

LEADER'S GUIDE

**Right To Know
Training Program
For Public Sector
Employees**



TABLE OF CONTENTS

SECTION ONE

Introduction.....	3
Leader's Agenda.....	5

SECTION TWO

Planning the Training Program.....	6
Training Tips.....	7

SECTION THREE

Conducting the Training Program.....	8
--------------------------------------	---

SECTION FOUR

Evaluating the Training Program.....	11
Follow-Up.....	11

SECTION FIVE

Appendix.....	12
Equipment and Materials Required.....	14
Sample Attendance Roster.....	16
Sample Training Program Agenda.....	18
Goals and Objectives.....	20
Typical Questions and Answers.....	22
Verbal Evaluation.....	23
Sample Discussion Guide.....	25
Written Evaluation.....	26
Sample Test.....	28
Test Answer Key.....	30
Sample Training Program Evaluation.....	32
Sample Request for MSDS/SDS.....	34

SECTION ONE

INTRODUCTION

Welcome to the Leader's Guide for Pennsylvania Worker and Community Right to Know Training Program. This book is a guide for the person leading the Right to Know training program. If you follow the steps in this Leader's Guide, you will meet the training requirements of the Pennsylvania Worker and Community Right to Know Act.

You will be explaining the following items through lecture, group discussion and audiovisual materials.

- Hazardous Substance Survey Forms (HSSF)
- Labeling and Hazard Warning Systems
- Material Safety Data Sheets/Safety Data Sheets
- Employee Workplace Notice
- Specific Workplace Chemicals
- Access to Health and Exposure Records

The purpose of the program is to have employees identify the forms, sheets and notices; interpret the labeling and warning systems; and handle safely the chemicals in their workplace.

The Right to Know training program consists of four major components: introduction, audiovisual, specific workplace hazards and evaluation. An outline of these major components and time range for presenting the topics within those major sections is presented on page 5.

During the introduction, you will explain the training program agenda, introduce the program, review the training goals and objectives and conduct the pre-test. (Pre-test is optional.)

The audiovisual section includes a short introduction, the audiovisual presentation and a review of key information. The audiovisual presentation may be in a PowerPoint presentation, DVD or printed format. This Leader's Guide is suitable for use with each of these formats.

In the specific workplace hazards section you will describe and discuss the specific hazards in your workplace. If possible, "walk" the employees through your organization's chemical handling process. This section ends with a question and answer session.

The evaluation section provides an evaluation instrument to determine whether employees have mastered the information in the training program. It also provides an opportunity for employees to critique the training program and offer suggestions for improvement.

The training program is designed for a setting in which a leader introduces the program in lecture style, uses the audiovisual section to present basic information, leads a group discussion on the specific chemicals and conducts a tour of the organization's chemical handling process. Since each person has his or her own method of leading a training program, this guide provides suggestions for your presentation; use it only as an aid when conducting the training program. The training

materials are designed to be presented to a variety of audiences, and they permit you to customize the program to your employees and your workplace.

If you have any questions about how to use these materials, contact:

Department of Labor & Industry
Bureau of Workers' Compensation
Health & Safety Division
1171 S. Cameron Street, Room 324
Harrisburg, PA 17104

Phone: 717-772-1635

Fax: 717-783-6365

Email: RA-LI-BWC-SAFETY@pa.gov

www.dli.state.pa.us

LEADER'S AGENDA

TOPICS	APPROXIMATE PRESENTATION TIME (RANGE IN MINUTES)
INTRODUCTION	
Sign Attendance Roster	5-10 minutes
Explain Agenda	5-10 minutes
Introduction of Program	5-10 minutes
Review Goals and Objectives	10-20 minutes
Conduct Pre-Test (Optional)	(10-20 minutes)
AUDIOVISUAL	
Introduce Audiovisual Component	10-15 minutes
Present Audiovisual Component*	20-25 minutes
Review Audiovisual	10-30 minutes
SPECIFIC WORKPLACE HAZARDS	
Describe Hazardous Chemicals in the Workplace**	30 minutes
Explain Chemical Handling Process	15-30 minutes
Conduct Question and Answer Session	10-30 minutes
EVALUATION	
Conduct Post-Test (Optional)	(10-20 minutes)
Conduct Program Evaluation	10-20 minutes
Handout Summary Pamphlet	5-10 minutes
Dismissal	

*Time will vary depending on audiovisual used.

