2015 Strategic Focus

Development of a Competency-Based Curriculum

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Competency-Based Curriculum

}   One of four priorities identified at the 2015 SCHC Strategic Planning Meeting

}   Objective
  ◦ Develop a set of competencies for the Hazard Communication professional and a curriculum of courses, resources, and experiences that supports these competencies

}   Working Group
  ◦ Doug Eisner
  ◦ Ann Johnson
  ◦ Bob Skoglund (Chair)
  ◦ Darlene Susa-Anderson
  ◦ Ann Thompson

Competency-Based Curriculum

} Value to individual practitioner
  ◦ Self evaluation of depth and breath of knowledge and skill sets
  ◦ A road map for professional development

} Value to employers
  ◦ Roadmap for hiring, job expectations, and professional development

} Value to the Society
  ◦ Helps us meet our mission

} Value to the profession
  ◦ Better defines the practice of Hazard Communication

Competencies

} Identified six categories of competencies

  ◦ Business acumen

  ◦ Exposure

  ◦ Hazard

  ◦ Regulatory

  ◦ Risk

  ◦ Science and technology

} In the process of authoring 23 competencies

  ◦ Title

  ◦ Description

  ◦ Performance statements

Example of a Draft Competency

Chemical Hazard Communication

Description

Understands and applies the requirements for Safety Data Sheets and container labeling

Performance Statement

- Demonstrates an understanding of the requirements for preparing and distributing Safety Data Sheets, including an understanding of the sixteen sections of an SDS
- Demonstrates an understanding of the requirements for labeling containers, including an understanding of required label elements
- Demonstrates an understanding of the role hazard communication plays in preventing hazardous materials incidents
- Demonstrates an understanding of the requirements for hazard communication, as applied to the products being placed on the market
- Demonstrates an understanding of the requirements for hazard communication in the countries/regions where products are placed on the market

Next Steps

} Finalize a working draft of the competencies
  ◦ Resolve issue of "active learning verbs"
  ◦ Possibly retain a consultant to further refine competencies
  ◦ Original target was to have a working draft ready for this meeting
  ◦ New target is end of the year

} Develop a curriculum that deliver the competencies
  ◦ Map existing professional development courses and other existing SCHC resources to the competencies
  ◦ Work with Professional Development and other SCHC committee to fill gaps as appropriate
  ◦ Document aspects of curriculum, such as experiential learning, that will have to be met outside of SCHC
  ◦ Plan to retain assistance from a curriculum expert

Spring 2016 – Fort Lauderdale

- Roll out HazCom competencies
- Roll out a partial curriculum of existing SCHC resources that support the competencies
- Begin work on filling the gaps