

Train-the-Trainer Nail Salon Safety and Outreach Curriculum

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Each section of the training has three components: “process”, “say”, and “transition”. “Process” tells the trainer what they should do for each section. “Say” tells them what to say to the trainees. “Transition” tells them how to close the section to move onto the next.

Introduction

Introduction to the workshop:

- Process: Make sure all recipients sign-in and give each recipient an agenda. Start powerpoint. Click to “Agenda” slide.
- Say: Welcome everyone to the BPSOS-OSHA Trainer Program for Nail Salon Safety Training. We are here today to talk about improving the healthy & safety of Vietnamese nail salon workers and employers.
- Transition: Let’s get to know each other better with an Icebreaker.

Icebreaker Introductions

- Process: Change slide to “Icebreaker Introductions.” Introduce the “Find In Common” icebreaker. Have everyone move and stand in a space where groups can gather. Allow 3 minutes after each direction is called out.
- Say: We will start by introducing ourselves in a quick icebreaker. Please stand up and form a circle in the space outside of our conference room. I will call out directions like “Find someone who is the same Chinese zodiac as you,” and you will have to gather in a team of one or more who have that thing in common with you. Then, introduce yourself, share where you’re from and what organization you’re in. Let’s start. Find someone who is the same Chinese zodiac as you. *Wait 3 minutes* Find someone who was born in the same month as you. *Wait* Find someone who grew up in a city close to where you grew up. *Wait*
- Transition: Okay, now that we’ve all met each other, let’s head back into the room and start our training by going over the agenda for these next 2 days.

Agenda

- Process: Change to “Agenda” slide. Review each agenda item. Inform recipients of housekeeping (bathrooms, lunchtime, phones). Thank them and transition into Objectives,
- Say: On your agenda, you will see our schedule for the program. For Day 1, our agenda includes reviewing objectives, doing a pre-test survey, and the first 3 components of safety training: 1. Why are we doing this training? 2. What are the hazards in nail salons? 3. What can you do to prevent hazards from affecting you?

For Day 2, our agenda includes the other 3 components: 1. How can OSHA help you? 2. How will we do outreach? 3. Review & Practice. Then we will finish with a post-test survey, and a conclusion. Lunch will be provided at 12 pm- 1 pm on both days. Bathrooms are across from the elevators and please make sure that your phones are on vibrate. Other than that, we're ready to start our training.

- Thank: Thank you all for coming. I understand that this training is a bit long and most of you have never had a reason to study nail salon safety before. But we really appreciate all of you for taking the time. Maybe some of us have family or friends who do nails, which work long hours around all kinds of hazards. All of you showing up today means that we all care and we want to make sure that the nail salon workers in our community are healthy and safe every day. We're really excited to help you learn some techniques that will make you feel confident in reaching out to the community.
- Transition: Now let's go over objectives.

Objectives:

- Process: Click to "Objectives" powerpoint slide
- Say: This training will be very hands on. Every topic we learn about, we will have practiced ourselves and be familiar with before going out to the community. By the end of this course, you should be able to understand:
 - Topic I: What the hazards in nail salons are
 - Topic II: What you can do to prevent them from affecting you
 - Topic III: How you can use OSHA to help you
 - Topic IV: How to do outreach
- Transition: Onto the pre-test survey.

Pre-Test Survey

- Process: Click to "Pre-test" slide. Pass out and explain pre-test surveys. Collect when they are done.
- Say: We will now take a pre-test survey to see what you know, how you feel, and what you can do about nail safety. It is multiple-choice and should take 10 minutes. If you don't know the answer, just fill out what you think the answer might be.
- Transition: Thanks, everyone. Let's move on to the next topic: why are we doing this training?

Why are we doing this training?

- Process: Click to "Nail Salon Safety Training" slide.
- Say: There are over 71,476 first generation Vietnamese American nail salon workers. 69 percent of nail salon workers are living in California. These nail workers are exposed to health hazards every day, like:
 - Exposure to chemicals. These can be found in glues, polishes, removers, and other products.

- Ergonomic strains, which affect the muscle, joints, etc... Many nail techs slouch over the client's hand or feet to see better or they do repetitive motions like filing nails.
- Risk of infection. Many nail techs touch their clients without gloves, masks, or other protective gear. If there is blood or body fluid, that is a hazard.
- The reason why we started this program is because we saw a need for better education and practical use of safe work practices. Today we are doing this training to pass on the education to the Vietnamese community and their families.
- Transition: Before we cover each of these hazards, we need to talk about the organizations we will be representing

Explaining BPSOS & OSHA:

- Process: change slide to "1. Why are we doing this training?"
- Say: To respond to the problem of worker safety, BPSOS is working with OSHA to talk about how we can improve the health of our community's nail workers. To introduce OSHA, OSHA stands for:
 - Occupational
 - Safety and
 - Health
 - Administration
 - It is a federal department whose job is to make sure that workers are safe and healthy in their workplace. They have been trying to reach Vietnamese people in the nail industry but because of barriers like language and culture, they have been funding us through the Harwood Grant Program to reach them. The Susan Harwood Training Grants target groups who are under-served, have low-English literacy, and work in high-hazard industries.
 - To introduce ourselves, BPSOS is a nonprofit organization that serves the needs of the community in Orange County. We work with mostly Vietnamese Americans and have been since 1980. We provide services like:
 - ESL and Citizenship classes
 - Support for Children with Disabilities
 - and now Nail Salon safety training
 - We also have many students and staff who are either working or who are connected to nail workers.
- Transition: Now that we've covered who is funding and organizing the program, let's start with the actual training material: the 3 kinds of hazards that can be found in a nail salon and what you can do to protect yourself

