

# AOD Adult Volunteer Safety Design Plan

Nate Chevalier

## 1.0 Design Overview

### 1.1 Overview of learning experience

The Archdiocese of Detroit, a governing body of Catholic institutions in southeast Michigan, requires all its adult volunteers to complete training on child and vulnerable adult abuse awareness (Archdiocese of Detroit, n.d.; Archdiocese of Detroit, 2023a; Archdiocese of Detroit, 2023b). However, these current training topics are irrelevant to this audience. Many adult volunteers do not interact with children, and incidents involving adult volunteer accidents and medical emergencies present a more prevalent problem of unsafe practices in ministries. Needed is training with wholly pertinent topics to these adult volunteers that will keep them safe and mindful while working.

Learners will gather in person at their local churches for a 120-minute workplace safety training session, discussing common workplace hazards (and their remedies), medical emergencies in older/elderly adults, and incident reports. Two five-minute periods bookending the session will introduce and conclude the training by examining learners' goals, and a ten-minute break halfway through will allow the learners to stretch, enjoy snacks and refreshments, and use the restrooms. Participants can choose between attending the session from 12 to 2 p.m. or 6 to 8 p.m. In the church gymnasium, social hall, or large conference room, learners will engage in activities, role-plays, and discussions with their groupmates. With around 50 total learners at each session, volunteers will interact in groups of 5 (this number is flexible if the total is uneven) for general table discussions and a role-play activity. Session facilitators will provide all materials (i.e., pens, notepads, reference materials) and project content on easily visible screens at the front of the room.

### 1.2 Overview of the learner audience

The audience consists of adult Catholics who volunteer in local church ministries that do not involve intended or sustained contact with children. Learners are both new to their roles and long-term volunteers seeking recertification. Most are 50 to 90 years old, married (or widowed) with children, and many have retired from the automotive, education, and service sectors. Volunteers have college degrees or high-school diplomas and represent both blue- and white-collar positions from their respective fields. Because most volunteers are retired, they are not receptive to completing "workplace" requirements via training and are busy with multiple other church ministries or social obligations. In their roles, volunteers work with their friends to quickly learn new skills and information to complete projects and make their parishes more inviting and tidier. Learners are giving in nature and believe in the greater good achieved through collaboration. Due to advanced age, some volunteers are restricted to deskbound work, while others can perform

physical tasks. All can read, but some lean on their first language to communicate, and digital literacy is collectively lower than in younger audiences. Despite learners' contempt for mandated training, they recognize its applications to their roles. Most learners have already received training from their employers on basic workplace safety (specific to their careers' contexts). Still, volunteers are unfamiliar with medical emergencies beyond basic first aid.

Training will favor discussions and peer-based practice to promote collaboration and combat disinterest. Mainly, groups will work together on practice activities that build on each other and contribute to more significant ideas and goals. Those group members able to write will take notes and compile summaries of their respective team's responses. Examples and practice items will apply to learners' roles by requiring teamwork, reflecting actual volunteer contexts and situations. Instructional materials will highlight both deskbound and physical positions. Session facilitators will remind volunteers of the content's application to their ministerial roles and offer positive reinforcement for learners who make those connections. Additional statements to convince relevancy will consist of testimonies from previous learners who successfully applied learned content, emphasizing the certainty of adverse situations and the need to be ready. The facilitator will perform other functions, including encouraging volunteers with prior training (i.e., those seeking recertification) to actively assist those without. Given the previous experience of most learners, content relating to workplace safety will require less redundancy and more complex examples and practice opportunities. Conversely, materials on medical emergencies will require more redundancy and cues, less technical vocabulary, and multiple concrete examples. Facilitators will provide reference materials resembling infographics and job aids during and after the session, and these will also be available in foreign languages common to the Archdiocese (e.g., Spanish and Albanian). These (and all) materials will rely on large, high-contrast visuals and a concise, technical writing style with text in large font.



*By Almadrava via Pixabay*

**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.



By Jhon David via  
Unsplash

**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).



By Almadra via Pixabay

**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.



By Matthew Smith via  
Unsplash

**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.

### 1.3 Overall learning goal

Discuss and perform necessary tasks to prepare, maintain, and evaluate safe work environments.

