

# Doc-in-a-Box™

P.O.W.E.R.™ Training Implementation Guide



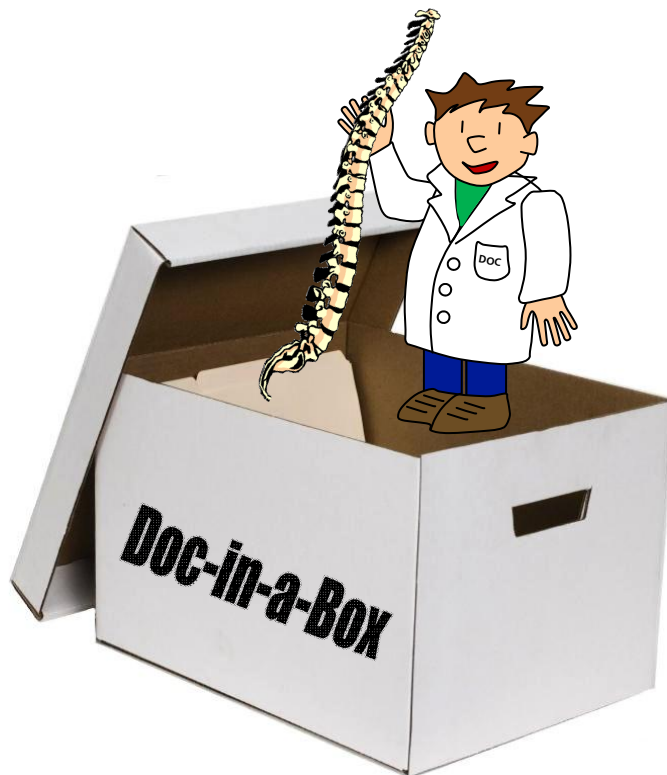
Positive Outcomes in Wellness, Ergonomics and Risk





# The P.O.W.E.R.™ Program

Positive Outcomes in Wellness, Ergonomics and Risk™



**Doc-in-a-Box™ includes every element necessary to deliver a highly-effective training experience to your workforce.**



## **Thank You For Purchasing Doc-in-a-Box™**

Internal Program Managers (IPM), trainers and Group Leaders will need these instructions and access information you have or will receive via email, in order to access and deliver training courses. Training courses are located in the Accurate Ergonomics Online Learning Academy (LMS). Your license number may be required in order to purchase additional materials and receive a licensed user discount.

**If you have not received, or have lost your license number or access information, call 1.866.950.3746 or email [info@accurateergonomics.com](mailto:info@accurateergonomics.com)**

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## **See Your License Agreement for Further Details**

**Write Your License Number Here:** \_\_\_\_\_

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## **Follow Your Company's Best Practices with Regard to Employee Health and Safety**

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# **Doc-in-a-Box™**

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# Doc-in-a-Box™

## P.O.W.E.R.™ Training Implementation Instructions & Training Guide

Accurate Ergonomics is confident that your employees will enjoy and benefit greatly from this unique and highly-effective education and training experience. Doc-in-a-Box™ features the P.O.W.E.R.™ program, “Positive Outcomes in Wellness, Ergonomics and Risk™.” P.O.W.E.R.™ training is designed for all active job descriptions. There are several ways to deliver P.O.W.E.R.™ training to your personnel and a number of training material options. Read this entire document, review all of the materials included in your purchase and allow adequate time to plan and prepare for training before you schedule a training class.

The P.O.W.E.R.™ program is an education and skills training program designed to: 1) Improve employee health and fitness.,2) Develop efficient, prevention-based skills and behaviors, 3) Prevent Musculoskeletal Disorders (MSDs), 4) Reduce costly soft-tissue injuries, 5) Increase human and postural efficiency, 6) Develop a sustainable Culture of Prevention. There are numerous elements included in the P.O.W.E.R.™ program and each one serves a specific purpose. Since every workforce and workgroup is unique, P.O.W.E.R.™ training allows some flexibility in the way training is delivered.

P.O.W.E.R.™ training is a process which includes three phases. The first phase contains an introduction session and P.O.W.E.R.™ training modules one through five. Doc-in-a-Box™ includes the materials required to train 5, 15, 25 or more employees in Phase One training. Custom orders may include additional materials, as well as P.O.W.E.R.™ Phase Two and Phase Three deliverables. The following pages contain a list of materials included in your purchase, followed by program implementation and management instructions. Review all of the options available and determine which materials best suit each workgroup. Use the list on page 10 to organize and track materials. If your purchase included additional P.O.W.E.R.™ training phases, upon completion of Phase One, refer to the implementation guide included with each additional phase.

Education and training are the most valuable tools available to assist employees in the prevention of injury and illness. P.O.W.E.R.™ is a “Prescription for Sustainable Success™” for every person who owns and operates a spine. If you desire to make a positive and lasting change in workforce behaviors and culture, follow the process outlined in this guide as you would a prescription from a Doctor. An investment of time in planning, combined with a commitment to deliver a quality training experience for your employees, will add tremendous value and increase the return on your investment. For every shortcut one might consider taking, there is a potential that the positive and measureable outcomes, which are entirely possible to achieve through this training, may not fully materialize. Accurate Ergonomics recommends that you Plan, Prepare and Execute in order to maximize positive outcomes.

The most effective way to provide Phase One of P.O.W.E.R.™ training is to deliver all modules in one classroom session, to a maximum of 10-15 participants at a time, in homogenous groups. In this way, participants may relate and share their common experiences with coworkers who perform similar tasks. If you choose to use only the required basic materials and limit practical session time in module 5, training will take approximately 4 hours. If you include every option, training will take about 5 hours. P.O.W.E.R.™ training may also be delivered one module at a time, or divided into two training sessions: Introduction session and modules 1 and 2 on one day (2.5 - 3 hrs.), followed by modules 3, 4 and 5 on a separate day (2.5 - 3 hrs.). Training times are reduced when employees participate in online courses (Page 15).

If you desire to provide training for employees who work at a desk (Administrative, Dispatch, Control Room, etc.), Accurate Ergonomics offers a program titled “P.A.U.S.E.™ For Prevention,” specifically designed for at-desk employees. Call Accurate Ergonomics for more information at 1.866.950.ERGO (3746).

## STEP 1 - Create an Announcement for P.O.W.E.R.™ Training

This announcement may include any detail you or your organization deems necessary, or you may use only the language required to announce training. You know your workforce, so put some thought into this important step. This should be a care based message from a high level manager or stakeholder. The goal is to make the best first impression possible in order to gain or increase employee buy-in.

P.O.W.E.R.™ training is for the newest hire, the most seasoned employee and everyone in between. Accurate Ergonomics recommends that P.O.W.E.R.™ training be mandatory for employees or workgroups who have been or will be selected to receive training, not optional. Every person who uses their body in the performance of any task, at work or at home will benefit from P.O.W.E.R.™ training no matter what their current perceptions or beliefs may be. This includes how long an individual has been on the job.

## STEP 2 - Review All Materials

### Pre and Post Training Memory-Maker Quizzes, Test Your Knowledge and Answer Keys

**Optional:** If one of your goals is to measure the current knowledge of employees on this subject matter and/or the retention of information as a result of training, you may choose to have each participant take a pre-training memory-maker quiz, a post-training quiz and/or a final test, titled “Test Your Knowledge.” Determine the use of quizzes and tests based on each workgroups needs and abilities. **Individual Learning (IL):** Online courses include a pre-training quiz and a final test. **Classroom Training (CL):** Instructors may choose to utilize quizzes and/or the final test, if included in your purchase.

Online courses and classroom training presentations include instructions for taking quizzes and tests. In a classroom setting you may have each trainee take the quiz as they take their seat, or simply follow the training presentation instructions. The “Post-Training Memory-Maker Quiz” may be used to confirm that lessons were absorbed by participants. Note: The final test, “Test Your Knowledge” may be used in addition to, or in place of the post-training quiz.

### Answer Keys and Grading Options

**Online Training:** Quizzes and tests are automatically scored in Individual Learning courses.

**Classroom Training:** You may choose to: 1) Personally grade post-training quizzes and/or final tests. 2) Read the answers out loud and have participants self-grade their post-training quiz or final test (requires additional classroom time). 3) Distribute the answer keys included in your purchase to participants. In this way, employees learn by correcting and grading their own responses.

### Sign-In Sheet

At the start of each classroom training, fill in the upper portion of the “Sign-In Sheet” and distribute the form around the room. Make sure every participant signs in as this allows you to track participation. Sign-in sheets also contain important disclaimers and are your permanent record and proof of training attendance. Have pens available for every participant. ***Sign-In Sheets are Required Material for Classroom Training.***

### Name Tent Cards - Optional

If an Instructor is teaching a class to a group of employees and they are not completely familiar with each person’s name, the Instructor may have each participant write their name on a piece of blank paper. Have participants fold the paper in half (top to bottom) two times, write their first name on one side, then make a tent out of the folded paper. Note: The Instructor will need paper and a few bold black ink markers.

## Training Needs Assessment and Comfort Survey

**Optional:** If your goal is to engage employees in a robust training experience, you may distribute these forms at the beginning of class, prior to the training presentation, or you may follow the instructions on taking the survey included in the P.O.W.E.R.™ training introduction session. Instruct participants to complete these in a timely manner. Options: 1) The survey may be distributed and analyzed days or weeks in advance of training to minimize class time. 2) Survey use should be based upon each workgroup's needs and abilities. 3) You may choose to omit the survey. 4) You may choose to use only page two if, or when you feel that pages 1 and 3 require too much information from employees. ***Surveys May be Included, there Use is Optional. Surveys are Included in Some IL Courses.***

## The Needs Assessment and Comfort Survey Accomplishes Several Goals

- Participants are able to identify and think about how and where they spend their time.
- Awareness is increased, because each person is able to pause for a few moments to identify and rate their own personal physical experience.
- There is an opportunity to gain some insight into each participant's history and current condition.
- Once training is completed, the information and metrics collected from the surveys may be used as tools to measure and advance additional prevention-based efforts (both individual and workforce).

## Examples

- If one or more participant rates their right shoulder or low back a "9" and they operate the same piece of equipment or perform similar tasks, perhaps there is some improvement, engineering or administrative control which should be considered. You could also form a committee, or engage your Safety Committee to investigate and analyze potential causes and suggest solutions.
- If enough employees desire to lose weight you could create a process and/or contest.
- Where foot and/or knee pain or discomfort is present, solutions to consider may include: inspecting shoes, scheduling a shoe fair, making a recommendation that employees consider trying a quality pair of insoles, or perhaps there are workstations where anti-fatigue mats should be considered/deployed.

If you choose to use these surveys, once they are collected it is up to you and your trusted staff to evaluate responses and make the best possible use of the information this process provides. The more you know, the more you and your staff will be able to assist employees over the next weeks, months and years. As with every form, encourage participants to complete their paperwork as expeditiously as possible. **Instructor Note: Keep a steady pace through each step, quiz and survey in order to maximize class time.**

## Use of Survey Data

Some participants may hesitate to complete every part of the survey. This could be for a variety of reasons and is acceptable. It is better to have employees volunteer whatever information they choose at this time. Once training is complete, on a separate occasion you may choose to personally inquire about an individual's reason for leaving a question or section blank, then offer solutions where possible.

On the "Comfort Level Scale" on page two of the survey, the higher the numerical rating, the more that individual may need to improve their personal ergonomics and body mechanics skills, as well as the way they perform their tasks. Individuals with high discomfort ratings may also require additional attention, such as: an ergonomic assessment, a symptomatic intervention, additional training, coaching, etc.



## Use of Survey Data (Continued)

If you are using the survey in advance of training to prioritize the order in which employees or workgroups receive training, after reviewing each survey place a checkmark in one of the boxes located on the lower right hand corner of page one, in the Training Needs Assessment (TNA) box. There, you may assign a priority number from 1 to 5 (5 = Highest Priority). If the survey is used during training, on a separate occasion review each survey and use the TNA scale to prioritize which employee/s may need additional training, coaching, or some other type of additional assistance or intervention.

When considering the use of surveys, know that they do provide valuable information. They also allow you to deliver a follow-up survey at a later date, such as 3, 6, or 12 months post training. This provides an opportunity to compare results and deliver additional solutions, if or as necessary. The decision whether or not to use this survey may also depend upon the current culture of your workforce or a particular workgroup, as well as your reporting policies. **You may train employees without using the survey tool.**

Every participant, especially those with high ratings, needs to be encouraged to follow P.O.W.E.R.™ training suggestions and apply as many lessons and P.O.W.E.R.™ Posture techniques as possible (Module Five).

## P.O.W.E.R.™ Training Manual “Owner’s Manual for the Spine™” - Optional

### Training Manuals May Be Utilized Several Ways:

1. Every person designated to deliver classroom training to a workgroup should read the P.O.W.E.R.™ training manual cover to cover, if included in your purchase. Trainers should also view and practice delivering the training presentation at least one time prior to delivering their first class.
2. P.O.W.E.R.™ Training may be delivered live via classroom learning (CL), or online to individual learners (IL). The information included in the training manual is also in the presentation. Training manuals are not required during training. In this way, each participant can focus all of their attention on the training presentation content and verbal communications, plus any emphasis the Instructor may provide. Note: At the end of module 5 there are instructions on the delivery and use of training manuals. If included, we recommend that you distribute training manuals at the end of training. Instruct participants to read this manual cover-to-cover, over the following days and weeks.
3. When participants read the training manual, they are reminded of every lesson included in P.O.W.E.R.™ training. In addition, once employees receive training, reading the information will help participants absorb lessons which may have been missed during class or online training. Depending on your company policy, employees may be encouraged to take their training manuals home. In this way, employees may read and share this valuable information with their families.
4. The training manual may be used in place of the presentation, only in cases where you are unable to deliver classroom or online training to employees, such as when there is no access to the internet or a computer. An individual may read the training manual and utilize the course workbook.
5. P.O.W.E.R.™ training is not dependent on the use of training manuals, however, they do provide a great benefit. Employees receive something they can refer to, plus the ability to engage in the information a second or third time, at their own pace.

