LEADER'S GUIDE

2358-LDG-E

PERSONAL PROTECTIVE EQUIPMENT:
A REFRESHER PROGRAM

Training for the
OSHA PERSONAL PROTECTIVE EQUIPMENT
STANDARDS

Quality Safety and Health Products, for Today...and Tomorrow
THE OSHA REFRESHER
EDUCATION SERIES

This education program is part of a comprehensive series of programs created to provide employees with condensed, refresher training on important OSHA regulatory topics, as well as meet employee retraining requirements of specific OSHA regulations.

- Bloodborne Pathogens
- Confined Space Entry
- Forklift/Powered Industrial Truck Safety
- Hearing Conservation and Safety
- The Laboratory Standard
- The OSHA Lead Standard (Industrial and Construction versions)
- Lock-Out/Tag-Out
- Personal Protective Equipment (Industrial and Construction versions)
- Respiratory Protection and Safety
- Right-To-Know/The Hazard Communication Standard (Industrial and Construction versions)
- Supported Scaffolding Safety (Industrial and Construction versions)
- Suspended Scaffolding Safety (Industrial and Construction versions)

More detailed videotape/DVD training programs for these regulations are also available, which can be used for initial employee training. Compliance manuals, employee booklets and posters are available on these regulations as well.
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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INTRODUCTION TO THE PROGRAM

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:

- A review of OSHA's Personal Protective Equipment (PPE) standards.
- PPE that guards against eye and face hazards.
- PPE that guards against respiratory hazards.
- PPE that guards against head hazards.
- PPE that guards against foot hazards.
- PPE that guards against electrical hazards.
- PPE that guards against hand and finger hazards.

Each of the sections covers important information in one topic area, providing employees with the basis for identifying situations where personal protective equipment should be used and determining what type of equipment is most appropriate.

Background

On-the-job injuries affect all types of people doing all types of work. Each year over 570,000 workers are injured at a cost to employers of over one hundred billion dollars annually.
However, studies have shown that the great majority of these workplace injuries could have been prevented if proper safety procedures and workplace practices had been followed.

A major part of avoiding accidents and injuries is the use of personal protective equipment. Unfortunately, many people are not mindful of the hazards in their work areas or are not familiar with the personal protective equipment that is available to them. And many employees who are aware that personal protective equipment is available do not know how to select the appropriate equipment for their jobs.

Objectives

This training program is designed to present information on the nature of PPE and to help employees reduce or eliminate potential injuries in their work environments. Upon completion of the program, employees should:

- Know how to inspect their workplace and analyze their job function to determine what potential hazards exist.
- Recognize what category of personal protective equipment is needed in various hazard situations.
- Know what types of equipment within each category are most appropriate for the various types of hazards that they may encounter.
- Know how to analyze those hazards and decide what categories of personal protective equipment would be appropriate.
- Be able to select the particular type of protective equipment (in each category) most applicable to each task they perform.
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 the program is consistent with company policy and directives. An outline of the points in the program is included in this Leader’s Guide to help with this task and for general reference.

As part of this review process, you should determine how you, as the presenter, 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

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 personal protective equipment.
- Relate discussions to your company's operations, procedures and responsibilities.
- Prevent 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 in 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 may occur should you provide incorrect or inaccurate information. Remember, this is a positive program on using personal protective equipment. Make sure your attitude and words reflect this and that the emphasis is always on providing the information needed by the attendees to work safely in their jobs.
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**
  — Use the enclosed form to schedule employees into the session.
  — 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 videotape or 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.
  — 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 both the videotape/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 videotape or 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 chartpad, 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.
  — 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.
  — If you are using the videotape version of the program, run the leader up to the point where the program begins.
CONDUCTING THE SESSION

The Initial Steps

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about how to do things safely. Initially, you need to:

- Introduce yourself as the session leader.

- State the title of the program, Personal Protective Equipment: A Refresher Program and the purpose of the session (to learn more about how to select and use appropriate PPE).

