

MODULE 1 • Program Introduction

Module Agenda: 30 Minutes

Topic	Suggested Timing
1. Introduction <ul style="list-style-type: none"> • Large Group Activity: Introductions 	15
2. Design Features and Structure of Revised Certification Program	10
3. Progress Check and Summary	5
TOTAL	30 Minutes

Module Purpose

The purpose of this module is to welcome participants, open the course, and familiarize them with the purpose, goals, and completion requirements. Participants will also learn about the new design features and structure of the National CPS Certification Training Program.

Module Objectives

- Become acquainted with the course purpose, objectives, and completion requirements.
- Identify the new design features and structure of the National CPS Certification Training Program.

Special Media, Materials, and Resources

- Participant Vehicle Information (Instructor DVD)
- Participant Vehicle Occupant Restraint Systems Details (Instructor DVD)

Video Titles and Times

None

Activities

- Large Group Activity: Introductions
- Final Progress Check

Preparation

- Select and customize the agenda you will use (three samples are available in the Instructor Preparation section of this Instructor Guide).
- Document the types of occupant protection systems available. A sample Participant Vehicle Occupant Restraint Systems Details chart is provided on the Instructor DVD. If there is not enough variety of seat belt systems, efforts should be made to obtain additional vehicles.
- Collect and label keys.
- Supply name tags (enough for entire course).
- Provide table tents for participant and Instructor names.

- Gather a variety of car seats and booster seats.
- Arrange for access to a variety of vehicles.
- Become familiar with state child passenger safety laws.
- Refer to the NHTSA website at www.nhtsa.gov and the CPS Board website at www.cpsboard.org for the latest statistics and details about effectiveness of correctly using car seats, booster seats, and seat belts and their misuse.
- Prepare to conduct the progress check.

[INSTRUCTOR NOTE]

- Limit personal stories – yours and those of participants.
- Be aware of the diverse learning styles of your participants.
- Have participants fill out the Participant Vehicle Information form before you start the course. A sample form is provided on the Instructor DVD. Vehicle forms should describe vehicle make, model, year, color, and license plate number.

1. Introduction



Display PPT 1-1 (WELCOME).

[INSTRUCTOR NOTE]

[Display the Welcome PowerPoint slide as participants enter the training room.]



Display PPT 1-2.



Welcome participants and introduce the Instructor team.

Hello and welcome to the National Child Passenger Safety Technician (CPST) Renewal Testing Course!

- My name is _____ . I'll be one of your Instructors for the course.
- Other members of our team include _____.



Display PPT 1-3.



Describe the overall purpose of this course.

This Renewal Testing Course is designed for former CPS Technicians who have maintained their knowledge and skills.

- It is **NOT** a refresher course. It is expected that participants attempting to renew their certifications have stayed involved in CPS programs and activities and kept up with changes in the field by:
 - Reading technical updates.
 - Attending other CPS classes.
 - Working with CPS Technicians to keep installation skills current.
- The Renewal Testing Course provides an opportunity to renew certification without having to retake the entire certification course.
- Upon successful completion of this course, you will again be certified CPS Technicians.



Display PPT 1-4.

This course is a partnership between three organizations.

- The **National Highway Traffic Safety Administration (NHTSA)** developed the original curriculum in the mid-1990s and regularly updates the content.

- The **National Child Passenger Safety Board (NCP SB)** oversees the quality and integrity of the training and certification requirements.
- **Safe Kids Worldwide** is the certifying body and is responsible for administering all aspects of certification.

[INSTRUCTOR NOTE]

[Take a couple minutes to share information about yourself in this introduction. This will help you gain rapport with participants.]



Present module purpose.

The purpose of this introduction is to open the course, and familiarize you with the purpose, goals, and completion requirements. You will also learn about the new design features and structure of the National CPS Certification Training Program.



Display PPT 1-5.



Present overall goals for the Renewal Testing Course.

The overall goals for the Renewal Testing Course are to:

1. Select appropriate car seats and booster seats and secure children in vehicle restraint systems according to best practice guidelines and manufacturer instructions.
2. Teach others how to install car seats and booster seats in multiple types of vehicles according to manufacturer instructions and best practice guidelines.



Display PPT 1-6

3. Use appropriate resources to obtain updated CPS information.
4. Serve as a CPS resource to his or her community, state, or organization.



Review terms used for car seats.

There are many different names used for what caregivers tend to refer to as car seats such as child safety seats, child restraints, CRs, and baby seats.

- Child restraint is the common, and sometimes required, term used by the government and manufacturers in formal and official writings, including labeling and manuals. Child restraints refer to rear-facing car seats, forward-facing car seats, and boosters.

- Since our purpose with this course is to help you work directly with caregivers, we have chosen to use the more familiar term that is used on many websites, in public service announcements, and is one of the most common search terms – **car seats**.



Display PPT 1-7.



Present module objectives.

At the end of this module, you will:

- Become acquainted with the course purpose, objectives, and completion requirements.
- Identify the new design features and structure of the National CPS Certification Training Program.



Facilitate a large group introduction activity.

Let's get to know each other through an introduction activity. As a large group, I'd like each of you to introduce yourself by briefly sharing your name, role, and work you have done in the CPS field.

[INSTRUCTOR NOTE]

[Watch the time as you facilitate this activity. Each participant should have a chance to share. If you are instructing a large group, set the pace for completing all of the introductions by introducing yourself as an example.]



Display PPT 1-8.



Review housekeeping items.

Here are some housekeeping and logistic points that are important for us all to know:

- The emergency exits are located _____ .
- Restrooms are located _____ .
- Break areas are located _____ .
- Refreshment areas are located _____ .



Display PPT 1-9.