### 1.4 Specific learning outcomes

- Discuss principles of workplace safety.
- Differentiate safe work environments from unsafe counterparts via participation in discussion and writing.
- Determine whether situations require medical intervention via participation in discussion and writing.
- Plan and adapt work environments for members' safety and physical limits via participation in discussion and performance.
- Integrate safety principles with victim assistance via participation in discussion and writing.

### 1.5 Learners' prerequisite knowledge

Learners must have prior experience and knowledge of adult duties (e.g., balancing responsibilities and being accountable for others) to connect the training content to their lives and careers. Connected prerequisites involve learners being able to solve problems analytically and write at an adult level. Within analytical problem-solving, learners must possess an adult level of visual literacy to examine session handouts, videos, and illustrations thoughtfully. Volunteers will be well-versed in these areas because most are family-oriented and come from lengthy automotive, education, and service careers.

Learners must know that workplace hazards exist and that workers are accountable for monitoring and ensuring their crew's safety. Approximately two-thirds of learners are long-term volunteers who have already received similar training. Regardless, most volunteers will also have taken comparative training sessions through their employers. The (former) blue-collar workers in the learner audience will know more about workplace hazards than other learners. For medical emergencies, learners must know the names of common emergencies and how to seek medical intervention (i.e., call 911). Knowing rudimentary first aid will be necessary, though already expected, given learners' ages and experiences.

## 1.6 Facilitator/instructor's prerequisite knowledge

Successful facilitators must be proficient in content knowledge. These individuals must know the hazards in-depth, multiple remedies for each, the signs, symptoms, and handling of heart attacks and strokes, and examples of each content topic. Ideally, facilitators have first-aid and risk-assessment training and are (former) site evaluators, journeymen, skilled trades instructors, or first responders.

Facilitators must know how to be effective moderators and speakers. They should know how to command and control crowds yet keep their tone engaging, motivating, and welcoming. They must also know that their audience does not want to hear irrelevant examples or prolonged actual instruction; their actions must be precise and their words concise. To understand these aspects about their audience, they must know their audience. They should read through the learners' registration information and recognize how many are returning volunteers seeking recertification. Instead of memorizing names, perhaps attendants' name tags could include a subtle symbol/cue to facilitators, inaudibly telling them which group members should be assisting the others. Appropriate behavior also requires facilitators to have and display tact and decorum toward learners.

Facilitators must know how to use PowerPoint and QuickTime. They must also be able to troubleshoot projector issues, sound and speaker malfunctions, and other typical technical difficulties. Facilitators need to possess and display excellent time management skills to move the training session along and prevent learner restlessness.

## 2.0 Design Specifications

Timing	Outcome	Assessment	Content Topics	Learning Activities	Learning Materials
5			<ul style="list-style-type: none"> <li>Learners and their ministries</li> <li>Training goal</li> <li>Learners' goals</li> <li>Previous learners' goals</li> </ul>	<p>The facilitator welcomes everyone, thanks new volunteers for being a valued part of the community, and thanks long-term volunteers for their continuing service.</p> <p>In their table groups (of five), learners introduce themselves, their affiliated parish, and their (primary) ministry within that parish. Each</p>	<ul style="list-style-type: none"> <li>Name tags</li> <li>Pencils, pens, markers</li> <li>Slide deck</li> <li>Goals from previous learners (on slide deck)</li> </ul>

