

Effective Health and Safety Training in CTE Programs

Essential Elements for Effective Safety and Health Education in Postsecondary Construction Career Technical Education

Diane Bush, Charlotte Chang, Kimberly Rauscher, and Doug Myers. New Solutions, 2019.

Overview

Many workers enter the construction field outside of registered apprenticeship training programs. Because Career Technical Education (CTE) programs at community and technical colleges are one of the few places these new construction workers may receive training, they are a crucial opportunity for educating people new to a potentially dangerous field about occupational safety and health (OSH). CTE programs at the post-secondary level train approximately 78,000 students annually, and their graduates are more likely than apprentices to begin their careers in residential construction, where the small size of most firms means they are less likely to have strong safety programs. In the past, little has been published about what OSH training should look like for students in CTE programs. This study used a literature review, review of existing standards (including OSHA's 10-hour construction course), focus groups with subject matter experts, and an expert advisory group to identify core competencies and key elements needed to improve CTE students' preparation to stay safe on the job.

For more information, contact:

Diane Bush: dbush@berkeley.edu

Read the abstract:

<http://bit.ly/30PIOkx>

Read the guide the authors developed:

<http://bit.ly/2Y1tVP4>

©2019, CPWR-The Center for Construction Research and Training. All rights reserved. CPWR is the research and training arm of NABTU. Production of this document was supported by cooperative agreement OH 009762 from the National Institute for Occupational Safety and Health (NIOSH). The contents are solely the responsibility of the authors and do not necessarily represent the official views of NIOSH.

Key Findings

- The project identified 14 core OSH competencies that all graduates of postsecondary CTE construction programs should achieve.
- Those competencies fall into one of four categories: valuing safety, understanding state and federal safety protections, knowing how to perform work safely, and how to solve problems to address workplace hazards.
- Elements essential for attaining those competencies fall into two overlapping domains: modeling and supporting effective safety and health management systems at the school and program level; and supporting effective teaching of OSH.
- Support for instructors—including allocating professional development time—is a key element of successful CTE education



THE CENTER FOR CONSTRUCTION
RESEARCH AND TRAINING

WWW.CPWR.COM