Hazards in nail salons and how to protect yourself

A. Chemical Hazards

- Process: change slide to “Chemical Hazards”
- Say: The first type of hazard is chemical:
 - Nail polish, nail polish remover, acrylic nail liquid, nail glue remover all can:
 - Irritate mouth, throat, and lungs if they accidentally touch food or cigarettes or if they are inhaled
 - Irritate skin or eyes
 - Or cause asthma, fainting, or nausea
 - Some people may say that they’re used to the smell or they can’t smell anything from the chemicals they use. This does not mean that they are harmless. You still need to protect yourself. These products can also cause long-term problems like damage to your liver, kidney, or pregnancy complications.
 - Do activity sheet: Match the health symptom to the body part
 - Brain: Headaches
 - Eye: Eye irritation
 - Nose: Nose irritation
 - Mouth: Mouth irritation
 - Throat: Throat irritation
 - Lung: Lung irritation
 - Liver: Liver damage
 - Stomach: Nausea
 - Kidney: Kidney damage
 - Uterus: Pregnancy complications
 - There are three chemicals in particular that are called “The Toxic Trio”. These are:
 - Dibutyl phthalate (polish) liver/kidney damage, pregnancy complications
 - Formaldehyde (Nail polish) cancer
 - Toluene (polish, nail glue) liver/kidney damage, pregnancy complications
 - Avoid products that have any of these chemicals. They will be labelled as “three-free”. However, research on “three-free” chemicals found that chemicals used to replace the toxic trio might still be hazardous. We are still waiting on more research on these other chemicals. But for now, we know for sure that formaldehyde, dibutyl phthalate, and toluene are dangerous.
 - Transition: One of the materials we will be giving out talks about this in a simpler way.

Activity: Chemical Cheat Sheet Business Card

- Process: Review “Chemical cheat sheet” business card.

- Say: We will be handing out these business cards to nail workers so that they can keep it in their wallet anytime they go shopping for nail products. It will be a reminder of what chemicals to avoid.
 - Toxic trio (dibutyl phthalates, toluene and formaldehyde)
 - Ethyl methacrylate (EMA) (acrylic nail liquid) pregnancy complication
 - Formalin: (nail hardener) breathing problems, cancer
 - Methyl methacrylate (MMA) (nail primer) breathing problems
 - Titanium dioxide: (nail polish, artificial nail powder) lung fibrosis, cancer
- Transition: Next we will look at a Safety Data Sheet, a nail technician's best friend.
- Process: Review a sample Safety Data Sheet (SDS)
- Say: Every salon is required to have a folder or binder of Safety Data Sheets for each chemical product in the salon. They are meant to tell the nail workers:
 - What the product is called
 - How to properly store the chemical
 - How to use the product
 - How to clean it up if it spills accidentally
 - What equipment you should use in handling it
 - How you should dispose it
 - What hazards it has that might affect you
 - What you should if you are exposed to the chemical
 - But not many nail techs look through and read these details. Usually, they learn the information on how to handle chemicals from their time in beauty school or from people they work with. How we can make SDSs easy to understand is to encourage workers to read 3 main points:
 - How to clean it up if it spills accidentally
 - What equipment you should use in handling it
 - What you should if you are exposed to the chemical
- Transition: Now that we have covered the chemical hazards, we will talk about what you can do to prevent them from affecting you.
- B. What you can do to prevent chemicals from affecting you
 - Process: change slide to "How to Protect Yourself from Chemical Hazards" and play Boston Public Health Commission Videos on "Safe Nail Salons":
 - Say: We'll start by watching 2 quick videos on how to protect yourself from chemicals
 - Video 1: Ventilation and Protective Masks
 - Activity: watch "Mỹ Viện Làm Móng An Toàn (Safe Nail Salons Pt. 1)" 4:50-7:27 (2 mins, 37 secs)
 - BostonPublicHealth. YouTube, 26 Oct. 2009, [Safe Nail Salons Part 1](#).

- Video 2: Protecting skin, preventing chemical ingestion, and proper storage
 - Activity: watch “Mỹ Viện Làm Móng An Toàn (Safe Nail Salons Pt. 2)” video 0:27-2:10 (1 min, 47 secs)
 - BostonPublicHealth. YouTube, 26 Oct. 2009, [Safe Nail Salons Part 2](#).
 - Say: The video didn’t mention this but glasses can protect your eyes from chemicals and nail clippings.
 - Transition: Let’s break these methods down one by one. Starting with Inhalation.

