

Appendix J

ARCHITECTURE AND CONSTRUCTION YOUTH APPRENTICESHIP

REQUIRED SKILLS CURRICULUM UNITS 1-3

Unit 1: Required Skills

Core Skills

Competency

1. Apply academic knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Read and comprehends work related materials
- Apply mathematical operations involving whole numbers, fractions, decimals, percentages, formulas and methods of measurement accurately when necessary
- Interpret charts, tables, and graphs

Learning Objectives:

- MATH
- Add, subtract, multiply, and divide whole numbers, fractions, decimals and percent's
- Calculate averages, ratios, proportions, and rates
- Convert decimals to fractions, fractions to percent's and vice versa
- Measure and accurately report measurements of time, temperature, length, width, height, width, perimeter, area, volume, and weight
- Use appropriate formulas
- Convert measurements correctly (e.g., English (standard) to metric)
- Interpret meaning from data
 - Correspond the correct number of significant figures in given values to the measuring device
- ENGLISH
- Use standard English to compile information and prepare written reports
- Apply English language correctly (spelling, grammar, structure)
- Derive meaning from text through summarizing
- Discern meaning from written word
- Use acceptable language
- Write legibly
- SCIENCE
- Explain the key elements of the scientific process
- Define the differences in qualitative and quantitative measurements
- Compare and contrast subjective and objective information
- Discriminate between fact and opinion
- Describe the basic engineering and architectural principles in structures
- Explain physical principles such as forces, friction, and energy

Comments:

Unit 1: Required Skills

Core Skills

Competency

2. Apply career knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Demonstrate understanding of career development in the Architecture and Construction industry
- Obtain necessary skills and knowledge to meet position requirements

Learning Objectives:

- Explain the process for seeking employment
- Describe the major functions and duties of the career pathways within the Architecture and Construction career cluster
- Discuss educational, training, and credentialing requirements for a selected job
- Research job requirements and characteristics of a selected job
- Contrast "positive" and "less positive" aspects of a selected job
- Describe opportunities for advanced training in Architecture and Construction careers

Comments:

Unit 1: Required Skills

Core Skills

Competency

3. Apply Architecture and Construction industry knowledge

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Demonstrate Architecture and Construction industry systems understanding based on ***current knowledge and training***
- Comply with specifications, regulations, and codes during a design process

Learning Objectives:

SYSTEMS, PRINCIPLES, CONCEPTS

- Describe how weight and mass relate to supports
- Describe the basic process for building a residential or commercial structure
- List the basic components of constructing a residential or commercial structure such as frame, foundation, roof, floor, walls, windows/doors, stairs, systems, etc.
- Explain the sequence of events for constructing buildings
- List the phases of the architectural planning process- initial contact, preliminary design studies, initial working drawings, final design considerations, completion of working drawings, permit procedures, and job supervision
- Identify the four most common materials used in the construction of residential and commercial building: wood, steel, masonry, and concrete
- HISTORY and TRENDS
- Connect historical architectural and civil engineering achievements to current structural and design applications
- Explain how historical innovations have contributed to the evolution of civil engineering and architecture
- Explain how historical trends and technology have contributed to the evolution of construction building trades.

Comments:

Unit 1: Required Skills

Core Skills

Competency

4. Communicate effectively

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Deliver coherent verbal messages in words that can be understood
- Use appropriate and bias-free language
- Use appropriate body language
- Listen actively to others
- Demonstrate courtesy with self-introduction
- Respond to inquiries or statements within the scope of current responsibilities and understanding
- Do not provide confidential information without appropriate authorization
- Do not overreact in response to anger
- Record information in a timely manner
- Record written information legibly and accurately
- Organize and compile messages, technical information, and summaries accurately
- Use email, the Internet, printer, copier, scanner, and fax machine equipment appropriately as applicable
- Are sensitive to special, multicultural, and/or multilingual needs

Learning Objectives:

- GENERAL
 - Compare verbal and nonverbal behaviors
 - Explain how empathy and bias can be communicated verbally & non-verbally
- LISTEN
 - Discuss effective and active listening skills
 - Differentiate between hearing and listening
- WRITTEN
 - Discern meaning from written instructions
 - Write clearly to communicate written ideas
 - Discuss common recording errors and how to avoid them
- CUSTOMER
 - Identify internal and external customers at your facility
 - Discuss steps to assess customer understanding
 - Describe the steps to follow when dealing with complaints
- TOOLS
 - Describe technology used in communicating such as, telephone, texting, instant messaging (IM), computers, fax, intercom, beepers, tube systems, etc.
 - Explain the proper use and etiquette required for these forms of communication technology
 - Review the policies and procedures for using written communication tools in your company such as email, Internet, printer, copier, scanner, and/or fax

Comments:

Unit 1: Required Skills

Core Skills

Competency

5. Take Direction and corrective feedback

Performance Standard Condition

Competence will be demonstrated

at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Strive to understand the data, the people, and their views before making decisions and taking action.
- Work through difficult or awkward interpersonal situations in a positive manner
- Broach sensitive issues in a way that allows rational and open discussion
- Focus on issues and interests instead of people or positions, even when personally attacked
- Deliver tough messages with sensitivity to minimize the negative impact on others; critiques constructively
- Thoughtfully intervene in conflicts to improve communication, diffuse tension, and resolve problems
- Identify common ground and preserve relationships

Learning Objectives:

- Describe the difference between correction vs. judgment
- Accept feedback on behavior without taking it personally.
- Understand the difference the difference between instruction vs. judgment
- Describe how to listen proactively
- Explain the importance of understanding the employers perspective
- Identify how to obtain a mutual agreement on a problem and find potential solutions and select a plan of action

Comments:

Unit 1: Required Skills

Core Skills

Competency

6. Act professionally

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Follow oral and written instructions
- Are pleasant, courteous, and professional with coworkers and internal and external customers
- Maintain appearance and dress that are appropriate according to the requirements of the employer
- Take personal responsibility for attendance
- Are punctual and reliable
- Begin work promptly
- Organize and prioritizes tasks efficiently
- Exhibit positive attitude and commitment to task at hand
- Complete assigned tasks accurately and in a timely manner
- Take responsibility for actions and decisions
- Recognize lack of knowledge and seeks help from information sources
- Evaluate work goals periodically with worksite professional
- Accept constructive criticism and applies suggestions
- Communicate safety, training, and job-specific needs
- Adhere to safety rules and regulations

Learning Objectives:

- Locate and explain written organizational policies, rules and procedures to help employees perform their jobs
- Locate and explain your company's employee manual for policies on Appearance, Breaks, Time Off, Cell Phone Use, Weather, Personal Issues, etc.
- List qualities of successful Architecture & Construction employees
- Describe how you can demonstrate enthusiasm and commitment at the worksite
- Define initiative
- Explain ways that you can show initiative at a worksite
- Explain methods to evaluate work assignments and prioritize them
- Describe how to effectively receive feedback

Comments:

Unit 1: Required Skills

Core Skills

Competency

7. Demonstrate customer service skills

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Are knowledgeable about products and services
- Address the customer, either in person, by telephone, e-mail or other means
- Gather information about customer's needs, and customer's knowledge of products or services
- Respond to customer's comments and questions
- Solicit supervisor or co-worker support and advice when necessary to meet customer needs
- Coordinate as needed with other services to expedite delivery of service or product
- Handle complaints tactfully without insult or conflict

Learning Objectives:

- Define customer service
- Identify internal and external customers at your facility
- Describe how customer service affects a company's reputation and profitability
- Describe standards of service
- List strategies for maximizing customer satisfaction
- Describe the functions of other departments or units to serve the customer
- Describe the steps to follow when dealing with complaints
- Identify customer service methods to use when encountering an angry customer

Comments:

Unit 1: Required Skills

Core Skills

Competency

8. Cooperate with others in a team setting

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Demonstrate respect relating to people
- Contribute to a group with ideas, suggestions, and effort
- Listen and responds appropriately to team member contributions
- Work collaboratively with people from other backgrounds/cultures
- Resolve differences for the benefit of the team
- Complete their share of tasks necessary to complete a project

Learning Objectives:

- Explain the functions of each department or unit within the larger organization
- Identify roles found in teams such as leader, facilitator, recorder, etc.
- List effective meeting management skills
- List techniques which show respect for others
- Describe how to effectively give and receive feedback
- Describe conflict resolution methods
- Discuss ways to participate within a team setting
- Explain how to interact appropriately with diverse ethnic, age, cultural, religious, and economic groups in different situations
- Describe how work teams coordinate work flow and help manage resources

Comments:

Unit 1: Required Skills

Core Skills

Competency

9. Think critically

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Recognize the existence of a problem
- Define the problem
- Apply problem-solving steps
- Differentiate between fact and opinion
- Consider other viewpoints and perspectives
- Support viewpoints with evidence
- Apply the principles and strategies of organized thinking
- Evaluate information, ideas, and problems
- Collect information through probing questions and research
- Use techniques such as brainstorming to acquire alternative solutions
- Demonstrate comparison skills
- Make decisions based on analysis
- Present ideas for critical evaluation

Learning Objectives:

- Describe how to break a problem down in order to brainstorm, evaluate, and analyze possible solutions
- Discuss the difference between fact and opinion
- Discuss data collection techniques for the problem solving process
- Describe how to present a solution with evidence
- Explain ways to reach a decision by consensus
- Discuss methods to evaluate a solution that has been implemented

Comments:

Unit 1: Required Skills

Core Skills

Competency

10. Exhibit regulatory and ethical responsibilities

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Follow all safety and worksite standards and regulations including those required by the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA)
- Perform legally and ethically by all local, state, and national standards
- Use email, the Internet, printer, copier, scanner, and fax machine equipment appropriately and correctly as applicable
- Operate within scope of authority adhering to company rules, regulations, and policies as established in employee handbook/procedures
- Comply with legal requirements for documentation
- Document work processes as required
- Record and file appropriate documents in timely manner
- Maintain confidentiality of company, customer, and co-worker information
- Document reportable incidents to worksite personnel immediately, if applicable
- Receive, handle, package, and ship materials and products according to shipping laws and regulations if applicable

Learning Objectives:

GENERAL

- Explain the role of the government in regulating and managing the Architecture and Construction industry
- Discuss the purpose of building codes
- Compare national, state and local regulators that oversee the Architecture and Construction industry: Construction Specification Institute (CSI), American Institute of Architects (AIA), Wisconsin state building code, local building ordinances, Occupational Safety and Health Administration (OSHA), etc. as applicable
- Identify the management structure and employees' roles within your organization
- Describe common legal requirements that must be met in Architecture and Construction facilities
- Describe your legal responsibilities, limitations, and implications for action in your job role
- Identify the rules and regulations of the company as they relate to the employee
- Identify penalties for regulation non-compliance
- Compare and contrast behaviors and practices that could result in liability or negligence
- Explain legal issues faced by Architecture and Construction professionals
- Summarize the rights and responsibilities of Architecture and Construction workers
- Explain what situations are reportable in Architecture and Construction facilities

ETHICAL

- Explain the difference between an ethical practice and a legal responsibility
- Identify current ethical issues common to the Architecture and Construction field
- Describe ethical work values such as confidentiality, productivity during the day, following safety standards
- Define and discuss the concept of intellectual property
- Explain fundamentals of patents, trademarks, copyrights, and proprietary information

SAFETY

- Define legal and ethical responsibilities for safety procedures
- Describe the certification/license requirements to operate specific equipment or perform specific functions

RECORDS

- Identify the main functions of documents and documentation
- Identify the guidelines for retaining common documents
- Describe common contract language related to Architecture and Construction

Comments:

Unit 1: Required Skills

Core Skills

Competency

11. Use basic technology

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Use communication technology (such as pagers, radios, phone, texting, fax, email and Internet) to access and distribute data and other information within the scope of the job
- Follow rules for proper computer and communication technology usage
- Use calculating tools such as a computer, calculator, and adding machine correctly
- Enter, edit, and stores data on computerized equipment according to worksite guidelines
- Verify data entry prior to data storage or equipment operation
- Use computer applications to solve problems