***Training Manuals may be Ordered at Any Time.***

## Course Workbooks - Optional

### Course Workbooks May Be Utilized Several Ways:

1. If included, personnel designated to deliver training should familiarize themselves with the course workbook, at the same time they view and rehearse delivering a P.O.W.E.R.™ training class.
2. Distribute course workbooks at the beginning of class, unless you choose to utilize individual documents in place of workbooks. Instruct participants to open their workbooks, read pages 1-3 and stop there. As with any written material people have a tendency to read ahead instead of paying attention to the presentation and lessons being discussed.
3. During module 1, the presentation will instruct participants to write down some key points on pages 4 and 5. There is also a blank checklist on page 6, which learners may use to write down helpful information and tips discussed during training.
4. Instruct participants not to venture into module 2 in the course workbook. Participants will be instructed to complete the module 1 and 2 checklist located on page 7, at the end of module 2. If people read ahead they will have advance knowledge of what is being presented. This may lead participants to form opinions about a topic, or tune out before they hear each full lesson and form a connection (connect-the-dots) between each Key P.O.W.E.R.™ goal.
5. Pages 8 and 9 are reference material.
6. Pages 10 and 11 contain the same “Warm-Up and SAFE Stretch and Flexibility Exercise” routine as module 2 of the presentation. This routine is also located in a 4 page handout (see page 6).
7. Page 12 contains instructions on how to initiate and properly lead a pre-work warm-up and SAFE stretch and flexibility exercise routine. At the end of module 2 the Instructor should seek a volunteer to lead each workgroup’s pre-work stretch, unless your organization already has a functional stretch program in place. A Stretch Audit Form is included (see additional materials).

Notes: a) Begin a pre-work warm-up and stretch program as soon as possible once training is complete. b) P.O.W.E.R.’s routine does not require participants to use the floor, as every flexibility exercise can safely be performed in a standing position. c) Pocket size stretch cards are included.

8. Pages 13 and 14 contain the Postural Efficiency Skills and POWER Posture™ Steps which are presented in module 5 of the P.O.W.E.R.™ training presentation. These steps are also located on “Pocket Cards,” which the Instructor will distribute when prompted in the presentation.
9. Module 4 includes lessons on how to prevent a same level slip, trip and fall injury. Participants receive 6 lessons on “How to Prevent a Slip Trip and Fall Injury,” listed on page 15 of the workbook.
10. At the end of module 5 the training presentation will instruct participants to turn to the “Personal Summary and Action Plan Checklist” located on page 16 of the workbook, or distributed separately in cases where workbooks are not utilized.
11. Page 17 is an “Ergonomics Best Practices Guide” for personnel who spend part of their day working at a desk. The training presentation will instruct employees to read this page when they are seated at their desk, follow the instructions and make the adjustments outlined in the content surrounding the seated person. Note: The ergonomics best practices guide is also located on the last page of the four page stretch routine handout.

## Course Workbooks (Continued)

12. One of the key P.O.W.E.R. goals in module 1, is to motivate participants to exercise and strengthen their core muscles on a daily or routine basis. Page 18 contains a basic core exercise regimen which participants may follow when they are at home. **Included in CL & IL Courses.**
13. Participants may write notes on page 19. This page also includes the answer key on the bottom of the page, which contains the answers to the first four questions in the workbook, on pages 4 and 5.

Note: When an individual receives training outside of a group session and without the presentation, such as a new hire, or when online training is not available, the training manual instructs the learner how and when to use the course workbook.

***Course Workbooks are Required Material, Unless You Choose to Utilize Individual Documents.***

## Module One and Two Checklist - Required

If you are utilizing individual documents, distribute this one page “Module One and Two” checklist in place of the workbook. Your internal trainer, or a bi-lingual person may assist learners with any translations, as necessary. **Included in IL Courses. Available in Spanish.**

At the end of module 2, as instructed by the training presentation, have participants complete the checklist. Instruct participants to refer to it every day for as long as necessary, until they achieve all of their goals. This may occur before participants take a restroom break at the end of module 2, or as soon as each participant returns from their break, prior to beginning module 3.

P.O.W.E.R.™ training is designed to promote positive individual and workforce behavioral change in multiple areas. The purpose of the written material is to increase engagement in key P.O.W.E.R.™ goals well beyond the training presentation and class. Checklists increase engagement, personal responsibility and are designed to motivate employees to make specific changes as a result of the teachings in each module.

There are many suggestions contained in P.O.W.E.R.™ training checklists. Behavioral change takes time and checklists provide a simple but effective way for employees to make a personal commitment to change, a reminder of each participant’s key P.O.W.E.R.™ goals, and a method to self-track personal goals and successes. In this manner a greater degree of behavioral change may occur, over time.

***The Module One and Two Checklist is Required Material (Workbook or Separate Document).***

## The P.O.W.E.R.™ Training Presentation

For the purpose of reading this guide, the Instructor is now delivering the presentation to a group of participants. Additional details about delivering the training presentation are located on pages 17-28, however, during the presentation the following materials are or may be delivered to each participant.

## **POWER Posture™ and POWER Warm-Up & SAFE Stretch and Flexibility Exercise Handout**

Module 2 focused on why and how to warm-up and stretch prior to beginning work, plus the importance of maintaining flexibility throughout an entire shift and day. Module 5 focuses on P.O.W.E.R.’s postural efficiency techniques and skills, called the POWER Posture™ or “10-POW.” This handout includes the 10 POWER Posture Steps and Techniques of an “Efficient Posture” and the SAFE Stretch Routine. **10-POW Pocket Cards Also Contain the 10-POWER Posture Steps (See page 7).**

## **POWER Posture™ and P.O.W.E.R.™ Warm-Up & SAFE Stretch and Flexibility Exercise Handout**

When the Instructor reaches the words “The POWER Program Warm-Up and SAFE Stretch and Flexibility Exercises,” or at the end of module 2, distribute this 4 handout and/or optional stretch routine pocket cards. Printed versions of the warm-up and SAFE stretch routine are the same as the routine included in the presentation and course workbook. Participants should post this routine in their locker or other area as a reminder to stretch, until stretching becomes a normal part of their day. The front page lists the 10 steps of a POWER Posture, the inside contains the routine and the back page is an “Ergonomics Best Practices Guide.” ***4 Page Handouts Are Required Material. Available in Spanish.***

### **Core Exercise Routine - Required**

This routine is included as an individual document. Workbooks also contain the core exercise regimen on page 18. Distribute this deliverable at the end of module one. **Included in IL Courses. Available in Spanish.**

### **10-POW Pocket Cards - Required**

Module 4 focuses on healthy and efficient postures. Module 5 focuses on how to “Execute” an efficient, powerful and protective posture. The training presentation will queue the Instructor during module 5 to distribute 10-POW cards and explain their use. Every person should memorize these 10 POWERFUL Steps. ***10-POW Pocket Cards Are Required Material (Bright Green Are English, Orange Cards Are Spanish).***

### **The Box (Doc-in-a-Box™)**

The P.O.W.E.R.™ program may come packaged in a file storage type box. If you only received a FedEx box with deliverables, locate or purchase a file storage box and dedicate its use for P.O.W.E.R.™ training. During module 5, the Instructor will use this box as the object to demonstrate the 10 POWER Posture steps (10-POW) to participants. This box is somewhat unfamiliar to employees (not something that they lift or handle every day). This helps expose each participant’s current habits and postural techniques, which allows the Instructor and other participants a uniform opportunity to provide consistent feedback and coaching on each of the 10 POWER Posture steps. The box is also a great place to store training materials, writing instruments, etc., in one place.

Note: A more detailed explanation of how a box is used during training is provided in this guide under “How to Deliver a P.O.W.E.R.™ Training Class.”

### **After The Box**

The next section in Module 5 includes photographs which show inefficient versus efficient postures and an explanation (voice over) of what participants are seeing. Examples of what “Inefficient” vs. “Efficient” employees look like in the performance of a variety of tasks.

The Instructor should reach the end of the photographic examples with about 45-60 minutes of scheduled time remaining. The training presentation then provides a few options for participants to apply the 10 POWER Posture steps to a variety of relevant tasks, or to continue to the end of training.

***See Options on Next Page, Plus See Additional Documents.***

**Option 1 (Preferred):** Prior to training, the Instructor may choose to have several items available inside of the classroom. At this time, as directed in the presentation the Instructor may use a portion of the remaining scheduled time to have participants apply the 10-POW to a few relevant tasks, tools or equipment inside the classroom.

**Option 2 (As, or if Necessary):** Prior to training, in place of option 1, the Instructor may choose to plan and pre-stage a field trip to a nearby location, to practice the POWER Posture™ steps on relevant tasks, tools and or equipment. If, or as time allows the Instructor may gather participants at this time and walk a short distance to this pre-staged area and apply the POWER Posture™ to a few tasks.

**Tasks May Include:** Lifting a bucket or hose, lifting a different type of box, using a shovel, moving a pallet, placing and lifting cones, pushing a cart, opening a valve, entering and exiting a vehicle, forklift or truck bed, moving a pump, a two person lift, etc. The goal is to have everyone repeat the 10-POW Steps a few times with relevant tasks in order to begin forming new, efficient and protective muscle memories.

**Instructor Notes:** 1) Allow time to return to the classroom to complete the last few steps in P.O.W.E.R.™ training (approximately 20-30 minutes). 2) If there is not enough time to apply the 10-POW to a few relevant tasks during class time, or when employees are taking P.O.W.E.R.™ training online (LMS), modules 7 and 8 are designed to accomplish this critical goal (see additional modules on page 13).

**Option 3 (Fastest Option):** Option three is to “Finish the Presentation.” If there is not enough time to practice the 10-POW on a few relevant tasks, at a minimum the photographs allowed participants to see that every person needs to work on their posture. **Note: Practice is a critical part of P.O.W.E.R.™ training.**

**Important Note:** If Accurate Ergonomics customized your training presentation, or you purchased a P.O.W.E.R.™ training program designed specifically for your industry or a specific workgroup, the photographs in this section may be of your own personnel, or of people in the same industry performing relevant tasks.

After viewing the photographic examples and/or completing the practical session/s, the Instructor will see and hear the words “What Did We Learn.” This section puts forth a closing argument about what participants have just learned and seen for themselves, followed by an explanation of how to obtain and use the training manual.

## **Personal Summary and Action Plan Checklist - Required**

At the end of module 5, participants are instructed on when and how to use their “Personal Summary and Action Plan Checklist” on page 16 in their workbooks. If separate documents are being utilized, distribute the personal summary and action plan checklists included in the course. Instruct participants that it is in their own best interest, **for their own personal health and safety**, to check off as many of the items on this checklist as they can over the next few days and weeks. Note: In order to engage a variety of learners, some goals appear in multiple locations throughout P.O.W.E.R.’s training and coaching process.

## **Options - Close the Training Presentation Using One or More of the Following Options**

### **1. Post-Training Memory Maker Quiz and Answer Key - Optional**

This quiz is a duplicate of the pre-training quiz. The Instructor may distribute the quiz at this time with or without the answer key. If you choose not to use this quiz, continue to the next option. If you do use the quiz, after class grade each quiz and evaluate the difference between pre and post quiz responses. In the event of a low score, have this/these employees read the training manual over the next few days or weeks.

## 2. Test Your Knowledge - Test and Answer Key - Optional

This is the final exam for P.O.W.E.R.™ training. You may choose to distribute this test with or without the answer key. Have participants complete and return the test in a timely manner. If you choose not to use the quiz and or final test, continue to the last option. **Note: The Final Test May be Used in Place of the Post-Training Quiz, or Both Quizzes.**

## 3. Course Evaluation - Optional (Recommended)

The final step is to have participants complete a course evaluation and Instructor rating form. If you choose this option, distribute this form last. Once everyone has turned in the evaluation, continue to the end of the presentation for final closing statements. At that time, participants are free to leave the classroom. Instructor Note: Thank everyone as a group for their participation and then thank each person when they turn in, or when the Instructor collects their evaluation.

## The 90 Day P.O.W.E.R.™ Challenge™ - Optional (Requires Purchase)

The P.O.W.E.R.™ program includes a “90 Day POWER Challenge™” option. This may be purchased separately and delivered at a later date to reinforce Key P.O.W.E.R.™ training concepts and goals.

## The 90 Day P.O.W.E.R.™ Challenge Sign-On Sheet

If, or when you choose to purchase this challenge, distribute the sign-on page and have employees sign the sheet as their commitment to follow their P.O.W.E.R.™ challenge checklists. A supervisor or other manager may have to lead the way and encourage or challenge their workgroup in a positive manner, to sign on.

## The 90 Day P.O.W.E.R.™ Challenge Checklist

Distribute the P.O.W.E.R.™ 90 day challenge checklists and have each participant check off as many of these items as possible over the next 90 days, or sooner where possible. If you use the challenge, remember to set a date when this group will revisit and review their checklists. This may be accomplished as a group during one or more pre-work meetings, or supervisors, internal injury prevention champions and POWER Coaches may check-in with each participant on an individual basis. The goal is to provide positive reinforcement and motivation through caring interactions (actively-caring). The ultimate goal is to achieve success in every key P.O.W.E.R.™ goal and to cultivate (promote, encourage, nurture and support) a culture of prevention.

## Review of Checklist Options

Several key P.O.W.E.R.™ goals are repeated on multiple checklists, however, each checklist adds a few new items or presents key P.O.W.E.R.™ goals a different way, or at a different time. Checklists have a collective value, however, these options exist so that the program manager or Instructor may determine the best materials for each workgroup. **There are three checklists:**

- 1) Modules One and Two Checklist *(Included in Workbook and/or Individual Checklist Form)*
- 2) Personal Summary and Action Plan Checklist *(Included in Workbook and/or Individual Checklist Form)*
- 3) The 90 Day POWER Challenge Checklist *(Individual Forms Only - Must be Purchased Separately)*

## Important Checklist Notes:

1) Place yourself in the shoes of each workgroup in order to determine the materials and process which you believe would work best for that particular group. 2) Scheduling a multi-hour training can be challenging, however, this time is very valuable, so make the best possible use of this time. 3) The more you are able to include in the class, without the need to rush, the greater the long term positive results will be.