Review general ground rules for the course.

Now, let's review and discuss some general ground rules for making this a successful learning experience.

- Return promptly from breaks and lunch. We will all follow the schedule.
- Ask questions to gain an understanding of the course content and have a successful learning experience. There is no such thing as a trivial question.

- Listen to others when they speak.
- Turn cell phones off (or put on vibrate).
- Be prepared for activities to take place in the classroom and outside in vehicles regardless of the weather.
- We will be working around each other's vehicles during this course. Pay attention to your movements in and around vehicles. Take care not to harm the vehicles of others.



Ask question and respond to comments.

Q. What other thoughts and ideas do you have that will help make this a successful learning experience for you and other participants?



Orient participants to the TG.

We will use the Technician Guide (TG) from the National CPS Certification Training Program in this Renewal Testing Course. While we will not cover all the content in the TG, we will highlight specific content as we go through this course.

- Module numbering starts with the module number first and then the page number (1-1, 2-1).
- You should also have your TG available after the course for all education activities with caregivers.
- Personalize it by writing your name in the inside front cover.

[INSTRUCTOR NOTE]

[A participant that does not pass the Renewal Testing Course may keep the TG.]



Display PPT 1-10.



Explain the course completion requirements.

In the first part of this course, we will discuss what is new and different with the 2014 National CPS Certification Training Program. We'll also discuss technical updates and major trends in the field.

There will be a skills assessment with four select and install scenarios and an open book 50-question quiz.

To successfully complete this course, you **MUST**:

- Attend the entire course.
- Participate in class discussions and practice activities.
- Pass the skills assessment.

- Pass the written quiz with a total of 42 out of 50 correct.

Anyone who does not successfully complete this course may either take it again or retake the full National CPS Certification Training Program.

2. Design Features and Structure of Revised Certification Program

[INSTRUCTOR NOTE]

[Introduce the new design features and structure of the revised Certification Program. You will provide a high-level description of changes in this module and then describe technical content changes in the next module.]



Display PPT 1-11.



Review the new features of the Certification course.

The 2014 National CPS Certification Training Program includes several new features.

- The emphasis is on “need to know” and less focus on “nice to know” information.
- The program has been streamlined from four to three days of delivery time.
- The Learn, Practice, Explain model has more focus on CPS Technicians as educators rather than installers.
- There is added information on Lower Anchors and Tethers for CHildren (LATCH).



Display PPT 1-12.

- Content is streamlined and easier to locate.
- There are 13 new videos including:
 - The CPS Technician role.
 - Rare installations.
 - Why children should travel rear-facing.
 - Repurposed Parent Central NHTSA videos.
 - New CHOP misuse videos.



Reference TG Intro-3.

**Display PPT 1-13.**

Review how the modules have been organized.

The Certification Program is now organized into 13 modules.

Let me point out some of the content differences with this revision.

- The “Who Makes the Rules” module has been shortened and integrated into the “Program Introduction” module.
- A new module on the “CPS Technician Role” has been added following the “Program Introduction.”
- We no longer use the term “pre-crash” when referring to seat belt systems.
- The two chapters on seat belt systems are now combined into one module called “Seat Belt Systems.”
- The “Occupant Protection Systems” module has been renamed “Air Bags.”
- Special needs content is briefly introduced in “Introduction to Car Seats and Booster Seats” and developed further in “Children in Rear-Facing Car Seats.”

**Display PPT 1-14.**

- There has been a change from four to five steps for correct care seat and booster seat use. The five steps are:
 1. Selection
 2. Location
 3. Direction
 4. Installation
 5. Harnessing
- Booster seat and seat belt content is combined in one module.
- We added content on 15-passenger vans to CPS in the “CPS in Other Vehicles” module.

- The bulk of the Appendix materials have been moved to the CPS Board website at www.cpsboard.org.



Display PPT 1-15.



Reference TG page 1-1.



Review how the TG has been redesigned.

The TG has been redesigned to be a classroom workbook and ongoing resource back in the field.

- The TG contains:
 - Key content points.
 - Tips for discussing technical information with caregivers.
 - Sections for note-taking while viewing videos and completing activities.
 - Practice activities.
 - Best practice questions (to be prepared to answer from caregivers).
 - Progress checks.
- Most modules also include motivational quotes/messages from experts in the CPS field.



Display PPT 1-16.

- There are all new photographs and illustrations and four job aids on rare installations.



Display PPT 1-17.



Review how some terminology has changed.

There are some terminology changes with this revision:

- Air bag instead of airbag
- Car seat, booster seat, or seat belt instead of child restraint
- Checkup event instead of check up event
- Head restraint instead of headrest
- Lap-and-shoulder belt instead of lap-shoulder belt
- Lower anchor connectors instead of lower anchor attachments (on car seat or booster)
- Module instead of chapter
- Non-regulated instead of after-sale or after-market
- Rear-facing-only instead of infant-only
- Seat belt instead of safety belt
- Tether instead of top tether

- Tether connector instead of tether attachments (on car seat or booster)

Also, LATCH refers to a seating position with **BOTH** lower anchor and tether anchors.

3. Progress Check and Summary

[INSTRUCTOR NOTE]

[Conduct the following progress check as a large group activity. Pose each question and ask for responses from the group. Add any information not provided by participants.]



Conduct progress check.

Let's review what we learned in Module 1 through a brief progress check.

1. Which of the three organizational partners is the certifying body for CPS Technician certification?

Answer: Safe Kids Worldwide

2. Which term is best to use when talking with caregivers – child restraint, car seat, or safety seat?

Answer: Car seat since it is a more familiar term for caregivers



Conclude module.

Now, let's discuss technical changes by module.