**Time will vary depending on the number of chemicals in the work area.

SECTION TWO

PLANNING THE TRAINING PROGRAM

1. Read this Leader's Guide completely. Make sure you are familiar with this Right to Know training program, the Hazardous Substance Survey Form, Material Safety Data Sheets/Safety Data Sheets, labeling and hazard warning systems and specific hazardous substances that might be found in your workplace by taking the following steps:
 - Tour your facility to identify hazardous substances in use and where and how they are stored.
 - Obtain a copy of your Hazardous Substance Survey Form (HSSF); know locations where copies of the form are posted.
 - Observe the labeling and hazard warning systems used in your facility.
 - Know where your Workplace Notices are posted.
 - Know where Material Safety Data Sheets/Safety Data Sheets are located in the workplace and the procedure for employees to obtain information about the hazardous substances in the workplace.
 - Identify safety procedures, medical testing, emergency response, workplace monitoring and personal protection programs and related policies that are in effect.
 - Obtain slides, pictures or video of storage and use areas for each major chemical (optional).
2. Assemble all equipment and materials required (see page 14).
3. Photocopy the training program agenda (page 18) for distribution as a handout during the training program, or write it out on a blackboard or flipchart.
4. Photocopy the goals and objectives (page 20) for distribution as a handout during the training program, or write them out on a blackboard or flipchart.



TRAINING TIPS

BE PREPARED: Gather all materials together for the training program. (See "Equipment and Materials Required" on page 14.) In addition to the materials listed on page 14, you may want to use any supplementary materials you think may be of use in illustrating the points presented in the program.

SET THE CLIMATE: The training room should be well-lighted and well-ventilated, with a chair and writing surface available for each employee. In addition to assuring a comfortable physical training climate, it's important to create an open learning environment that encourages employees to ask questions and participate in the training program.

REHEARSE: Before conducting a training session, run through the activities that will be involved to make sure of the sequence and to avoid any confusion during the session. Time for discussion will vary depending on the size of the training group and the involvement of the group with the subject. Allow at least two hours to conduct the training program the first time.

EVALUATE LEARNING: Use either of the two evaluation methods provided to determine whether or not employees learned the main teaching points.

DOCUMENT: Be sure that the attendance roster is signed by each employee and filed according to your facility's recordkeeping requirements. It is very important to document the training as required by the state Right to Know regulations.

If the written pre- and post-test evaluation method is used in the program, make sure each evaluation is signed by the employee and filed according to your facility's recordkeeping requirements.

FOLLOW-UP: Observe behavior in daily on-the-job activities of employees who have received training. Speak with employees periodically to determine whether the safe practices discussed in the training program are being followed.

If employees are not following proper procedures, or if they do not seem to understand Right to Know requirements, you may want them to repeat either specific parts or the entire training program.

SECTION THREE

CONDUCTING THE TRAINING PROGRAM

1. Ask each employee to sign the attendance roster.
2. Review the Training Program Agenda.
 - Hand out photocopy of the Training Program Agenda (if using).
 - Explain that the topics listed will be discussed over approximately the next two hours.
3. Introduce the program with specific facts about chemicals in the workplace. The following points can be used to introduce your program:
 - The overall goal of this training session is to help employees develop an awareness of the health and safety hazards of chemicals in the workplace.
 - Over one-half million chemicals exist today, and nearly every worker is exposed to chemical products at the workplace.
 - In the past, employees may not have known whether substances they used at work were hazardous or not.
 - In 1984 the Commonwealth of Pennsylvania passed the Worker and Community Right to Know Act, giving public employees and citizens the "Right to Know" if they were exposed to hazardous chemicals in the workplace.
 - As a result of the Right to Know Act, public sector employers must provide specific health, safety and exposure information about hazardous chemicals to their employees.
 - During the rest of the program, we are going to look at the major components of the Right to Know Act: how to identify chemicals in your workplace that may pose a threat to your health and safety, how to evaluate the potential hazard involved with any chemical, and your rights and responsibilities with respect to the handling of hazardous substances at work.
 - As an employee you may handle hazardous chemicals. The information presented in this training program on how to deal with those hazardous chemicals may keep you from being seriously injured or even killed. We, however, only present the information to you. It is up to you to take the steps necessary and make the information presented in this program part of your everyday work habits.
4. Review Goals and Objectives.
 - Hand out photocopy of goals and objectives (if using).
 - Explain that at the end of the program employees should be able to do or know what is listed under the goals and objectives.



