

# Education and Training Interventions for Underserved Populations

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# **Presenter Disclosures**

**Tom O'Connor**

- (1) The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:**

**No relationships to disclose**

# Purpose of the Paper

- To describe the wide variety of approaches to health and safety training and education for underserved workers.
- To identify issues that trainers should consider in designing successful training programs for underserved workers.

# *What is the Primary Purpose of the Training?*

- Knowledge Transfer
- Attitudinal Change
- Motivational Change/Empowerment



# *Training Contexts*

## The Spectrum of Job Security and Control over Decision-Making

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Undocumented

Temp./Contract

Non-Union Stable

Unionized

# *Types of Training Programs*

- Direct Worker Training
- Public Education/Social Marketing Programs
- Train-the-Trainer Programs
- Lay Health Advisor Programs



# *Training Techniques*

Effective training uses a variety of techniques based on the principles of Popular Education.

For Example...

# Risk Mapping/ Body Mapping





# Small Group Problem- Solving Activities



# Role Plays/ Theater



# Telling a story using graphic materials



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# *Social and Cultural Factors to Consider in Designing Training*

- Cultural Appropriateness of Training Materials and Activities
- Prior Experience of Trainees *and Trainers*
- Documentation Status of Trainees

# *Challenges of Training for Underserved Populations*

- Language and Literacy Issues
- Structural Barriers/Power Relations
- Competing Priorities
- Time Constraints

# *Evaluation Methods*

- Choice of methods depends on primary purpose of a given training program (e.g., Knowledge/Attitudes/Empowerment) and the target audience.
- Particular care needed with low-literacy populations to ensure effective evaluation: alternative methods to the usual pre-test/post-test must be considered. Qualitative methods may be more fruitful in elucidating experiences.



# *Alternative Evaluation Methods*

- Working in teams to answer a set of questions
- Playing games to review course content
- Using visuals as “testing” tools
- Multiple choice questions with pictures
- Oral checklists/hands-on demonstrations

# *Overcoming Evaluation Challenges*

- Perceived Lack of Internal Capacity
- Inadequate Funding
- Difficulty Accessing Workers

*We may not be able to meet the “Gold Standard” for evaluation, but must not let the Perfect be the enemy of the Good Enough.*