**Materials:** Below is a list of materials included and/or available in Doc-in-a-Box™. Utilize this form to finalize and organize which materials an Instructor will use for each workgroup (X = include in training), as well as to determine when additional materials need to be ordered. See instructions on how to place an order for additional materials on page 11. Note: There is a file “DIAB01” that is available via request. This is a Microsoft Excel or Google Sheet worksheet set you can use to track training attendance, program metrics, and Postural Efficiency Metrics™ during P.O.W.E.R.™ training phase 1, phase 2 (module 7) and phase 3 (module 8). Number of materials included in your order may vary.

<b>Document ID &amp; Description</b> Most items are available in sets, as listed in column one (number in set)	<b>Included in Doc-in-a-Box™</b>	<b>Include in Training (X)</b>	<b>Number to Order</b>
DIAB0 - Training Implementation and Instructor Guide (this guide) (1)	X		
DIAB1 - Training Sign-In Sheet (2)	X	X	
DIAB2 - Pre-Training Memory Maker Quiz (15)	X		
DIAB3 - Pre Training Memory Maker Quiz <u>with</u> Answer Key (15)	X (1)		
DIAB4 - Training Needs Assessment and Comfort Survey (15)	Optional		
DIAB5 - Training Manual - Owners Manual for the Spine (15)	Optional		
DIAB6 - Training Course Workbook - (includes #DIAB7, 8, 9 & 11) (15)	Optional		
DIAB7 - Module 1 & 2 Checklist (included in workbook) (15)	X	X	
DIAB8 - POWER Posture, Warm-Up and SAFE Stretch and Flexibility Instructions with Ergonomics Best Practices (4 page handout) (15)	X	X	
DIAB9 - CORE Exercise Routine (included in workbook) (15)	X	X	
DIAB10 - 10-POW Folding Pocket Cards (30)	X	X	
DIAB11 - Personal Summary & Action Plan Checklist (included in workbook) (15)	X	X	
DIAB12 - Post-Training Memory Maker Quiz (15)	X		
DIAB13 - Post-Training Memory Maker Quiz <u>with</u> Answer Key (15)	X (1)		
DIAB14 - Post-Training Test - Test Your Knowledge (Test Only) (25)	X		
DIAB15 - Post-Training-Test Your Knowledge - (Test and answer key set) (15)	Optional		
DIAB16 - Post-Training-Test Your Knowledge - (Answer Key Only) (2)	X (1)		
DIAB17 - The 90 Day Power Challenge - Sign-On Sheet (2)	Optional		
DIAB18 - The 90 Day Power Challenge - Participant Checklist (15)	Optional		
DIAB19 - Course Evaluation & Instructor Rating (15)	X	X	
DIAB20 - Warm-Up & SAFE Stretch Routine Pocket Cards (20)	Optional		
DIABSM1 - Warm-Up & SAFE Stretch Program Initiation Data Sheet (2)	X		
DIABSM2 - Warm-Up & SAFE Stretch Leader's Guide (2)	X		
DIABSM3 - SAFE Stretch Audit Form (2)	X		
DIABSM4 - Ergonomics & MSD Prevention Suggestion Forms (20)	X		
DIABSM5 - Reminder Poster Data Sheet (2)	X		
DIABSM6 - Ergonomics/Injury Prevention Non-Injury Near Miss Report Forms (20)	X		
DIABSM7 - Ergonomics & Injury Prevention Early Report of Symptoms Form (20)	X		
DIABSM8 - We Want Your Input Cards (20)	Optional		

## Additional Materials

Doc-in-a-Box™ includes several additional deliverables and forms. Poster/s, if included in your purchase or when ordered, are printed in color, laminated and shipped in a tube for protection.

### Warm-Up & SAFE Stretch Program Initiation Data Sheet

Utilize this form to organize and initiate your pre-work warm-up and SAFE stretch program, track leader names, locations, start times and more. A backup leader and succession planning is recommended.

### Stretch Leader's Guide (Available in Spanish)

This step-by-step guide is designed to assist stretch leaders the first few times they lead a group. It is a good idea to have every stretch leader read and follow these important steps until they become a daily habit.

### Stretch Audit Form

This step-by-step process should be used to audit and measure the effectiveness of pre-work stretch groups. Follow the instructions on the form to measure and gauge the effectiveness of each group and leader. Accurate Ergonomics recommends that you audit your stretch program routinely and to rotate group leaders on a regular basis. Every person in a group should be given an opportunity to lead their group for a period of time, or at least one time.

### Ergonomics and Injury Prevention Suggestion, Non-Injury Near-Miss Report Forms and Early Symptoms Reporting Forms - *Included and Available for Purchase*

These cards are designed to engage employees in P.O.W.E.R.'s injury prevention process. If you already have a process for any or all of these, you may add these cards. If you do not have a process in place (collection boxes, etc.), you may choose to start one using these cards. An Instructor could distribute these cards during training, or during a future warm-up and stretch time. When employees are able to make suggestions, report near misses and/or early symptoms of a potential/future injury, and management listens and responds in a timely manner, the level of communications and trust between management, supervisors and line employees improves greatly. Engagement also improves morale, job satisfaction, quality and the culture. Early reporting of symptoms gives you the ability to proactively prevent an injury and/or insurance claim.

### Reminder Poster Data Sheet

Accurate Ergonomics offers a variety of P.O.W.E.R.™ Program Reminder Posters. Before or immediately following the completion of P.O.W.E.R. training, consider ordering a few of the available reminder posters. Use this data sheet form as you walk about your facility. Write down the type and number of posters you believe would remind employees of the critical lessons included in P.O.W.E.R.™ To view and order posters contact Accurate Ergonomics and request a catalog of deliverables, or email [info@accurateergonomics.com](mailto:info@accurateergonomics.com).

### Posters

If included in your purchase, or when ordered separately, mount posters, such as the Warm-Up & SAFE Stretch Routine poster on a wall where stretch leaders and employees can easily see and refer to the routine. Posters are a great way to remind employees how to stretch and to stretch often. Posters are laminated and shipped in protective packaging (*See Partial List of Available Posters on Page 12*).

**Instructions for Ordering Products:** If you would like to purchase additional P.O.W.E.R.™ modules, additional materials or posters, call Accurate Ergonomics, visit [AccurateErgonomics.com](http://AccurateErgonomics.com), or request a catalog of deliverables. You may also go to [AccurateErgonomics.com/catalogs-ordering](http://AccurateErgonomics.com/catalogs-ordering) to view your options



<b>Poster Name</b>	<b>Poster Description</b>	<b>Size</b>	<b># To Order</b>
POWER Program - POSTER 50 <b>SAFE Stretch Routine</b>	SAFE Stretch and Flexibility Exercise Routine taught during GET training (Does not contain the words "Warm-Up")	24x36	
POWER Program - POSTER 51 <b>SAFE Stretch Routine</b>	Same poster as #50 above, in a smaller size	11x17	
POWER Program - POSTER 52 <b>Stretch Corner - Corner Push-Ups</b>	Remind employees to perform Corner Push-Ups. Mount these in accessible corners	11x17	
POWER Program - POSTER 60 <b>Warm-Up &amp; SAFE Stretch Routine</b>	Warm-Up & SAFE Stretch and Flexibility Exercise Routine (Same as POSTER #50, with the words Warm-Up included in the title)	24x36	
POWER Program - POSTER 61 <b>Warm-Up &amp; SAFE Stretch Routine</b>	Same as POSTER #60 above, in a smaller size	11x17	
POWER Program - POSTER 62 <b>Warm-Up &amp; Stretch Corner Corner Push-Ups</b>	Remind employees to perform Corner Push-Ups (Same as POSTER #52, with the words Warm-Up added). Mount in accessible corners	11x17	
POWER Program - POSTER 63 <b>Chin-Slide</b>	Remind employees to perform Chin-Slides throughout the day	8.5x11	
POWER Program - POSTER 64 <b>Hand Graphics - Corner Push-Ups</b>	Remind employees to perform Corner Push-Ups throughout the day. Mount these in accessible corners (2 per set)	8.5x11	
POWER Program - POSTER 70 <b>Say No to Salt and Sugar</b>	Remind employees to limit their intake. Mount these on walls next to tables and condiments in lunch rooms and break areas (2 per set)	5x8	
POWER Program - POSTER 71 <b>Switch to Decaf</b>	Mount above or around coffee makers where decaffeinated coffee is, or may become an option as a result of training Module One	8.5x11	
POWER Program - POSTER 80 <b>Remember to Stretch Light Bulb</b>	Remind employees to Stretch	11x17	
POWER Program - POSTER 81 <b>Remember to Stretch Light Bulb</b>	Same as POSTER #80 above, in a smaller size. Mount these next to timeclocks and where space is limited (2 per set)	5x8	
POWER Program - POSTER 82 <b>Time To Stretch Light Bulb w/Bug</b>	Remind employees to Stretch	11x17	
POWER Program - POSTER 83 <b>Stretch Often Light Bulb</b>	Remind employees to Stretch	11x17	
POWER Program - POSTER 90 <b>POW Light Bulb Reminder</b>	Remind employees of the POW (POWER Posture)	11x17	
POWER Program - POSTER 91 <b>Protect Your Spine At All Times Light Bulb</b>	Remind employees to protect their spine, at all times	11x17	
POWER Program - POSTER 92 <b>POWER Posture in Light Bulb</b>	Remind employees to think about their posture	11x17	
POWER Program - POSTER 93 <b>Think POWER Posture Light Bulb</b>	Remind employees to think about their posture	11x17	
POWER Program - POSTER 94 <b>POWER Posture (Green &amp; White)</b>	Remind employees what the POWER Posture looks like	11x17	
POWER Program - POSTER 95 <b>POWER Posture (Green &amp; Yellow)</b>	Remind employees what the POWER Posture looks like	11x17	
POWER Program - POSTER 100 <b>PAUSE For Prevention Light Bulb</b>	Remind employees to PAUSE For Prevention	11x17	
POWER Program - POSTER 101 <b>Hydrate With Water Piggy Bank</b>	Remind employees to drink water	11x17	

# Additional Training Programs & P.O.W.E.R.™ Modules

## P.A.U.S.E.™ For Prevention

Page one in this guide mentioned a special training program designed for at-desk professionals. If you desire to provide a highly-effective training experience for seated and standing employees, make a note to order P.A.U.S.E.™ For Prevention below. Call Accurate Ergonomics at 1.866-950.3746 for additional details, such as on-site and online course delivery options, train-the-trainer and train-the-assessor programs.

## P.O.W.E.R.™ Training Modules

The P.O.W.E.R.™ program™ is designed to deliver the same level of education, information and postural efficiency techniques to every employee. P.O.W.E.R.™ modules 1-5 represent phase 1 of P.O.W.E.R.™ training. These modules build a foundation for behavioral change to occur in multiple areas, however, the ultimate goal is to change workforce behaviors and the culture of your organization, on a permanent basis. Achieving sustainable positive and measureable outcomes requires additional P.O.W.E.R.™ training modules.

**At the end of Phase 1:** 1) Everyone understands the value and benefits of prevention. 2) Employees are able to connect all of the critical elements necessary to maintain their health and prevent soft-tissue injuries. 3) Personal responsibility, workforce buy-in and the need for change is well established. 4) Employees and their leaders now have the ability to “*Plan, Prepare and Execute for Sustainable Success*” every day, at work and home. 5) Your workforce is primed and ready for change. Now, it is up to you to provide the process. Below is a brief description of additional training programs and progressive training modules:

Training Programs and Modules	Description	Order
<b>PAUSE™ For Prevention Six Module Program (Full Training Program for At-Desk Professionals)</b>	Education and training program specifically designed to change behaviors and improve the health, workstation and posture of at-desk employees. This course can be taught live (classroom style), or online at each employee’s desk, at their own pace (preferred). P.A.U.S.E.™ For Prevention is a comprehensive yet simple approach, which teaches every at-desk employee why and how to maintain their health, as well as how to self-assess and adjust their workstation, posture and much more.	
<b>P.O.W.E.R.™ Training “Phase 2” Module 7 Skills Reinforcement Training™ (SRT)</b>	The POWER Posture™ and other key P.O.W.E.R.™ goals are practiced and reinforced during small group training sessions and P.O.W.E.R.™ courses (Ergonomics PAR Course). Postural efficiency baselines are measured, plus every employee receives a score and a personalized set of skills to practice and improve. SRT is fun, engaging and significantly improves human performance, task and postural efficiency. SRT may be delivered by AE specialists, AE specialists and internal leaders, or may be purchased as Do-It-Yourself (DIY) module to implement after completion of phase 1 of P.O.W.E.R.™ training (days, weeks or months post module 5). Module 6 is an at-desk ergonomics module. Implementation & Instructor Guide is included and a SRT Train-the-Trainer online course is available.	
<b>P.O.W.E.R.™ Training Phase 3 Module 8 Precision Development Training™ (PDT)</b>	Module 8 of P.O.W.E.R.™ training is “Personalized Ergonomics.” AE specialists and/or internal Leaders (POWER Coaches) use baselines established during SRT, as the basis for this unique observation and coaching process. Coaching occurs as everyday work is performed and continues on a routine (Evergreen) basis to ensure that employees comply with rules and regulations and key P.O.W.E.R.™ goals and efficient postures are achieved. PDT is an extremely valuable continuous improvement process of behavioral change, proven to achieve sustainable postural and human efficiency and maintain compliance with regulations. Module 8 may be purchased as a Do-It-Yourself module. Implementation & Instructor Guide is included and a PDT/POWER Coaching Train-the-Trainer online course is available.	
<b>P.O.W.E.R.™ Training Module 9 SAFE Task Engagement and Prevention-Based Behaviors™</b>	At the end of module 8 the majority of employees are performing their tasks in an efficient and protective manner. Awareness has increased exponentially, employees have become accustomed to being coached, and actively-caring should now be a core value of your culture. Module 9 introduces new prevention-based behaviors to your workforce. PDT materials are designed to reinforce these new behaviors during the third coaching experience and beyond. Call for more details on this and other DIY modules.	
<b>Module 10 New Wearable Technology Module 11 (See Page 36)</b>	A great deal of change has occurred as a result of P.O.W.E.R.™ Modules 1-9. Module 10 raises personal responsibility and awareness to a new height. Module 10 is also a way to introduce AE’s nextgen wearable technology, which gives every employee the ability to measure and improve their own posture without additional coaching. This technology is easy to use, highly-engaging and substantially increases human efficiency. Call Accurate Ergonomics for additional information on the availability of this nextgen development in technology.	