- 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 sheet. Remember, it is very important to document peoples' 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:

"Today we are going to talk about personal protective equipment. Injuries are always something that happens to the other person."
"But statistics show that virtually every one of us will experience one or more on-the-job injuries during our working life. And depending upon the type of injury we suffer, it can affect every aspect of our lives. Many injuries can make our job more difficult and affect our group's ability to get their work done, causing problems for the company's operations.

But even more important, on-the-job injuries do not stay here at work when you leave. They can severely restrict your personal life, causing you to give up many of your recreational activities, make working around the house difficult and even make sleeping a painful experience."

"Yet studies show that the great majority of on-the-job injuries can be prevented. And a major contributor to injury prevention is the selection and use of personal protective equipment."

"The program we are going to watch today will give us some good information in this area. It will help us look at our jobs from a different perspective and determine what types of personal protective equipment we should be using. 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, or point to the blackboard 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 needs to be emphasized that they are not being graded, but that the quiz is being used to see if the session is effectively transmitting 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, *Personal Protective Equipment: A Refresher Program*, darken the lights if necessary, and begin the showing of the program.
If you are using the DVD version of the course you have several options as to how you can move through the program and what employees see.

The DVD menu has two selection bars:

- Play.
- Contact Us.

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

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

**Conducting the Discussion**

After the program has been shown, it is time for the group discussion on the information contained in the session. Care must be taken to make sure that the discussion is kept to the general topic of selecting and using personal protective equipment. There are several ways to conduct these discussions. 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 was about hand and finger safety. What types of activities in our facility have the potential to cause hand or finger injuries if we do not approach them correctly?"
  - "We saw some interesting things about protecting ourselves from respiratory hazards. Who can review for us the types of respirators that are used in this facility?"
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 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 session in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

**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). 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.

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

Also, depending upon what you have decided to do, a copy of the attendance sheet, along with 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. Their training logs should also be updated, and each attendee should be given a filled out and signed training certificate, signifying that they have successfully completed the course.

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 some knowledge of OSHA's personal protective equipment standards, the basis for identifying situations where personal protective equipment should be used and determining what type of equipment is most appropriate.
OUTLINE OF MAJOR PROGRAM POINTS

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.

- Every day, thousands of employees like you risk serious injury while on the job.
  - The hazards they face range from crushing machine parts to caustic substances to falling objects.

- Despite these threats, however, the majority of these workers remain safe.
  - This is because workplace tragedies can be averted by using personal protective equipment, or PPE, as it's commonly called.

- But personal protective equipment can only prevent injuries if you use and maintain it properly.
  - Unfortunately, not everybody does.

- Even with all of the protection that is available, Occupational Safety and Health Administration (OSHA) statistics show that on-the-job injuries are still widespread.

- In response to this pattern of injuries, OSHA finalized a series of standards for personal protective equipment in 1994.
  - The first of these, 29 CFR 1910.132, details the general requirements for all PPE use.
  - This is followed by six standards that cover specific types of protective equipment.

- OSHA believes that these standards have made workplaces safer, preventing:
  - 712,000 lost workdays.
  - Four fatalities each year.
In this program, you will learn a number of things about PPE, including:
- Selection.
- Use.
- Maintenance.
- Training that is needed.

Start by looking at 29 CFR 1910.132, the regulation that contains general requirements for all personal protective equipment.
- This OSHA regulation states that you must use proper PPE wherever you encounter hazardous conditions.

These situations include:
- Dangerous procedures, such as some assembly line and woodworking jobs.
- Environmental hazards (any features of a worksite that could hurt you, including falling objects, dangerous contaminants and open pits).
- Chemical hazards (substances that could both rapidly injure you and those that could have long-term effects on your health).
- Radiological hazards (a category encompassing all sources of radioactivity).
- Mechanical irritants (any objects that could puncture or cut your skin).