Inhalation

- Process: Change slide to “Inhalation”:
- Say: Who here works ten hours a week? Twenty? Thirty? Forty? More than forty? That’s a lot of time to spend in a salon working with chemicals all day. Does anyone here have kids? Have you ever brought them to the salon to wait while you finish up work?
 - If you do, this is especially important. Not only you, but also your child will benefit from having as few chemicals in the air as possible.
- Say: There are 2 ways to protect yourself from breathing in chemical vapors and dust. The first is to increase ventilation:
 - 1) Ventilation
 - Process: change slide to “Ventilation”:
 - Say: Ventilation is the **best** way to remove chemicals from the air. There are two ways you can do this. One way is more expensive. For example:
 - If the salon has ventilated tables, make sure they are turned on or consider using portable ventilation machines.
 - Always keep the nail salon's exhaust system on.
 - If your salon does not have an exhaust system, always keep the heating, ventilation, and air conditioning (or HVAC) system on during work hours.
 - Picture: Sree Roy. *Salon Ventilation Machines*. Nails Magazine, 13 Dec. 2016, www.nailsmag.com/article/117122/dust-up-over-nail-salon-air-quality.
 - There’s also the more affordable way.
 - Tightly close nail polish/chemical bottles
 - Open doors and windows.
 - If the weather is too cold to leave both front and rear doors open, you should use the HVAC system.
 - Place fans near open doors or windows. Fans should pull air in one end of the salon and push it out of the other end.

- You can also take breaks outside whenever you have the chance.
 - Image: Vitality Air. *Fresh Air*. Twitter, 4 Oct. 2015, twitter.com/vitalityair/status/650772297410723841.
- Activity: Ventilation Comparison Image
 - Process: Change slide to “Ventilation Comparison Image”. Ask for a volunteer.
 - Say: Can someone point out the difference between the ventilation between these two images? Take a look at where the worker, fan, and window is. (Image of good vs. bad ventilation) ... If you are refilling chemicals, make sure that the fan is blowing the chemical **away** from you, not towards your face.

2) Use N-95 Masks

- Process: Bring 1 paper mask, 1 folded paper tissue, and N-95 masks to show as examples
- Say: By a show of hands, please raise your hands if you have used some the masks I’m about to show you. Who has used a paper mask? Who has used a paper mask with a piece of tissue inside? What about an N-95 mask? And what about a half-face respirator? The most affordable and common mask that nail technicians wear is the paper mask. Some nail techs may put a tissue or paper towel in a paper mask. However, dust and chemicals are very small and can sneak in the little gaps in the mask. On the other hand, the only mask that can protect from both dust and chemicals is a half-face respirator. These masks can be a bit expensive so this is what we think is the best option.
- Say: Wear a N-95 mask when filing and shaping nails (when dust is coming up). To deal with chemicals, ventilate the salon while wearing a N-95 mask. You can reuse them until they’re dirty or if you have trouble breathing.
- Say: Your employer should provide you with N-95 masks. But if you are an independent nail worker, you may have to buy them for yourself.
- Transition: We’re now going to practice wearing an N-95 mask ourselves.
- Activity: Wearing N-95 Mask Practice
 - Process: show video on how to wear an N-95 mask. Pass out N-95 masks. Have each participant try on a mask.
 - MOHSingapore. *Six steps to wearing the N-95 mask*. YouTube, 17 Jan. 2014, [6 Steps to Wearing N-95 Mask](#).
 - Say: Now that you’ve seen the proper way to wear an N-95, try it yourself. Make sure with a partner that it’s on correctly.

- Transition: Now, let's talk about ingesting chemicals.

Ingestion:

- Process: Change slide to "Ingestion"
- Say: Chemicals can contaminate food and loose cigarettes. Eating food or smoking cigarettes that are contaminated will cause chemicals to enter your body through ingestion. Avoid having food or cigarettes be near the chemicals/ working space. Even eating lunch next to a coworker while they are working can expose your food to chemicals and dust. Instead... eat in the kitchen area or outside.
- Transition: The next topic is fire safety in the salon.

Fire Safety:

- Process: Change slide to "Fire Safety"
- Say: Store chemicals in a secure place that has signs telling people that that area is flammable. Do not allow smoking or lighting incense in the salon. It could spark a fire that could burn yourself, clients, workers, and the salon building.
 - Image: *Electric Incense Burner*. Amazon, [Electronic Incense Burner](#).
 - *Winking Emoji*. Emoji Island, [Winking Emoji](#).
- Transition: Another safety method is about direct contact with chemicals

Direct Contact:

- Process: Change slide to "Direct Contact"
- (Eyes) Say: There are ways that chemicals can make contact with your eyes. You could accidentally rub your eyes, a brush or bottle might splash chemicals, a nail clipping can fly towards your eye. So to avoid this from happening, there are 3 ways to protect your eyes. One is a bit more expensive, the other is less expensive. One has no cost at all.
 - The first is to have an eye wash station installed in the salon. What it does is that it sprays water into your eyes to get rid of the chemicals that is irritating your eyes.
 - The other cheaper option is wearing protective goggles will protect your eyes from chemicals splashing or nail clippings from flinging into your eyes. Your employer should provide these to you, unless you are an independent contractor. Goggles are the more affordable option that can guarantee your eye safety.
 - You can also make it a habit to wash your hands before touching your eyes.
 - Transition: Now for skin protection.
- (Skin) Say: Something you might see in a salon is a nail tech leaning over a client's hand or foot, polishing very carefully. However, there are vapors that will evaporate on the skin of your face.
 - One way to protect your skin is to sit straight up away from the chemicals while you're working with a client. Adjust lighting to see better.