# How to Set-Up a P.O.W.E.R.™ Training Class

## An Instructor Will Need the Following Equipment

- Power source and extension cord with multiple outlets.
- A computer to access and deliver P.O.W.E.R.™ training modules.
- Internet access with good to excellent connection strength.
- A projector and screen to display the presentation.
- A “**good quality**” pair of speakers or sound system.
- A remote control presentation clicker.
- Choice of education and training materials.
- A/the training box, note paper, materials, pens, name tent cards, etc.
- Any tools or equipment an Instructor desires to use as props during module 5 (optional).



## Class Set-Up

- Set up the training room or area at least one hour in advance of start time.
- A “U” shaped set-up works best, however, a classroom style will also work.
- Tables and chairs for 15 or less participants, 1 for the Instructor and 1 extra (17).
- A table at the front of the room to set the computer, projector and Instructor items on.
- **Projection Note:** Depending on the computer and projector used, the projector may have to be moved further away from the screen, the image enlarged in order to maximize the size of the course presentation window, or the display settings may have to be changed (**Practice 1st**).
- Allow room in the class for participants to practice their POWER Posture™ on the training box, as well as any other items you may include as practice items (bucket, cone, cart, etc.).
- The room and area should be quiet so that participants can easily hear the training presentation and their Instructor (Course Navigator) speak.
- Adjust the lighting (if possible) so that the screen can easily be seen (not too dark).
- Food and Beverage: Have everything in the training room which may be necessary for a multiple hour training (see below). Water is a must. If you serve coffee, include decaffeinated. Other beverage choices to consider include iced tea, hot tea or a healthy selection of juices. Fresh fruit is the best snack food (apples, bananas, etc.). Other choices to consider include healthy snack bars, multi-grain breads, healthy crackers, etc.
- **No Pink Boxes Allowed.** P.O.W.E.R.™ training emphasizes proper nutrition. If your workforce is accustomed to having pink boxes (donuts and sugary pastries), this is the perfect opportunity to break this habit in moving forward toward a healthy, culture of prevention.

## Instructor Set-Up Notes

- The best time to deliver training is at the beginning of a shift. An Instructor will need 4 to 5 hours to deliver all five modules. You may choose to deliver 2.0-3.0 hours of training prior to lunch, have lunch brought in, then deliver the final 2.0-3.0 hours of training during and/or after lunch. You may also choose to divide training into two or more sessions, on separate days.
- Whenever possible, P.O.W.E.R.™ training should be delivered “classroom style.” This is because adults learn best when they are engaged by the Instructor in the content. When the Instructor desires to pause the presentation to discuss a key P.O.W.E.R.™ goal, it is more engaging for participants when the Instructor is able to walk around at times, make eye contact and discuss examples. This works best inside of a “U” shape set-up, or classroom style with a center aisle.
- When planning a training class, allow time for brief restroom or other mandatory breaks.

## Training Presentations and Materials

P.O.W.E.R.™ training modules are available through the Accurate Ergonomics Online Learning Academy. If your organization has an internal LMS, you may contact Accurate Ergonomics to inquire about adding P.O.W.E.R.™ training to your training system. As a licensed user of P.O.W.E.R.'s Doc-in-a-Box™ program, you have specific privileges which are renewed on an annual basis, such as: access to training presentations for new hire trainings, discounts on additional training programs, annual updates, materials, posters and more.

### Doc-in-a-Box™ Premium and Bundled Packages

Doc-in-a-Box™ includes P.O.W.E.R.™ training modules 1-5. Your purchase may have also included one or more of the P.O.W.E.R. training modules listed below. If module 7, 8 or 9 were part of your original purchase, separate the following materials from the materials Instructors will use during phase 1 training:

- A. Modules 7 and/or 8 Training Implementation Guides (SRT- Phase 2, PDT- Phase 3).
- B. SRT and PDT Observation Worksheets and Communication Cards.
- C. Module 9 Implementation Guide (SAFE Task Engagement & Prevention Based Behaviors).
- D. Module 9 Workbooks and/or the Latest Assortment of Observation and Communication Cards.

Notes: 1) You will not need the above materials for a few weeks or longer. Timing depends on the number of employees included in your training initiative and the timeline you desire to deliver each phase of training. 2) There is no finite delivery time period, plus the P.O.W.E.R.™ training process allows for flexibility. SRT may be delivered in a few weeks or months after initial training, unless time for practice session 2 was not available during module 5 training. PDT may begin weeks, months, or the following year. Module 9 may be delivered at any time and is integrated into the PDT process and materials. 3) A workgroup of 25 to 150 can easily complete all three phases in less than one year, however, larger workforces may take longer. Phase 3 is an evergreen phase, designed to sustain prevention-based behaviors.

### How To Access Training Presentations and Materials

1. Use a computer, access the internet and go to [www.AccurateErgonomics.com](http://www.AccurateErgonomics.com). Click on “Login” in the navigation bar, click on login again and enter your user name and password, or
2. Click on the link in the email you received when you purchased your program or license. The Instructor will be required to enter information, such as the user email address and password.

### Classroom Learning (CL)

1. If your license or purchase included access to more than one course, they will all appear on the same page.
2. Locate and click on the course you desire to teach. Scroll down and from the list of modules included in the course, click on the first link, the “Introduction Session,” or the next progressive training module.
3. **The training presentation includes a voice-over audio recorded by AE specialists.** The Instructor acts as the facilitator or guide, controls the pace of the presentation and may pause occasionally to discuss or emphasize certain key points or lessons, distribute materials, etc.
4. **Note:** There are courses available which allow the Instructor to deliver P.O.W.E.R.™ training in their own voice. Call Team Accurate for additional details.

## Online Individual Learning (IL)

1. If you desire to have all or part of your workforce take one or more P.O.W.E.R.™ training modules online, you must first communicate with Accurate Ergonomics.
2. AE's digital learning team will assist you with the process of creating groups, assigning and managing individual learners (see pages 28 and 32-34).

## Course Titles, Numbers and Codes:

**GET = General Employee Training**, for Active Occupations and Job Descriptions.

ADP = At-Desk Professionals

CC = Communication Center Professionals

**CL = Classroom Learning**

CT = Consultant Trainer (AE or Trained Internal Trainer)

**IL = Individual Learning**

EBP = Ergonomics Best Practices (Ergonomics Module Only)

WD = With Deliverables (Course Materials/Deliverables Included in Course Content)

## Examples:

- A. The POWER Program - Course 530 - GET - CL = POWER GET Training, Classroom Learning (CL).  
This course features 6 modules, which are presented one at a time on the same day, or separate days. This full length, four to five hour P.O.W.E.R.™ training course includes voice over audio recorded by Accurate Ergonomics Specialists.
- B. The POWER Program - Course 613 - GET - CT = POWER GET Training, Consultant Trainer.  
This course is designed to be taught by a Trained Internal Instructor. This is a full **four to five** hour P.O.W.E.R.™ course that does not include a voice over and does utilize course workbooks (CWB). The Instructor reads from, or refers to the content as they would during any other training class (all modules are contained in one course).
- C. The POWER Program - Course 615 - GET - CT = POWER GET Training, Consultant Trainer.  
This course is designed to be taught by a Trained Internal Instructor. This is a full **four to five** hour P.O.W.E.R.™ course that does not include a voice over and does not utilize course workbooks (NCWB). The Instructor reads from, or refers to the content as they would during any other training class (all modules are in one course).
- D. The POWER Program - Course 948 - GET - CT = POWER GET Training, Classroom Learning (CL).  
This course is designed to be taught by a Trained Internal Instructor. This is a **three** hour condensed version of the P.O.W.E.R.™ course that does not include a voice over and does not use course workbooks. The use of individual documents, checklists, etc., reduces class time. The Instructor reads from, or refers to the content as they would during any other training class.

## Group Leaders

If you or someone else in your organization has been assigned the role of “Group Leader,” this person has received an email stating their role and listing their access and login information. Group leaders have access to additional functions (**see pages 32-34**).

## How to Deliver a P.O.W.E.R.™ Training Class

In order to complete all of the modules included in P.O.W.E.R.™ training, the Instructor needs to be familiar with the training presentation and process, including the materials. The Instructor also must remain aware of the amount of time that is required in order to deliver a highly-effective and meaningful training experience.

An Instructor's job is to set the tone for training and present a compelling presence in the class, however, they must also keep the training process on track. While it is good to promote a certain amount of discussion and engagement on the content during training, or to pause to ask or answer a question or two, the Instructor must politely limit the amount of feedback or risk running out of scheduled time. **The end of module 5 is just as important as the beginning of the introduction session.**

Instructors should begin with the premise that it will take approximately four hours to complete the class if given all at one time, then add the estimated amount of time required to complete each of the optional elements below, marked with an asterisk (\*):

- \* Pre-Training Quiz (10 Minutes).
- \* Training Needs Assessment and Comfort Survey (15 Minutes).
- SAFE Warm-Up & Stretch Routine Practice (Mandatory 20 Minutes - Included).
- Module 1 & 2 Checklist (10 Minutes - Included).
- Practice Session During Module 5 (Mandatory 30 Minutes Included - Add Minutes if Possible).
- \* Post-Training Quiz (10 Minutes).
- \* Test Your Knowledge (15 minutes).
- \* Course Evaluation (10 minutes).

If you choose all of the above options (\*), add 1 hour to the 4 hour estimate, plus 30 minutes if you choose to add a few relevant items or tasks to the practice session at the end of Module 5 (Recommended).

If modules are delivered over a period of days or weeks, allow approximately:

- 1 hour to complete the Introduction Session (with paperwork).
- 1 hour for Module 1; 1 hour for Module 2; 1 hour for Modules 3 and 4 (combined).
- 1.5 to 2.5 hours for Module 5 (depending on the number of course images and options selected).
- 2 Day Delivery: Introduction and Modules 1 and 2 on one day (+/- 2.5 hours). Modules 3, 4 and 5 on a separate day (+/- 2.5 -3 hours). Allow time for breaks (mandatory/scheduled or otherwise).

Note: After the first or second time an Instructor practices and/or delivers a training course, they will have a better sense of timing and how long to schedule each training class, module or group of modules.

## Presentation Optics

1. The Instructor, or facilitator starts the presentation and follows the instructions.
2. Participants see the content and listen to quality speakers as AE specialists deliver the training (course 530), or the Instructor reads the content and teaches the class (course 613, 615, 948).
3. The Instructor is able to pause the presentation with their remote presentation clicker at any time in course 530, in order to discuss or highlight some part of a lesson, complete an assignment or answer a question. Courses 613, 615 and 948 are advanced manually by the Instructor.

## Important P.O.W.E.R.™ Program, Internal Program Manager and Instructor Notes

The P.O.W.E.R.™ program™ includes a number of interconnected topics and lessons. Many times, when employees hear that training is 4 or 5 hours in duration, their first thought may be “This training is too long,” or “I/we don’t have time.” What our experts can tell you, is that P.O.W.E.R.™ training is extremely valuable. The results of thousands of course evaluations show that at the conclusion of P.O.W.E.R.™ training, the vast majority of participants report that they received a great value. 98% of employees recommend this course be taken by their coworkers and the average course rating is 4.85 on a scale of 1 to 5 - a 97% approval rating.

Once the presentation begins and the Instructor adds some life and enthusiasm to the content, engagement will increase, time will go by fast and participants will both enjoy and benefit greatly from the content. Below is an overview of some of the options an Instructor will be presented with during the training presentation.

### Prior to Starting the Training Presentation

1. As participants enter the training room have them sign in and pass around “The POWER Program Training Sign-In Sheet.” Make sure that everyone signs in and keep this form for your records.
2. Options: The Instructor may then distribute the “Pre-Training Memory-Maker Quiz” and/or the “Training Needs Assessment and Comfort Survey (if included).” Have participants complete these forms in a timely manner, prior to starting the training presentation, if possible. **Instructor Note:** These 2 options are included in training presentations 530, 613 & 615. If completed prior to the presentation, continue the presentation. If the Instructor chooses to let the presentation instruct participants, pause where instructed, have participants complete the form/s and collect same.
3. When “Training Manuals” are offered (Optional), distribute them at the end of class. The training manual is not required during training, unless someone is taking this course on their own, without the benefit of the training presentation. Training manuals are designed to be read by participants from cover to cover in the days and weeks after the completion of all 5 POWER Training Modules. If permitted, have participants take their manual home and read them with their families.
4. Distribute “Course Workbooks” at the beginning of Course 530 and 613, **unless** your preference is to use individual documents. **Instructor Notes:** 1) Instruct participants that they may read pages 1, 2 and 3 on their own and to STOP reading there. 2) Participants will use pages 4, 5 and 6 during training, as instructed.

