SAND2012-4758P

Course:

Writing & Communicating Biorisk Management Policy

Design Document

Sandia National Laboratories
International
BIOLOGICAL THREAT REDUCTION

CBEP
Cooperative Biological Engagement Program

Part I: Course Overview

Course Description

Overview

Writing & Communicating Biorisk Management Policy will provide an understanding of what an institutional policy statement is, how to apply it to biorisk management (BRM), why it is important for an institution to have a BRM policy in place and what purpose it serves, and provides an opportunity to develop a draft policy and to receive the feedback of instructors and students.

Scope

This course provides guidelines for writing and communicating a policy statement; it will NOT provide mandatory directions and procedures for developing a policy statement.

Learning Level
based on
Bloom's taxonomy

- ✓ knowledge
- ✓ comprehension
- ✓ application
- synthesis
- evaluation

Length of Course

4 hours

Course Objectives

At the end of this Course, Students will be able to:

Organizational Objectives

- Understand what policy statements (i.e. commitment and intent)
- How policy is written, communicated and reviewed

Instructional Objectives

- Explain what is a policy statement and its purpose
- Explain why it is important for management to establish and communicate institutional expectations in regards to safety and security management of pathogens
- Explain how a policy statement should be a "living document" that is continuously being reviewed and revised to fit the facility biorisk management mission

Personal Objectives

Know

- What is a policy statement
- What is included in a policy statement
- Who writes a policy statement
- How is a policy statement written
- Who reads a policy statement

Feel

- Confident conversing about basic features found in a policy statement

Confident drafting a policy statement

Do

- Draft a policy statement
  Develop a plan to communicate policy to all layers of the affected workforce

Key Messages

1. It is imperative for management to establish and communicate institutional expectations regarding safe and secure management of pathogens
2. These expectations must be integrated with the core mission of the institution.
3. A policy states commitment and intent.
4. A policy is an instructional document and, as such is reader-centered
5. A policy must be communicated (transmitted and received) to "count"
6. A policy should be a living document and must reflect emerging issues and continuous improvement – policies must be reviewed and revised.

Evaluation Strategy

Level 1 (satisfaction):	Students will complete a satisfaction survey about their experience with the course
Level 2 (learning):	Students will complete a "learning contract" for the next steps needed to begin biorisk management implementation
Level 3 (behavior):	Desired behavior is for students to participate in additional learning opportunities on BRM – this behavior will be evaluated three to six months post-training and may encompass additional training courses
Level 4 (organizational change):	A repeat of the training needs assessment will be performed at least annually – this annual assessment can be compared to the baseline assessment to determine improvements in biorisk management performance

Learner Description (for Course design purposes)

Number of Students:

10 to 25; small groups of 5 people each

Biorisk Management Role:

- ✓ Policy Makers
- ✓ Top Management
- ✓ Biorisk Management Advisors/Advocates
- ✓ Scientific/Lab Management
- Workforce

Audience Assumptions:

(assumed range is indicated by shaded cells)

		Novice		Practi-tioner		Expert
Education	Scientific	1	2	3	4	5
	BRM*	1	2	3	4	5
Expertise	Scientific	1	2	3	4	5
	BRM	1	2	3	4	5
Competence	Scientific	1	2	3	4	5
	BRM	1	2	3	4	5
BRM = "biorisk management". See definitions for terms in Resources section						

Language of instruction; translation or interpretation anticipated:

English (for design purposes)

Prerequisites

Orientation to Biorisk Management

Pre- or post-work required for completion

None

Certificates or documents of completion:

Certificates of completion will be provided

Preparation for future coursework

Anticipated next steps

Students will participate in learning tracks, as defined by the local training needs assessment and other subject matter expert (SME) recommendations.

Instructional Environment

Number of Instructors/Staff required:	TBD depending on number of Students – optimal ratio is 1 Instructor per no more than 12 Students
Instructor Qualifications:	Instructors must have completed the Global Biorisk Management Curriculum (GBRMC) orientation, including this course, and be enrolled in the GBRMC training network.

Learning Environment

Media:	Instructor-led course.
Exercises & Activities	
Experience (Activists)	Students will be asked to consider their experiences in regard to writing biorisk management policy and if any of their past experience included in implementing policies at the facility
Reflection (Reflectors)	Students will be asked to reflect on those experiences to help develop a model how they would review a research project; Students will be asked to reflect on the next steps for working towards writing a policy
Models (Theorists)	Students will be introduced to a real world scenario in which a review was completed in which they can analyze the situations and evaluate how the process was undertaken
Practice (Pragmatists)	Students will be given the real world scenario as a case study to see how the topics discussed are practiced in real life

On-Site Specifics

Location	TBD
Room organization	Clusters of tables to facilitate small group (no more than 5 Students per group
Dress code and/or important cultural considerations	TBD

Instructional Materials

Equipment & Supplies	Large flip charts Markers (enough for up to 5 groups plus instructor(s)) 6 x 8 inch Post-it notes (no lines) Student binders (1" or less) and tabs Pens Laptop computer with powerpoint files loaded Projector

	Easels (1 per group) Name tags/lanyards or Tent Cards Certificates Notepads
Student Handouts	Course agenda and schedule Student notes Glossary CWA 15793 Hippocratic Oath

Resources

Dependencies	
Authorities	
References	CWA 15793 CEN WS 55, 53 WHO Laboratory Biosafety Manual Laboratory Biosecurity Handbook IBTR Training – Information Security and MC&A (SAND No. 2004-4555P, SAND No. 2005-3288 C) DTRA BSL-2 Training – Hazard Crtieria and Categorization DTRA BSL-3 Training – Bioethics and Biosecurity CDC/WHO Laboratory Quality Management System Training Toolkit Biosecurity Plan template (in development) Glossary of terms (in development)

Terms used in this document

- Knowledge – remembering the material in the same form as it was taught
- Comprehension – student's ability to understand the material by (for example) explaining or summarizing key messages
- Application – ability to use the material in a new or given situation
- Synthesis – ability to put together learning material in a new whole entirety. For example, using the material to create a new program or plan.
- Evaluation – ability to judge the value of the material presented as a peer (to be able to critically advise or judge others on their application and synthesis of this learning material).
- Novice – a person who is new to the circumstances, work, etc. in which s/he is placed; beginner
- Practitioner – a person engaged in the practice of a profession; a person who practices something specified
- Expert – a person who has special skill or knowledge in some particular field; specialist; authority; trained by practice
- Education – the act of acquiring particular knowledge or skills, as for a profession
- Expertise – the process of personally observing, encountering or

undergoing something; knowledge or practical wisdom gained from what one has observed, encountered, or undergone

- Competence – Possession of a suitable or sufficient skill, knowledge, experience, etc. for some specified purpose; properly qualified

Part II: Course Outline/Schedule							
Day	**Segment time (min)**	**Time**	**Topic**	**Instructional Method**	**Slide #**	**KM #**	**T/F**
1							
KM = key messages ; T/F = teaching versus facilitation (instructor-based versus learner-based)							