- Wearing long-sleeve shirts and pants that cover up to the knees will also protect you from chemicals spilling on your arms and lap.
- Another scenario is someone refilling bottles of chemicals while standing over the two bottles. They should actually stand away from the bottles, wear a N-95 mask, and wear the right type of gloves.
- Transition: When it comes to gloves, let's take a quick vote.

Gloves:

- Do: Bring a pair of latex, vinyl, and nitrile gloves.
- Say: Can somebody choose the correct material gloves?
 - Latex: The problem with latex is that clients can have be allergic to latex. and they won't protect you from chemicals
 - Vinyl: also won't protect you from chemicals, and may actually absorb chemicals that are in disinfectants.
 - Nitrile: are the best for using on clients and filling up chemicals because they don't cause allergic reactions and will protect your skin.
 - Image: *Gloves*. Ebay, [Gloves](#).
- Transition: Now let's talk about infection.

C. Infection Hazards

- Say: The second kind of hazard happens through viruses and fungal infections that can transfer through blood or skin contact. Some situations that might spread infections include:
 - A client's blood/body fluid making contact with your open cut
 - A client's skin makes contact with your skin
 - Nail tools and supplies are used on Client A with infection and reused for Client B
- Say: Viral infections are spread through blood or body fluids, meaning they can be spread through sex with a partner or from mother to child in birth and breastfeeding. Fungal infections like ringworm, which is also called "athlete's foot", can be spread through skin contact when massaging a client's foot, legs, or arms. Also, it is contagious to others you touch like other clients, your family, and friends.
 - Image: "Ringworm on the Arm." *Centers for Disease Control and Prevention, [Arm Ringworm](#)*.
- Say: Bloodborne diseases include hepatitis B, hepatitis C, and HIV. These can start with contact with blood/body fluid at work and can be contagious through sex with a partner or birth/breastfeeding from mother to child:
 - A hepatitis B infection can cause serious damage to your liver, such as scarring and cancer.
 - Image: *Scarring of the Liver*. Stanford University, web.stanford.edu/group/virus/hepadna/2004tansilvis/PatientEd.htm.

- Source: “Hepatitis B Vaccination Protection.” *Occupational Safety and Health Administration*, www.osha.gov/OshDoc/data_BloodborneFacts/bbfact05.html.
- A hepatitis C infection can cause similar damage to your liver and there is no vaccine that can protect you from Hep C.
 - Source: “Hepatitis C Questions and Answers for the Public.” *Centers for Disease Control and Prevention*, 2 Nov. 2018, www.cdc.gov/hepatitis/hcv/cfaq.htm.
- HIV is another disease you could contract that attacks your immune system and leads to AIDS.
 - Source: “HIV/AIDS: The Basics Understanding HIV/AIDS.” *AIDS Info*, U.S. Department of Health and Human Services, 6 Nov. 2018, aidsinfo.nih.gov/understanding-hiv-aids/fact-sheets/19/45/hiv-aids--the-basics.
- Say: Most nail technicians think that these infections might never happen to them but it only needs a moment (a client’s blood/body fluid gets into your open cut or you’re massaging their skin without gloves) to transfer these diseases.
- Transition: Here are some ways you can avoid infection.

D. Avoid Exposure to Infection

- Process: Change slide to “Avoid Exposure to Infection”
- Say: To avoid being exposed to viruses that can transferred through blood/body fluid and fungal infections spread through skin contact:
 - There is a vaccine for Hepatitis B, so immunize yourself
 - Wash hands with soap and hot water before and after every client
 - Bandage any of your own open cuts and wear gloves
 - Check the client’s nails and skin do not have any visible infections. If you can see an infection, ask them to come back when their wound has healed. If not visible, here are some things you can do to protect yourself from infection
 - Do not use sharp tools to remove calluses or remove skin (besides cuticles)
 - Do not touch blood or body fluid. Ask the client to use a cotton ball or tissue to stop the bleeding/fluid and to throw their trash into the trash can
 - Clean and disinfect used tools, foot basins, and spas after every client
- Transition: Let’s talk about disinfecting tools.

Disinfecting Tools

- Process: Change slide.
- Say: Everyone has different ways of cleaning their tools and equipment. However this is the safest way to do so:

- Store all soiled non-electrical items (example: combs, brushes, nail clippers, buffers, nail files, drill pieces) in a container that which is labeled "Dirty", "Soiled", OR "Contaminated".
 - Image: *Clean and Dirty Reversible Signs*. Healthmark Industries, www.hmark.com/cleandirtysigns.php.
- Scrub tools with soap and hot water. Then immerse them in a disinfectant for 10-30 minutes.
- Always keep disinfectant solution covered and change disinfectant when it is cloudy or contains debris.
- Once clean, store all disinfected non-electrical items in a clean covered container which is labeled "Clean" or "Disinfected".
- Frequently disinfect your "Clean/Disinfected" container.
- If you have back-to-back clients, consider getting a second set of tools to use while the other set is being disinfected.
- Change into a new pair of gloves for your next client.
- Transition: Let's review these steps one more time with images.

