

Workshop on Introduction to Biorisk Management and Biorisk Management Curriculum Development

SAND2014-4145P

June 2014

*Mbarara University of Science and
Technology (MUST)*



SAND 2014-XXXXXX

Sandia National Laboratories is a multi-program laboratory managed and operated by Sandia Corporation, a wholly owned subsidiary of Lockheed Martin Corporation, for the U.S. Department of Energy's National Nuclear Security Administration under contract DE-AC04-94AL85000



Outline

- Introductions
- Pre-Workshop Assessment
- Teaching models and approaches, the Global Biorisk Management Curriculum (GBRMC)
- Orientation to Biorisk Management
- Identifying audience, context, learning objectives
- Curriculum design

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Roundtable Introductions

- Your name?
- Your position?
- Your Department, Role?



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International Biological Threat Reduction

Innovative solutions for countering biological threats globally

- Promote the responsible use of biological agents, equipment, and expertise globally.
- Strengthen capacities to safely, securely, and responsibly detect, handle, and control dangerous biological agents.
- Improve understanding and management of the risks associated with accidental and deliberate misuse of biological agents.



IBTR Core Capabilities

- **Laboratory biorisk management**
 - Biorisk management standards and regulatory frameworks
 - Core biorisk management program documents
 - Lab design / programming expertise
 - Facility specific biosafety and biosecurity threat, vulnerability, and assessments
 - Biorisk (biosafety and biosecurity) upgrades
- **Biothreat identification and analysis**
 - Global analysis
 - Country and regional analyses
- **Capacity building and outreach**
 - Biorisk management training
 - Training centers
 - Law enforcement
- **Building inherently safer and more secure biomedical capabilities**
 - Surveillance and control
 - Public and vet health
 - Incident detection and response



Example: Building Human Capacity to Address Biorisks



- **Global Biorisk Management Curriculum**

- Develop and maintain a customizable library of courses designed based on international best practices in biorisk management and sustainable training techniques
 - Catalog: <http://biosecurity.sandia.gov/gbrmc/catalog.html>
- Network of trainers to provide document and quality control and to offer a platform for shared experiences and problem solving

- **Conduct training for different stakeholders**

- Policy makers, lab workers, biosafety/biosecurity officers, lab directors, law enforcement
- Topics include: biorisk management, molecular diagnostics, infectious substance shipping, and biothreat identification and response
- Training platforms include: classroom, distance-learning, lab, tabletop exercises, and full-scale field exercises

- **Development of regional training centers**

- Physical training centers and regional consortia
- Train-the-Trainer programs

- **Support to international organizations' human**

capacity efforts, including WHO, OIE, and INTERPOL

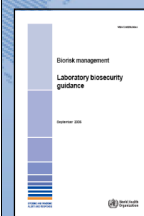
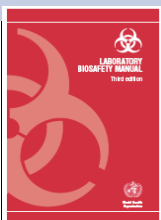
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Terminology and Definitions

- Biosafety: The containment principles, technologies and practices that are implemented to prevent unintentional exposure to biological agents and toxins or their accidental release' (WHO, 2004)
- Biosecurity: Protection, control and accountability measures implemented to prevent the loss, theft, misuse, diversion, or intentional release of biological agents and toxins and related resources, as well as unauthorized access to, retention, or transfer of such material' (WHO, 2006)²

¹Laboratory biosafety manual, Third edition (World Health Organization, 2004)

²Biorisk management - Laboratory biosecurity guidance (World Health Organization, 2006)



3EP

Definitions, continued

- The practices of **biosafety and biosecurity** are combined into an **integrated effort** known as **biorisk management** where the goals are, concurrently, to work safely and to keep the work secure.

Biorisk management (BRM) can be further defined as the actions taken (by laboratories or facilities which handle, store, or dispose biological agents or toxins) to control or minimize biorisk to acceptable levels in relation to employees, the community and others, as well as the environment, which could be directly or indirectly exposed to biological agents or toxins (adapted from CWA 15793:2011¹).

¹Laboratory biorisk management standard (CWA 15793:2011)



3EP

Definitions, continued

- “Dual Use” are legitimate goods and technologies that have the potential to be misappropriated and misused to cause harm
 - Dual Use Research of Concern: “Research that...can be **reasonably anticipated** to provide knowledge, products, or technologies that could be **directly** misapplied by others to **pose a threat** to public health and safety, agricultural crops and other plants, animals, the environment, or material” [National Science Advisory Board on Biosecurity]

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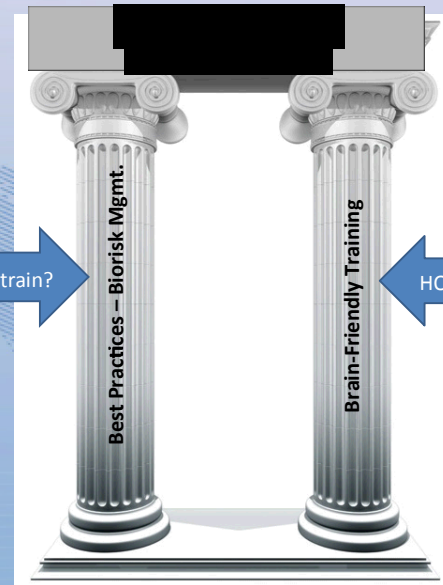
GBRMC

GBRMC = Global Biorisk Management Curriculum

Mission

- Biosafety & Biosecurity training materials. . .
 - Strategic
 - Sustainable
 - Anywhere, anytime
 - Well-branded
 - Well-managed

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WHAT do we train?

HOW do we train?

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Biorisk Management Resources

- CWA 15793:2011 – Laboratory biorisk management standard (+ CWA 16393 guidance)
- CWA 16335 - BioSafety Professional (BSP) Competences
- World Health Organization Laboratory Biosafety Manual
- World Health Organization Laboratory Biosecurity Manual
- OECD Best Practice Guidelines for Biological Resource Centres
- Guidelines for Biosafety Laboratory Competency (*MMWR* Supplement Vol. 60)
- NSABB Proposed Framework for the Oversight of Dual Use Life Sciences Research: Strategies for Minimizing the Potential Misuse of Research Information
- Biological and Toxin Weapons Convention
- Local guidelines & regulations
- Current best practices
 - example: U.S. Biosafety in Microbiological and Biomedical Laboratories



Global Biorisk Curriculum Library, 1

Basic Track

Audience: all personnel involved in biorisk management

- Biorisk Management Basics
 - Orientation to biorisk management
 - Bioethics
 - Introduction to Dual Use Research of Concern
 - Biorisk Characterization & Evaluation
 - Biosafety Risk Assessment
 - Biosecurity Risk Assessment
 - Biorisk Mitigation Strategies
 - Introduction to Incident Management & Response

Laboratory-Level Track

Audience: Biorisk Management Advisors, Scientific/Laboratory Management, Lab Workforce

- Lab-Level Administrative Controls
 - Human Performance for Biorisk Management in the Laboratory
 - Developing, Evaluating, Validating, and Communicating Standard Operating Procedures
 - Hazard & Risk Communication in the Laboratory

Laboratory-Level Track, continued

- Lab-Level Operational Controls
 - Biocontainment Facility Features
 - Engineering Controls and Laboratory Equipment
 - Good Laboratory Work Practices
 - Personal Protective Equipment
 - Decontamination
 - Biological Waste Disposal
 - Laboratory Biosecurity
 - Field Biosecurity
 - Shipping Infectious Substances and Biological Specimens
- Reporting, monitoring, and Response
 - Incident Recognition and Response in the Laboratory



Global Biorisk Curriculum Library, 2

Management & Leadership Track

Audience: (Policy Makers) Top Management, Biorisk Management Advisors, Scientific/Laboratory Management

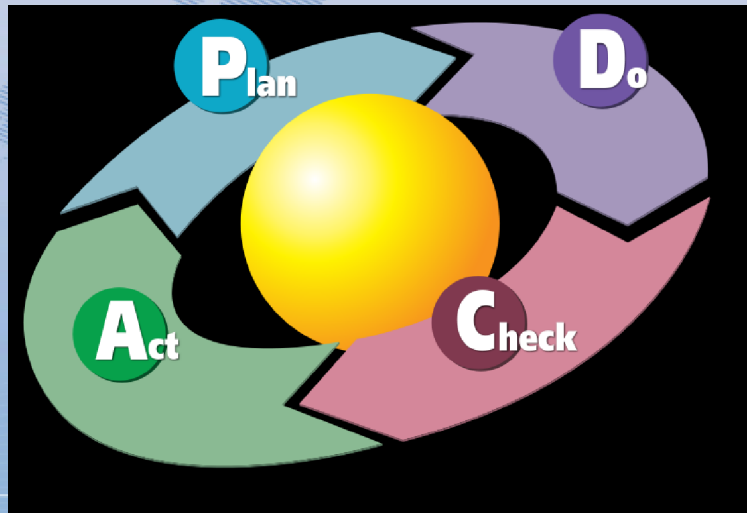
- Policy, Planning, and Assessment
 - Writing and Communicating Biorisk Management Policy
 - Considerations for Training in Biorisk Management
 - Developing, Conducting, and Maintaining a Hazard Inventory
 - Identifying Legal Requirements that Impact BRM
 - Establishing Work Program Review & Approval
 - Establishing and Communicating Biorisk Management Goals, Objectives, Roles, and Responsibilities
- Developing and Maintaining Human Capacity for Biorisk Management (Managing People)
 - Managing Human Performance in the BRM Workforce
 - Establishing and Maintaining Formal and Informal BRM Mentoring Programs
 - Establishing and Maintaining Worker Health Programs
 - Developing and Maintaining Roles & Responsibilities for Risk-based Access to, Control of, and Accountability for Biological Agents and Toxins.

