GBRMC

Considerations for Training in Biorisk Management

Student Guide

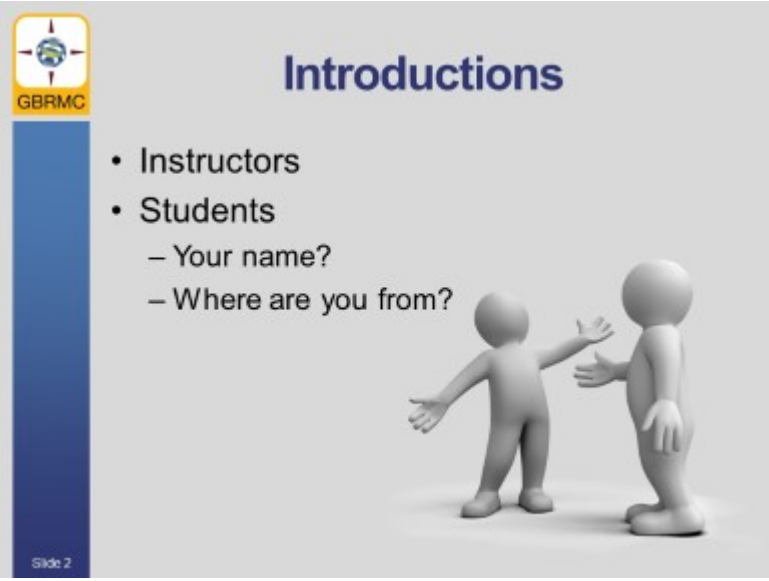
2012

GLOBAL BIORISK MANAGEMENT CURRICULUM

Considerations for Training in Biorisk Management

Welcome & Introductions

Welcome to Considerations for Training in Biorisk Management


GBRMC
Introductions
• Instructors
• Students
– Your name?
– Where are you from?
Slide 2

Action Plan

By the end of this lesson, I would like to:					
KNOW		FEEL		BE ABLE TO DO	

Your learning doesn't stop with this lesson. Use this space to think about what else you need to do or learn to put the information from this lesson into practice.

What more do I need to know or do?	How will I acquire the knowledge or skills?	How will I know that I've succeeded?	How will I use this new learning in my job?

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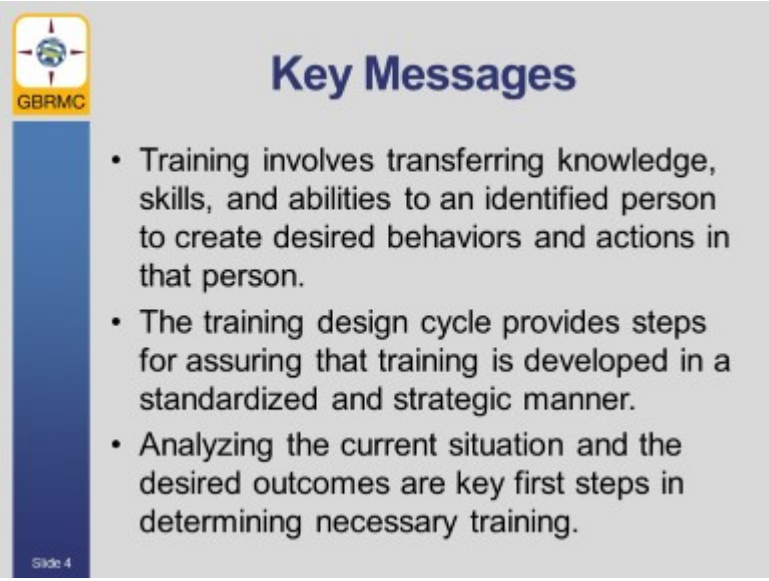
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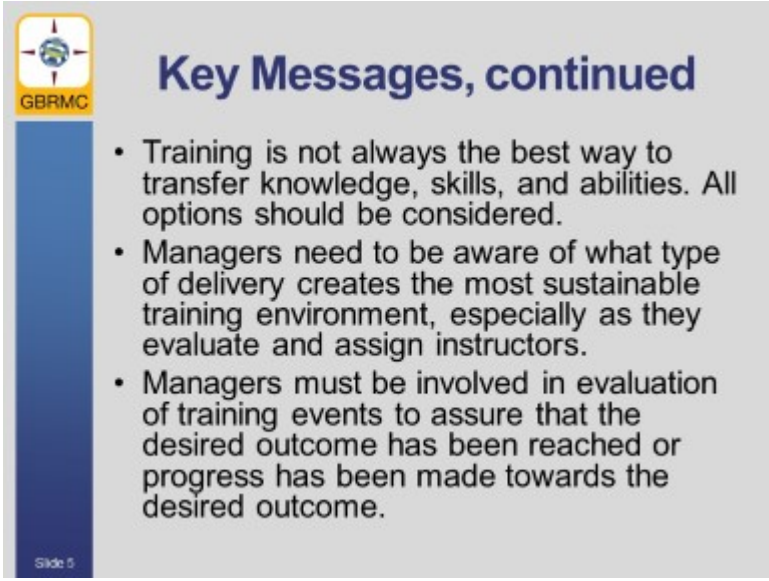
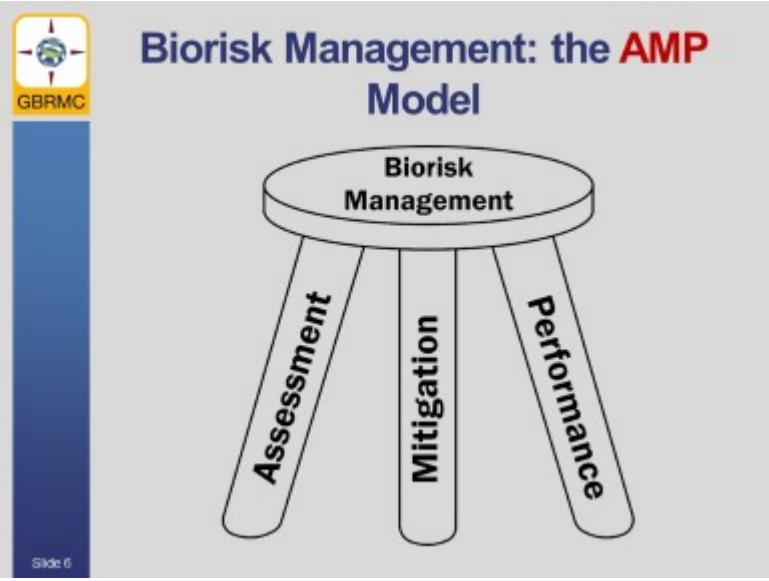
Key Messages
• Training involves transferring knowledge, skills, and abilities to an identified person to create desired behaviors and actions in that person.
• The training design cycle provides steps for assuring that training is developed in a standardized and strategic manner.
• Analyzing the current situation and the desired outcomes are key first steps in determining necessary training.
Slide 4