Whenever one of these conditions is present, your employer must provide you with personal protective equipment that is:
- Appropriate for your work conditions.
- Properly maintained.
- Sanitary.

The standard also mandates that you receive PPE training. After you complete this instruction, you must know:
- When PPE is necessary.
- What PPE is required for your job.
- How to properly don, doff, adjust, and wear PPE.
- Limitations of your PPE.
- Proper maintenance.
- The useful life and disposal of PPE.
• You will also be retrained in these areas whenever your employer thinks it’s necessary.

• According to the Eye and Face Protection Standard (1910.133), you must use appropriate protective equipment around eye and face hazards.
  – In many cases, this means using safety glasses.
  – Equipped with shatter-resistant lenses, these are necessary wherever flying particles can be found.

• Although the lenses in safety glasses can defend you from frontal impacts, the sides of your eyes also need protection.
  – This is done by using side shields.

• If you work near intense light sources, such as welding torches, your safety glasses must have special optical filter lenses.
  – These lenses all have shade numbers that indicate the types of light they defend against.
  – Shade numbers must always match the intensity of the light source.

• Liquid chemical splashes require more protection than safety glasses can provide.
  – In these cases, goggles are a necessity.
  – They must fit snugly, protecting the eye area from all angles.

• Be careful if you need to wear goggles over prescription glasses. In this case, you must use eye protection that either:
  – Incorporates the prescription into its design.
  – Can be worn over the lenses without disturbing the proper positions of the prescription lenses or the protective lenses.

• If you wear contact lenses, ask about your company’s policy regarding them.
No matter what type of eye and face PPE you need, it must be distinctly marked so its manufacturer is easy to identify. These markings allow your employer to identify workers' eye protection at a glance. If someone is not wearing the proper eyewear, they can be issued the necessary PPE before an accident occurs.

Some work environments contain airborne hazards, such as:
- Dust.
- Mist.
- Fumes.
- Vapors.

To work safely in these areas, you will need a respirator. They come in three types:
- Disposable masks.
- Air-purifying respirators (APRs).
- Air-supplying respirators (ASRs).

Disposables are the simplest of the three. Made of fibers that trap airborne contaminants, these masks keep hazardous particles out of your nose and lungs.

In some cases, however, chemicals are so strong or concentrated that disposable masks can not protect against them. In these situations, you need to use air-purifying respirators (APRs).
- APRs come in half-face and full-face models, and trap contaminants in disposable filter cartridges.
- These filters capture gases and vapors through chemical means, before they can be inhaled.

To make selection easy, filter cartridges are color-coded and identified with labels approved by the National Institute for Occupational Safety and Health (NIOSH).
- Ask your supervisor about which filters are required in your work area.
As reliable as APRs are, there are still conditions that they cannot handle.
  - For example, some atmospheres do not contain enough oxygen or are full of toxic gases.
  - In such environments, air-supplying respirators (ASRs) must be used.
  - These provide clean air from pressurized tanks.

There are two types of ASRs:
  - Self-contained breathing apparatus (SCBAs).
  - Supplied-air respirators (SARs).

SCBAs use a portable air tank, which is strapped onto your back.

SARs, on the other hand, supply air through a long hose from a source located some distance away.

Each type of respirator has its own advantages and disadvantages.
  - Moving around with an SCBA tank on your back is often easier than trailing a long SAR hose behind you.
  - The weakness of an SCBA, however, is that your air supply is restricted to the amount of air you can carry with you.

On the other hand, while SARs do restrict your movements more than SCBAs, they have their own advantages.
  - Supplied-air respirators free you from having to lug around an air tank.
  - Since an assistant can switch your air tanks while you work, you can wear an SAR for a much longer time than you could an SCBA.