### The P.O.W.E.R.™ Training Presentation - “Introduction Session”

1. Before starting the presentation, the Instructor should introduce themselves to the group. The Instructor may also go around the room and have each participant say their name, time on the job and perhaps tell everyone what their favorite hobby or passion is (hiking, biking, fishing, etc.). **Instructor Notes:** 1) Introductions can use up valuable class time, so keep them brief. 2) This may also be a good time to have participants create a name tent card (optional). If name cards are needed, have markers and paper available. Have participants fold paper in half, twice to make a tent.
2. The P.O.W.E.R.™ training presentation begins with a disclaimer and course title.
3. At the words “POWER Training is Important for You and Your Company,” there is a generic, care-based statement. You may pause here to read or recite a statement which best represents your Company message on the subjects of employee health, wellness, injury prevention, safety and the culture you desire to create (voiced over courses require a manual pause).

## Introduction Session (Continued)

4. The next section is “About POWER™ Training.” From here forward, participants are listening to the audio, or the Instructor, viewing the projection screen and following presentation instructions. The Instructor pauses where necessary to complete a form or promote discussion around a particular question or topic.
5. The next section includes instructions on how to identify key P.O.W.E.R.™ goals during training.
6. Next are the “Pre-Training Quiz and Comfort Survey Options.” If these two forms were not completed prior to starting the presentation, first is the “Pre-Training Memory Maker Quiz,” followed by the “Comfort Survey.” If these forms were completed prior to starting the presentation, continue forward. If not, the Instructor may pause here and have participants complete these forms.
7. Next, is the explanation of how to use “Course Workbooks” and/or “Individual Checklists.”

## Internal Program Manager & Instructor Note Regarding Additional Training Modules

If your purchase included module 7, 8 or 9, follow these instructions: At the end of training, there is a brief section which lets participants know that today’s training is phase 1 of a 2 or 3 phase process. If your purchase included additional modules, or you plan to purchase additional modules in the future (as a result of reading this document), the presentation will say “What’s Next?,” followed by a brief description of each additional phase of P.O.W.E.R.™ training. That each phase is designed to build upon the lessons and skills participants learned throughout modules 1-5. The presentation instructs participants to ask their Instructor if, or when these modules may be delivered. **Be prepared to respond to this question.**

## Let’s Get Started

The next section, “Let’s Get Started” makes the case for prevention with content designed to: open the minds of participants, explain what a Musculoskeletal Disorder (MSD) is, what to do when a person has a challenge (knee pain, etc.), why every person needs training, the importance of change and a new meaning of PPE. Most people know PPE as Personal Protective Equipment. P.O.W.E.R.’s new or added meaning is “Plan, Prepare and Execute.” This is the end of the introduction session.

## Module One - Plan For Success

Module one discusses the need for every person to have and follow a plan. Module 1 presents the 5 key elements of a highly effective personal plan for long-term success. Instructor Notes:

- 1) This is a comprehensive module. Keep a steady pace so that you can finish in approximately 60 minutes.
- 2) There are a few places which ask participants a question. These include a slight pause so that participants have time to think and/or respond. The Instructor may manually pause at these times and ask participants to respond or take a guess at the right answer, then continue and show the answer.
- 3) When learning about the affect caffeine has on the human body, you will see content which explains the meaning of a “Trigger Point,” a knot in a muscle. If you choose, you may purchase a bag of twisty balloons and when you arrive at this point, pause and use a balloon to emphasize the lesson (do not blow up the balloon). Hold one end with your left fingers at your right shoulder joint. Hold the other end with your right fingers and extend your arm. This represents a muscle which is being stretched to its maximum range of motion. Now tie a few knots in the balloon and do the same stretch. This is a visual representation of what caffeine does to muscles. Caffeine tightens muscles and reduces a person’s range of motion. This visual also helps to make the case that stretching is an important part of injury prevention (stretching is introduced in module 2).



## Module One (Continued)

4. Module 1 concludes with a Pause Icon (II). Continue to module 2, or end today's class if P.O.W.E.R.™ modules are being taught one at a time, on separate days.

## Module Two - Prepare For Success

Module 2 is about preparing the human body before work and all shift/day long. **Instructor Note:** Read the document "Stretch Leader's Guide" prior to training. This document is included in Doc-in-a-Box™.

1. Module 2 begins with a brief review of module 1.
2. The first part of module 2 makes the case for increasing and maintaining flexibility.
3. When you hear/see the words "Rise up from your chair and perform the following Warm-Up and SAFE Stretch Routine," distribute the Warm-Up & SAFE Stretch routine handouts and/or optional (purchased separately) stretch pocket cards, then continue. Note: The warm-up and SAFE stretch routine is included in the course workbook, as well as online individual learning courses (IL).
4. Have participants stand up as they listen to the disclaimer, then follow the instructions as you lead the group in an effective set of stretches. Remember, every athlete stretches before, during and after every game. The voiced over presentation will pause automatically to accommodate each stretch. **The Instructor must click on the next button (remote) to continue to the next stretch.**
5. The stretch begins with a method participants can use to measure the difference before and after doing a few stretches, only one time. This is a great way for participants to feel, thus prove to themselves, that stretching does work, verified by a small increase in range of motion of the head.
6. After the first few stretches everyone will re-measure. Ask people if their head actually rotates a bit further. Typically there are at least a few participants that will openly admit that they feel the difference. If no one offers a positive comment, use your experience and share how you feel. Continue to the end of the routine.
7. At the end of the routine, participants are instructed to return to their chairs. Once seated, there is an opportunity to select a volunteer, appoint an interested party, or vote for a person who will lead either this, or another group every shift in a daily pre-work stretch (see Instructor notes on page 21).
8. The next brief section is on energy management and how to maintain a constant state of readiness.
9. The next section instructs participants to complete a "Module One & Two Checklist," which the Instructor will distribute at that time (also located on page 7 in the course workbook). **Have participants complete this checklist in a timely manner. Note:** Checklists are for the benefit of each participant and do not have to be collected at this time.
10. Module 2 concludes with a Pause Icon (II).
11. If you have not yet taken a restroom break, this is a good time for a 5-10 minute break. If no one needs a restroom break, continue to module three, or end today's class if P.O.W.E.R.™ Modules are being taught one at a time, or modules 3, 4 and/or 5 will be delivered on a separate day.

## Internal Program Manager and Instructor Notes on Warm-Up & SAFE Stretch Program

1. If you already have a working stretch program in place, great work. You may add all or some of AE's stretches to your current routine, or a few of your current favorite stretches to P.O.W.E.R.'s routine.
2. If you currently do not have a pre-work routine, or your stretch program has faded away, now is the time to either start, or restart one. P.O.W.E.R.™ training clearly makes the case for stretching.
3. Have any discussion necessary, prior to training, in order to gain the necessary buy-in and support from stakeholders on starting a pre-work stretch program. Discuss who will lead pre-work stretches (managers, supervisors, volunteers, etc.).
4. Plan a pre-work, warm-up and stretch location and time for each workgroup (see #8 below).
5. After learning and practicing the stretch in module 2, determine and/or announce who will lead their stretch. This could be someone with a special interest in fitness, a volunteer or a supervisor.
6. Start the pre-work warm-up and stretch routine as soon as possible, once training is delivered.
7. Keep the program alive and functioning in each workgroup for a sustained period of time. Until the routine becomes a permanent daily group activity, as well as an individual employee habit.
8. Doc-in-a-Box™ includes a Warm-Up & SAFE Stretch program "Initiation Data Sheet." Use this form to organize and keep track of this information. The routine should be performed on paid time and should take about 10 minutes to perform. The supervisor or leader may multi-task and use this time to read announcements, discuss the day's tasks, potential health and safety challenges, and to build positive, caring and trusting relationships with employees.
9. Doc-in-a-Box™ also includes a "SAFE Stretch Audit Form." Utilize this form to assess, improve and track the effectiveness of each leader and group. A sustainable program requires structure, accountability and continuous motivation.
10. Once P.O.W.E.R.™ training has been completed, order and mount reminder posters on a wall or walls where employees can easily see the poster while stretching. Available posters are listed on page 12.

## Module Three - Musculoskeletal Anatomy and Injury Prevention

Module 3 is about human anatomy. This section delivers critical information about how internal body parts function and may wear out over time, especially if a person uses an inefficient posture.

1. Module 3 begins with a brief review of module 2.
2. The first section is about: how the human spine and discs function, an explanation of how nerves work, nerve pressure, how pain travels from the spine outward, plus the role hydration plays in maintaining healthy spinal discs.
3. The next is a section about tendons and ligaments, followed by an explanation of the difference between a sprain and a strain.
4. Module 3 concludes with a Pause Icon (II) and an explanation of the role that a person's head plays in neck and back nerve pressure. The role and position of a person's head is also Step 6 of the POWER Posture™ (Module 5).
5. End here, then continue to Module 4. When combined, module 3 and 4 should take about one hour to complete. Module 3 sets the stage for Module 4, and together these two modules set the stage for Module 5.

## Module Four - Efficient Postures

Module 4 describes what an efficient, neutral posture is, plus why achieving one is so important.

1. Module 4 begins with a review of module 3.
2. The first section describes human factors which often get in the way of a person deploying an efficient posture, including time, thoughts and habits.
3. The next section is focused on muscle memories, what average postures look like and the pre-injury warning signs every person needs to be aware of, so that they may take appropriate proactive actions. Suggestion, near-miss and early reporting of symptoms forms are included in your purchase. These may be distributed at this time, or on a separate day, such as during a pre-work stretch.
4. The next section takes a closer look at efficient postures. An explanation of what an efficient, neutral posture looks like when people stand, sit and walk.
5. The next section covers poor postural habits, Chronic Postural Stressors, general recommendations and breathing exercises. There are a few examples included in this section, designed to let participants see the stress created on the spine, discs, nerves, feet, etc., when people sleep, task, sit and stand in a less than neutral, efficient posture. Note: Breathing is Step 7 of the POWER Posture™.
6. The next section is on the 6 steps a participant can take to prevent a “Slip, Trip and Fall.”
7. Module 4 finishes with a few closing thoughts.
8. Module 4 concludes with a Pause Icon (II). You may take another restroom break and then continue to module 5, or end today’s class if module 5 is being taught on a separate day.

## Module Five - The Execution of an Efficient Posture

Module 5 is about how to execute an efficient posture. The “E” in P.O.W.E.R.’s new definition of PPE. To prepare for module 5, the Instructor needs to place a box (file storage box with 4-6 reams of paper) on the presenters table, or on another suitable table or chair. Locate the box in a location where everyone can clearly see the presentation and the Instructor from the side, from head to toe. Remove enough 10-POW Cards from the box so that you are prepared to distribute them when instructed by the presentation.

**Instructor Note:** Prior to training a class, practice the box lift and move using all 10 steps, along with your verbal narrative of each step, several times out loud. Everyone in class will be listening as participants hear the instructions and watch you perform each and every step, so you need to be a “Perfect 10,” 24/7.

1. Module 5 begins with a brief review of module 4.
2. The first section speaks to the meaning of “E” in the new definition of PPE, followed by P.O.W.E.R.’s process of behavioral change: a) Without a mirror, people cannot see themselves; b) To prevent injuries and change behaviors we must assist each other in the process; c) What words each participant can use to assist coworkers (FORM/POW) and when to use them.
3. The next section explains the POWER Zone, followed by the distribution of 10-POW pocket cards.
4. The next brief section explains a few things a person should do “prior” to lifting, pushing or moving an object: POWER-UP and P.A.U.S.E.™ for Prevention.
5. The next section introduces and explains the POWER Posture™. All 10 POWER Posture steps are shown, followed by a visual of the 10 Steps surrounding the image of a person lifting a box. If possible, the Instructor may demonstrate each of the 10 POWER Posture steps (10-POW) for participants (the efficient way to perform each POWER Posture step). Instructor Note: After all 10 steps have been explained, demonstrate each step and explain the benefits of that step and how each step is connected. It may prove beneficial to demonstrate some of the steps as they would look when a person uses an inefficient (at-risk) posture. **Be Careful to Not Injure Your Back!**

## Instructor - POWER Posture Demonstration Tips

**LOVE-It:** Close the gap as much as possible between you and the box. Make contact with object (box to mid-section) whenever it is possible and safe. The closer the object, the less stress there is on the spine, discs, muscles and connective tissues. This also allows the person lifting to operate in a neutral posture. Many people have a habit of allowing too much space between themselves and an object. In addition, the last thing a person should do is pull an item toward themselves and lift all in one move. Instead, carefully reposition an item to its best possible location, then position the body close to the object. The force of pulling an item toward the body, causes a high level of stress on the spine and could result in a back injury.

From a side view, show participants how much further you have to bend forward to reach the box when it is just a few inches away from you. Remind learners of the 10:1 stress ratio. Note: Use your arm and hand to demonstrate angles and force, not your back.

**Feet Apart:** A broad-based stance provides balance and POWER. Many people have a feet-together habit. When the feet are close together, additional POWER Steps are more difficult, if not impossible to achieve.

Show learners that when your feet are together, you have no balance and no power. If you were a boxer that stood in a feet-together stance, you would not have enough POWER to defeat, let alone defend yourself from an opponent. Take a stance like a boxer and feel the difference in POWER.

**Knees Bent:** Bending the knees engages the POWERFUL leg muscles. These muscles are designed to do the heavy work. When the knees/legs are straight, back muscles are supporting the weight of the upper body, plus the weight of an object, and spinal discs are forced out of their protective surroundings. Many people have a legs-straight habit. It is impossible to lift anything with the leg muscles when the legs are straight.

Show learners that when your legs are straight, strong leg muscles are not being used. A great example is to stand straight. Here, the upper leg muscles are barely working. Then slightly bend your knees and show learners by tapping your thigh muscles with your palms, that these muscles are now engaged and are now holding the weight of the body (torso), instead of the back. **This is an important point to make.**

**Back Straight:** Bending forward at the waist is one of the most stressful moves for the spine. The more straight the back is, the less stress that is placed on the spine. With the knees bent, back straight and the head up (see below), the spine is in a protective “S” shape and is able to function efficiently. Discs and nerves are protected from cumulative stress, damage and injury. Use your arm and hand to show learners the increased amount of stress placed on your wrist when you bend your hand forward, not your back. In this scenario the wrist represents the lower back.