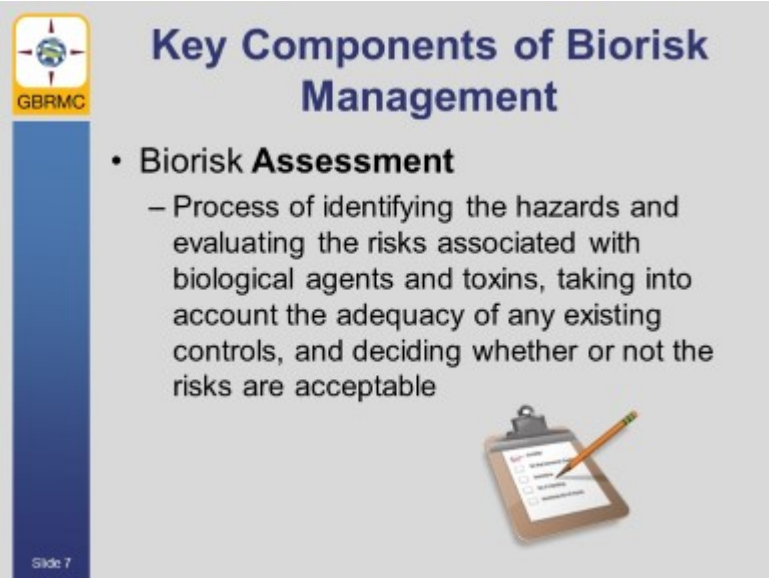

GBRMC
Key Messages, continued
• Training is not always the best way to transfer knowledge, skills, and abilities. All options should be considered.
• Managers need to be aware of what type of delivery creates the most sustainable training environment, especially as they evaluate and assign instructors.
• Managers must be involved in evaluation of training events to assure that the desired outcome has been reached or progress has been made towards the desired outcome.
Slide 5

Considerations for Training in Biorisk Management



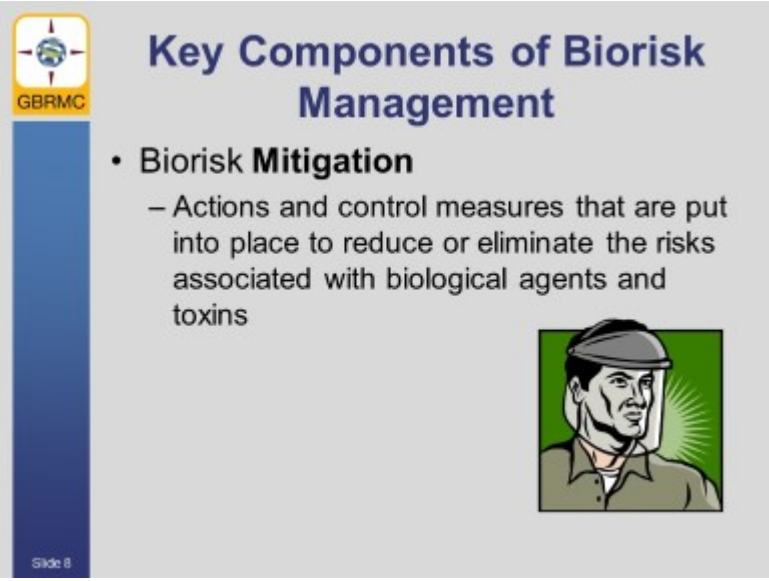
Biorisk Management

Record refresher notes on the AMP model and biorisk management.



Biorisk Management

Define Biorisk Assessment:



Biorisk Management

Define Biorisk Mitigation:

Biorisk Management

Define Performance:

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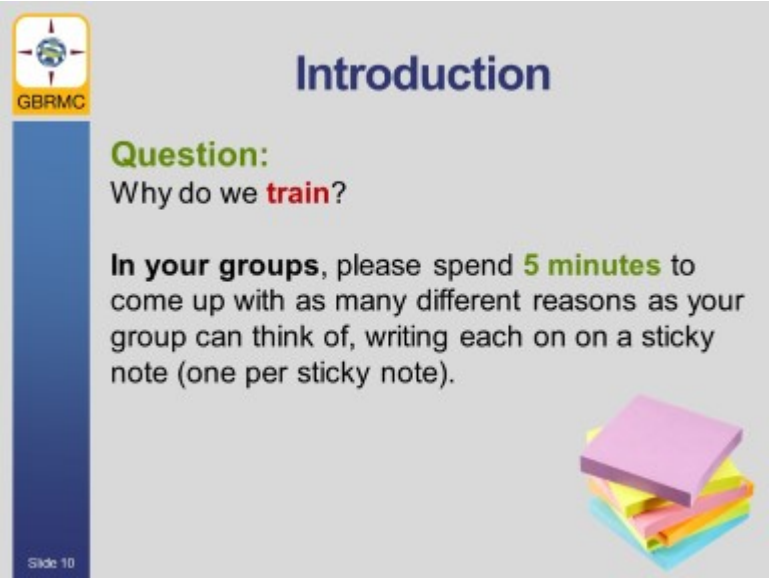

What is training?

What are reasons that we train?

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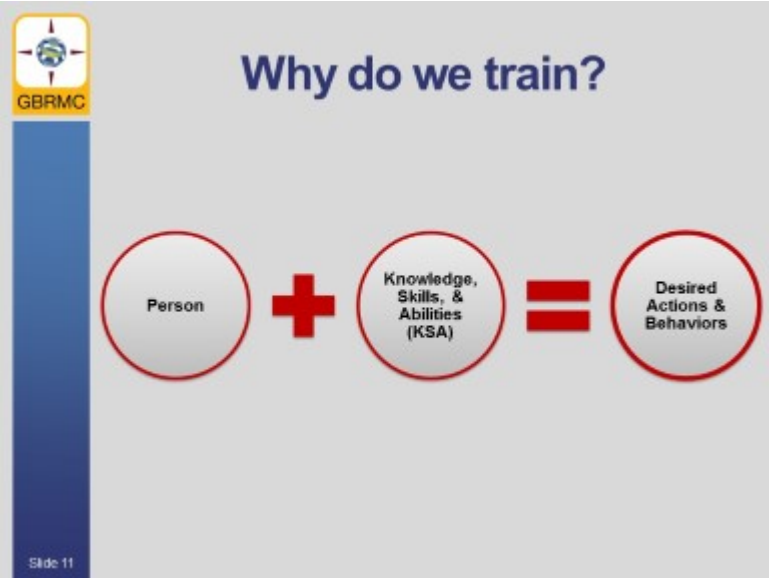

What is training?

Considerations for Training in Biorisk Management

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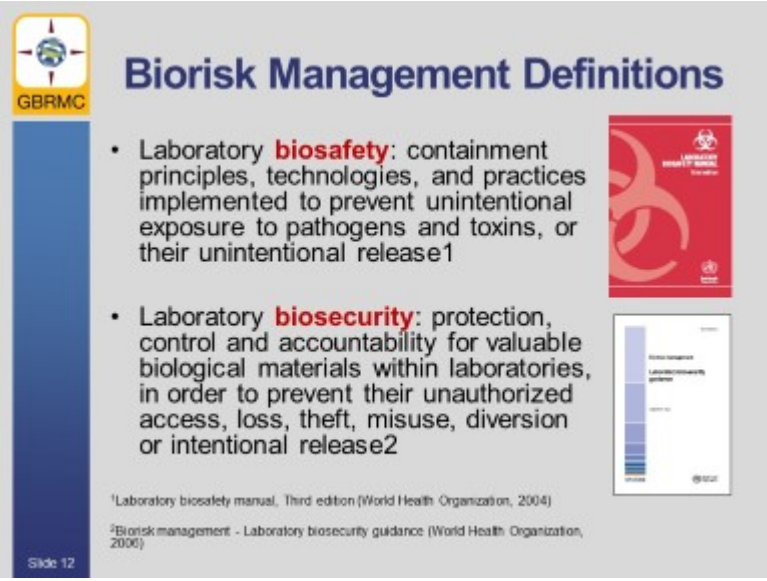