Learning Objectives:

- Identify the parts and functions of a computer system using correct terminology including the keyboard, monitor, mouse, printer
- Point out the storage device locations on the computer such as the Hard drive, CD-ROM drive, and Portable File Storage drive, etc.
- Show the appropriate connections and positioning of peripheral devices such as a mouse, keyboard, monitor, portable devices, and printer
- Discuss the importance of backing up computerized files
- Compare different forms of communications technology including email, texting, word processing, spreadsheets, database, presentation software, and use of the internet to communicate, search and display information
- Describe how to evaluate internet web sites and information for validity and reliability
- Explain appropriate and inappropriate uses of email and internet while at work
- Describe how to develop effective presentations using appropriate technologies (e.g., tables, charts, and visual graphics)
- Explain the use of writing/publishing/presentation applications
- Describe how database and spreadsheet technology is used at your worksite to manage worksite operations

Comments:

Unit 1: Required Skills

Core Skills

Competency

12. Use resources wisely

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Follow the facility pollution/waste prevention plan
- Recycle whenever possible
- Dispose of materials appropriately
- Dispose of hazards legally and with regard to environmental impact

Learning Objectives:

- Identify current environmental issues affecting the Architecture and Construction industry
- Determine effects of environmental issues on the Architecture and Construction industry
- Define what is meant by making “green” choices
- Compare renewable and nonrenewable natural resources
- Explain the meaning of sustainable resources use
- Identify practices that contribute to sustainability
- Describe why wise use of resources at the worksite is important
- Give examples of wasteful uses of resources (unnecessary waste and duplication) at the worksite
- Explain how your choices of resources impact your department, your facility, your environment and the planet
- List materials that can be recycled
- Describe materials that require special disposal
- Explain purpose of pollution control systems
- Relate power generation to energy sources
- Compare environmental impact of energy sources (e.g., fuel cells, chemical, wind, hydro, nuclear, electric, mechanical, solar, biological)

Comments:

Unit 2: Required Skills

Safety

Competency

1. Follow personal safety requirements

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Participate in all required safety training
- Follow all worksite guidelines for personal safety
- Apply principles of proper body mechanics when necessary
- Report any exposure, injuries, or accidents, personal or to others, immediately, if applicable
- Locate and can find key information on Material Safety Data Sheets (MSDS)
- Handle and disposes of any hazardous materials appropriately, if applicable
- Operate only equipment that he/she is trained on
- Adhere to equipment safety standards
- Visually inspect equipment to ensure safety compliance and function before operation
- Wear the required Personal Protective Equipment (PPE) at all times as required by the worksite for specific tasks

Learning Objectives:

- Discuss the regulatory purpose and responsibility of the Occupational Safety and Health Administration (OSHA)
- List your rights as a worker according to OSHA
- Explain the procedure to follow in case of an exposure, injury, or accident to self or to another
- Explain ways your company prevents accidents
- List engineering controls that are taken to protect workers from accidents
- Describe safe and unsafe work habits and their implications
- List safety hazards common in your facility
- Explain potential hazards associated with blood borne pathogens
- Explain the ergonomic impact of work techniques
- Describe proper techniques for lifting loads
- Describe the Material Safety Data Sheet (MSDS) and its purpose
- Discuss the procedures of handling and disposing of hazardous material
- List mechanical, chemical, electrical, compressed air, and equipment safety hazards at your facility
- Explain how Lock Out/Tag Out procedures prevent accidents
- Define the Personal Protective Equipment (PPE) required for specific tasks in your facility
- Explain the safe use of ladders
- Describe ways to prevent burns
- Explain how to safety use equipment

Comments:

Unit 2: Required Skills

Safety

Competency

2. Maintain a safe work environment

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Comply with posted safety warnings and symbols
- Identify unsafe conditions and/or work habits and reports them to the worksite professional immediately, if applicable
- Help maintain a clean and safe working environment free of debris and obstacles
- Clean, organize and put away items in the work area
- Safely identify, handle, store, and use hazardous materials according to company procedure, if applicable
- Report any indications of insects or pests

Learning Objectives:

- List the major components of a facility safety program
- List the different state and federal agencies that provide regulatory oversight at your facility for personal safety, environmental safety, and equipment safety
- List accident and fire prevention techniques
- Describe posted safety warnings and symbols and what they mean
- Describe safe and unsafe work habits and their implications
- Discuss the importance of keeping the work area and tools/equipment clean
- List mechanical, electrical, and equipment safety hazards at your facility
- Discuss how to identify and report unsafe conditions in your facility
- Discuss safety procedures to prevent accidents
- Describe the requirements at your facility for safety training and auditing
- Assess need for good housekeeping practices
- List accident and fire prevention techniques
- List hazards that contribute to injury due to slips, trips, or falls
- Outline compliance requirements of sanitation and health inspections

Comments:

Unit 2: Required Skills

Safety

Competency

3. Demonstrate professional role to be used in an emergency

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Performance will be successful when learners:
- Participate in emergency safety simulations and drills
- Outline the company's policy and procedure for worksite incidents, accidents, electrical, fire, tornado, bomb threats, robbery, hostage situations, and other emergency situations
- Identify the closest fire alarms and emergency exits in the assigned worksite area
- Identify the fire extinguishers in the assigned worksite area
- Identify appropriate alarms and procedures for using alarms
- Contact emergency personnel according to company requirements in the event of an emergency
- Document any emergency incidents according to company requirements

Learning Objectives:

- Describe the procedures in your company to report an emergency
- Review your company procedures for responding to exposures, injuries, accidents, spills,
- fire, tornado, bomb threat, robbery, hostage situations, etc.
- Demonstrate how to use the fire blanket and/or fire extinguisher
- Explain the evacuation plan for the worksite
- Indicate the demeanor necessary during an emergency
- Identify methods to cope with emergency situations
- Name the resources for assistance in crimes or accidents
- Locate and explain use of first aid emergency care kits
- Detail steps to use in medical emergencies requiring First Aid, CPR, and/or Heimlich maneuver
- Locate and explain use of spill kits, if applicable to worksite
- Explain who in your facility can give first aid care in the event of an emergency

Comments:

UNIT 3: Certifications

OSHA 10 Training

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Complete the 10 hour outreach course with a passing score and receives a wallet certification card.
- Develop a safety mindset
- Articulate their worker rights and employer responsibilities
- Explain the process of how to file a complaint

Learning Objectives:

- Students will discuss various safety tips and procedures one should follow while in the workplace.
 - Introduction to OSHA (Part 1 and 2)
 - Explain why OSHA is important to workers
 - Explain worker rights under OSHA
 - Discuss employer responsibilities under OSHA
 - Discuss the use of OSHA Standards
 - Explain how OSHA inspections are conducted
 - Utilize helpful worker safety and health resources
 - Explain worker rights under OSHA
 - Start Safe / Stay Safe
 - Understand an overview of Personal Protective Equipment
 - Crane Operations
 - Identify the major causes of crane accidents
 - Describe the pre-planning that is required before using a crane
 - State the main precautions that need to be taken when working near power lines
 - Understand the importance of operator and personnel training
 - Materials Handling
 - List main injuries that occur during handling, storage, use, and disposal of materials
 - Name the ways to prevent injury when performing manual lifting
 - Identify ways to eliminate hazards that may lead to injury when using forklifts, cranes, or slings to handle materials
 - List actions that can reduce or eliminate hazards when storing, using, or disposing of materials
 - Welding and Cutting
 - Describe the requirements placed on employers by the General Duty Clause
 - Demonstrate a thorough knowledge of the safe use of equipment associated with gas welding and cutting
 - Demonstrate an understanding of the safe use of equipment associated with arc welding and cutting properly
 - Describe the various methods of ventilation and protection used in various working environments
 - Describe the dangers associated with both chemical and physical agents when welding and cutting
 - Hand and Power Tools
 - List the hand and power tool safety rules
 - Identify the precautions essential to the safe use of different types of tools