No matter what kind of respirator you use, your safety department will periodically check you for a proper fit.
  - This is called a fit test.
  - Remember, even a tiny gap can let in contaminants.
  - That's why you should always take fit tests seriously. They're for your protection.
29 CFR 1910.135 states that you must wear a protective helmet wherever there is danger from falling objects.
- Specifically, this means wearing a hard hat.
- Hard hats can protect you from falling or flying objects, chemical splashes and molten metal.
- Anyone who works near exposed electrical wires that could touch their heads must wear a hard hat that is specifically designed to reduce electrical shock hazards.

Lightweight bump caps can be used to protect you in areas with low head clearances.
- Never use a bump cap as a substitute for a hard hat.
- Bump caps don't provide the same level of protection.

The average person takes 18,000 steps every day... each one a potential slip, trip or fall.
- On the job, you can prevent these accidents by wearing safety shoes with non-slip soles.
- For best results, these must be designed for the particular surface you work on.

Soft rubber soles work well on dry surfaces, but may not provide adequate traction on wet or greasy surfaces.
- Hard rubber soles are ideal for greasy concrete or wood, but may be less effective when these same materials are wet.
- Soles constructed of synthetic rubber or natural rubber compounds are safe on most surface conditions.

An important feature of safety shoes are their protective metal toe caps.
- These are a must around falling objects.
- Metal plates within the soles of your shoes can help prevent punctures.

Safety shoes may also be insulated against:
- Heat.
- Cold.
- Electrical hazards.
Unlike the other PPE regulations, 1910.137 goes beyond just personal protective equipment.

This regulation deals with all aspects of electric shock protection, including:
- Hoses containing electrical lines.
- Mats of insulating material.

For the purposes of this program, however, we will only deal with the PPE covered in 1910.137...rubber gloves and sleeves.

Any electrical PPE you wear must meet the following requirements:
- Gloves and sleeves must be produced by a seamless process (this prevents the rubber from tearing when you flex it).
- Protective limitations, such as maximum voltages the equipment can be used with, must be clearly indicated on the PPE.

And all electrical PPE must be able to withstand the AC and DC test voltages specified in the standard.
- If it fails to pass these tests, you may not use it.

Selecting the right electrical PPE is only half of the battle, however.
- To stay safe, you must also take care of it.

That's why it is important to inspect your electrical PPE for flaws:
- At the beginning of each work day.
- And immediately after any incident that could have damaged it.

If your PPE is defective, it must be removed from service immediately and tested for insulating ability.
- If it's damaged beyond repair, the PPE must be discarded.

Your hands and fingers are valuable tools... the most valuable you'll ever own.
- So you need to protect them with gloves.
There are a wide variety of protective gloves available:
- Cloth gloves protect against minor physical hazards, like dirt, splinters and abrasions.
- Leather and aluminized gloves protect against sparks and metal flakes, as well as moderate heat.

Metal mesh gloves shield your hands from materials with sharp edges.
- Rubber gloves help protect your hands against acid splashes and electric shock.
- Plastic gloves shield your hands from corrosive materials.

Other gloves offer protection from health hazards.
- For example, disposable latex gloves protect you against blood and other body substances.

Some jobs may require more specialized hand protection.
- Arm and wrist guards, tapes, finger shields and hand pads can save you from cuts, bruises and soreness.

No matter what hand PPE you wear, make sure that it fits correctly.
- If it is too loose, it can snag in machinery, or make handling small objects difficult.
- If it is too tight, it can cut off your circulation.

