



WHAT IS AN LMS?

A Learning Management System (LMS) is a software application or web-based technology platform designed to support delivery, management and tracking of learning events. It performs a variety of functions related to online and in-person training administration.

The systems are web-based to facilitate “anytime, any place, any pace” access to training content and administration.

POSTER OF THE MONTH



UC Centers of
Excellence

UC Learning System

By: Nancy Terry

You are probably well aware of the importance of meeting safety training requirements, whether it is training for you or for employees who report to you. If you're providing training to others or completing your own training, you also need to look at documenting that training - if you can't demonstrate the training occurred, it is as though it never happened. One tool used within the University of California to manage training is the UC Learning Center, our systemwide learning management system (LMS).

Among other things, the UC Learning System can be used to upload and deploy online training; manage registrations and completions of in-person training (typically offered by an instructor or facilitator); identify required training for individuals, departments or groups of specific employees and then assign the training; and report on completed training or training that still needs to be completed. As a learner, you can launch online training, register for in-person training, review the status of training assigned to you and review and print transcripts as well as individual training certificates. Because it is a systemwide application, individuals who move to another UC location retain their transcripts regardless of location.

Most Environmental Health and Safety (EH&S) organizations within the University of California use the UC Learning Center for managing the many EH&S courses needed to meet requirements, and there are currently hundreds of EH&S courses across the system and thousands of completion records.

Recognizing EH&S organizations at each location may not be able to dedicate a full-time or even part-time role to work with the EH&S data in the UC Learning Center, in 2010 the UC Office of Risk Services appointed Nancy Terry as a Center of Excellence for Learning Management System Support. In that role, Nancy has helped test and load hundreds of online courses developed in-house or from third-party vendors, has worked with multiple locations to strategize on effective ways to manage training through the UC Learning Center, replaced courses as needed and served on hiring committees for LMS administrator roles. She also provides day-to-day support in response to LMS questions.

It is critical to manage our training requirements and the UC Learning Center is a tool that can be used to support that process. If you are interested in speaking with Nancy about the UC Learning Center, getting a brief overview of the system, or finding out how it can be used to manage your training needs, you can reach her at nterry@ucsd.edu.

Travelers to countries near and far can now get vital, up-to-date information and tips to help prepare them for their journey.

UC Abroad is a new learning tool developed by UC Risk & Safety Solutions. It was designed for UC Education Abroad Program students, who are studying in countries that require the online course, but can be used by employees and students traveling on UC-sponsored activities.

The course, which takes about 60-90 minutes to complete, includes general travel tips as well as information on vaccinations and illnesses, food safety, adjusting to cultural differences, coping with preexisting medical/psychological issues while abroad, situational awareness and more. Currently, the course covers location-specific information for 20 countries in South and Central America, Eastern Europe, Asia, Southeast Asia, Middle East and Africa.

To learn more about UC Abroad or to take a course, visit: <https://ucabroad.ucop.edu/> or contact Karen Hsi at UCOP karen.hsi@ucop.edu.



Do Train. Don't Educate

By: Janette de la Rosa Ducut, Ed.D

I failed my first driving test. At age 16, I thought about blaming it on the rainy weather. Or on the clunker car I was driving. Perhaps the bird that flew in front of us and dropped decorations on my windshield. But in the end the truth was: I didn't know how to drive. To save my life.

Yet, just a few months beforehand, I passed a driver education course at the top of my class. Days after, a DMV employee told me I received one of the highest scores possible on the written driver test. And I attended driver training class where I received a certificate of completion. So what was the problem?

The instructor of my driver training class taught by sharing information. He spent an inordinate amount of time on the regulations, lecturing on safe driving methods and discussed accidents others had as lessons learned. At the end of the day he allowed me to practice for a few minutes. I put on my seat belt, started the ignition, drove around the block and parked the car. And that was the very problem.

Instead of nurturing driving skills, he was filling me with knowledge about the Vehicle Code. Information, however, does not necessarily translate into behavior change. When it comes to instruction, we must be conscious of the difference between telling and training.

