

PRESENTER'S GUIDE

"HEARING CONSERVATION AND SAFETY"

**Training for the
OSHA OCCUPATIONAL NOISE EXPOSURE
STANDARD**

THE "REGULATORY COMPLIANCE KIT"

SERIES

This education program is part of a comprehensive series of programs on important regulatory topics. Many of these programs have been created to meet employee training requirements of specific OSHA, EPA and DOT regulations. The series includes programs on the following regulations and topics:

- Aerial Lifts in Industrial and Construction Environments.
- The Asbestos Standard.
- The Bloodborne Pathogens Standard.
- The Confined Space Entry Standard.
- DOT Hazardous Materials Regulations (HMR).
- Emergency Planning.
- Forklift Safety: Industrial Counterbalance Lift Trucks.
- Forklifts/Powered Industrial Trucks Standard.
- Introduction to GHS (The Globally Harmonized System).
- GHS Container Labeling.
- GHS Safety Data Sheets.
- The Hazard Communication Standard.
- The "HAZWOPER" Standard (Hazardous Waste Operations and Emergency Response).
- Hearing Conservation and Safety.
- Indoor Air Quality.
- The OSHA Lead Standards.
- Introduction to OSHA.
- Lock-Out/Tag-Out.
- The Personal Protective Equipment Standards.
- The OSHA Recordkeeping Standard.
- The Respiratory Protection Standard.
- Scissor Lifts in Industrial and Construction Environments.
- Supported Scaffolding Safety.
- Suspended Scaffolding Safety.
- Tuberculosis in Healthcare Environments.

A number of these programs are available in multiple versions that have been created for specific types of companies and operations, including General Industry, Construction, Healthcare, Cleaning/Maintenance and more.

Other products in the "Regulatory Compliance Kit" line include compliance manuals, employee booklets and posters which have been designed specifically to be used with the programs. These products can be used to satisfy OSHA, EPA and DOT compliance requirements for creating written compliance programs, as well as employee training.

WARRANTY/DISCLAIMER

"This program has been created to assist companies that are endeavoring to educate their employees regarding good safety and health practices. The information contained in this program is the information available to the producers of the program at the time of its production. All information in this program should be reviewed for accuracy and appropriateness by companies using the program to assure that it conforms to their situation and recommended procedures, as well as to any state, federal or other laws, standards and regulations governing their operations. There is no warranty, expressed or implied, that the information in this program is accurate or appropriate for any particular company's environment."

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* *In both a print version in the back pocket of this binder and as a PDF on the DVD*

INTRODUCTION TO THE PROGRAM

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Structure and Organization

Information in this program is presented in a definite order so that employees will see the relationships between the various groups of information and can retain them more easily. The sections included in the program are:

- The mechanics of sound.
- How the ear works.
- Hazardous noise in the workplace.
- Ear muffs.
- Ear plugs and canal caps.
- Hearing tests.

Each of the sections covers important information in one topic area, providing employees with the basis for understanding the hazards of excessive noise and what they can do to avoid them.

Background

We live in a noisy world, sometimes too noisy. Hearing problems are a major concern, both at work and at home. Currently, over 10 million people in the United States have a measurable hearing loss.

The Bureau of Labor Statistics estimates that tens of thousands of employees suffer permanent hearing loss from being exposed to excessive noise on the job. To help combat the problem, the Occupational Safety and Health Administration (OSHA) created the Occupational Noise Exposure Standard to protect workers from noise hazards.

For employees to avoid hearing loss on the job, they need to understand the hazards of excessive noise and the injuries that it can cause. They should be familiar with the safety standards that have been created to protect them, as well as the policies and procedures included in their company's hearing conservation

program. And they also need to know the safe work practices and equipment they should use to protect themselves from exposure to excessive noise.

Objectives

This education and training program reminds employees about how they can protect their hearing from excessive noise on the job. Upon completion of the program, employees should:

- Understand how excessive noise can damage their hearing.
- Know how their facility's hearing conservation program protects them from hazardous noise.
- Understand the controls that may be used to reduce noise levels in a workplace.
- Recognize the advantages and disadvantages of the basic types of hearing protection.
- Know the safe practices they should use to protect their hearing on the job.
- Know the proper procedures for using and maintaining hearing protection.
- Understand how regular hearing tests can help protect their hearing.

Reviewing the Program

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure that it is consistent with company policy and directives.

As part of this review process, you should determine how you will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.

PREPARING FOR THE PRESENTATION

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Structuring the Presentation

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the program. It is important to let the trainees interact with you and each other during the training session. Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

- Keep the session related to the topic of hearing conservation and safety.
- Relate discussions to potential noise hazards in the workplace and what steps should be taken to protect employees' hearing from injury.
- Keep any one person or small group of employees in the session from doing all the talking.
- Get everyone involved. Ask questions of those who don't participate voluntarily.
- Clarify comments by relating them to the key points in the program.

Use the "Outline of Major Program Points" section of this guide, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Tragic results could occur should you provide incorrect or inaccurate information. Remember, this is a positive program on hearing conservation and safety. Make sure that your attitude and words reflect this, and that the emphasis is always on providing the information needed by the attendees to work more safely in high noise areas, and avoiding hearing loss.

Setting Up the Class and Classroom

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and include:

- **Scheduling and Notification**
 - You can use the scheduling and attendance form to schedule employees into the session (copies can be made using the printed "master" in the back of this binder or from the PDF version on the DVD).
 - Make sure that the session is scheduled so that it fits into your attendees' work day.
 - Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
 - If possible, post a notification on bulletin boards in the affected employees' areas.

- **The Classroom**
 - Schedule the room well in advance.
 - Make sure the room can accommodate the expected number of attendees.
 - Check it again on the day of the program to make sure there is no conflict.
 - Make sure the room can be darkened, and won't create a glare on the television screen.
 - Locate the light controls and test them.
 - Make sure the power for the DVD player you are using operates separately from the room light.
 - See if you can control the room temperature.
 - Know where the closest restrooms are located.
 - Assure that the room is free from distracting noises.
 - Make sure emergency exits are marked and known to the attendees.

- **Seating**
 - Make sure everyone can see the screen from their seat.
 - Make sure everyone can hear the DVD and you (when you speak).

- Check to see that seating is such that writing can be done easily.
- Make sure the seating arrangement allows eye contact between attendees, and between you and attendees.
- **Equipment and Materials**
 - Make sure the DVD player, monitor, and all appropriate cables and extension cords are available.
 - Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
 - If you plan on using a chart pad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
 - Make sure you have 6" x 8" index cards or other materials to be used as "name tents" for attendees.
 - Make sure you have made up a sufficient number of copies of the "quiz", as well as any other handouts you are using.
- **"Final Check"**
 - Make sure equipment is in the room prior to the scheduled session.
 - Make sure you have the right program, (look inside the three-ring binder).
 - Check to see that the room is set up properly.
 - Check equipment prior to the presentation to assure that it works.
 - Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.

CONDUCTING THE SESSION

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The Initial Steps

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about protecting their hearing on the job. Initially, you need to:

- Introduce yourself as the session leader.
- State the title of the program, "Hearing Conservation and Safety" and the purpose of the session (to learn how to recognize excessive noise and avoid its hazards in the workplace).
- Inform the attendees when there will be breaks (if you plan them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.
- Make sure all of the attendees have "signed in" on your scheduling and attendance form. Remember, it is very important to document people's attendance at the session.

Once this housekeeping is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some introductory remarks. Your own words are always best, but the remarks should follow along the lines of the following:

"We live in a noisy world, sometimes too noisy. Hearing problems are a major concern, both at work and at home. Currently, over 10 million people in the United States have a measurable hearing loss."

"The Bureau of Labor Statistics estimates that tens of thousands of employees suffer permanent hearing loss from being exposed to excessive noise on the job. To help combat the problem, the Occupational Safety and Health Administration (OSHA) created the Occupational Noise Exposure Standard to protect workers from noise hazards."

"To avoid hearing loss on the job, you need to understand the hazards of excessive noise and the injuries that it can cause. You should be familiar with the safety standards that address these hazards, as well as the how you are protected by our company's hearing conservation program. And you also need to know the safe work practices and equipment you should use to protect yourself from exposure to excessive noise."

"The program we are going to watch today will give us some good information about hearing safety. To make this the most productive session possible we need to look at what we want to accomplish here today (verbally reference the 'Objectives' list from the first section in this guide, or point to a white-board or chart where you have written them down)."

Once the objectives have been provided, you are ready to show the program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It should be emphasized that they are not being "graded", but that the quiz is being used to determine if the session is effectively transmitting the information to them in a way they will remember.

Showing the Program

At this point, you need to introduce the title of the program once again, "Hearing Conservation and Safety", darken the lights if necessary, and begin the showing of the program.

You have several options as to how you can move through the program and what employees see. The DVD menu has three "selection bars":

- "Play".
- "Scene Index".
- "Contact Info".

To just play the program from beginning to end, select "Play".

To view (or review) a specific section of the program, select "Scene Index". You will be presented with a group of buttons, each of which corresponds to a section of the program. You can then select the specific section that you want to view.

If you would like information on other programs and products that are available from MARCOM you can select "Contact Info" for information about how to contact us.

All of our DVDs, both English and Spanish, are subtitled (similar to closed captioning). If there are hearing impaired employees participating in your training session, or you want people to be able to read the program narration as well as hear it, push the "subtitle" button on your DVD player's remote control or the player's control panel. A print version of the narration will then appear on the screen as the program plays.

Conducting the Discussion

After the program has been shown, it is time for the group discussion on the information that it contained. Care must be taken to make sure that the discussion is kept to the general topic of hearing safety. There are several ways to conduct this discussion. These include:

- Calling for questions from the attendees and using these questions as the basis for the discussion.
- "Leading" the discussion through the points covered in the program using statements such as:
 - "One of the sections that we saw in the program discussed the structures in the ear that enable us to hear. Who can list these structures and describe what they do?"
 - "We saw some interesting things about selecting the best hearing protection to use for the work we do. Who can review the pros and cons of the basic types of hearing protection?"

You should use the discussion format that you are most comfortable with. The "Outline of Major Program Points" section in this guide, and the questions and answers in the master copies of the quiz should be used as a basis for this discussion, as well as the supplemental information that you have presented in this session*.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and areas of interest with the objective of trying to touch on each major area within the program in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

*(An alternative to this approach is to give the quiz immediately after showing the program, then using a review of the questions as a basis for your group discussion.)

Concluding the Presentation

Once discussion has concluded (whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed) it is time to give the quiz if you are using it. Copies of the quiz can be made using the printed "master" in the back of this binder or from the PDF version on the DVD. Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded. Let them know that they have approximately five minutes to complete the quiz.

At the end of the five minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

"Wrapping Up" the Paperwork

Before much time has passed, and the subject matter is fresh in your mind, several areas of "paperwork" must be completed. First, check to make sure that all attendees signed the scheduling and attendance form. Next, make sure that you have a quiz from every attendee, dated and signed.

Depending upon what you have decided to do, a copy of the attendance form and the quiz for each attendee should be either filed in your files, or turned over to the attendee's department manager (or the personnel office) so that this paperwork can be included in their personnel file. The attendees' training logs should also be updated, and every attendee should be given a filled out and signed training certificate, which signifies that they have successfully completed the course. Copies of the employee training log and the training certificate can be made using the printed "master" in the back of this binder or from the PDF version on the DVD.

Remember it is always a good idea to document information about an employee's attendance at these sessions, as well as the fact that the employee has come away from the session with more knowledge of the hazards of excessive noise and how their hearing can be protected on the job.

OUTLINE OF MAJOR PROGRAM POINTS

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The following outline summarizes the major points of information presented in the program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

- **We live in a noisy world... sometimes too noisy.**
- **The Bureau of Labor Statistics estimates that tens of thousands of employees suffer permanent hearing loss from being exposed to excessive noise on the job.**
 - To help combat the problem, the Occupational Safety and Health Administration (OSHA) created the Occupational Noise Exposure Standard to protect workers from noise hazards.
- **To understand how you can protect your hearing from hazardous noise, it helps to know a few things about how sound works.**
 - "Sound" is transmitted from its source to your ear by pressure waves moving through the air.
- **How fast a sound's waves vibrate is called its "frequency".**
 - Low-frequency waves vibrate slowly, making "low-pitched" sounds.
 - High-frequency waves vibrate quickly, making "high-pitched" sounds.
- **Frequency is measured in "cycles per second," or "hertz".**
 - High-pitched, high-frequency sounds can be especially damaging to our hearing.
- **The "loudness" of a sound is called its "volume".**
 - The volume of a sound is measured in units known as "decibels" or "dB".

- **A sound's loudness can vary significantly, depending on the environment you're in.**
 - The background noise in a typical home measures about 55 decibels.
 - Music at a rock concert can reach 105 to 115 decibels.
 - The jets on an airliner register about 140 decibels.
- **How long a noise lasts is called its "duration". This is used to define three types of sound:**
 - Continuous.
 - Intermittent.
 - Impulsive.
- **Noise that goes on steadily with little or no change over time is called "continuous" noise.**
- **When loud sounds occur for significant lengths of time, but are separated by relatively quiet pauses, the condition is called "intermittent" noise.**
- **Noise that lasts for less than a second, but is very loud, such as when a punch press or stamping machine cycles, is called "impulsive" noise.**
- **All these types of sound can be hazardous, but noise that is loud and continuous is especially hazardous to your hearing.**
- **Our ears are designed to gather in the sounds around us and transmit them to our brains.**
- **The process of picking up and transmitting sound waves occurs in the outer, middle and inner ear.**
 - The outer ear collects sound waves and funnels them down the ear canal toward a tight membrane called the "ear drum".
- **Sound waves that strike the ear drum cause it to vibrate so that it transmits them to three small bones that are in the middle ear.**
 - These bones amplify the sound and carry it to a structure in the inner ear called the "cochlea".

- **The cochlea is filled with fluid, and contains thousands of hairs that are attached to nerve cells.**
 - When vibrations stir the hairs, the nerve cells send electrical signals to the brain, which interprets them as "sound".
 - This system can be fragile.
 - An overdose of noise can easily damage the hairs and nerve cells within the cochlea.
- **To visualize how this happens, imagine a field of wheat.**
 - Light breezes blow through the stalks without doing any harm, but high winds can bend the stalks so far that they break.
 - When this happens, the shafts don't bounce back, they're permanently broken.
- **Hazardous noise can do the same thing to the hairs of the cochlea, and the result is permanent hearing loss.**
 - So it's very important to recognize noise hazards and understand how to protect yourself from them, before they cause you any harm.
- **You'd expect to find potentially harmful noise levels in workplaces such as factories, airports and construction sites.**
 - But they also exist in restaurants, department stores, call centers and offices.
- **To safeguard all workers from these hazards, OSHA has established two important benchmarks.**
 - First, if the noise in a workplace reaches an average of 85 decibels over an 8-hour period, an employer must implement a "hearing conservation program".
 - Second, the program must ensure that employees are not exposed to average noise levels greater than 90 decibels over the course of a shift.
- **The employer is also required to provide employees with:**
 - Appropriate hearing protection.
 - Hearing safety training.
 - Free medical tests to monitor their hearing.

- **To keep noise levels at or below the 90 dB limit, companies use a "system of controls".**
- **Some of these are physical safety measures such as:**
 - Installing quieter equipment.
 - Isolating sources of noise from surrounding work areas.
 - Putting up sound-absorbing barriers.
- **Administratively, work shifts can be adjusted to limit the amount of time employees spend in high-noise areas.**
- **When measures like these cannot reduce workplace noise to a safe level, workers will need to wear hearing protection.**
- **Several types of hearing protection are available.**
 - Each has its own advantages, disadvantages and requirements for proper use and care.
 - They are all marked with a "Noise Reduction Rating" (NRR) that indicates how much noise reduction they can provide.
- **To determine how much noise reduction is required in a workspace, subtract OSHA's 90-decibel safety limit figure from the area's measured noise level.**
 - For example, for a workplace that averages 105 decibels of noise over an 8 hour period, subtracting 90 dB leaves 15 decibels.
- **But to really be safe, OSHA recommends that you double the difference for an extra margin of safety.**
 - So the hearing protection in our example would have to provide not just 15 dB but at least 30 decibels of noise reduction.
- **If you work in a high-noise area, make sure you know how much noise reduction you need and how much your protective equipment can provide.**

- **As we've said, employers must supply employees with hearing protection that will reduce their noise exposure to safe levels.**
 - But you need to remember that this equipment will only protect you when you're wearing it.

- **If hearing protection is uncomfortable or gets in your way, you might be tempted to take it off.**
 - You should never remove your protection in a noise-hazard area.
 - Hearing protection has to fit right and it can't interfere with the work that you do.

- **Several types of ear protection are available, including:**
 - Ear muffs.
 - Ear plugs.
 - Canal caps.

- **"Ear muffs" generally consist of two cushioned "cups" filled with sound-dampening material, mounted on a "headband".**

- **"Cap mounted" ear muffs attach to safety helmets.**
 - They're used in places where conditions are such that both the head and the ears need to be protected.

- **For best protection, the cups must make a secure seal against your head**
 - Glasses, facial hair or other PPE such as a respirator can sometimes interfere with a good fit.

- **Muffs are popular because:**
 - They're easy to use and can be worn with ear plugs if additional protection is needed.
 - They aren't easy to lose or misplace.
 - They don't tend to irritate the ear or cause infections.

- **But ear muffs are heavier than other types of hearing protection.**
 - They can also be bulky, especially in confined spaces.
 - They may become uncomfortable in hot working conditions.

- **As with all PPE, you should inspect ear muffs for wear and tear every time you get ready to use them.**
 - If you find problems, don't put them on.

- **Remember, ear muffs can't take care of you if you don't take care of them.**
 - Dirt and skin oil can cause cup cushions to harden and crack.
 - Keep them clean by washing with a mild detergent and scrubbing with a soft brush.
 - Be sure to follow the maintenance directions of the equipment's manufacturer.

- **While ear muffs cover the outside of the ear to prevent hazardous noise from getting inside, "ear plugs" and "canal caps" block sound from inside the ear canal itself.**

- **Ear plugs are an especially convenient type of ear protection.**
 - They're small and lightweight.
 - They are more comfortable to wear in hot working conditions than ear muffs.
 - They don't interfere with other protective equipment such as respirators.
 - They are inexpensive (especially the disposable type).

- **But ear plugs also have disadvantages:**
 - They can easily be lost.
 - They provide less protection against high noise levels than ear muffs.
 - Putting them in and getting them out can sometimes be difficult.
 - Some people find that they irritate their ear canals.

- **To prevent ear infections, wash your hands before handling ear plugs.**
- **Inspect ear plugs before you put them in.**
 - If you find torn flanges or other signs of wear, don't use them.
 - Damaged plugs can't give you the protection you need.
- **Reusable plugs should be cleaned regularly, to prevent infection and ensure a proper fit.**
 - Wash them in a mild detergent, scrubbing gently with a toothbrush.
 - After rinsing, let the plugs "air dry" and put them back in their container.
- **"Canal caps" are essentially ear plugs attached to a headband.**
 - Like individual ear plugs, their "plugs" (known as "pods") keep hazardous noise out by "capping" the entrance to the ear canal.
- **The rigid band that they are mounted on makes them easier than individual plugs to put on and take off.**
 - This makes them more convenient to use when the noise you are exposed to is intermittent.
 - But keep in mind that canal caps provide less noise reduction than either ear muffs or individual ear plugs.
- **Another important element in an employer's hearing conservation program is conducting regular hearing tests for employees who work in high noise areas.**
 - These tests are conducted by healthcare professionals and provided to employees at no cost.
- **The tests determine how loud sounds have to be for a person to hear them at various frequencies.**
 - The results are plotted on an "audiogram", providing a visual representation of the employee's hearing.

- **The first test establishes a baseline of how well an employee can hear, before they start work in a high noise environment.**
 - As further tests are conducted, usually on a yearly basis, those results will be compared to the baseline, to determine if any changes have occurred in the employee's hearing.
- **If the testing shows a 10 dB reduction in an employee's ability to hear sounds at frequencies of 2000, 3000 or 4000 hertz, the employer is required to notify the employee.**
 - This type of change is called a "Standard Threshold Shift", or STS.
 - If one is detected, further testing may be necessary.
- **If the hearing loss is determined to be permanent and related to exposure to workplace noise, the employer will take whatever steps are necessary to prevent the employee's condition from getting worse.**
- **Having these hearing tests regularly can help to catch hearing problems early... so they can be dealt with more effectively.**
 - So make sure you don't "skip" yours if you're scheduled for one.

*** * * SUMMARY * * ***

- **When noise in a work area reaches an average of 85 decibels over an 8-hour period, employers are required to implement a hearing conservation program.**
- **The program's goal is to prevent employee hearing loss by reducing noise exposure to safe levels.**
- **Employees who work in high noise areas will be provided with appropriate hearing protection, safety training and free hearing tests.**

- **Hearing protection must:**
 - Provide sufficient noise reduction for the conditions.
 - Fit correctly.
 - Not interfere with the work that employees are doing.

- **Now that you understand the procedures and equipment that can protect your hearing from hazardous noise on the job, you can help ensure that you and your coworkers go home with your hearing intact at the end of every workday!**

ACCOMPANYING MATERIALS

ACCOMPANYING MATERIALS

In order to assist you in conducting your session on hearing conservation and safety, we have provided a number of specific materials that can be used with this program. These materials have been furnished in PDF format on the DVD as well as printed "masters" in the back pocket of this binder. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

Scheduling and Attendance Form

This form is provided so you can easily schedule your attendees into each session of the program. It is important that you have each attendee "sign-in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this attendance/"sign-in" form is filed in the employee's personnel file.

Quiz

The quiz is normally given after viewing the program. However, if you would like an indication of the "increase" in the attendees' knowledge of hearing safety, you can give the quiz both before and after the program is shown. You can also use the quiz as the basis for class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the session. Typically, the quiz is filed in the employee's personnel file.

Training Certificate

This form allows you to give each employee their very own "certificate of completion", showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.

Employee Training Log

This log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken, and the instructor conducting the course. A copy of this form should be kept in each employee's training or personnel file.

Booklet*

A sample copy of the employee booklet that has been designed for use with this program has also been included. Using both text and illustrations to review important points, the booklet is designed to reinforce the message employees receive in the training session. The material is presented in the same order as seen in the program and is organized into concise sections, making it easy to understand and remember.

**Additional booklets, as well as copies of the poster that has been created to get employees thinking about hearing safety, are available from your distributor.*