○ Disinfecting Tools Activity

- Process: Separate trainees into groups of two or three. Distribute the "Out of Order Disinfecting Tools" activity packet, reminding trainees to keep the packet face down. When all groups each have the packet, explain the rules. Groups must collectively agree on the sequence of steps to disinfect tools, using English terminology they have learned throughout the training thus far. Once the rules have been explained, everyone can turn over the packets and begin the activity. After the first group calls out that they have finished, check for the correct order of steps. If it is not correct, continue to the group that finished next and check for correct sequence. The group who wins may win a prize.
- Say: We are now going to play an activity. Please gather into groups of two or three. I will be passing out the activity packet. Please keep it facedown until the rules have been explained. Each group is receiving a packet that has the different steps of how to disinfect tools. However, the steps are out of order and they are only in English. As a group, decide what the correct order is to disinfect tools. When your group is done, please raise your hand and I will come review for the correct order. The group who gets the correct answer first will win a prize.

Role Play Activity:

- Process: Give the participants a scenario. Ask for volunteers to write the different steps on the poster board. Write them on a whiteboard/poster board. Then review the correct answer.

- Say: You are cutting a client's toe cuticles and you make a mistake. You accidentally make them bleed. While you are getting a band-aid, you notice that they put their foot back in the foot basin. You have another client waiting after. What do you do? Can anyone write on the poster what the first step would be? Second step? Etc...
- CORRECT ANSWERS
 - Give them a cotton ball or tissue.
 - Let them throw the trash into the trash can.
 - Give them a band-aid and continue the pedicure, skipping the band-aided toe to keep your nail polish clean.
 - As soon as you are done using your tools, clean and soak them in the disinfectant for 10 minutes so that you can use your tools for the next client.
 - After the client leaves, change into new gloves to clean and disinfect the foot basin.
 - Wash your hands and change into a new pair of nitrile gloves.
 - Image: Boidy, Jennifer. *Torn Toenail*. WikiHow, [Torn Toenail](#).
 - *Bagged Foot Basin*. ChinaHao, [Bagged Foot Basin](#).
- Transition: Now let's cover the final hazard, ergonomic hazards.

E. Ergonomic Hazards

- Process: Change slide to "Ergonomic hazards"
- Say: A very common health hazard is ergonomic, meaning pain to your muscles, bones, joints, ligaments, tendons, and nerves. This happens when you:
 - Lean over a work table for a long time
 - Do repetitive movements like filing and buffing nails
 - Rest your hands, wrists, and forearms and/or elbows against hard surfaces or sharp edges of work tables.
- Say: These aches and pains can be a part of your everyday life if you don't do exercises to help reduce that pain. Quick raise of hands to show what pain you feel:
 - Back pain
 - Neck pain
 - Pain in the hands and wrists
 - Pain in forearm and elbows
 - Muscle/ joint pain
- Transition: Now that we have discussed safe practices for infection hazards, let's move onto ergonomic hazards. Here's how you can reduce it.

F. Reducing Pain in the Body:

- Process: Change slide:

- Say: To reduce stress in your body:
 - Back pain: Use an adjustable chair that supports your back & stretching
 - Image: *Workstation: Chairs*. Occupational Health and Safety Administration, www.osha.gov/SLTC/etools/computerworkstations/components_chair.html.
 - Neck pain: Use a bright light and bring the client's hand or foot closer to see better
 - Hand & wrist pain: stretch hand and wrists & wrist support (giveaway?)
 - *Wrist Support*. Amazon, [Wrist Support](#).
 - Pain in forearms and elbows: Put a soft cushion like a towel between your arms and the table
 - Muscle/joint pain: Take breaks between clients to stretch, pace the work, take frequent breaks, or do a different task.

Activity: Let's practice some of these exercises.

- Process: Do Neck, Shoulder, Upper back, *extend and bend* Elbow, *roll* Wrist, Hand, Lower back and Hip, Back of Legs, Inner thighs, Ankle exercises with the group. Invite them to stand if necessary.
- Say: Will everyone please stand or stay in their seat? Whatever is comfortable for you. Please follow me in doing these exercises.
- Transition: have the participants take a seat and settle.

G. Review of Hazards

- Process: Change slide
- Say: I understand that a lot of the time at work, we believe that these serious work injuries won't happen to us or maybe we just want to save time, which is precious in the nail industry. Time is money. However, I want to remind you that if you develop a chronic illness, infection, or pain, that will be the biggest barrier to doing your work. All of these hazards happen over a long period of time, meaning you want to prevent something from developing rather than treating something for the rest of your life. Some of these hazards are especially important to protect yourself from because they may affect your clients, spouse, or children if the hazard is infectious.
- Transition: Now that you know how to protect yourself day-to-day, we want to share how OSHA can further help you.

Help from OSHA

- Process: Change slide.
- Say: Contact local OSHA offices for information, training, and help
 - Address: 2000 E. McFadden Ave, Suite 122, Santa Ana, CA 92806.
 - Business Hours: 8 AM – 5 PM
 - Phone: (714) 558-4451
 - Fax: (714) 558-2035

- Say:
 - **Workers:** you may file a complaint for an OSHA inspections if you think your employer is not following OSHA standards or if your workplace has hazards
 - **Owners:** contact private OSHA's Consultation Program for free to find out if your salon has hazards. You will not be cited or penalized.
- Transition: Let's review a bit about the rights that you have as a worker.