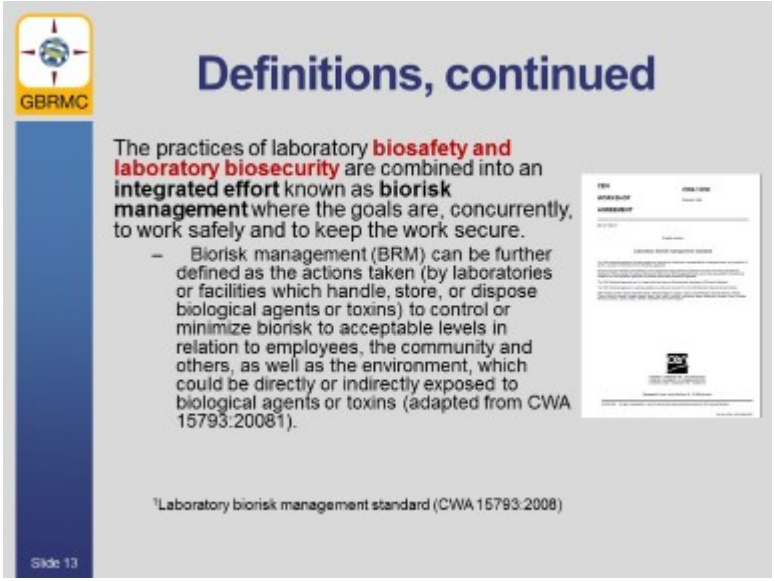

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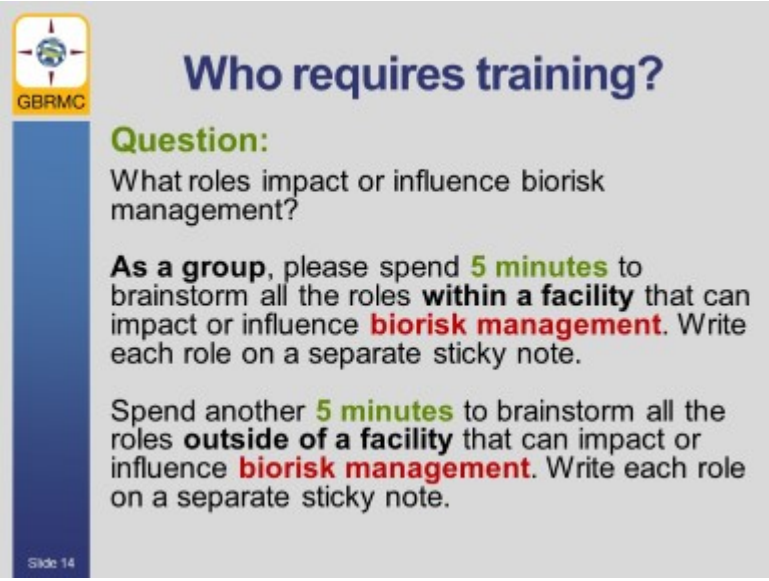
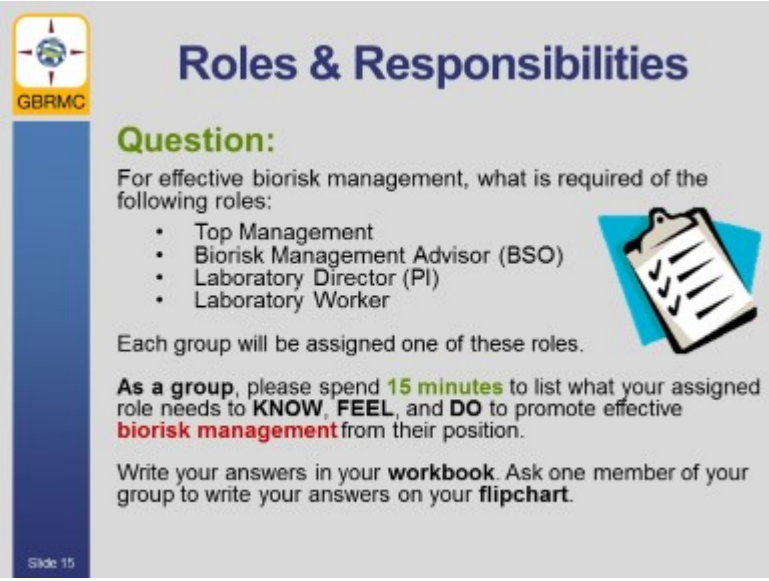


Who do we train?

What are roles WITHIN a facility/institution that impact or influence biorisk management?

What are roles OUTSIDE a facility/institution that impact or influence biorisk management?

Considerations for Training in Biorisk Management



Who do we train?

What should a _____

Know:

Feel:

Be Able to Do:

To promote and contribute to effective biorisk management?

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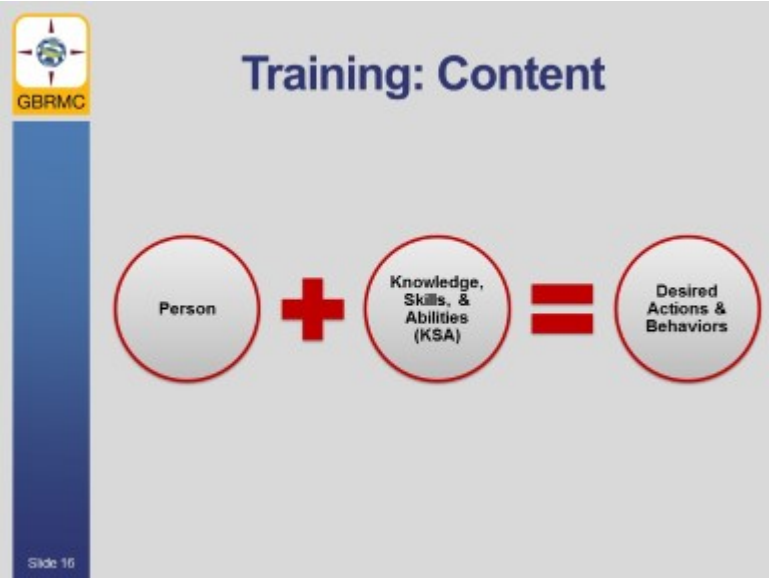

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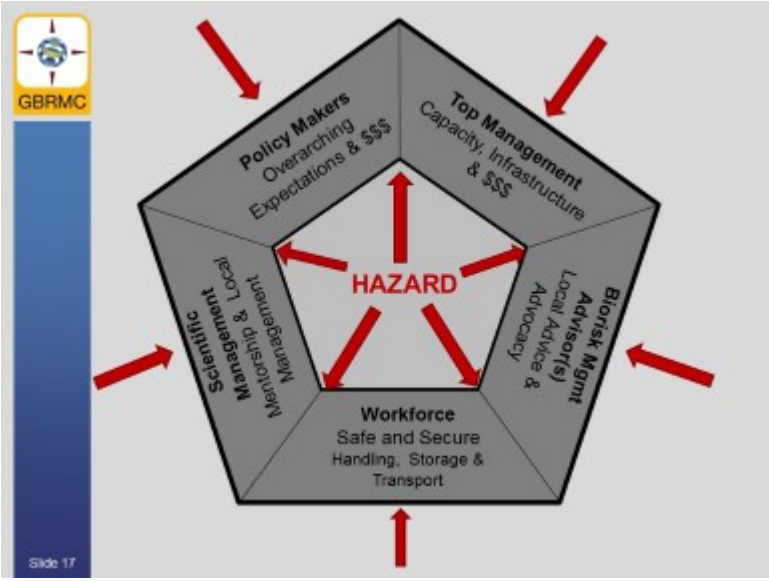