- Emphasize that meeting these goals and objectives is the responsibility of the employee.
 - If employees do not ask any specific questions, use the goals and objectives to review major points and generate a group discussion.
5. Explain that the program uses a pre- and post-test to measure the success of the program (optional).
 6. Pre-test the employees (optional).
 - If you are using a verbal evaluation, turn to page 23 and follow the directions provided.
 - If you are using a written evaluation, turn to page 26 and follow the directions provided.
 7. Introduce the audiovisual component with these points:
 - The program you are about to view covers these topics:
 - Hazardous Substance Survey Form
 - Labeling and Hazard Warning
 - Material Safety Data Sheets/Safety Data Sheets
 - Training
 - It is your responsibility to learn and use the information presented.
 - A detailed discussion of the specific hazardous chemicals and how you should deal with them in your workplace.
 8. Start PowerPoint Presentation or DVD program, or allow time to read any supplementary materials you may have prepared.
 9. Answer any questions employees ask. Review major points presented in the training program by discussing the goals and objectives of the Right to Know training program listed on the handout, blackboard or flipchart.
 10. Discuss the availability of chemical substances in the employees' workplace. The following points can be used to generate a discussion:
 - Ask members of the group to discuss any personal experiences they may have had with hazardous chemicals.
 - Describe what hazardous chemicals can be found in your workplace and where they are stored or used.
 - Describe why hazardous chemicals are used in your workplace.
 - Describe work practices and special precautions related to handling hazardous substances stored or used at your work site (include medical testing, emergency response, ppe, monitoring and permit procedures). Reference appropriate Material Safety Data Sheets/ Safety Data Sheets for products being used by employees.
 - Describe the labeling and hazard warning systems found at your facility.

- Describe how employees can obtain further information about the hazardous chemicals in the facility. (Refer to the "Request for MSDS/SDS" form in the Appendix.)
11. If possible, "walk" the employees through the chemical handling process:
- Receiving a chemical, point out labeling and warning system(s).
 - Filing and the accessibility of the MSDSs/SDSs.
 - Storing and handling chemicals.
 - Completing and posting a Hazardous Substance Survey Form (HSSF).
 - Completing work area lists.
 - Posting the Workplace Notice.
12. Answer any questions employees ask. (See typical questions and answers on page 22.)

SECTION FOUR

EVALUATING THE TRAINING PROGRAM

1. Explain that now you will administer the post-test to see if the training program met the goals and objectives.
2. Post-test the employees.
 - If you are using a verbal evaluation, turn to page 23 and follow the directions provided.
 - If you are using a written evaluation, turn to page 26 and follow the directions provided.
3. Distribute the training program evaluation forms. Ask employees to complete the forms.
4. Collect the training program evaluation forms.
5. Provide each employee with any supplemental handouts you have prepared.
6. Dismiss the class.

FOLLOW - UP

1. Check scoring of written evaluations:
 - Note the number of incorrect responses at the top of each test.
 - Determine if any question(s) were missed by a majority of employees.
2. Arrange to meet with any employee who showed misunderstanding about the Right to Know training program.

Note: One meeting may not be enough to clear up the misunderstanding. If not, ask the employee to attend another session of the Right to Know training program. Document your follow-up actions.
3. Document that training has been conducted according to your facility's recordkeeping procedures.
4. Review the training program evaluation forms to determine what changes might be made in future sessions of the training program.