Worker Rights

- The Difference Between an Independent Contractor and an Employee:
- Process: Change Slide
- Say: There are differences between being an employee of a salon and being an independent contractor. These are the differences.
 - Employee:
 - Your work schedule is set by the owner
 - Paid by the hour
 - Image: *Schedule for California Minimum Wage Rate 2017-2023*. State of California Department of Industrial Relations, CA Minimum Wage.
 - Owner/receptionist makes your appointments
 - You don't pay rent for the space
 - The owner sets the pay rate for your services
 - The owner provides your tools and equipment
 - You have a minimum wage and workers' compensation (injury insurance)
 - The owner has to protect you from workplace hazards
 - Independent Contractors:
 - Rent their station
 - Buy their own supplies and tools
 - Have your own customers
 - Set your own schedule & appointments
 - Set your own pay rate
 - Receive clients' payments directly
 - Have your own business license
 - Image: Riddell, Tyler. *Becoming an Independent Contractor*. ESub Construction Software, 28 Mar. 2016, esub.com/independent-contractor/.
- Say: Be wary of being misclassified:
 - If your employer tells you that you are an independent contractor, does that mean you are an independent contractor?
 - **No.**

- Transition: now let's try a group activity to review this information.

Review Vietnamese-translated Hazard Communication Documents (created in-house by BPSOS)

Role Play Activities

- Process: Break into 3 groups. Have each group work on their assigned prompt.
- Say: We will separate the group into 3 smaller groups. Read the prompt assigned to you and determine how you should be classified.
 - Group 1: Identify the employee vs. the independent contractor
 - Dung just finished beauty school. She was hired in a nail salon and her employer charges her \$80 per week for the table. Her employer tells her to buy her tools and start inviting new clients in. Her employer does not mention any safety training or provide safety equipment. Is Dung an employee or independent contractor?
 - **Independent contractor**
 - Group 2: You are an employee in a salon. You and your coworkers are frequently getting headaches from the chemical fumes. Your daughter, who has asthma, often needs to use her inhaler while she waits for you to finish work. There are no fans in the salon and the HVAC system is broken. Do you have the right to ask your employer to bring fans into the salon?
 - **Yes. Employers are required to protect their employees from workplace hazards, such as poor ventilation.**
 - Your employer ignores your request and suggests you bring a small personal fan. What can you do?
 - **You can tell them that a large fan is needed to blow one side of the salon to the other to improve ventilation.**
 - **You can also file a complaint for an OSHA inspection since your employer is not following OSHA standards.**
 - Group 3: You are the employer of a salon. Business is slow because customers have complained about the unsafe conditions of the salon. However you are unsure of what workplace hazards are. What can you do?
 - **You can call the local Santa Ana OSHA office for a free and private consultation. You will not be cited or penalized.**
- Transition: There is a local OSHA office in Santa Ana on McFadden between Grand Ave & the Southbound 55 freeway. You now know the difference between independent contractors and employees. You also know how OSHA can serve you, as a worker and an employer. That concludes our training about the hazards. The next part is on how we will do outreach.

How to do outreach

- Process: change slide.
- Say: This section is about reaching out to the community. Some people we meet will be familiar faces and others, we will be meeting for the first time. To begin building these relationships, there are 4 base things to cover:
 - Relationship-Building
 - Be kind & polite
 - Be willing to help
 - Know your training well
 - Ask the team if you are stuck
- Say: This section is very important so you will be receiving feedback on the activities we do together.
- Transition: There are certain methods and techniques you will need to teach adults. First we need to understand how adult learners are thinking.

Adult Learning Principles:

- Process: Change slide.
- Say: There are 5 key principles around Adult Learning. These are...
 - **Mature self-concept:** Having a mature self-concept means that adult students have a solid understanding of who they are, much more than a student in high school for example. Treat the participant as an equal you are collaborating with, rather than a student who is learning from you. Especially since we are working with Vietnamese culture, where people really consider age groups, it is important to understand that these workers are in their 40s to 60s. We are stepping into their world, they are not stepping into ours. We could prepare a really good, long one-sided lecture, but this method will not contribute to their learning experience. *Work with* them and build off of who they are.
 - **Experience-oriented:** make the training relevant to their needs. Our needs assessment tells us that there were very different answers in terms of what equipment people use on a daily basis and how safe they feel at their workplaces. This means that we need to clarify exactly what equipment and practices should be used on a daily basis so that they can feel confident about protecting their health. How we can assess their needs is to ask them frequently about their experiences. Shape the training based on their experience level to keep the training relevant.
 - **Goal-Oriented:** Adult learners are focused on goals. Make sure to outline what the point is. Explicitly saying goals and learning objectives will keep the trainees focused on the goal.
 - **Problem-Centered:** Adult students are dealing with problems they don't know how to solve. This is where our training comes in. Focus on how

you can provide solutions to their problems. This focus will keep their attention and be directly useful after they leave the interaction with you.

