

Hazardous Materials and Terrorist Incident Prevention Curriculum Guidelines

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Introduction

Prevention Policy Development describes the training requirements of persons who direct or manage organizations that have defined responsibilities in hazardous materials prevention. In this role, audience members initiate and oversee the development and maintenance of the prevention program's mission statement, policies, strategies, goals, objectives, plans, activities, and administrative systems.

In their jobs, audience members direct staff and others who manage and implement prevention programs and activities. Tasks include initiating and directing the development of prevention programs, setting related policy, establishing priorities based on cost/benefit analyses and other information, allocating staff and resources, approving and monitoring plans, supporting program implementation and evaluation, and ensuring interagency liaison and coordination.

Training Audience

The training audience for Prevention Policy Development consists of chief executives and senior managers from a broad spectrum of public, private, and nonprofit organizations. Potential audience members include city and county elected and appointed officials, SERC and LEPC members, facility owners and managers, police and fire chiefs, planning commissioners, school boards, managers of financial institutions, hospital administrators, media executives and station managers, and officers of professional groups, fraternal organizations, and unions.

The training audience should reflect persons who have the organizational authority to develop and enforce prevention program policy and to budget and expend related funds. Some students, especially in smaller jurisdictions and organizations, will also have responsibility for supervising and implementing specific prevention programs and activities. Individuals with dual responsibilities may need additional training, described under Prevention Program Management, below.

Training Requirements

Persons responsible for Prevention Policy Development represent a broad range of organizations, with very different prevention program needs and resources. Thus, the job requirements of individual audience members may differ, sometimes dramatically. However, all students will benefit from awareness-level training in hazardous materials prevention concepts, techniques, and applications. Many also need training that is specific to their unique organizational and prevention program responsibilities (e.g., type of operations, legal and regulatory requirements, management systems, etc.).

As a prerequisite for training, students are assumed to already possess the management skills, technical support, and resources they need to carry out their assigned organizational responsibilities. Thus, the goal of training is to motivate effective prevention program leadership, promote prevention program excellence, and contribute to the development of a disaster resistant community by providing students with a heightened awareness of:

- The risks posed by hazardous materials to the community and the organization.
- The benefits of prevention programs and activities.

- Strategies and options for hazardous materials prevention.
- Organizational and individual roles and responsibilities in hazardous materials prevention.
- Related administrative and resource requirements.

Methodology Recommendations

Generic training that is appropriate for all audience members can usually be accomplished in one to three hours. Content should emphasize 1) the jurisdiction's strategy for developing and implementing prevention programs that contribute to the development of a disaster resistant community, and 2) the organization's and student's role in that system. Audiences should be heterogeneous whenever possible, reflecting the contribution of different types of organizations to the community's hazardous materials prevention system.

More training may be necessary to address the unique needs of different audience members, covering, for example, specific organizational hazards, regulatory requirements, prevention program activities, etc. If so, training managers should group students and tailor training accordingly. Instruction must be presented in such a way that non-specialists can acquire the information they need to make informed management-level decisions.

Other training methodology recommendations and considerations include the following:

- Training should emphasize the jurisdiction's strategies and methods for developing a disaster resistant community, and encourage the coordination and cooperation of government agencies and private sector organizations in hazardous materials prevention.
- Instructional methodologies should include discussions and small group activities that promote participant interaction and support the resolution of conflicts.
- Course materials for heterogeneous audiences should include examples of prevention activities from various types of organizations, e.g., government agencies, public utilities, chemical transporters, industrial production facilities, hospitals, sewage treatment facilities, truck stops, and pipelines.
- The use of instructional media (videotapes, slides, overhead transparencies, etc.) to enhance the impact and efficiency of training is particularly appropriate for this audience.
- Special efforts may be needed to recruit students due to the nature of their organizational positions and the low priority sometimes afforded prevention programs and training.

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