Management & Leadership Track, continued

- Developing and Maintaining Physical Infrastructure for Biorisk Management
 - Understanding & Maintaining Facilities & Equipment for Biorisk Management
 - Basic Features & Maintenance for Physical and Information Security Measures
- Incident Management & Response
 - Incident Response Planning and Preparation
 - Incident Response & Investigation
 - Incident Response Evaluation & Improvement
- Measuring and Improving Biorisk Management Performance
 - Measurement and Analysis of Biorisk Management System Performance
 - Conducting Audits and Inspections to Assess Biorisk Management Performance
 - Revising and Improving a Biorisk Management System based on Performance Results
 - Establishing and Using Performance Indicators



Biorisk Management – Continuous Improvement



Biorisk Management: AMP Model *(World Health Organization)*



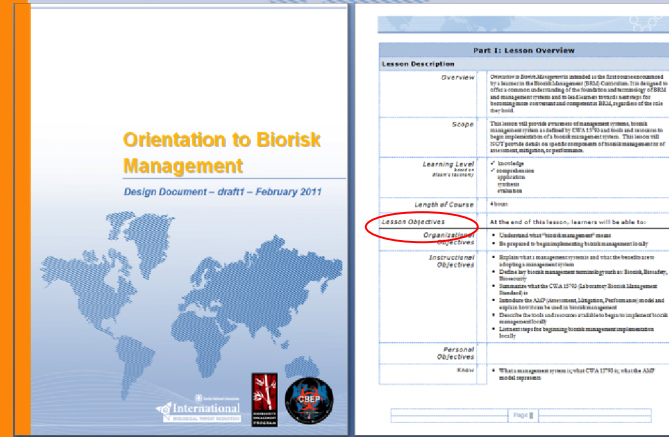
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GBRMC Course Components

- Design Document
 - Course objectives, pre-requisites (for students & trainers), course outline, etc.
 - Instructor's Guide
 - Detailed notes
 - Instructions and materials for interactive exercises
 - Handouts, if used
 - Slide Deck
 - Student Guide
 - Student workbook
 - References & resources
 - Instructor and Student Evaluation materials
 - References & resources
 - Other materials as needed



GBRMC Components: Design Document (DD)



- **Part I:**
 - Lesson Overview
 - Student Description
 - Instructional Environment,
 - Resources
- **Part II:**
 - Course Outline



GBMRC Components: Slide Deck (SD)

The slide deck consists of 16 slides, numbered 1 through 16. The slides are organized into four columns and four rows. The first column contains slides 1, 3, 5, and 7. The second column contains slides 2, 4, 6, and 8. The third column contains slides 9, 11, 13, and 15. The fourth column contains slides 10, 12, 14, and 16. The slides cover a variety of topics related to GBMRC, including introductions, objectives, models, risk mitigation, group exercises, and a break.

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GBRMC Components: Instructor Guide (IG)

The instructor guide consists of two pages, numbered 1 and 2. The left page is titled 'What is biorisk management?' and includes a 'Small group activity (15 minutes)' and 'Background information for instructor'. The right page is titled 'What is biorisk management?' and includes a 'Small group activity (15 minutes)' and 'Primary Discussion (10 minutes)'. Both pages include instructions for the instructor and students.

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GBRMC Components: Student Guide (SG)

Orientation to Risk Management	Components of Risk Management
Group exercise in Step 2 <ul style="list-style-type: none">Let's get organized!Take the activity sheet, and place them in order (any of the following is okay): <div><div>Assessment</div><div>Mitigation</div><div>Performance</div></div>	Assessment Mitigation Performance
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Page III	Page III

Orientation to Risk Management	The AMP Model
Group exercise in Step 2 Risk Management: The AMP Model Risk Management = Assessment, Mitigation, Performance	Define Risk Management system (the next activity may help you construct your definition). Describe an AMP model:
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Page III	Page III

GBRMC Components: Evaluations (Level 1 – Level 2)

General

Level 1 General Evaluation (Course or Training Event Name)	
1. I am satisfied with the training event.	Strongly Agree Agree Neutral Disagree Strongly Agree
Level 2 General Evaluation (Course or Training Event Name)	
2. Were the prerequisites and the course description adequate for the course? If not what would you change?	Strongly Agree Agree Neutral Disagree Strongly Agree
3. How were the trainers identified for the course? Based on facility staffing plans was this course appropriate for students or were these trainers in attendance that did not require the course?	Strongly Agree Agree Neutral Disagree Strongly Agree
4. Do you believe the course matched the trainer's expertise and knowledge base?	Strongly Agree Agree Neutral Disagree Strongly Agree
5. Were there any cultural limitations associated with the training? Language or translation issues? Jargon problems?	Strongly Agree Agree Neutral Disagree Strongly Agree
6. Based on your assessment of the training event would you recommend any follow-ups for the subject or any individual students?	Strongly Agree Agree Neutral Disagree Strongly Agree
7. Were there any additional materials used for demonstration or instruction that were useful to the course?	Strongly Agree Agree Neutral Disagree Strongly Agree
8. Were there any issues with OREP approved training curriculum? Content errors? Partner Nation applicability?	Strongly Agree Agree Neutral Disagree Strongly Agree
9. Were there any unexpected events that altered the flow of the training event, if so what were the effects on the course? What steps were taken to reduce the impact of specific events?	Strongly Agree Agree Neutral Disagree Strongly Agree
10. Did the students stay engaged and attentive throughout the majority of the class? If no, what sections of the course lagged? What activities were more successful than others? Less successful?	Strongly Agree Agree Neutral Disagree Strongly Agree

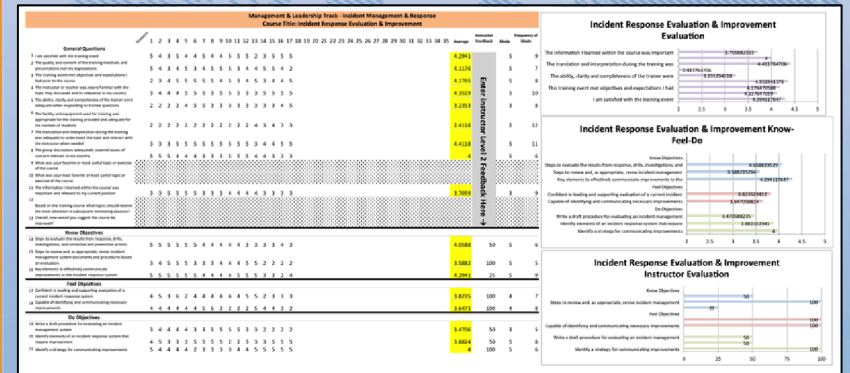
Course Specific Know, Feel, Do

Level 1 Know-Feel-Do Evaluation Personal Protective Equipment	
After this course, I believe I can achieve the following objectives and what each item of PPE is used for:	
Level 2 Evaluation Measurement of learning (as specified by course objectives) during course (Completed by instructor(s))	
Know, Feel, Do	Completed by (Instructor(s))
Know	Was this demonstrated by all students?
Know	All Must Many Few None
Know	100% 75% 50% 25% 0%
What PPE is and what each type of PPE is used for	Participation in course exercises and debrief activities
Which types of PPE are appropriate for different settings and risk levels	Participation in course exercises and debrief activities
Specific procedures for use and maintenance	Participation in course exercises and debrief activities
How to integrate the use of PPE into current laboratory procedures	Participation in course exercises and debrief activities
Confidence that suitable PPE has been chosen for laboratory procedures and activities	Questions on Level 1 evaluation (no participation in summary activity)
Confidence that proper PPE use and maintenance is understood by all those in the laboratory	Questions on Level 1 evaluation (no participation in summary activity)
Demonstrate different types and uses of PPE	Participation in course exercises and debrief activities
Write laboratory procedures that include the use and maintenance of PPE	Participation in course exercises and debrief activities
Appropriate for that procedure	Participation in course exercises and debrief activities
If trainees feel that there is a student(s) who did not demonstrate the stated learning objectives, please list the names and reasons for concern regarding demonstration below (names will not be published to the Training Network).	
Name of student	Comments regarding demonstration of learning objectives



GBRMC Components: Evaluation Analysis Tools

Spreadsheet to Enter Evaluation Data Pre-made Graphs



Public Access Site

- <http://biosecurity.sandia.gov/gbrmc>

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GBRMC Pillars – Training Techniques

- So what's different?
 - Experiential learning
 - Small group and plenary activities
 - Breaks
 - Movement & colors
 - Debriefs, recaps
 - Outcome based
 - What do you have?
 - Where do you want to go?

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GBRMC Pillars – Training Techniques

- So what's different, continued?
 - Implementation “Blind”
 - No specific training scenarios anticipated
 - Comprehensive Toolkit
 - Detailed design document and instructor guide
 - Student guide and key references
 - Evaluations
 - Leave your fingerprints
 - Trainers’ Network to capture feedback, solutions, configurations, customizations, revisions, translations, etc.



Facilitate versus Teach

