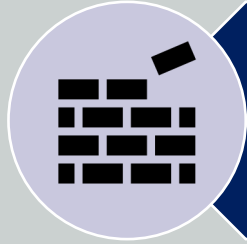
Exit Ticket

Name: _____

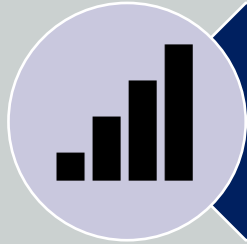
1. What was your goal from the beginning of this session, and did you complete it?
2. How will you employ what you learned today in your ministry?
3. What should we improve about today's training session?

Learners complete their exit tickets, which serve as their participation record, and drop them into a basket

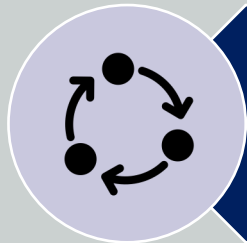
— EVALUATION PLAN



Improve the elements and structure of the design



Maximize its relevance and effectiveness



Realize the iterative nature of design

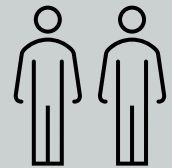
SME REVIEW



Goal: Verify that the instructional elements are valid, relevant to learners in the application context, and appropriately sequenced



Participants: A worksite/OSHA inspector and a nurse educator



Content: A late iteration of my design plan documents



Sample
Questions:

Which aspect
of the plan is
the weakest?

Do you agree
with the
sequencing?

ONE-ON-ONE EVALUATION

Design

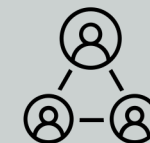
Demonstrate

Develop

Goal: Learn the appropriateness of content presentation, learners' ability to complete the assessments, and if/where they are confused



Participants: Representatives from each learner audience category



Content: A high-fidelity prototype of the training session



Sample
Questions:

Which sections
need more
explanation?

Would this
training improve
your safety?

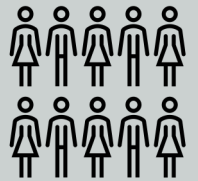
— PILOT TEST



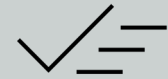
Goal: learn how well learners perform on the training, how easy it was to progress, and what they thought about it



Participants: A random sample of 10 learner audience members



Content: Entire training sequence and added assessments



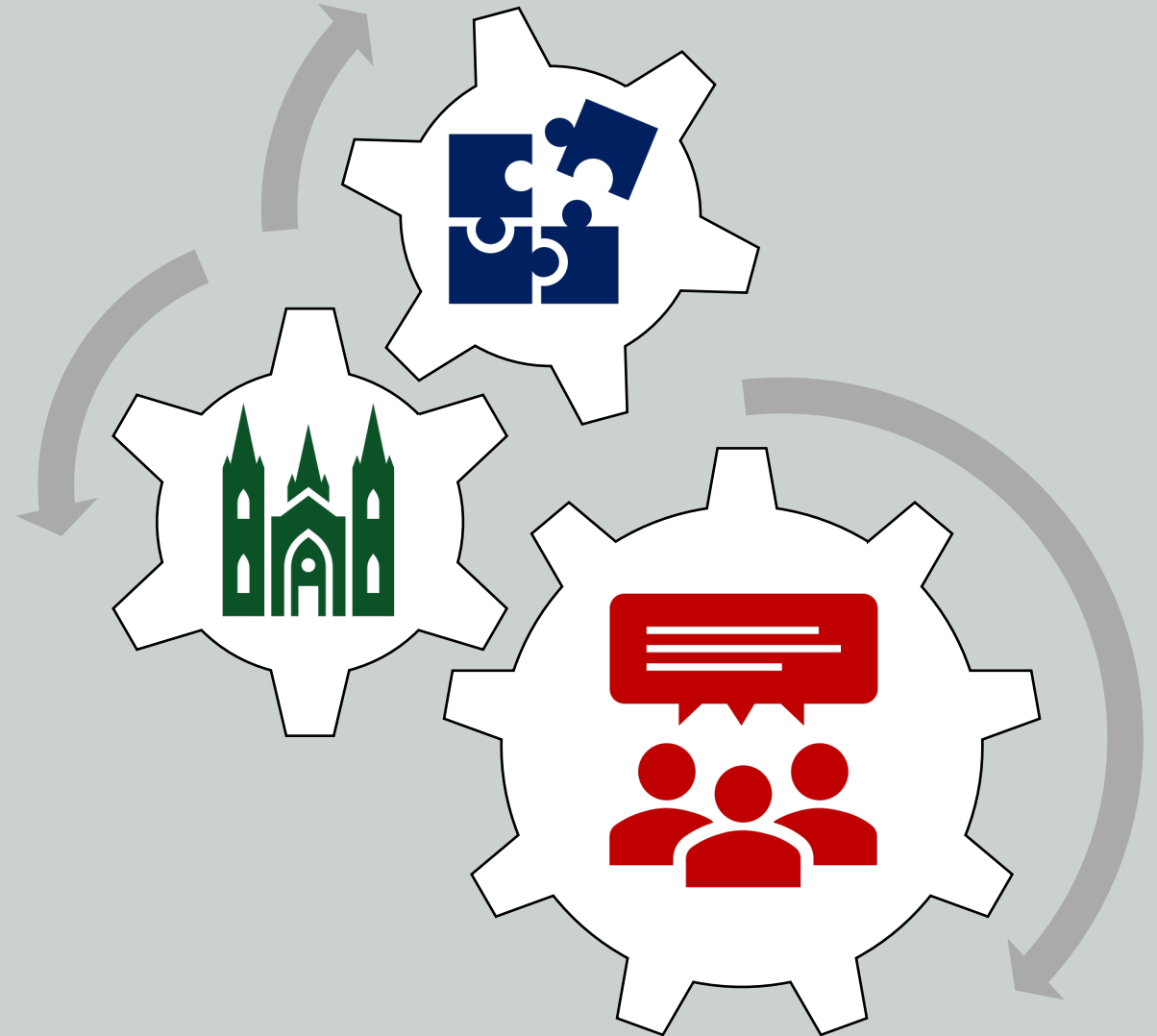
Sample
Questions:

What did you
enjoy about
the training?

Did you get enough
practice before the
assessments?

DESIGN RATIONALE STATEMENT

The present design provides the learner audience with **relevant** practice in the **application context** using a familiar format that caters to their **needs**.



DESIGN RATIONALE STATEMENT



RELEVANT

This design teaches about prevalent safety topics, addressing the problem

APPLICATION CONTEXT

Learners perform simulations where they will employ the knowledge

NEEDS-BASED

This format is comfortable, and the materials account for learners' needs



— FULLY DEVELOPED MATERIALS


Segment 2 Workplace Hazards Sticky Note Activity and Discussion Assessment

— FACILITATOR'S INSTRUCTIONS


Use a transition phrase to shift from goal-setting: *Now that everyone has thought of goals, let's accomplish them! We'll start by looking at workplace hazards, which cause bodily and mental harm to workers.*



Advance the slide deck to OSHA's hazard diagram (i.e., colored bubbles). Explain to learners how each bubble represents a hazard category and read each aloud.




Give an analogy and a related example of categories and concepts: *Try to think like you're playing '\$100,000 Pyramid.' For example, priests, nuns, and deacons are all examples of 'clergy members.'*




Encourage learners to discuss the categories with their groupmates, generate examples, and write them on the colored sticky notes. Explain the color coordination between the sticky notes and bubbles.

— FACILITATOR'S INSTRUCTIONS


Ask learners to place their examples under the matching headers on the large poster boards. Give learners 7-8 minutes to accomplish this task and let them begin.



After 2 minutes, walk around to each table and make notes on the **Discussion Rubric**. Use one rubric copy for each group. After marking, note where groups could improve and tactfully relay this to learners.



If needed, help stimulate discussions and encourage long-term volunteers (with cross nametags) to help new volunteers (with dove nametags).




Be mindful of the time while rotating between groups. When 7-8 minutes have elapsed, return to the front of the room and regain learners' attention.

— FACILITATOR'S INSTRUCTIONS

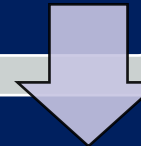
Praise the lively discussions heard during the activity and thank learners for their enthusiasm.



Redirect learners' attention to the screens and advance the slide deck to the revealed examples. Slowly cycle through these slides and check with the audience if they are finished.

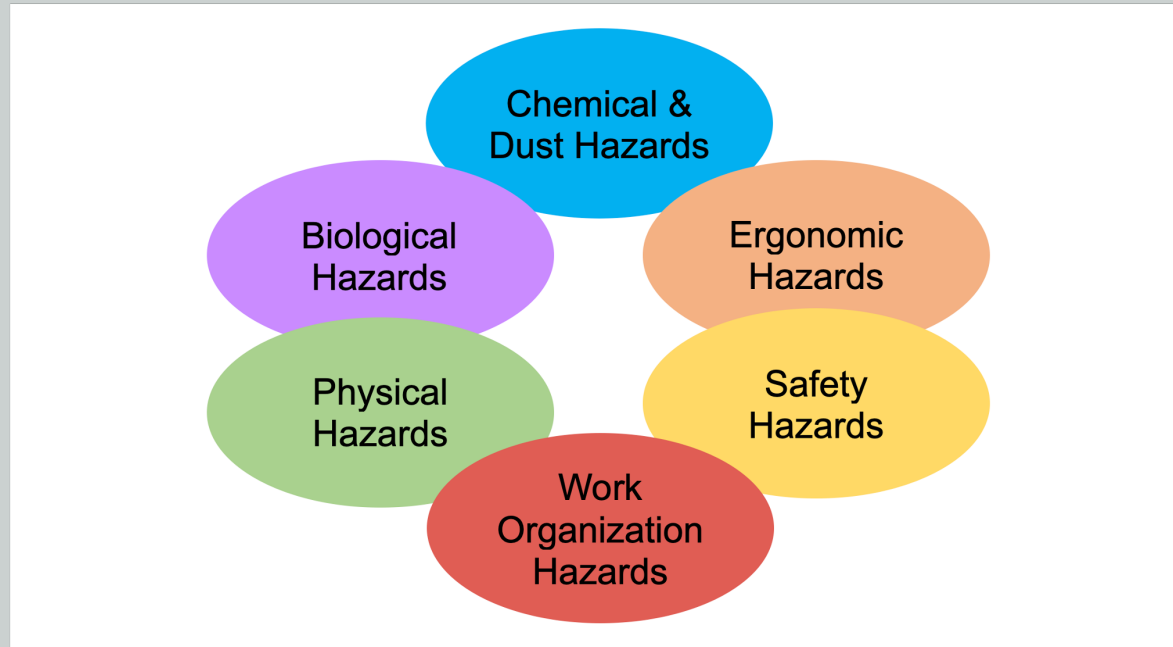


As table groups, ask the learners to compare their sticky note examples with OSHA's examples. Explain how the most encountered hazards are bolded.



Encourage learners to spend 3-4 minutes comparing examples.

— FACILITATOR'S SLIDE DECK

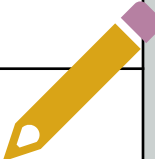


Colored Bubbles Slide

<table><tr><th>Physical Hazards</th></tr><tr><td>Radiation</td></tr><tr><td>High exposure to the Sun</td></tr><tr><td>Extreme temperature</td></tr><tr><td>Loud noises</td></tr><tr><td>Physical Hazards</td></tr><tr><td>Radiation</td></tr></table>	Physical Hazards	Radiation	High exposure to the Sun	Extreme temperature	Loud noises	Physical Hazards	Radiation	<table><tr><th>Work Organization Hazards</th></tr><tr><td>Demands</td></tr><tr><td>Violence</td></tr><tr><td>Intensity</td></tr><tr><td>Lack of respect</td></tr><tr><td>Flexibility</td></tr><tr><td>Independence</td></tr><tr><td>Lack of social support</td></tr><tr><td>Harassment</td></tr></table>	Work Organization Hazards	Demands	Violence	Intensity	Lack of respect	Flexibility	Independence	Lack of social support	Harassment	<table><tr><th>Ergonomic Hazards</th></tr><tr><td>Improperly adjusted chairs</td></tr><tr><td>Frequent lifting</td></tr><tr><td>Lifting heavy objects</td></tr><tr><td>Poor posture</td></tr><tr><td>Repetitive movements</td></tr><tr><td>Using too much force</td></tr><tr><td>Ergonomic Hazards</td></tr></table>	Ergonomic Hazards	Improperly adjusted chairs	Frequent lifting	Lifting heavy objects	Poor posture	Repetitive movements	Using too much force	Ergonomic Hazards
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Revealed Examples Slides

ASSESSMENT: DISCUSSION RUBRIC

	4: Excellent	3: Good	2: Developing	1: Needs Work	Group's Score
Learners generated new examples.	Continual brainstorming	Mostly active in generating ideas	Frequent lulls in brainstorming	Inactive or off-task	
Learners worked as a team.	Total contribution in harmony	Proficient collaboration from most	Intermittent attempts at teamwork	Individual or one-sided contributions	
Long-term volunteers assisted new volunteers.	Loyal guidance from long-term volunteers	Frequent advice and leadership	Occasional helpful comments	Absence of assistance	1 

(The facilitator should encourage long-term volunteers to assist others.)



— LEARNERS' MATERIALS



Name tags

Pencils, pens, markers

Large poster boards with
color-coded headings of
hazard types

Color-coded sticky notes