- Name the guarding techniques that apply to hand and power tools
- Scaffolds
 - List and define the basic types of scaffolds
 - List the five major hazards associated with working on scaffolds
 - Demonstrate a thorough understanding of the different kinds of fall protection equipment, as well as the different situations in which each type is required
 - Demonstrate an understanding of the regulations for safely working scaffolds
 - Describe the responsibilities of a competent person in relation to scaffolds
- Excavations
 - Identify the greatest risk present at an excavation site
 - Recognize the three methods of protecting employees from cave-ins
 - Name three hazards to people working in excavation areas and ways to eliminate them
 - Describe the function of a competent worker at an excavation site
- Hazardous Communications
 - Develop an awareness of the potential hazards of chemicals that you may encounter in the workplace
- Personal Protective Equipment (PPE)
 - Understand an overview of Personal Protective Equipment (PPE) designed to protect your head, face, eyes, ears, hands, feet, respiratory tract, and body from injury and discuss the importance of selecting the PPE that is right for the job you may perform.
- Struck-By Hazards
 - Identify and describe common struck-by hazards
 - Understand how to protect yourself from struck-by hazards
 - Recognize employer requirements to protect workers from struck-by hazards
- Fall Hazards (Part 1 and 2)
 - Understand an overview of common fall hazards on construction sites, ways to protect yourself from fall hazards, and actions employers must take to protect workers from fall hazards.
 - Understand an of the Occupational Safety and Health Administration's (OSHA's) guidelines and different protection methods.
- Caught-In or Between Hazards
 - Understand the information that helps students recognize common caught-in or caught between hazards in your work environment.
- Electrocuting Hazards
 - Identify and describe common electrocution hazards
 - Protect yourself from electrocution hazards
 - Recognize employer requirements to protect workers from electrocution hazards
- Health Hazards in Construction
 - List the four types of health hazards on construction sites
 - Distinguish between acute and chronic hazard exposure and illnesses
 - Describe the characteristics and effects of various chemical, physical, biological and ergonomic hazards

Comments:

Training can be delivered through Technical College partners, industry partners or on-line through various resources including: <http://www.careersafeonline.com> in partnership with SKILLS USA.

The complete training consists of a minimum of 18 interactive modules discussing various safety tips and procedures one should follow while in the workplace. Students can also take face to face training with hands-on application for OSHA training. The student will have 6 months to complete the course and receive their certification

Unit 3: Certifications

First Aid Training

Performance Standard Condition

Competence will be demonstrated

- at the worksite and classroom

Performance Standard Criteria

Performance will be successful when learners:

- Participate in emergency safety simulations and drills
- Demonstrate how to act in an emergency situation
- Demonstrate how to respond to common first aid emergencies, including burns; choking; cuts; head, neck and back injuries.
- Demonstrate how to prevent disease transmission
- Demonstrate how to assist, rescue and move victims
- Follow procedures for assisting with basic life support and responding to chest pain
- Identify causes and treatment options for allergic reactions
- Contact emergency personnel according to company requirements in the event of an emergency
- Document any emergency incidents according to company requirements
- Identify appropriate alarms and procedures for using alarms
- Identify the closest fire alarms, fire extinguishers and emergency exits in the assigned worksite area

Learning Objectives:

- Explain what first aid is
- Locate and explain use of first aid emergency care kits
- Identify things that you should look for at the scene of an injury
- Explain what “universal precautions” are
- Understand the purpose and use of protective equipment
- Explain how to protect against blood or other body fluids
- Describe how to check if a victim is breathing
- Describe the signs of choking
- Identify the signs of a bad allergic reaction
- List the first aid actions for someone with a bad allergic reaction
- Describe first aid actions for a victim with chest pain or pressure
- Identify why it is important to stop bleeding quickly
- Describe types of injuries that are likely to result in a head injury
- Identify the first aid actions needed for injuries to the joints and muscles
- Describe the first aid actions for burns caused by heat
- Describe the procedures in your company to report an emergency
- Review your company procedures for responding to exposures, injuries, accidents, spills, fire, tornado, bomb threat, robbery, hostage situations, etc.
- Demonstrate how to use the fire blanket and/or fire extinguisher
- Explain the evacuation plan for the worksite
- Indicate the demeanor necessary during an emergency
- Identify methods to cope with emergency situations

Comments: