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**U.S. DEPARTMENT OF LABOR  
OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION  
OFFICE OF TRAINING AND EDUCATION  
OSHA TRAINING INSTITUTE  
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ARLINGTON HEIGHTS, IL 60005**

<b>COURSE:</b>	PERMIT-REQUIRED CONFINED SPACE ENTRY
<b>COURSE NUMBER:</b>	2260
<b>DURATION:</b>	20 CONTACT HOURS
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2260-Permit Required Confined Space Entry

COURSE NUMBER: 2260				Week 1 of 1
COURSE NAME: PERMIT- REQUIRED CONFINED SPACE ENTRY				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Topic/Instructor	Topic/Instructor	Topic/Instructor	Topic/Instructor	Topic/Instructor
	Course Opening Pre-Test  HOOR 1	General Requirements (Cont'd)  HOOR 7	PRCS Permits 1910.146 (e) & (f) Workshop 2- Permit Evaluation  HOOR 13	Post-test & Review  HOOR 19
	Scope & Definitions 1910.146(a) & (b)  HOOR 2	Workshop 1- Permit Entry Classification  HOOR 8	Training 1910.146(g), (h), (i), & (j)  HOOR 14	Course Closing  HOOR 20
	Cont'd  HOOR 3	Ventilation  HOOR 9	Rescue 1910.146(k)  HOOR 15	
	Confined Space Hazards  HOOR 4	Cont'd  HOOR 10	Cont'd  HOOR 16	
	Cont'd  HOOR 5	Instrumentation  HOOR 11	PRCS Program Requirements 1910.146(d) & (l)  HOOR 17	
	General Requirements 1910.146(c)  HOOR 6	Cont'd  HOOR 12	Workshop 3- Program Evaluation  HOOR 18	

## #2260 PERMIT-REQUIRED CONFINED SPACE ENTRY

### Description

This course is designed to enable students to recognize, evaluate and control safety and health hazards associated with confined space entry.

The course focuses on the specific requirements of 29 CFR 1910.146 (a) through (l). Each paragraph of the standard is discussed with references to the OSHA directive, letters of interpretation and preamble rationale.

Technical topics include the recognition of confined space hazards, basic information about instrumentation used to evaluate atmospheric hazards, and general permit space ventilation techniques.

Course features workshops on confined space classification, permit and program evaluation. (20 hours)

### Objectives

Students who successfully complete this course will be able to:

1. List the requirements of OSHA's Permit-Required Confined Spaces for General Industry Standard.
2. Describe, evaluate and control safety and health hazards associated with confined space entry.
3. Document violations of the Permit-Required Confined Spaces Standard.

## **LESSON OVERVIEW – HOUR 1**

### **COURSE OPENING**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Complete student data sheets.
- B. Describe the course matrix and objectives.
- C. Discuss the course training materials.

#### **II. MAJOR TOPICS:**

- A. Student data forms
- B. Course matrix (schedule)
- C. Student introduction
- D. Student manuals
- E. Course objectives

#### **III. CLASSROOM PRESENTATION:**

- A. Complete student data forms.
- B. Review course matrix.
- C. Conduct student introductions.
- D. Review the student manuals.
- E. List course objectives.

#### **IV. REFERENCES AND MATERIALS:**

- A. Student data forms
- B. Course matrix
- C. Student manuals - Volumes 1 and 2
- D. Course objectives (overhead)

## **DETAILED OUTLINE – HOUR 1 COURSE OPENING**

### **I. Complete student data forms.**

- A. Introduce yourself.
- B. Have students complete and return student data forms.
- C. Circulate student roster for completion and/or review.

### **II. Review course matrix.**

- A. Orient student to the building facilities & evacuation routes; explain OSHA Training Institute regulations.
- B. Explain the course matrix by session.

### **III. Conduct student introductions.**

Have students introduce themselves. (Ask them to briefly describe their confined space experience and their expectations from the course.)

### **IV. Review the student manuals.**

- A. Volume 1: contains course materials by topic as well as confined space references
- B. Volume 2: contains the latest version of the 1910.146 standard and OSHA Instruction CPL 2.100

### **V. Present course objectives.**

## **LESSON OVERVIEW – HOURS 2 - 3**

### **SCOPE AND DEFINITIONS**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Define the scope of the standard.
- B. Define confined space.
- C. Define permit-required confined space (permit space).
- D. Define non-permit space.
- E. Define entry.

#### **II. MAJOR TOPICS:**

- A. Scope and application
- B. Definitions

#### **III. CLASSROOM PRESENTATION:**

- A. Discuss history, scope and applicability of OSHA standards as related to confined spaces.
- B. Explain key 1910.146(b) definitions.

#### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 1
- B. Volume 2: 29 CFR 1910.146 and OSHA Instruction CPL 2.100
- C. ANSI Z117.1 - 1995 consensus standard
- D. *NIOSH Pocket Guide to Chemical Hazards*

**DETAILED OUTLINE – HOURS 2 - 3**  
**SCOPE AND DEFINITIONS, 29 CFR 1910.146 (A) & (B)**

- I. **List objectives, discuss history, scope and applicability of OSHA standards as related to confined spaces.**
  - A. List objectives & discuss chronology of the standard.
  - B. Highlight December 1, 1998 changes to the final rule.
    1. Authorized representatives
    2. Observation of testing
    3. Clarified paragraph
    4. Added paragraph
    5. Added Appendix F
  - C. Explain 1910.146 only applies to General Industry.
    1. 1910.146 is a horizontal standard
    2. Vertical standards that take precedence
    3. List other applicable standards that may pertain to confined space entry.
  
- II. **Explain key 1910.146(b) definitions.**
  - A. Define “confined space.”
  - B. Define permit-required confined space, “permit space.”
  - C. Define “non-permit space.”
  - D. Define “entry.”
  
- III. **Review section objectives.**

## **LESSON OVERVIEW – HOURS 4 - 5 CONFINED SPACE HAZARDS**

### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Identify physical hazards found in confined spaces.
- B. Discuss the three major categories of atmospheric hazards found in confined spaces.

### **II. MAJOR TOPICS:**

- A. Major physical hazards in confined spaces
- B. Most common atmospheric hazards in confined spaces

### **III. CLASSROOM PRESENTATION:**

- A. Describe the major physical hazards found in confined spaces.
- B. Discuss the categories of asphyxiating, flammable/explosive and toxic atmospheric hazards found in confined spaces.

### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 2
- B. Volume 2
- C. *NIOSH Pocket Guide to Chemical Hazards*
- D. *NIOSH Worker Deaths in Confined Spaces*, June 1994
- E. *ACGIH 2000 TLVs® and BEIs®* Publication #0100

## **DETAILED OUTLINE – HOURS 4 - 5 CONFINED SPACE HAZARDS**

- I. List objectives, introduce topic and discuss the major physical hazards found in confined spaces and their specific effects.**
  - A. Engulfment by particulate or liquid
  - B. Exposure to mechanical, electrical and hydraulic energy
  - C. Communication problems
  - D. Thermal effects
  - E. Noise
  - F. Radiological
  
- II. Discuss the categories of asphyxiating, flammable/explosive and toxic atmospheric hazards found in confined spaces.**
  - A. Explain aspects of oxygen in the environment and describe properties of three simple asphyxiants found in confined spaces.
  - B. Explain flammable/explosive hazards found in confined spaces.
    1. Define lower flammable/explosive limit (LFL/LEL).
    2. Define upper flammable/explosive limit (UFL/UEL).
    3. Define flammable range (example: methane).
  - C. Explain principles of toxic atmospheres.
  
- III. Review section objectives.**

**LESSON OVERVIEW – HOURS 6 - 7**  
**GENERAL REQUIREMENTS 1910.146(C)**

**I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. List general requirements of 1910.146(c).
- B. Identify the three options for entering permit spaces.

**II. MAJOR TOPICS:**

- A. General requirements of 1910.146(c)
- B. Three options for entry into permit spaces

**III. CLASSROOM PRESENTATION:**

- A. Discuss general requirements specified in 1910.146(c).
- B. Describe the three options for entering permit spaces.

**IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 3
- B. Volume 2

## **DETAILED OUTLINE – HOURS 6 - 7**

### **GENERAL REQUIREMENTS**

#### **I. List objectives and discuss general requirements specified in 1910.146(c).**

Explain the following requirements in 1910.146(c).

- A. Evaluate workplace, (c)(1).
- B. Inform employees, (c)(2).
- C. Ensure no entry, (c)(3).
- D. CPL 2.100 (p.31, Q #11), (c)(6)
- E. Host employer requirements, (c)(8)
- F. Contractor requirements, (c)(9)

#### **II. Describe the three options for entering permit spaces.**

- A. Discuss each of the requirements of the three following entry options.
  - 1. Reclassification, (c)(7)
  - 2. Alternate procedures, (c)(5)
  - 3. Written permit space program, (c)(4)
- B. Summarize alternate procedures and reclassification; briefly discuss job aid (*pp. 3-18 through 3-34*).

#### **III. Review section objectives.**

## **LESSON OVERVIEW – HOUR 8**

### **WORKSHOP 1 PERMIT ENTRY CLASSIFICATION**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Identify confined spaces as either permit-required or non-permit spaces.
- B. Determine which method of entry is best for their group's scenario.

#### **II. MAJOR TOPICS:**

- A. Classification workshop
- B. Evaluate selected items from workshop.

#### **III. CLASSROOM PRESENTATION:**

- A. Administer classification workshop.
- B. Review workshop.

#### **IV. REFERENCES AND MATERIALS:**

- A. Classification workshop
- B. Overhead transparencies of workshop

## **DETAILED OUTLINE – HOUR 8**

### **WORKSHOP 1 PERMIT ENTRY CLASSIFICATION**

- I. Administer classification workshop.**
  - A. Explain instructions to the class.
  - B. Divide class into groups of three to five people & assign each group one confined space scenario.
  - C. Allow approximately 15 minutes for workshop.
  
- II. Review workshop.**
  - A. Have spokesperson for each group present their conclusions.
  - B. Present recommendations.

## **LESSON OVERVIEW – HOURS 9 - 10**

### **VENTILATION**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Define ventilation.
- B. Explain basic ventilation principles.
- C. List common practices for ventilating confined spaces.

#### **II. MAJOR TOPICS:**

- A. Ventilation definition
- B. Basic ventilation principles
- C. Practices for ventilating confined spaces
- D. Ventilation standards

#### **III. CLASSROOM PRESENTATION:**

- A. Define ventilation.
- B. Discuss basic ventilation principles.
- C. Describe common practices for ventilating confined spaces.

#### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 4
- B. Volume 2
- C. ACGIH Industrial Ventilation
- D. Manufacturer's literature: Coppus and Air Systems International

## DETAILED OUTLINE – HOURS 9 - 10

### VENTILATION

- I. **Describe the following types of ventilation, and explain the importance of ventilation for confined spaces.**
  - A. Natural ventilation (dilution)
    1. Wind
    2. Convection
  - B. Mechanical ventilation
    1. Dilution (positive pressure, push, general or supply)
    2. Exhaust (negative pressure, pull or local/source draw)
    3. Combination dilution/exhaust/natural
- II. **Discuss basic ventilation principles.**
  - A. Air flow characteristics of supply & exhaust
  - B. Friction losses (static losses) in duct vary.
    1. Directly with length.
    2. Inversely with diameter.
    3. Directly with the square of air velocity.
    4. Directly with roughness factor of duct.
  - C. Effective blower capacity vs. hose length/bends
  - D. Basic ventilation laws
    1.  $Q = VA$
    2.  $Q_{in} = Q_{out}$
    3. Measurement tools
  - E. Air change formula
- III. **Identify selected practices for ventilating confined spaces, and discuss their importance.**
  - A. Use close pitch duct for suction applications.
  - B. Watch where you pick up fresh air supply.
  - C. Keep discharge from causing other problems.
  - D. Watch out for short circuiting.
  - E. When using dilution ventilation, be sure all pockets are purged.
  - F. When using dilution ventilation, work with natural forces.
  - G. Electrically bond unit to vessel.
  - H. Place pickup hood as close as possible to source.
- IV. **Discuss applicable confined space ventilation standards.**
- V. **Review section objectives.**

## **LESSON OVERVIEW – HOURS 11 - 12 INSTRUMENTATION**

### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Identify specific sections in 1910.146 and major interpretations that relate to atmospheric monitoring.
- B. Discuss common direct reading instruments including their principles of operation and limitations.
- C. Discuss field calibration.

### **II. MAJOR TOPICS:**

- A. Monitoring sections in 1910.146 and major interpretations
- B. Direct reading instruments, their principles of operation and limitations
- C. Field calibration

### **III. CLASSROOM PRESENTATION:**

- A. Review specific sections in 1910.146 and major interpretations that relate to atmospheric monitoring.
- B. Discuss common direct reading instruments including their principles of operation and limitations.
- C. Demonstrate or describe field calibration.

### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 5
- B. Volume 2

## DETAILED OUTLINE – HOURS 11 - 12 INSTRUMENTATION

- I. **Review the specific section of 1910.146 and major interpretations that relate to atmospheric monitoring.**
  - A. List objectives, introduce the topic, and describe common mistakes involving air monitoring.
  - B. Explain 1910.146(d)(5) and major interpretations.
  
- II. **Discuss common direct reading instruments including their principles of operation and limitations.**
  - A. Explain principle of operation of oxygen sensor.
    1. Electrochemical oxidation
    2. Summary of oxygen sensor and its limitations
  - B. Explain principle of operation of combustible gas indicator
    1. LEL correlation factors
    2. Flammable and combustible liquid classification  
(References pp. 5-16 through 5-26)
    3. Flash point definition
    4. Vapor density of gases/vapors
    5. Summary of combustible gas indicator and its limitations
  - C. Explain principle of operation of toxic sensor.
    1. Electrochemical
    2. Known cross sensitivity of carbon monoxide sensor to other gases
    3. Interferent gases
    4. Summary of toxic sensors and their limitations
  
- III. **Demonstrate or describe field calibration.**
  - A. Define types of calibration.
    1. Calibration
    2. Field calibration (verification)
    3. Field (function) check
  - B. Demonstrate field calibration.
    1. Fully charged batteries
    2. Check alarm settings
    3. Zero adjustments
    4. Span adjustments
    5. Always read manufacturer's instructions.
  
- IV. **Describe additional test instruments.**
  - A. Explain instruments that use broad range sensors (non-specific). (Slides #25 and #26, *Clearing the Air on Confined Space Entry*, p. 5-30)
  - B. Explain detector tube pump systems ("specific").
  
- V. **Conduct instrumentation review.**

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- A. Explain evaluation of a monitoring program. (*Hazardous Location Basics, pp. 5-28 and 5-29; Questions, p. 5-27*)
- B. Review lesson objectives.

## **LESSON OVERVIEW – HOUR 13**

### **PRCS PERMITS 1910.146 (E) & (F)**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Describe the permit system.
- B. Evaluate two permits for compliance with 1910.146(e) & (f).

#### **II. MAJOR TOPICS:**

- A. Permit system
- B. Entry permit

#### **III. CLASSROOM PRESENTATION:**

- A. Describe the permit system.
- B. Evaluate two permits for compliance with 1910.146.

#### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 6
- B. Volume 2

## **DETAILED OUTLINE – HOUR 13**

### **PRCS PERMITS**

#### **I. Describe the permit system.**

- A. List the objectives of the system.
- B. Explain reasons for the permit system per 1910.146(e).
  - 1. Properly generated
  - 2. Completed correctly and signed
  - 3. Posted for duration of entry
  - 4. Closed out correctly & retained for one year

#### **II. Evaluate two permits for compliance with 1910.146(e) & (f).**

- A. Discuss the following four items required on a permit per 1910.146(f):
  - 1. Permit space to be entered
  - 2. Purpose of entry
  - 3. Date and authorized duration
  - 4. Authorized entrants
- B. Using permits #1 - #3, have students do the following:
  - 1. Work alone or in pairs.
  - 2. Using paragraphs (e) & (f), identify if Permit #2 has addressed all required items (use Permit #1 as an example).
  - 3. On the next slide, have students list any questions or comments they have about completed Permit #3.
  - 4. Conduct class review of Permits #2 & #3.