As you have seen, the seven PPE standards make up a diverse group. Still, all of these regulations do have important things in common.
**SUMMARY**

- Your employer must evaluate your workplace, to determine if it is hazardous.
- If your worksite is hazardous, your employer must provide you with appropriate PPE, suitable to the work you're doing.
- All personal protective equipment must be maintained in a sanitary and reliable condition.
- Your employer must train you how to use your personal protective equipment and you must demonstrate that you know how to handle your PPE before you are allowed to use it on the job.
- After your initial PPE training, you may also be retrained whenever your employer thinks it's necessary.
- Some people have jobs that are exceptionally safe.
  - They seldom have to worry about getting injured at work.
  - But doing your job requires protection. Not having it can mean disability and even death.
- So play it safe. Find out what personal protective equipment you need for the job, learn everything that you can about it, and use it every day!
ACCOMPANYING MATERIALS

In order to assist you in complying with as many facets of your training requirements as possible, we have provided a number of specific materials that can be used with this program. Some of these materials have been furnished in master form, so that you can 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 want an indication of the increase in the attendees' knowledge of personal protective equipment, 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 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.
## SCHEDULING AND ATTENDANCE FORM

### PERSONAL PROTECTIVE EQUIPMENT: A REFRESHER PROGRAM

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QUIZ

PERSONAL PROTECTIVE EQUIPMENT:
A REFRESHER PROGRAM

Name: ________________________  Date: ________________________

1. True or False... Leather or metal mesh gloves provide the best protection when working with sharp edges?
   ___ True
   ___ False

2. Soft rubber soled safety shoes are best on what types of surfaces?
   ___ Concrete.
   ___ Dry surfaces.
   ___ Wet wood.

3. True or False... In most cases hard hats and bump caps are interchangeable?
   ___ True
   ___ False

4. The best protection from chemical splashes is?
   ___ Safety glasses.
   ___ Goggles.
   ___ Visors.

5. True or False... You can continue to use an electrical glove on the job if it has a hole in it, as long as the hole is less than one-sixteenth inch in diameter?
   ___ True
   ___ False

6. The initials SCBA stand for what?
   ___ Safety-contained breathing air.
   ___ Scrubbed chemical breathable air.
   ___ Self-contained breathing apparatus.

7. Air filter cartridges are labeled and color-coded to provide what information?
   ___ What model of respirator they can be used with.
   ___ What substances they filter out.
   ___ How long they are good for.
QUIZ

PERSONAL PROTECTIVE EQUIPMENT:
A REFRESHER PROGRAM

PRESENTER’S COPY WITH ANSWERS

1. True or False... Leather or metal mesh gloves provide the best protection when working with sharp tools?
   - True
   - False

2. Soft rubber soled safety shoes are best on what types of surfaces?
   - Concrete.
   - Dry surfaces.
   - Wet wood.

3. True or False... In most cases hard hats and bump caps are interchangeable?
   - True
   - False

4. The best protection from chemical splashes is?
   - Safety glasses.
   - Goggles.
   - Visors.

5. True or False... You can continue to use an electrical glove on the job if it has a hole in it, as long as the hole is less than one-sixteenth inch in diameter?
   - True
   - False

6. The initials SCBA stand for what?
   - Safety-contained breathing air.
   - Scrubbed chemical breathable air.
   - Self-contained breathing apparatus.

7. Air filter cartridges are labeled and color-coded to provide what information?
   - What model of respirator they can be used with.
   - What substances they filter out.
   - How long they are good for.
EMLOYEE TRAINING LOG

PERSONAL PROTECTIVE EQUIPMENT: A REFRESHER PROGRAM

Employee: ______________________  Employee #: ________  Social Security #: ______________________
Department: ______________________  Date of Next Required Training: ______________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE OF TRAINING OR COURSE DESCRIPTION</th>
<th>LOCATION OF COURSE MATERIALS</th>
<th>INSTRUCTOR'S NAME AND ADDRESS/DEPARTMENT</th>
<th>CERTIFICATION OF TRAINING AND TESTING (Instructor's Signature)</th>
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TRAINING CERTIFICATE

This is to certify that _______________________________ has completed the course **Personal Protective Equipment: A Refresher Program** and has been tested on the contents of the course, as required. This training, as well as the associated testing was conducted by ______________________________ and was completed on _________.

_______
(course instructor) 

_______
(date)

______________________________
(course instructor) 

_______
(date)

______________________________
(course instructor) 

_______
(date)