SECTION FIVE

APPENDIX

Equipment and Materials Required	14
Attendance Roster	16
Agenda	18
Goals & Objectives.....	20
Typical Questions and Answers.....	22
Verbal Evaluation.....	23
Discussion Guide	25
Written Evaluation	26
Test.....	28
Test Answer Key	30
Evaluation	32
Request for MSDS/SDS	34

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EQUIPMENT AND MATERIALS REQUIRED

You will need to assemble the following equipment and materials **before** conducting the training program.

AUDIOVISUAL PRESENTATION MEDIA

PowerPoint Format

1. Laptop or desktop computer
2. Projector
3. Wall or projection screen
4. Right to Know PowerPoint presentation

DVD Format

1. DVD Player
2. Television or monitor
3. DVD Program

Pamphlets/Handouts

You will need one copy of all handouts for each employee in your training program.

Forms

Make copies of the following forms as indicated.

- Attendance Rosterone copy per 15 employees
- Training Program Agenda (if using)one copy per employee
- Goals and Objectives (if using).....one copy per employee
- Written Evaluation (if using)one copy per employee
- Training Program Evaluationone copy per employee

THIS PAGE FOR NOTES

RIGHT TO KNOW TRAINING PROGRAM ATTENDANCE ROSTER

The following employees have attended the Right to Know training program conducted on (date) _____ at (employer's name) _____ by (leader's name) _____.

PRINT NAME	SIGN NAME	DEPARTMENT EMPLOYEE NUMBER OR JOB TITLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

THIS PAGE FOR NOTES

RIGHT TO KNOW TRAINING PROGRAM

AGENDA

- I. Introduction
- II. Goals and Objectives
- III. Pre-Test
- IV. Audiovisual Presentation
- V. Question and Answer Session
- VI. Hazardous Chemicals in the Workplace
- VII. Chemical Handling Process
- VIII. Question and Answer Session
- IX. Post-Test
- X. Program Evaluation
- XI. Summary Pamphlet
- XII. Dismissal

THIS PAGE FOR NOTES

RIGHT TO KNOW TRAINING PROGRAM

GOALS AND OBJECTIVES

1. List the five major components of the Right to Know Act.
2. Describe the purpose of the Hazardous Substance Survey Form (HSSF).
3. Explain the following terms found on the Hazardous Substance Survey Form (HSSF):
 - Environmental Hazards
 - Special Hazardous Substance
 - Chemical Abstracts Service Number
 - Chemical Name of Hazardous Substance
4. Define the following terms:
 - Toxicity
 - Tumorigenicity
 - Mutagenicity
 - Reproductive toxicity
 - Flammability
 - Explosibility
 - Corrosivity
 - Reactivity
5. Describe the purpose of hazardous substance labels.
6. Explain the following information found on a hazardous substance label:
 - Chemical name or common name
 - Hazard warning
7. Describe the purpose of a Material Safety Data Sheet/Safety Data Sheet.
8. Explain the following categories of information provided on the MSDS/SDS:
 - The properties
 - The chemical and common name
 - The acute and chronic effects
 - The symptoms arising from exposure
 - The potential for flammability, explosibility and reactivity
 - Appropriate emergency treatment
 - Appropriate PPE and proper conditions for safe use
 - Emergency procedures for spills, leaks, fires or other accidents
9. Explain the employees' role with regard to the Right to Know Act.
10. Describe the purpose of the Workplace Notice.



THIS PAGE FOR NOTES

TYPICAL QUESTIONS AND ANSWERS

1. To whom does the Right to Know law apply?

The law applies in varying degrees to all employers doing business in the Commonwealth of Pennsylvania.

2. Does the law apply equally to private sector and public sector employers?

Public sector employers are fully covered by the Pennsylvania Right to Know law, except as specifically exempted. Private sector employers, including manufacturers, have different obligations because they are regulated primarily by the federal Occupational Safety and Health Administration's (OSHA) Hazard Communication Standard. Manufacturers are required to provide Material Safety Data Sheets/Safety Data Sheets and label chemicals for their non-manufacturing customers (this includes all public sector employers).