**Nose-Between-The-Toes:** Twisting places stress on the spine in areas which have little to no protection. Lifting or moving an object, or pushing a cart with the spine twisted (nose not between-the-toes) is a high risk move, much like bending forward at the waist. Note: Module Three explained that the sides of the spine, the area where the nerves exit the spine, are not protected.

**Head-Up:** When the head is not level with the ground, stress is placed on the neck and back muscles. A head-forward posture places a 100 pounds of stress on the neck and low back. The head also leads the way. If a person looks down when lifting an object or using a tool, the position and weight of the head pulls the person and their torso forward. It is okay to look down to get one’s bearings and establish a proper grip on an object, however, right before lifting and exerting force, it is critically important to level the head while exerting force.

**Head-Up (Continued):** A chin level with the ground posture (looking straight ahead), completes the protective “S” shape in the upper region of the spine. In this posture, discs are centered and weight, pressure and force is distributed evenly. Most people have a habit looking down when walking, lifting, looking at a computer monitor, tablet, mobile phone, etc. While looking down is necessary for safety reasons when walking or climbing stairs, a head-down habit sets people up for an injury when lifting, exerting force, reaching, pushing a cart, etc.

**Exhale on Exertion:** A purposeful exhale at the moment of exertion gives the spine 1,000 pounds of added strength and support. The vast majority of people have a habit of not breathing when they exert themselves. Many people even hold their breath while exerting force. This places pressure on blood vessels and may lead to internal damage.

Show learners what an exhale sounds like. When athletes exert force they always exhale. Examples include: baseball pitchers, batters, tennis players, weight lifters, etc. Put your diaphragm to work and tighten the abdominal muscles while you breathe out. Even when a task requires some degree of an awkward posture, it is always possible to add a purposeful exhale. Note: Most people do not exhale when they lift!

**LOVE It:** Hold or keep the object close to the body when carrying, moving or pushing an item. The greater the distance from the body and the center of the POWER Zone, the more stress that is placed on the spine. The closer the better, as long as it is safe.

Show learners that when you lose contact with the box (a gap between the mid-section and box), that your back muscles are doing the work, instead of your legs, biceps and triceps. A best practice would be to keep the elbows at or as close to the waist as possible, whenever possible. With your elbows at your waist, extend your forearms and hands straight forward, then move them up and down toward the ceiling and floor. This space represents a person’s POWER Zone. Outside of this zone a person has a limited amount POWER and the risk of injury is much greater.

Example: The POWER Zone is the same as the strike zone in baseball. If a batter swings at a ball that is not in the strike zone (below the knees, above the letters, or off the plate), chances are the batter will hit a foul, produce an out, or strike out. Hitting a home run is the result of a combination of making solid contact with the ball, with a POWER Swing, delivered in the POWER Zone (Strike Zone), using a POWERFUL Posture.

**Step-Turn-Pivot:** When a person carries an object and is required to change directions, such as moving the box from one table to another: 1) Remain in POW at all times, 2) Plant one foot then bring the other foot around like a robot, then proceed. The goal is to avoid twisting the spine, especially under force. The Step-Pivot-Turn process is also where an Instructor may talk about the need to perform tasks using a step-by-step process, instead of using a fluid movement (Bring Item Close, Position Body, then Lift versus One Move).

**LOVE It to the End:** It is equally important to maintain a POWER Posture™ on the way down, as it is on the way up. Many people have a habit of breaking all the rules at the end of a lift, as if the rules do not apply then, or somehow the risk of injury is less. It is good practice to look down to see where your feet are, or where the object will be set down, however, right before the set down reposition the body and repeat all of the steps on the way down.

**Note:** The 10-POW applies to all movements and tasks: lifting, pushing a cart, opening a valve, entering and exiting vehicles, forklifts, shoveling and more. If a person is pushing a cart and is not loving it, their elbows are extended, their head is down and stress is placed on their neck, shoulders, back and wrists.

## Module Five (Continued)

Each one of the 10 POWER Steps are critical for success. Participants need to see and feel each step for themselves and understand that the steps are all connected. In moving forward with your injury prevention program and P.O.W.E.R.™ training process, these steps represent key P.O.W.E.R.™ goals and are core elements of modules 7 and 8.

6. The next section says “POWER Posture Practice,” followed by instructions on the box lift exercise, then an example of the POWER Posture™ and POWER Zone. Participants can visualize perfection while their coworkers take turns applying the 10-POW. The presentation automatically pauses here:

Go around the room one person at a time and have each participant lift and move the box from point A to point B. Instruct all of the remaining participants that they are “POWER Coaches.” Their job is to observe the lifter and provide verbal feedback (a POW or FORM) at the end of the move and describe each missed step/s they observed. This could be a table to table move, table to chair or chair to table. It is best not to require participants to lift a heavy item, or to have learners lift an object from ground level. Ground level demonstrations should use a small, lightweight item, because the Key Goal is to build good behaviors and habits, not show strength or risk an injury.

It is important to have participants observe risk and use their voice (POW/FORM). This lesson is designed to stimulate safe and caring safety conversations, as well as to normalize a process which requires every person to contribute, every day, for the good of all. Have the subject repeat the steps until they get all 10 correct. Then celebrate with a verbal POW, a high-five or a POWER fist bump for a job well done, then proceed to the next learner. Note: Participants need to become accustomed to being observed and coached, as this process sets the stage for modules 7, 8 and beyond.

7. The next section includes photographs, which show inefficient vs. efficient postures and an explanation of what participants are seeing. Examples of what untrained vs. trained employees look like in the performance of a variety of basic tasks. The Instructor should reach the end of the photographic examples with approximately 60 minutes of scheduled time remaining. The training presentation then provides a few options for participants to apply the 10 POWER steps to a variety of relevant tasks.
8. The next words will be “If Time Allows” let’s apply the 10-POW to few tasks and tools you use every day), and gives the Instructor three “Options.” The presentation automatically pauses here.

**Option 1 (Preferred):** Prior to training, the Instructor may choose to have several items available inside of the classroom. At this time, the Instructor may use a portion of the remaining scheduled time to have participants apply the 10-POW to a few relevant tasks, tools or equipment, inside the classroom.

**Option 2 (As/if Necessary):** Prior to training, in place of option 1 above, the Instructor may choose to plan and pre-stage a field trip to a nearby location to practice the POWER Posture™ on relevant tasks, equipment or tools. If, or as time allows, the Instructor may gather participants at this time and walk a short distance to this pre-staged area and have participants apply the POWER Posture™ to 3 to 5 different tasks, as time allows.

**Tasks May Include:** Lifting a bucket or hose, lifting a different type of box, using a shovel, moving a pallet, placing and lifting cones, pushing a cart, opening a valve, entering and exiting a vehicle and/or truck bed, a two person lift, etc. The goal is to have everyone repeat the application of the 10 Steps a few times with relevant tasks, to expose their unique inefficient habits and begin forming new, efficient and protective postures and muscle memories (Continued on Next Page).

**Practical Session Instructor Notes:** 1) Allow time to return to the classroom to complete the last few steps in P.O.W.E.R.™ training (20-30 minutes). 2) If there is not enough time to apply the 10-POW to relevant tasks during class, Modules 7 and 8 are specifically designed to accomplish this critical goal.

**Option 3 (Fastest Option):** Option three is to simply “Finish the Presentation.” If there is not enough time to practice the 10-POW on a few relevant tasks, the photographs in this section, at a minimum allow participants to see and hear that everyone, “every body” needs some work on their posture.

**Important Note:** If Accurate Ergonomics customized your training presentation or you purchased a P.O.W.E.R.™ training Program designed specifically for your industry, the photographic examples in this section may include your own personnel, or people in the same industry performing relevant tasks.

**Visual Option:** The standard version of P.O.W.E.R.™ training includes a generic set of photographs of at-risk behaviors, habits and postures. If you would like to show at-risk postures or other specific behavioral risks found in your workforce, in addition to what is included: 1) Prior to training you may photograph (with permission) a few of your employees performing a task or two in an inefficient vs. efficient manner based upon what you have read and seen in this workbook and the training presentation. 2) Create a slide show or PowerPoint presentation using your photos. 3) If time allows, the Instructor may show their slide show in place of either additional classroom practice sessions and/or field trip options.

9. Next, the Instructor will see and hear the words “What Did We Learn.” This section puts forth a closing argument about what participants have just learned and seen for themselves, followed by an explanation of how to obtain and use the training manual. Below is a list of key points:

- A) Everyone has seen with their own eyes: (i) that we all have habits which place us at risk of a future injury; (ii) that we all have more in common than people think, and (iii) that we share a common goal. “To Improve the Health and Safety of Ourselves and Others.”
- B) We all need assistance from another person, in the form of a second pair of eyes. This is often the only way people can break years of inefficient postures and numerous habits, which place every one of us at risk of a serious injury, at any time. That we all need to replace these habits with efficient skills and behaviors. And that while personal responsibility is the ultimate goal to achieving lasting change, team accountability and an extra set of eyes plays a huge role in achieving positive change around prevention, health and safety.
- C) Change takes time and it will take effort and repetition to achieve permanent behavioral change and an efficient posture.
- D) Change can be easy, fun and prevent a lifetime of pain.
- E) Maintaining a POWER Posture™, along with keeping tasks and work in the POWER Zone, provides a the musculoskeletal and nervous systems (the spine) the ultimate level of protection against fatigue, discomfort, stress and injury.

10. The next section contains some final thoughts about the content of training, followed by an explanation of the available Training Manual and its use.

11. The next section instructs participants to turn to their “Personal Summary & Action Plan Checklist,” which the Instructor will distribute at this time. This checklist is included in workbooks. These do not need to be completed at this time. The presentation will instruct participants that their goal, starting tomorrow, is to check off as many of these items as possible over the next 90 days.

## Module Five - Closing Options

The final section of module 5 offers the Instructor two options by which to conclude training, followed by a course evaluation. The first option is a “Post-Training Memory Maker Quiz.” The second, or additional option is an opportunity to have participants take a final exam, titled “Test Your Knowledge.” The goal of the quiz and/or test is to increase the retention of information delivered during P.O.W.E.R.™ training. **Quizzes and Tests are Optional. Quizzes & Tests are Typically Included in Online Individual Learning Courses (IL).**

- A) Distribute the appropriate quiz or test, with or without the answer key. The decision whether to distribute or retain the answer key/s should be based on: 1) What version is included in your purchase. 2) How much scheduled time remains. 3) The internal program manager’s or Instructor’s knowledge of this workgroup and subsequent determination on whether answer keys would best suit this workgroup. 4) Whether or not you plan to calculate the difference between pre and post quiz scores, or assign grades to final tests yourself.
  - B) Have participants complete the choice of quiz and/or test in a timely manner, then collect the forms (see post-training activities on page 29).
12. At this time the Instructor may choose to distribute a “Course Evaluation” form to participants, or may wait until the very end of class. Course evaluations are important for the following reasons:
- A. Participants have an opportunity to summarize their experience and provide the Instructor and your organization with valuable feedback.
  - B. Your organization has a method to gauge and track both the overall training experience and the ratings of your internal course Instructor/s.
13. Continue to the end of the training presentation. The next section “Thanks” the entire class for their participation. This includes a preview of “What’s Next?” Here, the creators of the P.O.W.E.R.™ program briefly describe the next phases of P.O.W.E.R.™ training. The internal program manager or Instructor may add comments and should personally thank every person for their class participation.
- Note: If your version of Doc-in-a-Box™ includes module 7 or 8, or you have made a decision to purchase additional modules at this time or in the future, the Instructor may advise this group that today’s training was phase 1 of 2 or 3 phases. If this is the case, part of your final message should include a response like this: “See you in a few weeks, so practice all of the steps you learned today and apply them to every task possible, for your own health and safety, at work and home.”
14. The next section includes a closing statement from the creators of the P.O.W.E.R.™ program and may include an invitation to visit the Accurate Ergonomics website to purchase logo items.
15. The final step in P.O.W.E.R.™ training is to distribute (optional) training manuals, titled “Owner’s Manual for the Spine.” When each participant returns their completed evaluation, or after all of these forms are collected, provide each participant their “Owner’s Manual for their Spine” and advise them to read it from cover-to-cover over the next few days, week, etc. If allowable, have participants take the manuals home and read them with their family.
16. End the class. Participants return to their normal day’s work.
17. Exit the Course. Instructors should take a few minutes to evaluate their performance and note where delivery improvements may be made in areas such as, Instructor comments, timing, etc.



## Instructor Training Summary

As was stated early in this guide, P.O.W.E.R.™ training is designed to change the behaviors of every person in your workforce. This guide was designed to give you as much advanced knowledge as possible about the topics included in P.O.W.E.R.™, as well as an opportunity to practice and refine your delivery of P.O.W.E.R.™ training. Once an Instructor delivers their first training class, they will discover how all of the parts of training flow and work together. From then on, each additional class will become easier and more fun to deliver.

Now that you have a much better understanding of what is involved in a training class and knowledge of all of the training material options available, it is easy to see why a minimum of 4 hours is needed, as well as why 5 hours may be necessary when you use several, or all of the available materials. As you Plan and Prepare to Execute your training initiative, first decide whether you want to deliver P.O.W.E.R.™ training modules all at one time, or if you prefer or need to deliver one or two modules at a time, on separate days.

## Schedule Training Dates and Times

1. Allow a sufficient amount of time to deliver a complete and effective training.
2. Be aware of any mandatory break times, as these will extend the time needed to complete training.
3. Reserve the training room or space necessary for training, well in advance.
4. Notify employees of training inclusion and requirements (training initiative announcement).
5. Notify each group of participants, when and where their training will take place.
6. Send a second notification and/or post the names, training dates, times and location.
7. Ensure that participants show up on time, or a few minutes early. There are many lessons included in P.O.W.E.R.™ training. The goal is ensure that each participant completes the entire training course and/or modules, including their checklists.