Yet, in the world of safety training we often revert to sharing information. It's not surprising that we focus on informing others about compliance-based issues, especially in light of serious incidents and Cal/OSHA inspections. We're often led to believe that we should stress the importance of stuff. The "why" something is the way it is. Or the history of how things came to be. But in doing so, it's easy to forget the purpose of having a class in the first place. If your intent is to provide information, then have a meeting or create a website. If instead you want people to do something different, then train them on a desired behavior. Eliminate the pontification.

You can do that by identifying objectives for your course before putting it together. What do you want people to learn? It's easy if you begin by filling in the sentence, "By the end of this course you should be able to ____." List out a few things you expect people to do differently. Then, outline your course around these things. Your course should be laden with command words, or verbs. Examples include: A) Pull the pin of the fire extinguisher, B) Select the glove based on the chemical you're working with, or C) Conduct a hazard assessment. These are verbs that lead to action. Avoid inserting too much history or regulatory references. That can be done on a website, or in a handout, but shouldn't saturate the mind. Think instead about performance. Working from a set of learning objectives helps focus your training on skill development, rather than information overload. Stay on track with these objectives throughout the course.

Continued: Do Train. Don't Educate

CONNECT

Know where to turn on your UC campus for the information you need to keep yourself, your workplace and your environment safe and secure. Click on the campus links below to connect to local program, educational and informational resources.

[UC Berkeley](#)

[UC Merced](#)

[UC Santa Barbara](#)

[UC Davis](#)

[UC Riverside](#)

[UC Santa Cruz](#)

[UC Irvine](#)

[UC San Diego](#)

[UCOP](#)

[UCLA](#)

[UC San Francisco](#)

[UC ANR](#)

TRAINING RESOURCES

[EH&S Best Practices Standards and Guidelines at UC](#)

[Objectives Builder for your courses and instructional programs](#)

[Training Roster](#)

[Site-specific Training](#)

[The UC Learning Center](#)

[Catalog of Classes and Courses](#)

[Systemwide Training and Education Workgroup \(STEW\)](#)

[Performing Arts Safety Video](#)

Is Safety Training Required in Our Arts Programs...You Bet It Is!

By: Brent Cooley

Numerous and diverse hazards exist in all facets of University Arts programs. Various types of chemicals are used for painting, photography and costume shop activities and physical hazards are present due to working at height, manual material handling and the use of power tools in Theater, Film and Music programs. So just as we wouldn't expect our scientists or maintenance workers to be exposed to these hazards without proper safety training, we need to recognize that safety training is a key element of injury prevention in the Arts.

In some cases, identifying training needs and providing safety training to undergraduate and graduate artists can be more challenging than similar efforts in the sciences. Programs and activities in the Arts, especially for graduate students, are dynamic and there may not be as clear a one-to-one association between a graduate student and a faculty advisor. Artists may work in more shared use facilities, such as shops and studios, and have a wide range of times to access these areas relative to their colleagues in Chemistry and Biology. In these cases, identifying and establishing training requirements and safe work procedures based on authorization to use the facility and various types of equipment is critical. To be successful at integrating safety training into the use of shared studios and shops, a responsible person must be designated and be granted authority to establish safety training requirements for users working in the space.

So what resources are available to assist with safety training in the Arts? The past couple of years, the university has had a focused initiative on Performing Arts Safety. As part of this focus, a comprehensive safety manual was developed along with a corresponding [website](#). Both the website and the manual provide forms to support training needs identification, documentation of safety training provided, and the resources include Codes of Safe Work Practices for various technical operations in theater programs. The manual was created specifically to assist academic theater programs in identifying, providing and documenting safety training for students and staff. Over 40 Codes of Safe Practice are available covering such topics as ladder safety, aerial lifts, lock out/tag out and material handling. These same documents and reference information can be used to support safety training in other Arts programs such as Music, Film, Sculpture, Printmaking, etc.

[Continued: Is Safety Training Required in Our Arts Programs](#)

UPCOMING EDITIONS

September: Emergency Preparedness

October: Fire Prevention

November: Shop & Tool Safety

FEEDBACK, PLEASE

Send an email to EHS@ucop.edu to submit your comments on the June & July issue or to suggest content ideas for future issues. We look forward to hearing from you!