3. What chemicals are considered hazardous under the Right to Know law?

Chemicals appearing on the Department of Labor & Industry's Hazardous Substance Lists are considered to be hazardous for the purposes of this act. In addition, both special hazardous substances and environmental hazards are also covered under the law.

4. What if the chemical supplier does not provide the necessary MSDS/SDS to an employer with the chemical shipments?

Public sector employers who do not receive a MSDS/SDS from their suppliers must request the MSDS/SDS from the chemical manufacturer, supplier or distributor. If this does not generate a response, they should then request the Pennsylvania Department of Labor & Industry to assist in obtaining the MSDS/SDS or to provide a similar MSDS/SDS already in the department's possession.

5. Can employees refuse to work with hazardous substances?

The Right to Know Act allows public sector employees to refuse to work with hazardous substances, **only under the following conditions:**

- If the employer refuses to provide the appropriate MSDS already in his or her possession

OR

- If the employer refuses to follow prescribed procedures for obtaining the requested MSDS/SDS that is not in his or her possession.



VERBAL EVALUATION

Pre-Test Directions

Use the guide on page 25 to lead a group discussion about the Right to Know Act. Ask members of the group to respond to the questions and correct any areas of misunderstandings during the discussion. Answers are provided in parentheses. When you have addressed each question, return to page 8 and proceed with Direction 7.

Post-Test Directions

Use the guide on page 25 to lead a group discussion about the Right to Know Act. Ask members of the group to respond to the questions and correct any areas of misunderstandings during the discussion. Answers are provided in parentheses. When you have addressed each question, return to page 11 and proceed with Direction 3.



THIS PAGE FOR NOTES

DISCUSSION GUIDE

1. What are the five components of the Right to Know Act? (**Posting the Workplace Notice; training employees; compiling and posting the HSSF; labeling hazardous substances; obtaining MSDS/SDS.**)
2. What do we mean by the following terms?
 - Environmental Hazard (**Poses a danger if improperly released into the environment.**)
 - Special Hazardous Substances (**Poses a special hazard to health and safety.**)
 - Chemical Abstracts Service Number (**Nationally assigned number.**)
 - Chemical Name of Hazardous Substance (**Scientific name.**)
3. What do we mean by toxicity? (**Poses a hazard to health.**)
4. What do we mean by reactivity? (**Causes release of heat or energy.**)
5. What are some types of labeling systems participants have seen in their workplace or in other areas? (**Answers will vary; examples include the NFPA or HMIS labeling systems.**)
6. Most labeling systems use a color and number to rate chemical hazards. In general, a low number usually represents what degree of hazard? (**Minimal hazard.**)
7. Who supplies the MSDS/SDS to public sector employers? (**Manufacturers and chemical suppliers or distributors of chemical products.**)
8. What are some of the items that can be found on the MSDS/SDS? (**Health hazards, fire hazards, explosion hazards, first aid procedures in case of exposure to chemicals, storage procedures, etc.**)
9. How can employees in your workplace obtain a MSDS/SDS? (**Answers will vary; employees should be able to state the policy applicable to their workplace.**)
10. Has any participant seen a MSDS/SDS? If so, what are some of the similarities or differences between that one and the one shown in the program? (**Answers will vary.**)

WRITTEN EVALUATION

Pre-Test Directions

- Step 1: Distribute the written evaluation to employees. Explain that they are not expected to know the answers; this is to prepare them for the training program.
- Step 2: Ask employees to take the pre-test.
- Step 3: When employees have finished the pre-test, have them exchange papers (optional.)
- Step 4: Read the answers to the written evaluation provided on pages 30-31. Have employees circle every correct answer.
- Step 5: After the answers have been provided, have employees return the papers.
- Step 6: Allow employees time to review answers. Keep questions to a minimum as they will be answered during the course of the program.
- Step 7: Collect the evaluations.
- Step 8: Turn to page 8 and proceed with Direction 7.

Post-Test Directions

- Step 1: Distribute the written evaluation to the employees.
- Step 2: Ask employees to take the post-test without using any notes or reference materials.
- Step 3: When employees have finished the post-test, have them exchange papers.
- Step 4: Read the answers to the written evaluation provided on pages 30-31. Have employees circle every correct answer.
- Step 5: After the answers have been provided, have employees return the papers.
- Step 6: Allow employees time to review papers and answer any questions they have.
- Step 7: Collect the evaluations.
- Step 8: Turn to page 11 and proceed with Direction 3.



THIS PAGE FOR NOTES

RIGHT TO KNOW TRAINING PROGRAM TEST

NAME _____ DATE _____

EMPLOYER _____

DEPARTMENT _____ WORKSTATION _____

1. Which of the following are components of the Right to Know Act? (Check all that apply) (5 pts.)
 - a. Employers must post a Right to Know Workplace Notice.
 - b. Employers must provide annual Right to Know training to employees.
 - c. Employers must compile and post a Hazardous Substance Survey Form.
 - d. All containers must be properly labeled.
 - e. Any employee has the right to obtain a MSDS/SDS for any hazardous substance in the workplace.

2. The Hazardous Substance Survey Form (HSSF) is a listing of: (Check all that apply) (1 pt.)
 - a. All chemicals found in the community where the facility is located.
 - b. All chemicals found in the workplace.
 - c. All chemicals disposed of by the facility.
 - d. Answers a. and b.

3. A corrosive material can destroy human tissue. (Check True or False) (1 pt.)
 - True
 - False

4. If a chemical has a mark in the "S" column of the Hazardous Substance Survey Form, it means the: (Check all that apply) (2 pts.)
 - a. Material causes sterility
 - b. Material poses a special hazard to safety and health
 - c. Material is a sensitizer
 - d. None of the above

5. A material classified as an environmental hazard is one that poses a danger if improperly released into the atmosphere. (Check True or False) (1 pt.)
 - True
 - False

6. A Material Safety Data Sheet/Safety Data Sheet has information on: (Check all that apply) (1 pt.)
- a. Health hazards
 - b. Fire and explosion hazards
 - c. Storage procedures
 - d. All of the above
7. A mutagenic material will: (Check all that apply) (1 pt.)
- a. Cause sterility
 - b. Cause cancer
 - c. Cause birth defects
 - d. All of the above
8. The label on each container of a hazardous substance must show: (Check all that apply) (1 pt.)
- a. A hazard warning
 - b. The name of the chemical
 - c. Name, address and phone number of the chemical manufacturer or supplier
 - d. All of the above
9. The hazard warning allows you to quickly evaluate the potential hazard involved with any chemical. (Check True or False) (1 pt.)
- True
 - False
10. A MSDS/SDS provides detailed information on the properties of chemicals. (Check True or False) (1 pt.)
- True
 - False
11. All chemicals should be considered dangerous. (Check True or False) (1 pt.)
- True
 - False
12. Any employee of a public sector employer has: (Check all that apply) (4 pts.)
- a. The right to know what chemical hazards are in the workplace.
 - b. The responsibility to learn about chemicals and the hazard warning system.
 - c. The unconditional right to refuse to work with hazardous chemicals.
 - d. The right to request a MSDS/SDS from the employer.

SCORE: _____ TOTAL POINTS: 20

RIGHT TO KNOW TRAINING PROGRAM TEST

TEST ANSWER KEY

- Which of the following are components of the Right to Know Act? (Check all that apply) (5 pts.)
 - a. Employers must post a Right to Know Workplace Notice.
 - b. Employers must provide annual Right to Know training to employees.
 - c. Employers must compile and post a Hazardous Substance Survey Form.
 - d. All containers must be properly labeled.
 - e. Any employee has the right to obtain a MSDS/SDS for any hazardous substance in the workplace.
- The Hazardous Substance Survey Form (HSSF) is a listing of: (Check all that apply) (1 pt.)
 - a. All chemicals found in the community where the facility is located.
 - b. All chemicals found in the workplace.
 - c. All chemicals disposed of by the facility.
 - d. Answers a. and b.
- A corrosive material can destroy human tissue. (Check True or False) (1 pt.)
 - True
 - False
- If a chemical has a mark in the "S" column of the Hazardous Substance Survey Form, it means the: (Check all that apply) (2 pts.)
 - a. Material causes sterility
 - b. Material poses a special hazard to safety and health
 - c. Material is a sensitizer
 - d. None of the above
- A material classified as an environmental hazard is one that poses a danger if improperly released into the atmosphere. (Check True or False) (1 pt.)
 - True
 - False

6. A Material Safety Data Sheet/Safety Data Sheet has information on: (Check all that apply) (1 pt.)
- a. Health hazards
 - b. Fire and explosion hazards
 - c. Storage procedures
 - d. All of the above
7. A mutagenic material will: (Check all that apply) (1 pt.)
- a. Cause sterility
 - b. Cause cancer
 - c. Cause birth defects
 - d. All of the above
8. The label on each container of a hazardous substance must show: (Check all that apply) (1 pt.)
- a. A hazard warning
 - b. The name of the chemical
 - c. Name, address and phone number of the chemical manufacturer or supplier
 - d. All of the above
9. The hazard warning allows you to quickly evaluate the potential hazard involved with any chemical. (Check True or False) (1 pt.)
- True
 - False
10. A MSDS/SDS provides detailed information on the properties of chemicals. (Check True or False) (1 pt.)
- True
 - False
11. All chemicals should be considered dangerous. (Check True or False) (1 pt.)
- True
 - False
12. Any employee of a public sector employer has: (Check all that apply) (4 pts.)
- a. The right to know what chemical hazards are in the workplace.
 - b. The responsibility to learn about chemicals and the hazard warning system.
 - c. The unconditional right to refuse to work with hazardous chemicals.
 - d. The right to request a MSDS/SDS from the employer.

SCORE: _____ TOTAL POINTS: 20

RIGHT TO KNOW TRAINING PROGRAM

EVALUATION

Purpose: The purpose of this form is to collect information which will be used to improve this training program. Please give careful consideration to each item before you answer.

1. Which audiovisual presentation was included in your training session?

PowerPoint Presentation

DVD

Handouts

Please answer **YES** or **NO** to the following statements.

	YES	NO
2. The training program was well organized.	<input type="checkbox"/>	<input type="checkbox"/>
3. The training materials were appropriate and clearly related to the program content.	<input type="checkbox"/>	<input type="checkbox"/>
4. The information was presented in a clear and concise manner.	<input type="checkbox"/>	<input type="checkbox"/>
5. There was enough time devoted to the training program, including a chance for you to ask questions and participate in a discussion of the chemical hazards in your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
6. The leader emphasized key teaching points.	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following:

	Excellent	Good	Average	Fair	Poor
7. Leader's method of teaching	___	___	___	___	___
8. Training materials	___	___	___	___	___
9. Pacing of the program	___	___	___	___	___
10. Your familiarity with the content and objectives of the Right to Know Act	___	___	___	___	___

Please list topics covered in this training program that you found difficult. **Please be specific.**

Please list topics covered in this training program that you found easy. **Please be specific.**

Please make any suggestions that you feel will improve this training program. **Please be specific.**

REQUEST FOR MSDS/SDS

TO: _____ (DEPARTMENT)

FROM: _____ (NAME)

DATE: _____

Please provide the Material Safety Data Sheet(s)/Safety Data Sheet(s) for the following chemical(s)/ product(s):



TO: _____

FROM: _____

DATE: _____

Attached is/are the Material Data Sheet(s)/Safety Data Sheet(s) for:

Received on _____ Date _____ By _____ Signature _____

THIS PAGE FOR NOTES

If you have any questions about how to use these materials, contact:

Department of Labor & Industry
Bureau of Workers' Compensation
Health & Safety Division
1171 S. Cameron Street, Room 324
Harrisburg, PA 17104

Phone: 717-772-1635

Fax: 717-783-6365

Email: RA-LI-BWC-SAFETY@pa.gov

www.dli.state.pa.us



pennsylvania

DEPARTMENT OF LABOR & INDUSTRY

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