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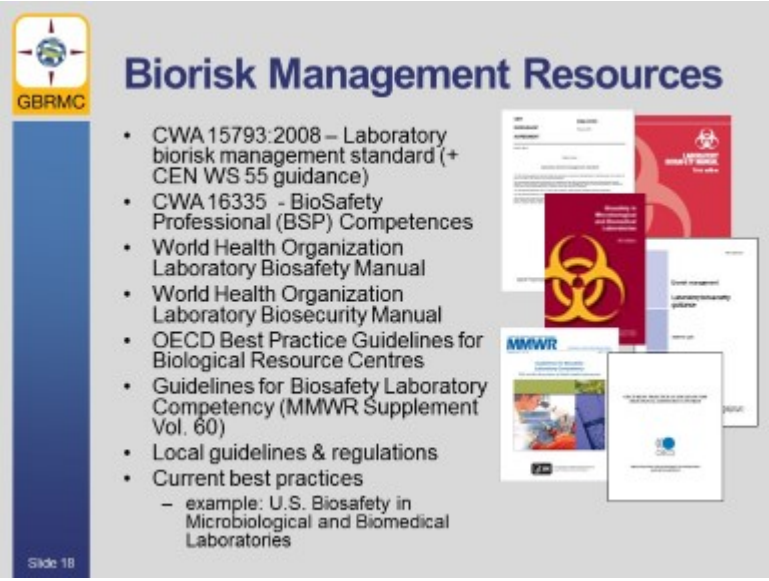

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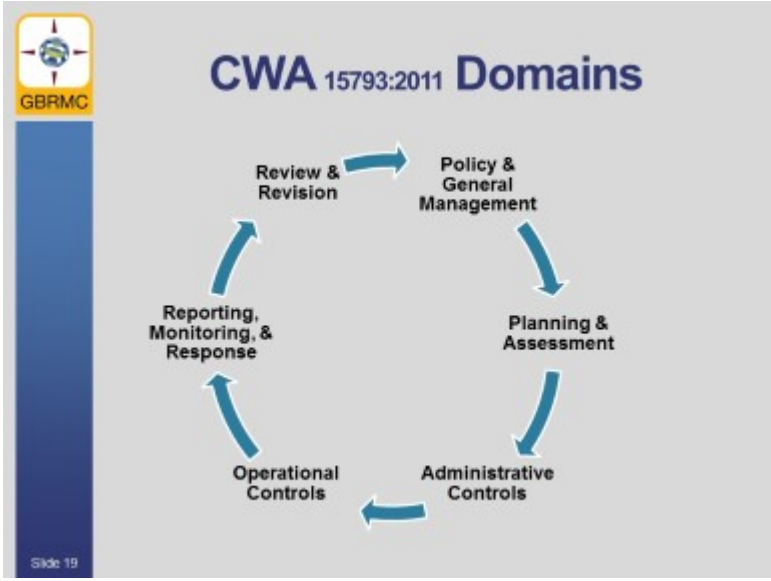

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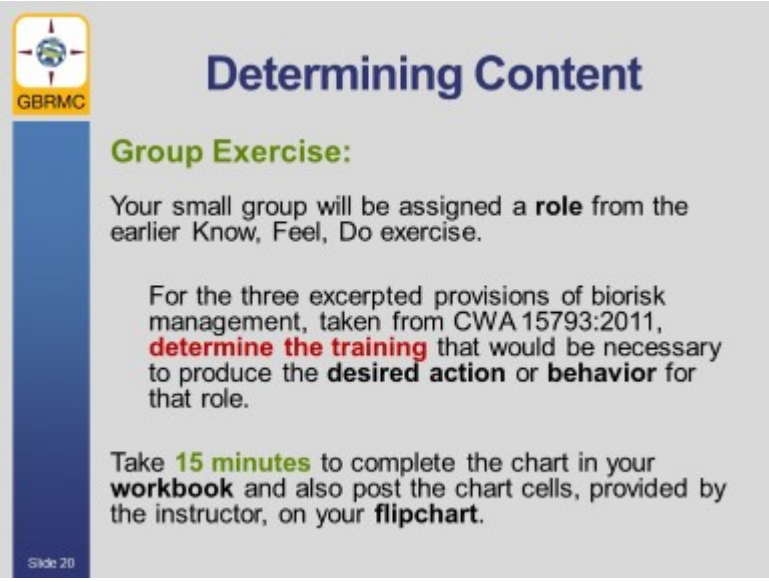
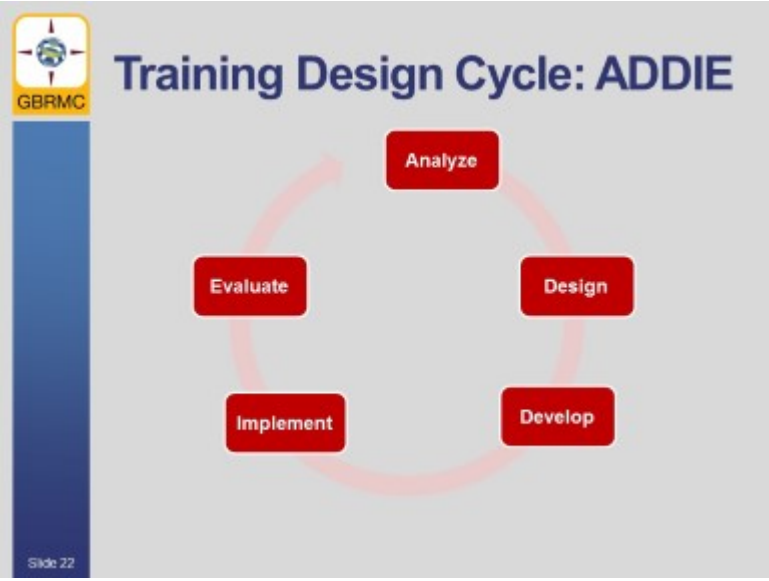
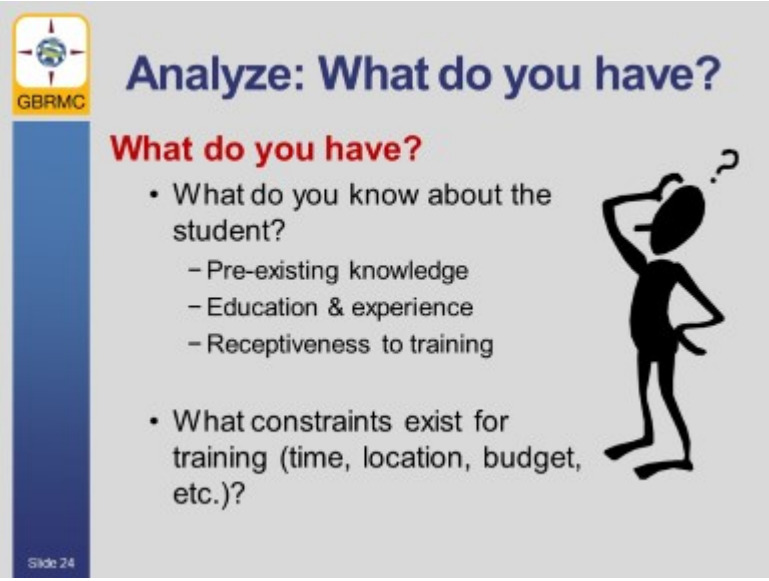
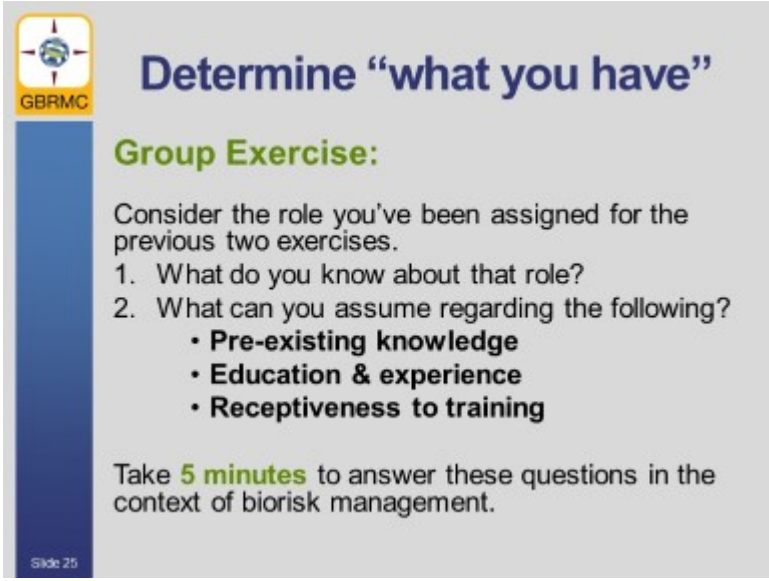


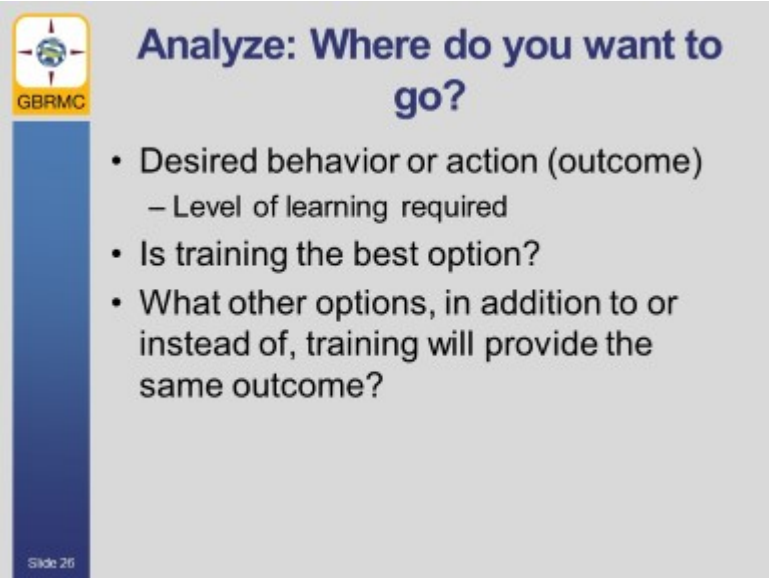
From CWA 15793	Top Management	Biorisk Management Advisor	Scientific/Lab Management	Lab Worker
Assure suitable methodologies for **assessing and recording risk** are identified, implemented, and maintained (4.3.1.4)				
Ensure that the controls for the **physical security of [biological materials]** are implemented and maintained [based on risk assessment]. 4.4.4.8.4				
Ensure that appropriate data are determined, collected and analysed to **assess the suitability and effectiveness of biorisk management system**. 4.5.1				Slide 21

Training Design




GBRMC
Analyze: What do you have?
What do you have?
• What do you know about the student?
– Pre-existing knowledge
– Education & experience
– Receptiveness to training
• What constraints exist for training (time, location, budget, etc.)?
Slide 24


GBRMC
Determine "what you have"
Group Exercise:
Consider the role you've been assigned for the previous two exercises.
1. What do you know about that role?
2. What can you assume regarding the following?
• Pre-existing knowledge
• Education & experience
• Receptiveness to training
Take 5 minutes to answer these questions in the context of biorisk management.
Slide 25



When might training not be the best option?

What other options might result in the desired outcome?

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Levels of Learning

Level	Goal
Evaluate	Make judgments about the value of ideas or materials.
Analyze	Use concepts and models from training to create a new use
Apply	Applies what was learned in the classroom into novel situations in the work place
Learn (Comprehend)	Understand the meaning, translation, interpolation, and interpretation of the training. State a problem in one's own words.
Know	Remember material in the same form as it was taught

Slide 27

GBRMC

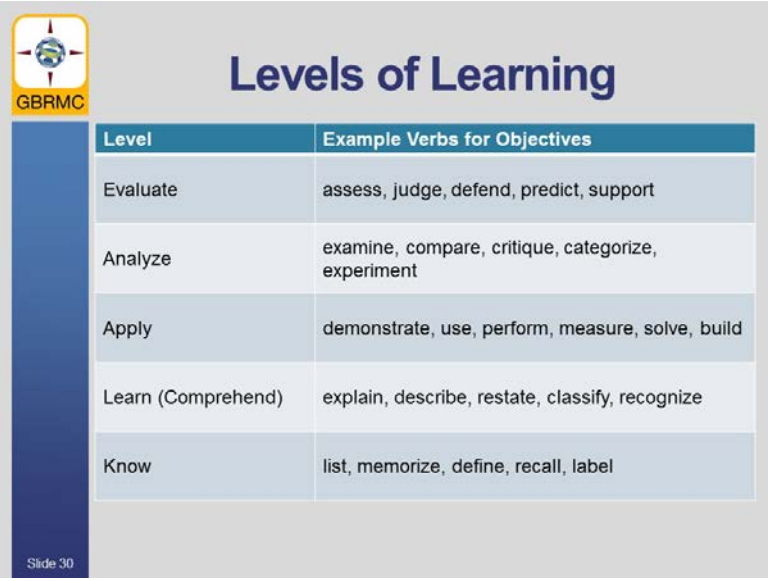
Analyze – Goals & Objectives

Bloom's Taxonomy of Cognitive Domains

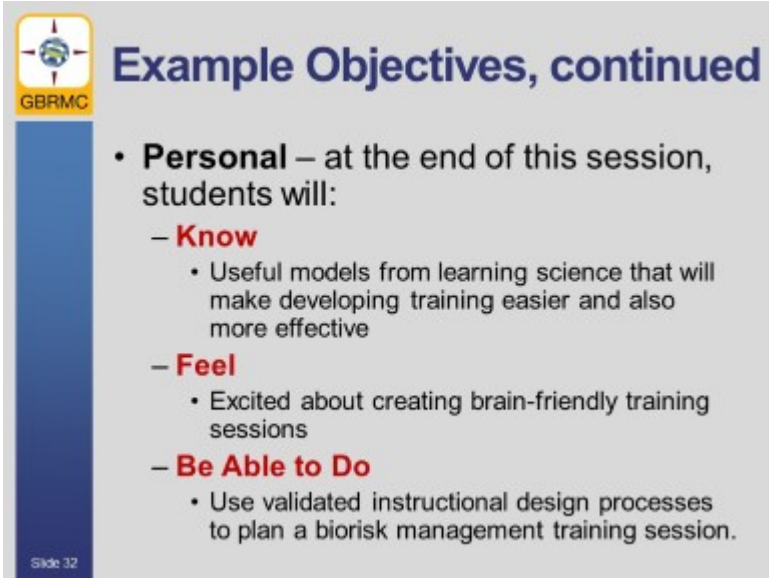
Slide 28

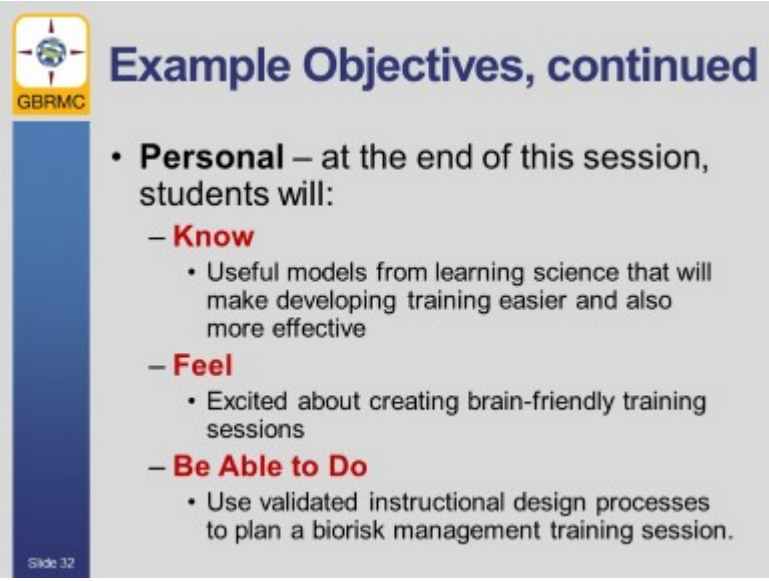
Considerations for Training in Biorisk Management

Training Design




GBRMC
Example Objectives
• Organizational
– Enhance effectiveness and sustainability of biorisk management training by using brain-friendly training techniques
• Instructional
– Introduce validated concepts of instructional design and brain-friendly training techniques
– Demonstrate the effectiveness of brain-friendly training techniques and training environment
– Provide an opportunity for hands-on development of brain-friendly training activities
Slide 31


GBRMC
Example Objectives, continued
• Personal – at the end of this session, students will:
– Know
• Useful models from learning science that will make developing training easier and also more effective
– Feel
• Excited about creating brain-friendly training sessions
– Be Able to Do
• Use validated instructional design processes to plan a biorisk management training session.
Slide 32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Example Objectives, continued
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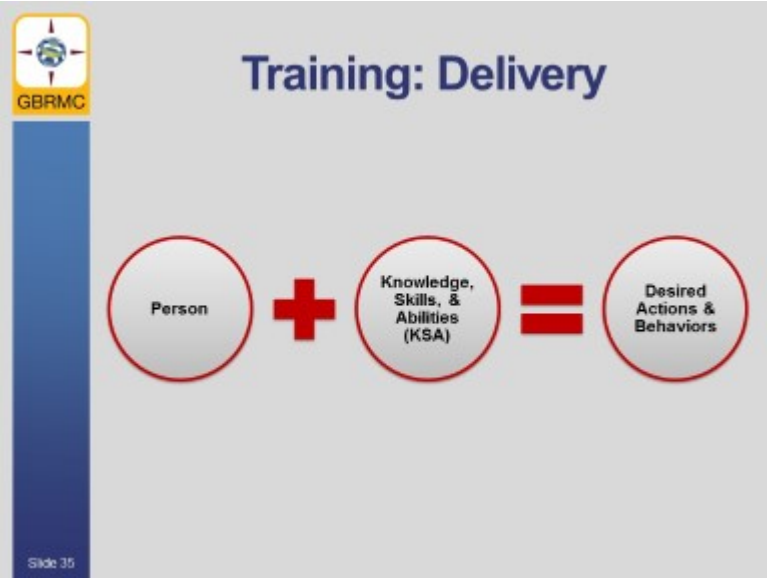
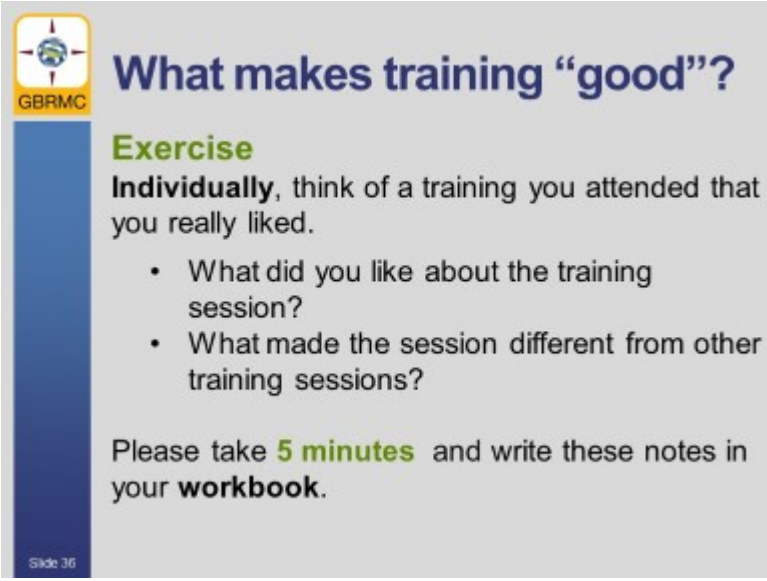
Slide 32

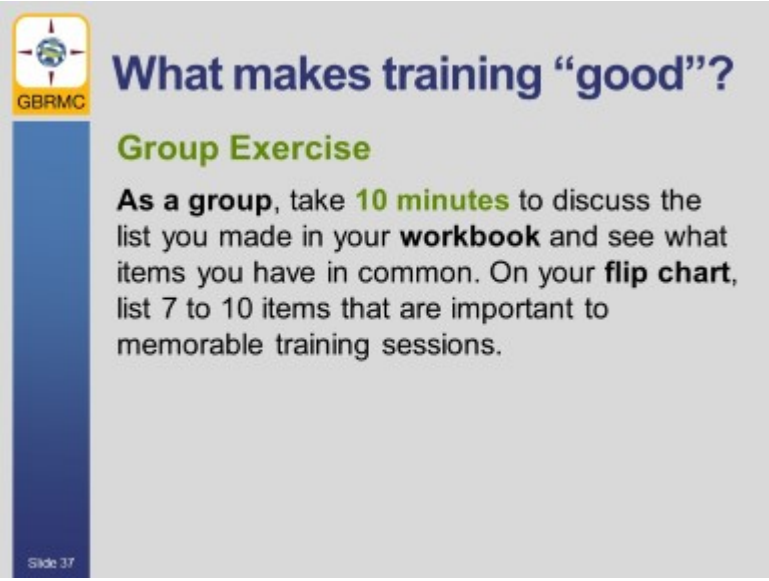
ANALYZE

Biorisk Management Role:					
CWA 15793 Focus:	Risk Assessment		Physical Security		Biorisk Mgmt Effectiveness
Desired Behavior or Action:					
Is training the best option?	Yes No	If no, what are your recommendations for other strategies?			
Learning level needed:	Know	Learn	Apply	Analyze	Evaluate
Goals & Objectives					
Organization					
Instruction					
Personal					
Know					
Feel					
Do					

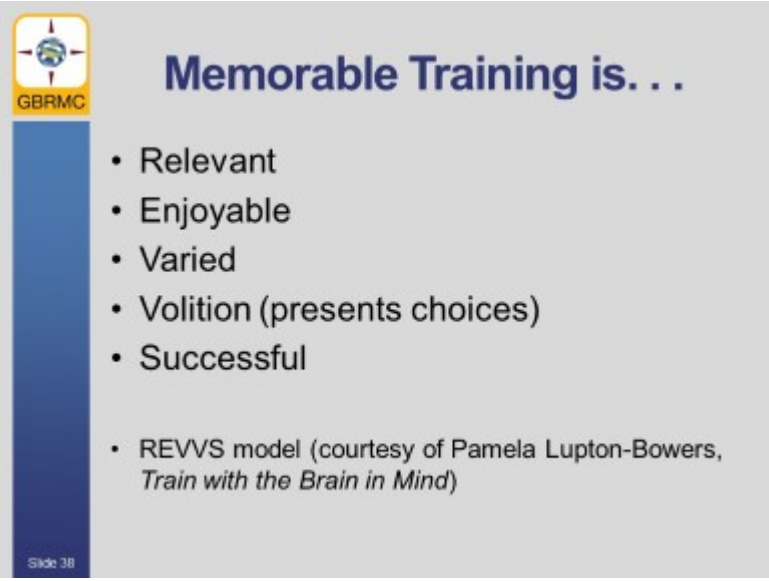
Slide 34


GBRMC
Training: Delivery
Person
Knowledge, Skills, & Abilities (KSA)
Desired Actions & Behaviors
Slide 35


GBRMC
What makes training "good"?
Exercise
Individually, think of a training you attended that you really liked.
• What did you like about the training session?
• What made the session different from other training sessions?
Please take 5 minutes and write these notes in your workbook.
Slide 36



What makes training good?


GBRMC
Memorable Training is. . .
• Relevant
• Enjoyable
• Varied
• Volition (presents choices)
• Successful
• REVVS model (courtesy of Pamela Lupton-Bowers, *Train with the Brain in Mind*)
Slide 38

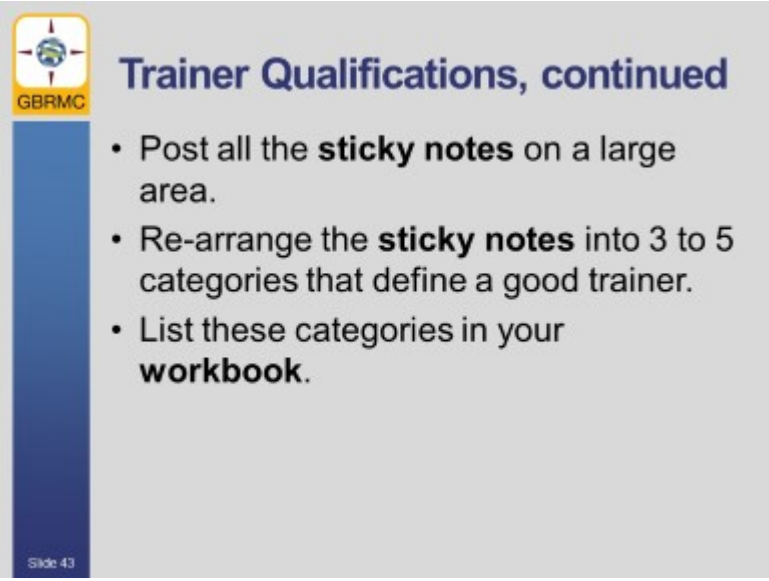

Facilitate versus Teach
Train
Teach
Facilitate
Knowledge


GBRMC
Learning Styles
Reflector
Theorist
Pragmatist
Activist
Slide 40


GBRMC
Sensory Styles
Auditory (hearing)
Visual (seeing)
Kinesthetic (moving)
Slide 41

Training Delivery

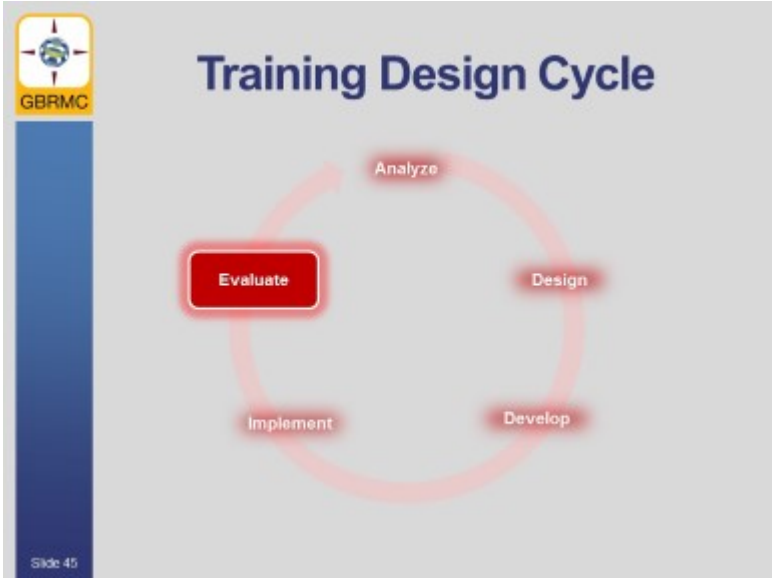
What makes a good trainer?

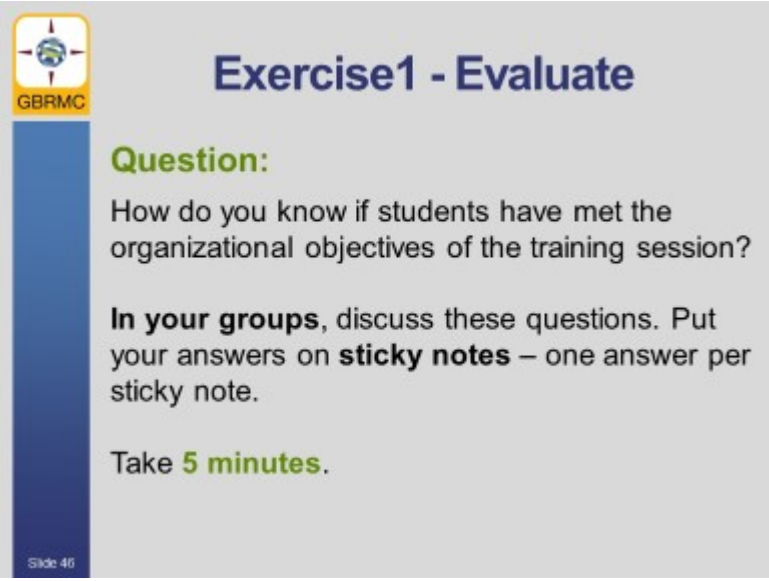


What categories did you come up with?