- Self-directed: Adults want to direct themselves in what they are learning. Give the trainees a role in their own training. One way you can do this is having small group or one-on-one discussions to allow them to choose what they would like to learn more about.
- Say: In conclusion, here are a few ways you can engage adult learners:
 - Treat the participant as an equal you are working with, rather than a student who is learning from you.
 - Explicitly state and remind them of the goals and learning objectives.
 - Having a small group or one-on-one discussion to allow them to choose what they would like to learn more about
 - Ask them frequently about their experiences and shape the training based on their experience level.
 - Focus on how you can provide solutions to their problems.
 - Image: The Wellness Network. *Adult Learning*. The Wellness Network, 7 June 2018, [Adult Learning](#).
- Transition: Another important part of training adults is body language.

Body Language

- Process: change slide.
- Say: There are 4 key parts of positive body language when approaching someone new.
 - Eye contact
 - Stand up straight
 - Use the space you're in
 - Be positive, calm, and confident
 - Image: *Body Language*. Peonies and Bees, 22 July 2016, [Body Language](#).
 - *Eye Contact*. Tutorials Point, [Eye Contact](#).
- Transition: After you've got good body language, we must know how to best organize our thoughts and ideas when talking with a trainee.

How to structure the conversation with the worker/employer:

- Process: Change slide.
- Say: There are 9 steps to structuring our conversation during training. These are...
 - 1. Introduction
 - Name
 - Organization
 - Hook
 - Why should they trust us? Are we salespeople? No. We are a community organization that has been working with Vietnamese

people in Orange County since 1980. We are also funded by OSHA, the federal government's department for worker health & safety.

- 2. Goals/objectives
 - Nail salon safety training
 - They will be better decision-makers in their workplace
- 3. The benefits of this training
 - Have more control over your health and safety in your work
 - Help others in your family and community improve their health and safety
- 4. What risks are there to not learning
 - Long-term health & safety issues
 - Danger to those around us
- 5. What their existing experience is
- Ask them if they have any particular concerns in their workplace
 - Give them the checklist
- 6. What they can learn
- Highlight the material you think will be most useful for them in their material.
- 7. How they will learn
 - Beauty School: Facebook and in-class training
 - Nail Salon Workers: Facebook
- 8. Review information we will leave with them
- Safety Training
- 9. Conclusion
 - Thank them and leave contact information for questions
- Transition: As we practice our structure, there are also barriers that you might come across.

Barriers

- Process: change slide.
- Say: There are 4 barriers you will have to overcome in doing outreach.
 - The first is about who you are addressing. We will be going into both beauty schools and nail salons. Beauty school students will be relatively easy to address because they are in a learning environment. The difference between the two that we predict is that nail salon owners will need more convincing to engage in a conversation. Their focus is business and time, which is the next time.
 - Whether we go to a beauty school or salon, we must be considerate of the trainees' time. Work with their schedule. Find out which day and time are

they available. Secondly, be concise. You can do this by highlighting the important points that are relevant to them.

- The third barrier is legitimacy. Why should they trust us? Are we salespeople? No. We are a community organization that has been working with Vietnamese people in Orange County since 1980. We are also affiliated with OSHA, the federal government's department for worker health & safety.
- The final barrier is relevance. The best way to keep their interest is to focus it on 3 things. Our training is about helping the community of nail workers and their families. We want to improve the lives of every individual nail worker that we can, meaning we care about them specifically! Also, we have other services like English Language classes, Citizenship classes, and in general are willing to help with anything else the community needs.
- Transition: That is how you can overcome these barriers in doing outreach. Let's practice ourselves.

Exercise: Practice outreach

- Process: Ask trainers to partner with someone new. After 10 minutes, ask them to switch partners.
- Say: Now we are going to practice what we will say and do in our outreach. Take 5 minutes to fill out your activity sheet. You will use your activity sheet to speak with the clients. Then you will partner with someone new to role play being the client and the trainer. After 10 minutes, we will switch roles.
- Transition: Now let's review what went well and what could use improvement.

Exercise: Self-Assessment

- Process: Ask participants to stay with their partner. Tell them the metrics of self-assessment and have them exercise it.
- Say: There are 3 questions I would like you to ask your partner and yourself.
 - What are your greatest strengths?
 - What did you do very well? Write it down.
 - Greatest weaknesses?
 - What did you struggle with? Write it down.
 - How should you prepare specific to your needs?
 - Q & A with Trainers. Trainers will provide tips for each individual question.
- Transition: Now let's review all the training material we have covered. We are almost done.

Review

- Say: In conclusion, here are a few ways you can engage adult learners:
 - Treat the participant as an equal you are working with, rather than a student who is learning from you.