#### **III. Review lesson objectives.**

## **LESSON OVERVIEW – HOUR 14 TRAINING**

### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Discuss the general training requirements.
- B. List the duties of authorized entrants, attendants and entry supervisors.

### **II. MAJOR TOPICS:**

- A. General training requirements of 1910.146(g)
- B. Authorized entrant, attendant and entry supervisor duties

### **III. CLASSROOM PRESENTATION:**

- A. Explain the general training requirements of paragraph (g).
- B. Describe the duties of authorized entrants, attendants and entry supervisors.

### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 7
- B. Volume 2
- C. Optional Workshop (pp. 7-6 through 7-27)

**DETAILED OUTLINE – HOUR 14  
TRAINING 1910.146(G),(H),(I) & (J)**

**I. Explain the general training requirements of paragraph (g).**

Elaborate on the following training requirements.

- A. All employees whose work is regulated by 1910.146 must acquire:
  - 1. Understanding.
  - 2. Knowledge.
  - 3. Skills.
- B. Employer must establish employee proficiency.
- C. Employer must certify training.
- D. Frequency of training
  - 1. Before first assigned duties
  - 2. Before change in assigned duties
  - 3. Change in operations
  - 4. Inadequacies in employee's knowledge

**II. Describe the duties of authorized entrants, attendants and entry supervisors.**

- A. Discuss the duties of the authorized entrant.
- B. Discuss the duties of the attendant.
- C. Discuss the duties of the entry supervisor.
- D. Summarize why this training alone does not certify students as authorized entrants, attendants or entry supervisors.

**III. Review section objectives.**

## **LESSON OVERVIEW – HOURS 15 - 16**

### **RESCUE 1910.146(K)**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Identify the types of rescue.
- B. List the training requirements for rescue team members.
- C. Describe various types of retrieval systems.
- D. Define employer responsibilities regarding rescue.

#### **II. MAJOR TOPICS:**

- A. Types of rescue
- B. Training requirements
- C. Types of retrieval systems
- D. Employer responsibilities

#### **III. CLASSROOM PRESENTATION:**

- A. Describe three types of rescue.
- B. Discuss the training requirements for rescue team members.
- C. Describe several types of retrieval systems.
- D. Discuss employer responsibilities regarding rescue.

#### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 8
- B. Volume 2
- C. Manufacturer's literature: ROCO Rescue and DBI/SALA

## **DETAILED OUTLINE – HOURS 15 - 16 RESCUE**

- I. List objectives, introduce topic and describe three types of rescue.**
  - A. Discuss self-rescue.
  - B. Discuss non-entry rescue.
  - C. Discuss entry rescue.
  
- II. Discuss the training requirements for rescue team members. Rescue members must be trained:**
  - A. To perform assigned duties.
  - B. As entrants.
  - C. In first aid and CPR.
  - D. At least one member holds current certification.
  - E. To be proficient in use of personal protective equipment.
  - F. To practice rescue at least once every 12 months.
  
- III. Describe the following rescue equipment components:**
  - A. Body support
  - B. Connecting component
  - C. Anchorage component
  - D. Anchorage
  
- IV. Discuss the following types of retrieval systems:**
  - A. Tripod with hoist and/or rope system
  - B. Davit arm
  - C. Vehicle-mounted davit
  - D. Wall mount support
  - E. Structure mounted rope & pulley system
  - F. Horizontal retrieval support
  - G. Refer students to list of rescue and retrieval manufacturers
  
- V. Identify employer responsibilities regarding rescue, and explain the purpose of the items for which the employer is responsible.**
  - A. Evaluate prospective rescue team abilities to respond.
  - B. Ensure rescue team is trained and equipped to execute a rescue.
  - C. Provide the rescue team access to the permit spaces.
  - D. Insure rescue is practiced at least once every 12 months.
  - E. Non-mandatory Appendix F may be used as a guide.
  - F. Refer students to confined space types.
  