## New Hire and Individual Learner Training

P.O.W.E.R.™ training experience metrics gathered over years, prove that new hire training adds a tremendous long-term value. The sooner an employee is able to learn/develop POWER Skills, the sooner they are able to:

- Perform their duties and tasks efficiently.
- Build positive mind-body connections, protective and sustainable muscle memories.
- Physically and mentally perform tasks while minimizing fatigue and discomfort.
- Enjoy their job, reduce the risk of injury and become part of your culture of prevention.

Licensed users have three options to deliver new hire training: 1) Deliver to each new hire, 2) Wait until there is a large enough group to deliver classroom style training, if there will be more than 1 new hire within a short period of time, 3) Have each new employee take the online version of P.O.W.E.R.™ training on their own, then follow up with a Module 5 practice session, or a Skills Reinforcement Training session.

- 1) Group training is best delivered and received when there is more than one or two people.
- 2) When P.O.W.E.R.™ training is delivered online to individual learners, employees are asked to practice stretching and the POWER Posture techniques on their own. You will need to deliver individual forms which are not included online in online courses (Comfort Survey (Optional), Pocket 10-POW Card). Most documents are included in online course assignments (Pre & Post Quizzes, Final Test, Printable Module 1&2 Checklist, Core Exercise Regimen, Stretch Routine, Personal Action Plan Checklist, Ergonomics Best Practices Guide, POWER Posture Instructions, Course Evaluation).
- 3) You may also choose to have individual, online learners take Modules 1-4, or 1-5, then have an Instructor or an AE specialist deliver module 5 or module 7 practice sessions in small groups.

## Post Training Activities

1. Gather unused P.O.W.E.R.™ training materials and place them back in the box. Keep the training box and materials organized so that you are prepared for the next workgroup.
2. If you need to order additional materials, plan to accomplish this task a minimum of two weeks prior to the next class.
3. Use the sign-in sheet to track attendance. If you are training your entire workforce, use whatever format you choose to track overall attendance and to ensure that every employee with an active job description receives P.O.W.E.R.™ training. Note: You may also request our comprehensive Microsoft Excel worksheet set or Google Sheet version, to use to track metrics (**Recommended**).

## Training Quiz and Final Test

1. Review the quizzes and/or grade the final tests. This process will give internal program stakeholders insight on:
  - A. How much employees knew about the topics covered in P.O.W.E.R.™ training, prior to training.
  - B. Whether the lessons and skills put forth in training filled knowledge gaps (pre vs. post responses).
  - C. Which employees, if any, need to retake P.O.W.E.R.™ training and/or need more assistance.
2. If you are not fully satisfied with the results of a post-training quiz, or when a test grade is lower than your workforce curve, consider assigning this or these employees the task of reading the training manual. In two weeks, or on the date you set, have them retake the test without the answer key. Grade the test and proceed accordingly.

## Training Needs Assessments and Personal Comfort Surveys

1. Review each training needs assessment and comfort survey.
2. When an employee has rated their comfort/discomfort experience at a number or level which may be higher than average (subjective), put this information to good use and talk to this person about:
  - A. What is this person doing that may be causing their shoulder, neck, back, knee, etc., to be in a state of discomfort or pain (habits, postures, specific tasks, etc.) ?
  - B. How could this person perform their tasks in a better, more efficient manner and posture?
  - C. Is this person using their tools and equipment properly?
  - D. Which tasks does this person spend most of their time performing?
4. Coach this person on some of the countermeasures discussed in training, such as: increasing water consumption, stretching before and after tasks, exercising core muscles, etc. (Plan-Prepare-Execute).
5. Follow up is important. Mark your calendar to check in with this/these employees in 1 week, 2 weeks, etc. The more employees know that you care, the more motivated they are to change, and the more your culture will transform and develop into a culture of prevention.
6. Now that you have baseline comfort/discomfort metrics, you are able to survey specific employees by experience, or by workgroup at a later date, such as 1, 3, 6 or 12 months post training. In this way you may track improvements and ensure that steps are being taken to reduce the risk of injury. This process allows you and your front-line supervisors to build an actively-caring, culture of prevention.

**Follow Your Company's Health and Safety Rules and Reporting Policies at All Times.**

## Course Evaluations

Review course evaluations:

1. How many Yes versus No answers were there in the upper half of the form?
2. How did participants respond to the questions in the main body of the form?
3. What actions or improvements could you take as a result of participant's responses?
4. How did participants rate the training course and/or their Instructor?

## P.O.W.E.R.™ Instructor Doctrine

The Instructor plays a critical role in P.O.W.E.R.™ training. An Instructor's job is to:

1. Plan and prepare accordingly for each class and workgroup.
2. Start and end each class on time. Schedule enough time. It is better to end early than run late.
3. Engage participants throughout training. A little engagement or a few words go a long way.
4. Motivate participants to fill out their forms and use their checklists, for their own health and safety.
5. Be a neutral party. Discussions should be limited to course content. POWER is about your workforce.
6. Be a coach, not a cop. Positive reinforcement almost always works best in changing behaviors.
7. Maintain a professional and respectful tone and attitude at all times. No personal agendas allowed.
8. If for some reason a participant disrupts a class, ask to speak to them outside the class. Handle the situation quickly, in the best manner possible. Consider scheduling this person in another class once the situation has been resolved.
9. If you do not know the answer to someone's question, write it down, do some research, or seek professional advice where necessary. Then reconnect with that individual to close the loop. If you are not a licensed healthcare practitioner or treatment provider, limit your suggestions accordingly.  
***Follow Your Company Guidelines and Procedures at All Times.***

## Important Instructor Notes:

1. **Watch Your Back!** If you attempt to show participants the incorrect or inefficient way to perform a task, **be very careful so that you do not injure yourself.** It is far better to explain a poor/inefficient posture with your arm and/or hand than it is to risk an injury.
2. If a participant asks a question, such as "My back or shoulder hurts, what do you think is causing this," or "What should I do?":
  - A. Remember, you are not a licensed Doctor or medical professional.
  - B. Do Not give anyone any diagnostic, medical or treatment advice.
  - C. Follow your company's health and safety policies at all times.
3. Review the list of effective leadership behaviors located on page 35.

**"Enjoy a Great Training Initiative and Experience!" - Team Accurate Ergonomics**

## Post Completion of Phase One P.O.W.E.R.™ Training

Below are some of the Key Steps to take after POWER Training is delivered:

1. (Optional/Recommended): Enter data from P.O.W.E.R.™ training into the P.O.W.E.R.™ Training Tracker Master Worksheet Set (attendance, scores from quizzes, surveys, etc.), or use the Google Sheets Tracker. This is a great way to ensure training completion, track data and program metrics. If your purchase included modules 7 (SRT) and/or module 8 (PDT), or you plan to deliver phase 2 and 3 of P.O.W.E.R.™ training, these worksheets will assist you in many ways. Contact Accurate Ergonomics for access to this file or link.
2. Begin a warm-up and stretch program in each trained workgroup, as soon as possible.
3. Routinely attend and participate in pre-work stretch times.
4. Use the words POW & FORM and encourage others to do the same.
5. Give positive feedback whenever possible and warranted. Remember, every body loves a POW!
6. Ensure quality drinking water is readily available and is being consumed.
7. Limit the availability of salt, sugar and unhealthy condiments in lunch rooms.
8. If meals are served on-site, reduce or eliminate sodium and sugar during preparation and consider including a healthy meal choice.
9. Brew decaffeinated coffee wherever regular coffee is available.
10. Integrate healthy choices into vending machines. Ask employees what they would purchase?
11. Order and mount wall posters in key locations throughout your facility.
12. Order and/or distribute suggestion, near-miss and early reporting of symptoms cards.

## What's Next?

This is the point in time you can make the biggest difference and change both workforce behaviors and the culture, on a permanent basis. Many training programs use a one-and-done process. Once training is “over,” most employees feel that they can now move on to whatever is next (the flavor of the month). If you do not follow our “Prescription for Success,” the positive behaviors your organization desires may not be achieved. It takes time to change behaviors, postures and build a culture of prevention, however, it is well worth the investment. Phase 1 of the P.O.W.E.R.™ training process requires the largest time commitment of any phase. The good news, is that phase 1 builds the foundation and sets the stage for phase 2 and 3.

### Phase Two - Module Seven - Skills Reinforcement Training™ (SRT)

If your purchase did not include module 7, think about the progress that has been made to date and the barriers which have been overcome thus far. Then take the next step in the P.O.W.E.R.™ program. Module 7 begins where module 5 ended (module six is for at-desk employees). If module 7 was included in your purchase, locate these materials, read the SRT Implementation Guide and/or take the online SRT Train-the-Trainer course, then “plan” to deliver small group training sessions in the next few weeks or months.

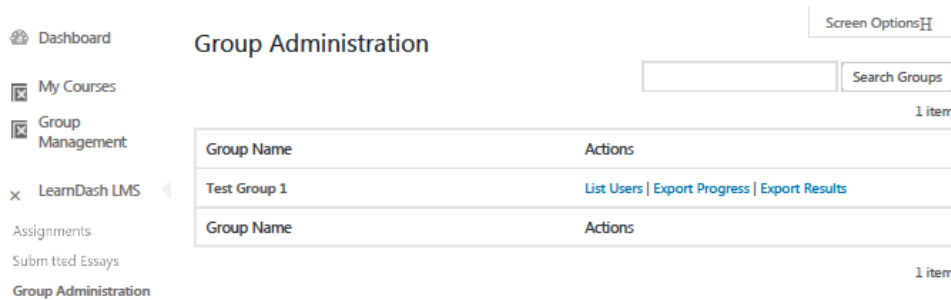
### Phase Three - Module Eight - Precision Development Training™ (PDT) & POWER Coaching

If your purchase did not include module 8, think about the progress which has, or will occur as a result of phase 1 and 2. Then take the next critical step in the P.O.W.E.R.™ program™. Module 8 begins where module 7 ended. If module 8 was included in your purchase, once module 7 is complete, locate these materials, read the PDT Implementation Guide and/or take the online PDT/POWER Coaching Train-the-Trainer course, then “plan” to deliver PDT & POWER Coaching over the next few months and beyond (Evergreen Coaching Process). The timing may be longer in a large workforce, or during a multi-year training initiative.

# Learning Management System (LMS) - Group Leader Instructions

If your Company has included the option to deliver online education and training to employees in your program or purchase, below are the instructions on how to enroll learners.

1. Group leaders are assigned a special level of access to the Accurate Ergonomics Online Learning Academy.”
2. Login to the Accurate Ergonomics LMS. A Group leader will see this page.



3. The **“Group Administration”** page shows the group or a list of groups, that as a group leader you are able to manage. You may click on **“List Users”** to see who is in this group and/or export data into an Excel worksheet (more information below).
4. On the left, click on **“My Courses”** to see the courses that are available.
5. Click on **“Group Management.”** The group name will appear at the top left of the page. If you are the group leader for more than one group, next to the name will be a drop down arrow. From the dropdown list select the group you wish to manage. Under the group name you will see the course, or a list of courses that are available: **“— Course Name.”** Under **“Enrolled Users”** you will see how many seats are remaining, as well as the total number of seats purchased or included in your license.

## **Enroll a Learner/s in a Group to Email a Notification and Grant Access to the Group Course/s:**

- A. Click on **“Add User.”**
- B. Check the **“Add and Invite User”** Radio Button.
- C. Enter the First Name, Last name and Email Address of the person you desire to enroll, then click on **“Add User.”** The person will receive an email with their login and password information.

**Note 1:** During set up, the majority of the time a workforce will be divided into groups (e.g. workgroups). Each group typically has access to only the course or courses which your company has selected to include.

**Note 2:** If there is more than one course included in a group, each learner added to the group will have access to every course. If there is a specific course you desire this or other learners to take, or not take, you will have to send them an email instructing them to take course number **“X.”**

***Continued on Next Page.***

## Learning Management System (LMS) - Group Leader Instructions (Cont'd.)

To accomplish this, click on “View Reports” near the top of your screen to return to the group leader landing page. Locate the “Group Name,” then Click on “List Users” to the right. Click on “Email Group” compose your email, then click send at the bottom of the page. Also see ProPanel on the next page. Note: You may need to ensure that recipients receive their emails, as these may get directed to spam folders.

The other alternative is to contact Accurate Ergonomics and have our e-learning team create an additional group or groups, if this was not accomplished as part of your onboarding or set-up process. This would limit access to specific courses.

### **Add Multiple Users to a Group at the Same Time:**

- A. Click on “Upload Users.”
- B. Check the “Add and Invite Users” Radio Button.
- C. Click on the Link that Says “Download a sample csv file,” then select “Open.”
- D. Beginning with Line 2 (Sample), enter each learner’s email address, first name and last name.
- E. Save the file to your chosen destination, such as your desktop so that it is easy to locate.
- F. A Dialogue Box Will Appear, Click Save Again.
- G. Close the CSV File. You Will Have to Click Yes Again.
- H. Return to the Upload Users Dialog Box and Click On “Browse.”
- I. Locate and Double Click On the File was Just Saved.
- J. Click on “Add Users.”
- K. A light green colored bar will appear at the top of the page. If the upload was successful you will see that message. If not, read the message on the right and try to correct the entries listed by row number in the CSV File. Then repeat the process.

**Note:** Every time that you save or close this CSV file, you will have to click “Yes,” as well as override (replace) the existing file with the same name. If you need assistance, email: [info@accurateergonomics.com](mailto:info@accurateergonomics.com).

6. Add or remove Group Leaders by clicking on the “Add Group Leader” box.
7. Download reports by clicking on “Export Progress or Export Results.”
8. Ignore the “Key” codes unless you purchased a bulk number of seats, wherein the group leader can purchase a number of course seats and issue learners an enrollment key.

## Learning Management System (LMS) - Group Leader Instructions (Cont'd.)

9. The best way to run or view reports is to:

- A. Click on the “Group Management Icon” in the left hand panel.
- B. In the same line as the Upload User Button, click on “Course Reports,” then select a Course Title to view what percentage of each learner’s course has been completed and/or the date of completion.
- C. Click on “Quiz Report,” then select a course and a quiz or test title to view quiz results. Click on a “Detailed Report Icon” to view actual quiz or test responses and scores.