				<p>group elects a representative to write summaries and share responses during large-group discussions.</p> <p>The facilitator shares the training session's goal and then encourages learners to think of their own goal for the session (preferably linked to their ministry) and share it in their groups. Example goals consist of those written by previous, successful learners.</p>	
20	Discuss principles of workplace safety.	Informal small-group discussions (throughout the session).	<ul style="list-style-type: none"> <li>• Common workplace hazards</li> <li>• Learners' prior experiences with these hazards</li> <li>• Typical ministry incidents</li> <li>• Principles of workplace safety (i.e., remedies to hazards)</li> </ul>	<p>The facilitator projects OSHA's six main workplace hazard types (e.g., physical) with their examples (e.g., extreme temperature) obscured (U.S. Department of Labor, 2018, p. 2). They ask learners to discuss potential examples, write them on color-coded sticky notes, and stick them on a large poster board under their matching header. Then, the facilitator reveals OSHA's examples (with the most common ones bolded), and groups compare their responses to those on the screens.</p> <p>Learners share prior experiences where (one or more of) those hazards contributed to an incident in their ministries. New volunteers may offer incidents from their everyday jobs, and long-term</p>	<ul style="list-style-type: none"> <li>• Slide deck</li> <li>• OSHA's common hazards diagram (on slide deck); modified to hide examples initially</li> <li>• Pencils, pens, markers</li> <li>• Sticky notes of various colors</li> <li>• Large, laminated poster boards</li> <li>• Pre-cut slips of paper</li> <li>• Envelopes</li> </ul>

				<p>volunteers are encouraged to share similar stories from their ministries.</p> <p>Learners scan the sticky notes for hazards pertinent to their church communities (e.g., trip hazards). They discuss remedies for those hazards (e.g., pick up fallen objects), and representatives write them on slips of paper and place them in an envelope in the center of the table.</p>	
15	Differentiate safe work environments from unsafe counterparts via participation in discussion and writing.	Visual case studies by groups to identify safe and unsafe work environments.	<ul style="list-style-type: none"> <li>• Safe work environments</li> <li>• Unsafe work environments</li> <li>• Common workplace hazards</li> <li>• Safe work environment preparation</li> </ul>	<p>The facilitator passes copies of large illustrations to each learner. Each image depicts either a safe work environment (clear of hazards) or an unsafe one (including hazards). The work environments resemble real-life volunteer contexts. Many people and objects are in each image (think <i>Where's Waldo?</i> but much less busy). Each table group works together and has 60 seconds to find and circle all hazards in each photo. After the time is up, the facilitator projects the image with all hazards circled. The facilitator invites groups to share those they missed. This activity repeats as time allows (likely two or three times).</p> <p>The facilitator projects two visual case studies (akin to Tomboc's (2020) example) with automatically advancing frames. One case</p>	<ul style="list-style-type: none"> <li>• Large, printed illustrations</li> <li>• Magnifying glasses</li> <li>• Slide deck</li> <li>• Circled illustrations (on slide deck)</li> <li>• Pencils, pens, markers</li> <li>• Notepads</li> <li>• Illustrated case studies (on slide deck)</li> </ul>



				illustrates a safe work environment, while the other is unsafe. After each case finishes displaying (i.e., all images cycle), table groups discuss the content and hazards and decide on the environment's safety. Group representatives keep written records of answers. The facilitator invites each representative to share their group's assessment.	
20	Determine whether situations require medical intervention via participation in discussion and writing.	Visual case studies by groups to identify appropriate support in accidents and emergencies.	<ul style="list-style-type: none"> <li>• Medical emergencies commonly suffered by older/elderly adults</li> <li>• Victim assistance</li> <li>• Safe work environment maintenance</li> </ul>	<p>The facilitator projects short, informational video clips explaining heart attacks and strokes: their warning signs, symptoms, and the proper handling of victims. Learners receive printed infographics with this information to use as a reference. After each video clip, table groups summarize via discussion the warning signs, symptoms, and victim-handling techniques of the specific emergency depicted (i.e., heart attack or stroke). Group representatives write matching written summaries during these dialogues.</p> <p>The facilitator projects four visual case studies (separate videos from the above clips). Individual case studies depict an example of:</p> <ol style="list-style-type: none"> <li>1. Heart attack (medical assistance necessary)</li> </ol>	<ul style="list-style-type: none"> <li>• Slide deck</li> <li>• Video clips</li> <li>• Printed infographics depicting warning signs, symptoms, and victim-handling techniques</li> <li>• Pencils, pens, markers</li> <li>• Notepads</li> <li>• Illustrated case studies (on slide deck)</li> </ul>