Considerations for Training in Biorisk Management

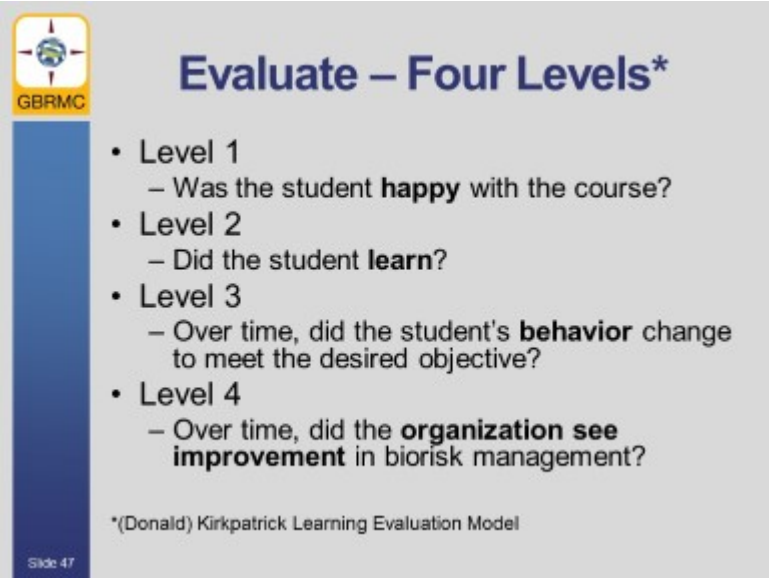
Training Delivery

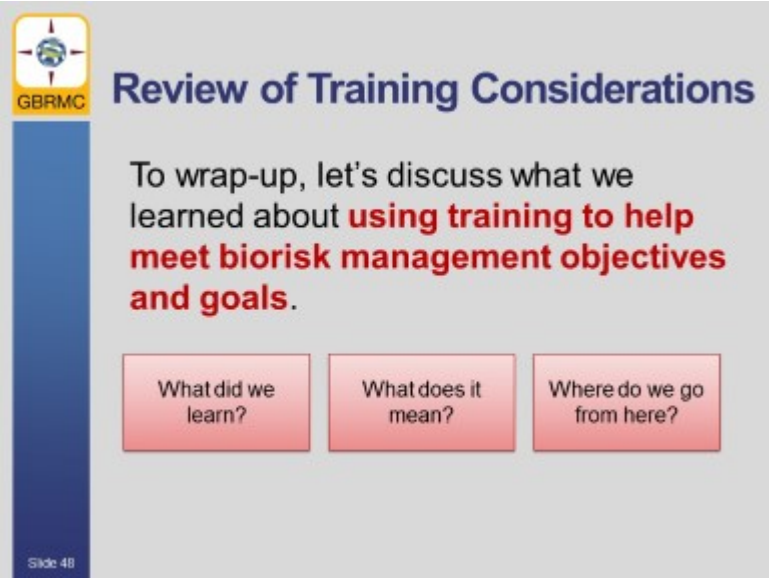




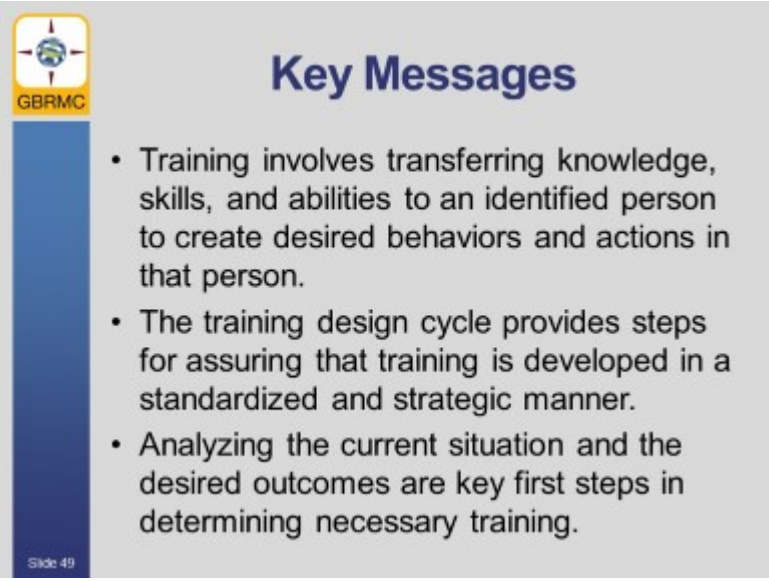
Training Delivery

How do you know if students have met the goals that will promote and contribute positively to biorisk management at your institution?

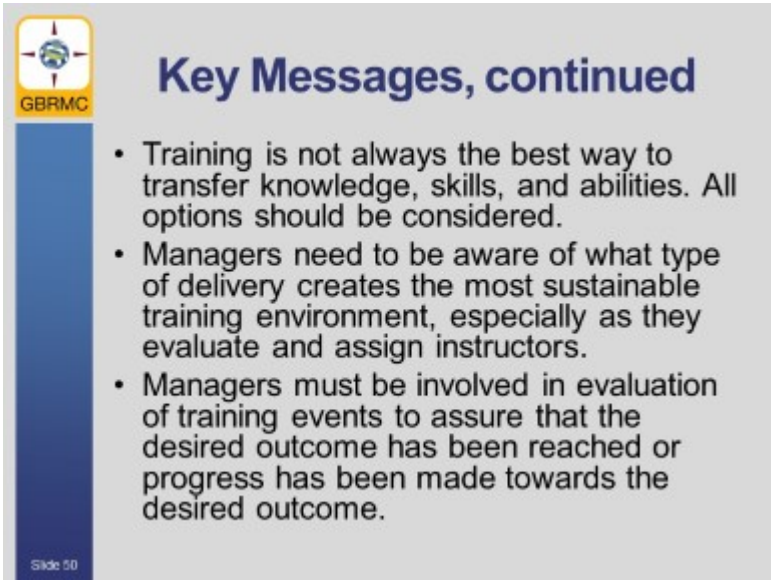

GBRMC
Evaluate – Four Levels*
• Level 1
– Was the student happy with the course?
• Level 2
– Did the student learn?
• Level 3
– Over time, did the student's behavior change to meet the desired objective?
• Level 4
– Over time, did the organization see improvement in biorisk management?
*(Donald) Kirkpatrick Learning Evaluation Model
Slide 47


GBRMC
Review of Training Considerations
To wrap-up, let's discuss what we learned about using training to help meet biorisk management objectives and goals.
What did we learn?
What does it mean?
Where do we go from here?
Slide 48

Considerations for Training in Biorisk Management



Review & Wrap-up



Action Plan

By the end of this lesson, I would like to:					
KNOW		FEEL		BE ABLE TO DO	

Your learning doesn't stop with this lesson. Use this space to think about what else you need to do or learn to put the information from this lesson into practice.

What more do I need to know or do?	How will I acquire the knowledge or skills?	How will I know that I've succeeded?	How will I use this new learning in my job?

Use space on back, if needed