Safety Training Presentation Techniques (OSHT 2320)

Credit: 3 semester credit hours (lecture)

Prerequisite/Co-requisite: (Prerequisite) OSHT 1209 or OSHT 1313

Course Description
Principles of developing and presenting effective industrial/business training. Emphasis on instructor qualifications and responsibilities, principles of teaching including use of teaching aids and presentation skills.

Required Textbook and Materials
1. Employee Training and Development by Raymond A. Noe, *7th edition*, McGrawHill Publisher.
   a. ISBN number is 978-0-07-811285-0

2. 11/2 – 2 inch 3 ring binder with pockets
   a. Notebook paper for binder
   b. Organization of notebook; contents should include:
      - Cover page with first and last name
      - Title of course
      - Day and time of weekly class meeting
      - Dividers labeled, syllabus, PPT. lectures, study questions, handouts, exams
      - USB Flashdrive

Course Objectives
1. Develop lesson plans, teaching activities, and presentations.
2. Describe instructor qualifications and responsibilities.
3. Apply principles of learning methods and techniques of instruction to develop effective industrial/business training.

Course Outline
A. Welcome to LIT:
   1. Introduction of faculty and students
   2. Syllabus/Class Policies/Expectations
B. Course Introduction
   1. Purpose
   2. Scope
   3. Designing Effective Training
   4. The Forces Influencing Working & Learning
C. The Strategic Training & Development Process
   1. Organizational Characteristics That Influence Training
   2. Training Needs in Different Strategies
   3. Models of Organizing the Training Department

    4. Marketing, Training, & Creating A Brand
- D. Needs Assessment
  1. The Necessity of Needs Assessment
  2. The Needs Assessment Process
  3. Competency Models
- E. Learning Theories
  1. Transfer of Training Theory
  2. The Learning Process
  3. Instructional Emphasis for Learning Outcomes
- F. Considerations in Designing Effective Programs
  1. Selecting and Preparing the Training Site
  2. Choosing Trainers
  3. How to Choose a Vendor or Consultant
  4. Curriculum Course and Lesson Design
- G. Evaluating Training
  1. Reasons for Evaluating Training
  2. Overview of the Evaluation Process
  3. Outcomes Used in the Evaluation of Training Programs
  4. Evaluation Practices
  5. Evaluation Design
  6. Determining Return On Investment
- H. Traditional Training Methods
  1. Presentation Methods
  2. Hands-On Methods
  3. Group Building Methods
  4. Choosing a Training Method
- I. Technology-Based Training Methods
  1. Technology's Influence on Training and Learning
  2. Computer-Based Training/Learning
  3. Developing Effective Online Learning
  4. Simulations and Games
- J. Employee Development and Career Management
  1. Approaches to Employee Development
  2. Goal Setting
- K. Social Responsibility
  1. Legal Issues
  2. Managing Diversity
  3. Career Challenges
  4. Career Paths
  5. Meeting the Needs of Older Workers
- L. The Future of Training and Development
  1. Training for Sustainability
  2. Use of New Technologies for Training Delivery
  3. Increased Emphasis on Speed in Design, Focus on Content, and Use of Multiple Delivery Methods

Grade Scale
     A = 90-100
     B = 80-89
     C = 70-79
     D = 60-69
     F = Less than 60
     *Notebooks will be graded the evening of the final.

Course Evaluation
Final grades will be calculated according to the following criteria:

Test I	20%	
Test II	20%	
Notebook	10%	
Homework	20%	
Final	30%	*The final is your presentation. Your grade is based upon my evaluation of the presentation.

Course Policies
1. No food, drinks, or use of tobacco products in class.
2. Computers, telephones, headphones, and any other electronic devices must be turned off while in class or used only with permission of the instructor.
3. Do not bring children to class.
4. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
5. Additional class policies as defined by the individual course instructor are in the addendum

Disabilities Statement
The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination status that provides comprehensive civil rights for persons with disabilities. Among other things, these statues require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator, at (409) 880-1737 or visit her office located in the Cecil Beeson Building, room 116B.

**Students with special needs and/or medical emergencies or situations should communicate with their instructor regarding individual exceptions/provisions. It is the student's responsibility to communicate such needs to the instructor.

Student Code of Conduct Statement
It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu or obtained in print upon request at the Student Services Office. Please note that the

online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document change.