				<p>2. Stroke (medical assistance necessary)</p> <p>3. Severe, hazard-related injury (medical assistance necessary)</p> <p>4. <i>Non-Example:</i> Superficial injury (no assistance necessary)</p> <p>After each case finishes displaying, table groups discuss the content, reference their printed infographics, decide on whether or not professional assistance is warranted, and representatives write their answers. Representatives justify their groups' responses aloud based on their written answers in a short, large-group discussion. The facilitator offers feedback, real-life examples, and praise.</p>	
10	<p style="text-align: center;">Break</p> <p style="text-align: center;">Learners stretch, enjoy snacks and beverages, and use the restrooms.</p>				
25	Plan and adapt work environments for members' safety and physical limits via participation in discussion and performance.	Role-plays with simulated hazards and emergencies in deskbound and physical positions.	<ul style="list-style-type: none"> <li>• Common workplace hazards</li> <li>• Learners' prior experiences with these hazards</li> <li>• Typical ministry incidents</li> <li>• Principles of workplace safety</li> </ul>	<p>The facilitator regains the learners' attention, welcomes them to the second part of the session, and briefly overviews what they accomplished beforehand.</p> <p>The facilitator explains the next activity to the learners: in new groups of five, redistributed by members' physical abilities (i.e., deskbound or able-bodied), learners</p>	<ul style="list-style-type: none"> <li>• Slide deck</li> <li>• Learner group and location lists (on slide deck)</li> <li>• Simulated work environment (e.g., desk, table, tree, steps, and garage)</li> <li>• Props (e.g., extension cords, ladders, hedge)</li> </ul>

			<p>(i.e., remedies to hazards)</p> <ul style="list-style-type: none"> <li>• Medical emergencies commonly suffered by older/elderly adults</li> <li>• Victim assistance</li> <li>• Safe work environment preparation</li> <li>• Safe work environment maintenance</li> </ul>	<p>will role-play work environments. The facilitator projects lists of the new groups and their locations. Deskbound setups, located in the same room, consist of desks, chairs, and everyday items in sedentary ministries (e.g., sewing machines and extension cords). Physically active setups, located around the parish grounds, also contain commonly used items in those associated ministries (e.g., tables and ladders). Each work environment contains simulated hazards (the most common of those projected in the first activity). The facilitator asks groups to first plan and prepare the environment by removing any hazards present. Next, one member from each group is to role-play a situation in which they act unsafely (situations 3 and 4 below) or experience an emergency (1 and 2). Groups are to simulate victim-handling techniques accordingly. The facilitator projects options of the situations learners can choose from, which correspond to the four previous case study scenarios:</p> <ol style="list-style-type: none"> <li>1. Heart attack (medical assistance necessary)</li> <li>2. Stroke (medical assistance necessary)</li> </ol>	<p>trimmers, paint cans, heavy objects, sewing machines, adding machines, staplers, and yarn skeins)</p>
--	--	--	---	---	--

				<p>3. Severe, hazard-related injury (medical assistance necessary)</p> <p>4. <i>Non-Example</i>: Superficial injury (no assistance necessary)</p> <p>Groups break out, discuss, and perform their role-plays to simulate remedial approaches in planning and maintaining safe work environments.</p> <p>During role-plays, the facilitator asks long-term volunteers to advise new volunteers and share if similar situations have occurred in their ministries.</p>	
10	Integrate safety principles with victim assistance via participation in discussion and writing.	Individual completion of an incident report describing the unsafe role-play situations and how participants' groups handled them.	<ul style="list-style-type: none"> <li>• Incident reports</li> <li>• Common workplace hazards</li> <li>• Victim assistance</li> <li>• Safe work environment evaluation</li> <li>• Previous learners' ministerial applications</li> </ul>	<p>Learners return to their original groups and table spots, discussing their role-plays briefly.</p> <p>On each learner's table spot are two printed incident reports: one is blank, and the other is an example copy completed by a previous learner. The filled-in copy also includes a testimonial of how the learner used the training content in their real-life ministry.</p> <p>The facilitator asks learners to complete the incident reports individually, noting their preparation and handling of the previously simulated work environment.</p>	<ul style="list-style-type: none"> <li>• Printed incident reports (one blank, one filled in)</li> <li>• Previous learner testimonials (on filled-in copy)</li> <li>• Pencils, pens, markers</li> </ul>

				Learners write which hazards they remedied (and how), if medical intervention was necessary based on their peers' actions, and how they assisted the victim.	
10	Integrate safety principles with victim assistance via participation in discussion and writing.	Individual reflective critique of the above incident report.	<ul style="list-style-type: none"> <li>• Incident reports</li> <li>• Common workplace hazards</li> <li>• Principles of workplace safety (i.e., remedies to hazards)</li> <li>• Safe work environment evaluation</li> </ul>	<p>Learners pull the slips of paper from the envelope, read the principles aloud (one at a time), and individually assess if their role-play groups followed those principles in the previous simulation. Learners write appropriate comments on their incident reports in the designated spaces (e.g., "We forgot to make sure the sewing machine was in proper working order before turning it on, ignoring that principle.") Learners also write whether their role-play groups' handling of the victim aligned with the video clips and infographics.</p> <p>Following the individual critiques, learners discuss with their table mates and verbally summarize how well-prepared and thorough their role-play groups were.</p>	<ul style="list-style-type: none"> <li>• Envelopes (from earlier)</li> <li>• Slips of paper (from earlier)</li> <li>• Pencils, pens, markers</li> </ul>
5			<ul style="list-style-type: none"> <li>• Learners and their ministries</li> <li>• Learners' goals</li> <li>• Job aids and supplemental materials</li> </ul>	The facilitator distributes visual job aids, supplementary materials, and an exit ticket to each learner. The facilitator emphasizes that learners write their names legibly on the exit tickets, which will be their participation records.	<ul style="list-style-type: none"> <li>• Printed visual job aids</li> <li>• Printed supplementary materials</li> <li>• Printed exit tickets</li> </ul>

			<p>Learners are to complete their exit tickets, which prompt them to write their name, the date, and their answers to three questions:</p> <ol style="list-style-type: none"> <li>1. What was your goal from the beginning of this session, and did you complete it?</li> <li>2. How will you employ what you learned today in your ministry?</li> <li>3. What should we improve about today's training session?</li> </ol> <p>As learners leave, they place their exit tickets into a basket in the front of the room. The tickets will record those who attended and stayed until the end of the session. These learners will receive a certificate of completion in the mail the following week, doubling as confirmation of their (re)certification.</p> <p><i>(The Archdiocese will use the data from the exit tickets in several ways, including using an aggregated list of names in audits to prove volunteer compliance. Archdiocese instructional designers will use the responses to questions one and two as examples in future training sessions. These staff members will also consider feedback from question three for future iterations of this training.)</i></p>	<ul style="list-style-type: none"> <li>• Pencils, pens, markers</li> </ul>
--	--	--	---	--

## Appendix

Archdiocese of Detroit. (n.d.). *Maps and Demographics*. Knowledge Base. <https://info.aod.org/articles/maps-and-demographics>

Archdiocese of Detroit. (2023). *Protecting God's Children*. Protect: Archdiocese of Detroit. <https://protect.aod.org/protecting-gods-children>

Archdiocese of Detroit. (2023). *Safe Environment Training, Screening & Recertification*. Protect: Archdiocese of Detroit. <https://protect.aod.org/training-screening>

Tomboc, K. (2020, September 24). *Is food addiction real? - A visual case study*. Simple Infographic Maker Tool by Easel.ly. <https://www.easel.ly/blog/food-addiction-visual-case-study/>

U.S. Department of Labor. (2018, November). *Safety hazards: These are the most*. Occupational Safety and Health Administration. [https://www.osha.gov/sites/default/files/2018-11/fy10\\_sh-20839-10\\_circle\\_chart.pdf](https://www.osha.gov/sites/default/files/2018-11/fy10_sh-20839-10_circle_chart.pdf)