- Ask them frequently about their experiences and shape the training based on their experience level.
 - Explicitly state and remind them of the goals and learning objectives.
 - Focus on how you can provide solutions to their problems.
 - Having a small group or one-on-one discussion to allow them to choose what they would like to learn more about
- Process: Prior to the game, **highlight prevalent vocabulary from the training material** (i.e. OSHA, Chemical, Toxic Trio, SDS, Infection...) **Separate trainees into groups, group size dependent on trainer's preference, and distribute one sheet of drawing pad paper and markers to each group. Prompt groups to each create a 5x5 bingo card, each card should have 25 empty squares. Explain the rules to trainees.**
 - Based on the 25 “fill-in-the-blank” statements read by the trainer, trainees will (as a group) have to guess the English term and pre-fill the 25 blank squares with nail safety vocabulary terms in English. After all 25 boxes have been pre-filled, trainees must get a bingo of 5 boxes marked vertically, horizontally, or diagonally. For a more challenging game, require them to achieve the “X” shape of 9 boxes marked.* Then the trainer will call out the “fill-in-the-blank” statements in Vietnamese again, this time in random order. Trainees will make a mark on the squares as the game continues. First group to call “BINGO!” wins.
- One statement at a time, begin reading the definitions to the trainees for pre-filling. Do not reveal the correct answer of what term you are describing. Make sure groups are not looking at each other's terms. After a group calls “BINGO!”, check their answers for correctness. Finally review with the group all terms described, practice pronunciation (with individuals and as a group) and clarify any questions as needed.
- Fill-in-the-blank statements:
 1. Protective glasses. Protective glasses can protect eyes from chemicals and nail clippings.
 2. First-aid kit. Every salon should have a First-aid kit in case of bodily injuries.
 3. Fungal. Touching skin can spread Fungal infections.
 4. OSHA: The federal department that ensures worker safety & health is called OSHA.
 5. DBT is also known as Dibutyl Phthalate.
 6. Ergonomic hazards: The hazard about pain in the muscle, joints, and tendons are called ergonomic hazards.
 7. Public speaking. A good way to gain confidence to do community outreach is to practice public speaking.

8. Employer: Employers can contact OSHA for a free and private consultation to check for salon hazards.
 9. SDS: The document that has information about chemicals and should be available in every salon is called a SDS.
 10. Ringworm: One kind of fungal infections is called ringworm, which is also called “athlete’s foot.”
 11. Minimum wage: Nail salon employees in Orange County are entitled to a minimum wage of \$11/hr
 12. Eating area: To avoid contaminating food with chemicals, workers should store and eat food in the eating area.
 13. N-95: This type of mask protects from dust and should be used while filing and shaping nails.
 14. Long-sleeve shirts: Wearing long-sleeve shirts help protect arms from chemical exposure.
 15. Facebook: Nail salon workers and employers can look for updates and information from our nail safety training through our website on Facebook.
 16. Incense: For fire safety, never allow smoking or lighting incense in your salon.
 17. Fire Safety: Chemicals must have a specific place of storage labeled “flammable” to ensure fire safety.
 18. Goals: Adult learners are focused on goals.
 19. 69% of Vietnamese nail workers in the United States live in California.
 20. Viral: This type of infection is spread through blood and body fluid.
 21. Toxic Trio: Dibutyl Phthalates, Toluene and Formaldehyde are called the Toxic Trio.
 22. Spouse: Viral infections can spread to a nail worker’s spouse through sexual intercourse.
 23. Ventilation: An affordable way to improve ventilation is to open doors and windows on both sides of a salon.
 24. HVAC: The machine that includes heating, ventilation, and air conditioning is also called HVAC.
 25. Children: Children of nail workers can be affected by viral infections through childbirth and breastfeeding.
 26. BPSOS-CCA has been serving the Vietnamese community in Orange County since 1980.
 27. Santa Ana: The local OSHA office is located in Santa Ana.
 28. 10+ minutes: Nail salon tools must be disinfected for at least 10+ minutes.
 29. Nitrile: This type of glove protects skin from chemicals.
- Transition: Does anyone have a question about the terms in the Bingo squares?

Evaluation

- Process: Change slide.
- Say: We are going to talk about the importance of evaluating our training activities. Three questions to think about are...
 - Why do we evaluate?
 - It is important to evaluate because we want to know what worked and what needs to be improved for the next training. It will also help us get more funding in the future.
 - When do we evaluate?
 - We evaluate with a pre-test at the beginning of the training and with a post-test at the end of the training.
 - What do we evaluate?
 - We want to evaluate:
 - Perceived knowledge
 - Attitude
 - Actual knowledge
- Transition: now let's just review the materials we leave with the trainees.

Review Materials

- Process: Bring out materials and present to the participants.
- Say: We will be providing beauty school students with:
 - List of Safe Work Practices with Images
 - Business card of dangerous chemicals
 - SDS
 - Vietnamese translated Hazard Communication documents
 - BPSOS & OSHA contact information
- Transition: Now for the final part of our training... the post-test. Let's see what we learned. Please also leave any feedback on how we can improve the training.

Post-Test & Feedback

- Process: pass out and collect post-test and feedback forms.
- Say: Here is our post-test and feedback form. Please take 15 minutes to complete it and we will collect it on your way out. Thank you all again for participating. We have completed our 2-day training. Does anyone have any questions or comments? Also please feel free to come up and ask questions if you have any.

Conclusion:

- That is the end of our training. Thank you everyone for joining us. Now we will start the next journey of doing the outreach. We went into this training with the 4 goals of learning:
 - What the hazards in nail salons are
 - What you can do to prevent them from affecting you
 - How you can use OSHA to help you
 - How to do outreach

- I hope this helped and please remember you can lean on us for more help as we continue with community outreach. Thank you all again for participating. We have completed our 2-day training. Does anyone have any questions or comments? Also please feel free to come up and ask questions if you have any.

OSHA Disclaimer

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