- VI. Review other standards requiring rescue and lesson objectives.**

**LESSON OVERVIEW – HOUR 17**  
**PRCS PROGRAM REQUIREMENTS 1910.146(D) & (L)**

**I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. List the requirements of a permit-required confined space program.
- B. Describe the requirements of a program.

**II. MAJOR TOPICS:**

- A. Permit space program requirements
- B. Employee participation requirements

**III. CLASSROOM PRESENTATION:**

Identify and describe the 14 program requirements listed in 1910.146(d).

**IV. REFERENCES AND MATERIALS:**

- A. Volume 1: Tab 9
- B. Volume 2

## **DETAILED OUTLINE – HOUR 17**

### **PRCS PROGRAM REQUIREMENTS**

- I. Discuss the 14 program requirements listed in 1910.146(d).**
  - A. Review the following permit space program requirements.
    - 1. Prevent unauthorized entry
    - 2. Identify and evaluate
    - 3. Testing
    - 4. Attendant
    - 5. Rescue
    - 6. Permit system
    - 7. Coordinating
  - B. Discuss the following program requirements.
    - 1. Procedures
    - 2. Equipment
    - 3. Designate roles
    - 4. Review entry operations
    - 5. Review program
  - C. Describe the following employer requirements found in 1910.146(l).
    - 1. Consult with affected employees on the development and implementation of all aspects of the permit program.
    - 2. Make available all information required by this standard.
  
- II. Set up program evaluation workshop for next hour (Hour 18).**

## **LESSON OVERVIEW – HOUR 18**

### **WORKSHOP 3 PROGRAM EVALUATION**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to evaluate a permit space program for compliance with 1910.146.

#### **II. MAJOR TOPICS:**

Permit-required confined space entry program

#### **III. CLASSROOM PRESENTATION:**

Evaluate a program for compliance with 1910.146.

#### **IV. REFERENCES AND MATERIALS:**

- A. Volume 1
- B. Volume 2

## **DETAILED OUTLINE – HOUR 18 WORKSHOP 3 PROGRAM EVALUATION**

- I. Evaluate a program for compliance with 1910.146.**
  - A. Divide students into groups of three to five and have them choose a spokesperson.
  - B. Assign each group one of the scenarios in Appendix C of 1910.146
  - C. Have each group list program deficiencies and questions they would ask regarding the program they are evaluating.
  - D. Have each group give an overall program rating on a scale of 1 to 10.
  - E. Have spokesperson for each group explain their program evaluation findings.
  
- II. Review lesson objectives.**

## **LESSON OVERVIEW – HOUR 19**

### **POST-TEST AND REVIEW**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to complete the post-test.

#### **II. MAJOR TOPICS:**

- A. Post-test
- B. Post-test review

#### **III. CLASSROOM PRESENTATION:**

- A. Administer post-test.
- B. Conduct post-test review.

#### **IV. REFERENCES AND MATERIALS:**

- A. Student manuals - Volumes 1 and 2
- B. Post-test

**DETAILED OUTLINE – HOUR 19  
POST-TEST & REVIEW**

- I. Administer post test.**
  - A. Hand out post-tests. (students may reference their manuals.)
  - B. Give students approximately 30 minutes to finish test.
  
- II. Conduct post-test review.**

## **LESSON OVERVIEW – HOUR 20**

### **COURSE CLOSING**

#### **I. LESSON OBJECTIVES:**

Upon successful completion of this session, each student will be able to:

- A. Evaluate the course.
- B. Receive course certificate.

#### **II. MAJOR TOPICS:**

- A. Course evaluation
- B. Course certificate

#### **III. CLASSROOM PRESENTATION:**

- A. Complete course evaluation.
- B. Distribute course certificates.

#### **IV. REFERENCES AND MATERIALS:**

- A. Course evaluation forms
- B. Course completion certificates

## **DETAILED OUTLINE – HOUR 20 COURSE CLOSING**

- I. Complete course evaluation.**
  - A. Review course objectives with students.
  - B. Have students complete and return course evaluation sheets.
  
- II. Distribute course certificates.**
  - A. Present course certificates to students.
  - B. Dismiss the class if there are no other questions or comments.