**Important Note:** If you remove a user, such as in an attempt to increase the number of seats available, all of that users data will ne permanently deleted.

10. **ProPanel:** Click on “Dashboard” to see and/or utilize ProPanel.

- A. Here you can view some group metrics, such as total students and courses.
- B. You can also filter and run reports, by Group, Course, User and Status.
- C. Make your selection/s and click on the “Filter” button.
- D. Under “ProPanel Activity” you can view the results and/or download a report by clicking on the “Course” or “Quiz” button.

**Note:** In “ProPanel Filtering” you can use the filter to select a specific learner, then click the email button, compose and send an email to that individual only. Have the person/s check their spam folders.

### Licensed User Notes:

- 1. Access to courses and group management features is granted to licensed users in good standing.
- 2. If or when a group leader leaves your employment, you should remove them from the group leader list and access.
- 3. As a group leader, your employees (learners) should contact you with questions. If you are unable to solve a challenge, contact Accurate Ergonomics.

# The POWER of Leadership

Never underestimate the POWER of leadership. Below is a list of essential and effective leadership practices and behaviors. These are known to positively influence culture and climate attributes and support positive outcomes in prevention and safety. Instructors are leaders.

**Vision:** A leader is able to visualize what prevention excellence would look like and convey that vision in a compelling way throughout the organization, and with the personnel charged with keeping employees safe and free from harm.

**Action:** A leader's actions communicate their high personal standards in health, prevention and safety. A leader helps others to question and rethink their own perceptions, behaviors and assumptions, while describing a compelling picture of what the future holds.

**Credibility:** A leader builds a high level of trust with their peers and reports, is willing to admit mistakes and advocates for the best interest of their workforce. A leader gives honest information and high-impact feedback about prevention and safety, even if the information may not be well received at times.

**Caring:** A leader demonstrates caring through listening, in order to understand what motivates people, by discovering other person's concerns, challenges, fears, hopes and dreams.

**Collaboration:** A leader works well with others, actively cares about employees and promotes cooperation and collaboration around prevention and safety. A leader actively seeks input from others on issues which affect them, and encourages others to make decisions and implement solutions for improving health, prevention and safe outcomes.

**Communication:** A leader is a great communicator who encourages others to give honest and complete information about health and safety, even if the information may be unfavorable. A leader keeps people informed about the big picture of health, prevention and safety, and communicates frequently and effectively up, down and across the organization.

**Action Oriented:** A leader is proactive rather than reactive in addressing prevention, safety and culture issues. Leaders hold themselves responsible for developing others through engagement and coaching.

**Change Agent:** A leader creates change by helping others move through each of the five stages of the behavioral change process, and by communicating, listening and providing appropriate feedback. A leader gives timely, considered responses regarding health and safety goals and concerns. A leader demonstrates a sense of personal urgency in achieving results, and demonstrates a performance, efficiency-driven focus by delivering excellent results in a timely manner. Before injuries occur, not just after an injury.

**Feedback and Recognition:** A leader provides appropriate feedback and recognizes people and teams for their individual and group accomplishments. A leader publicly recognizes the contributions of others, uses praise more often than criticism, gives positive feedback and recognition for good performance, and finds ways to celebrate every prevention and safety accomplishment.

**Accountability:** A leader practices accountability, gives people a fair appraisal of their efforts and results, clearly communicates people's roles in health, prevention and safety efforts. A leader fosters the sense that every person is responsible for health, prevention, safety and the outcomes of the organizational unit.



## P.O.W.E.R.™ System - Training Modules - Training Offerings

**T**he Accurate Ergonomics P.O.W.E.R.™ Series, “*A Prescription for Sustainable Success*,” includes multiple courses and modules. There are also specialty and industry specific courses and modules available. Courses and modules are also added on a continuous basis. Each one is designed to improve employee health, fitness, skills, prevention-based behaviors and to build a “Culture of Prevention” in your workplace, as well as in each employee’s home.

**Module Six - At-Desk Ergonomics:** This module addresses the office environment. Employees who spend a portion or more of their time working at a desk may take this valuable course or module individually via our AE’s Online Learning Academy (LMS). Module 6 was developed because advances in technology now require that more time be spent sitting or standing at a desk, or working on some type of surface or electronic device than ever before. Module 6 may be taken as a stand alone module for personnel who have completed P.O.W.E.R.™ training. P.A.U.S.E.™ For Prevention is a complete 6 module course for at-desk professionals, listed separately below.

**Module Seven - Skills Reinforcement Training™.** This module is an advanced course in Postural Skills Efficiency™ and postural improvement. Leaders, supervisors and injury prevention champions (POWER Coaches) are taught: risk recognition and reduction skills and techniques, the process of improving postural efficiency through coaching, and are provided the tools necessary to measure and track postural improvements and effectively communicate with coworkers. Participants receive a valuable opportunity to apply the skills taught in module 5 during a special POWER Course (Ergonomics Power Par Course). During module 7 and beyond, P.O.W.E.R.™ transitions to a new meaning, “Powerful Observations With Excellent Results™.” Skills Reinforcement Training (SRT) has been shown to improve postural and task efficiency by more than 50%.

**Module Eight - Precision Development Training™.** This module is the final and evergreen phase in the achievement and maintenance of health, countermeasure and postural efficiency excellence. Precision Development Training (PDT) is an individual coaching experience. Chosen staff members receive additional training in behavior-modification and posture change techniques, as well as how to manage the process of continuous improvement and data tracking. Accurate Ergonomics specialists and/or internal personnel observe employees and provide proactive positive feedback and skills coaching while work and tasks are performed, based upon individual needs and efficiency baselines established during module 7. The goal of PDT is to improve postural and task efficiency metrics to a level of 90%-100% efficient for each employee and/or 85% efficient for a workgroup or workforce.

**Module Nine - SAFE Task Engagement and Behavioral-Based Prevention:** This module introduces nine new prevention-based behaviors. Each behavior is designed to increase awareness and engagement in the performance of tasks, plus encourage safe, injury-free outcomes for every employee, at work and home. Module 9 empowers every person to apply specific skills and techniques while performing tasks. These behaviors are integrated into module 8 materials during the second or third coaching experience and beyond, and reinforced during the POWER Coaching process, at pre-work stretch times and safety stand-ups/downs.

**Module Ten - The Perfect 10:** This module is for active job descriptions and employees who work at a desk. Module 10 is an individual process which utilizes Accurate Ergonomics nextgen wearable technology to achieve a very high level of positive, sustainable behavioral and postural change. Individuals are able to identify their own at-risk postures and engage in a body consciousness and self-improvement process, designed to significantly increase awareness and change postural habits and behaviors for life.

**Module Eleven - Cumulative Stress Mitigation:** This module teaches leaders and employees how to recognize, assess and reduce MSD risk factors and mitigate cumulative stressors. Content includes: tools for identifying and prioritizing risk around tasks, tools, equipment and postures; a method and workbook by which to gather data and perceptions; the ability to communicate improvement strategies, suggestions and recommendations for risk abatement through engineering, administrative and process controls. Individuals and/or teams are given the opportunity and basic tools necessary to identify and evaluate challenging or high-risk tasks, tools and equipment for themselves, and apply effective ergonomic and prevention-based principles and solutions, based on the lessons and skills learned in previous P.O.W.E.R.™ training courses and modules. **(Continued on Next Page)**

**Leadership and Supervisor Development (Train-the-Trainer):** Internal leaders, supervisors and injury prevention champions receive additional critical information and specific skills designed to achieve sustainable success in both workforce and workplace health, ergonomics and injury prevention. This comprehensive course, titled “A System for Sustainable Success™” enables internal leadership to fully engage in prevention at every level. Training includes a blueprint and easy to follow instructions which ensure sustainable success and internal program ownership when followed as prescribed. A process designed to build a sustainable culture of prevention, which maintains and supports prevention in all areas, every day.

**New Hire Training:** It is critical that all new employees receive P.O.W.E.R.™ training’s valuable education and skills training as soon as possible after joining your organization. Once trained, new hires are far better prepared to enjoy a productive career and significantly improve their long-term health and safety outcomes. New hires may receive modules 1-5 via classroom training, or online through the Accurate Ergonomics Online Learning Academy (LMS).

**Injury Prevention Academy:** This is a Certificate Program. A select group of individuals within your organization receive extensive professional education and training in the entire P.O.W.E.R.™ program, process and system. This group becomes the core element of internal P.O.W.E.R.™ leadership. Graduates become Injury Prevention Champions (IPCs) and/or POWER Coaches who support program goals and success at every level.

**Site-Visits:** This is a customized, continuous improvement process, wherein Accurate Ergonomics training and coaching specialists routinely spend time at your workplace, to audit program elements and results, plus ensure long-term positive change in workforce behaviors and culture. Specialists and POWER Coaches support the process of prevention and culture development to ensure that every program element remains effective, relevant and energized. Employees, supervisors and other leaders are routinely engaged and motivated to achieve sustainable success in many areas. Routine site-visits are an effective way to permanently change workforce behaviors and build a culture of prevention.

**Specialty Modules:** These modules are industry or topic specific. Examples: Advanced Flexibility; Core Strengthening and Fitness; Advanced Health and Wellness; Heat Illness Prevention; Chronic Pain Management; Hospitality; Construction; Home-Office; Ground and Air Rescue; Manual Material Handling; Manufacturing and Production; Wine, Beer and Beverage Production; Municipalities; Patient Handling; Police and Fire Agencies; Power Generation; Water and Sewer Treatment; Trucking and Forklifts; Warehouse and Distribution; Warehouse Builders, Plant/Planned Maintenance, COVID-19/Infectious Disease Control, and more.

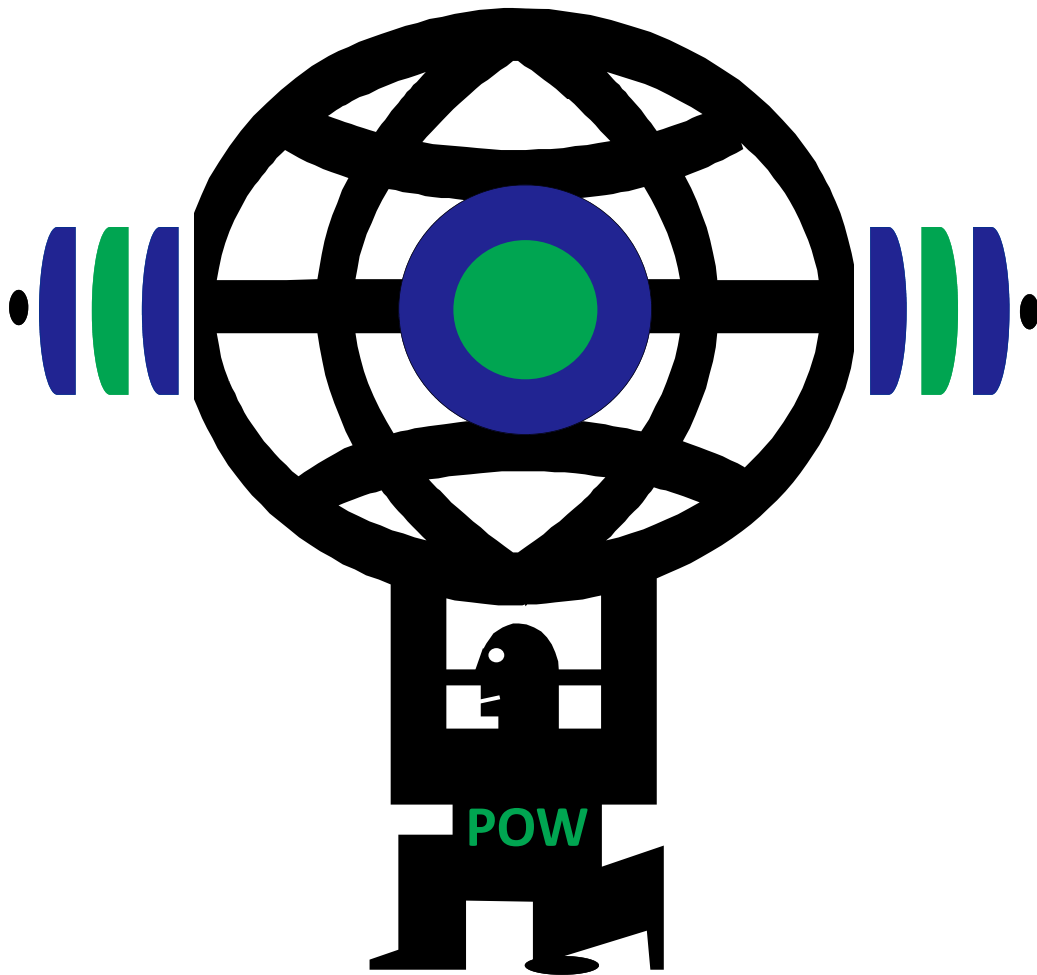
**P.A.U.S.E.™ For Prevention:** This program includes 6 modules and is designed for at-desk professionals, communication and dispatch centers, control room operators and administrative employees (Sales, Accounting). Anyone who works at a desk. Seated and standing professionals learn how to minimize the negative consequences of sitting and standing, improve and maintain health and efficiency, and adjust their own workstations and posture. Training may be delivered classroom style (in groups), or online at each employee’s desk (Office or Remote), at their own pace (preferred delivery).

**Contact Accurate Ergonomics for a complete list of current offerings.**

**Accurate Ergonomics is available to design a custom course or program specifically for your workforce.**



# POWERFUL



## Sustainable Success



***“Health & Safety for Every Body”***

*To receive more information about our life-changing solutions and training programs, or to purchase companion POWER products, call 1-866-950-3746 or visit [AccurateErgonomics.com](http://AccurateErgonomics.com)*

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