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# Hazardous Materials and Terrorist Incident Prevention Curriculum Guidelines

## Prevention Awareness

## Introduction

*Prevention Awareness* describes the introductory training requirements of all audiences in the Hazardous Materials Prevention Curriculum. Instruction in this area is intended to give participants a general knowledge base about prevention that can serve as a foundation for subsequent job-specific training.

The goal of *Prevention Awareness* training is to enhance participants' understanding of the importance and benefits of prevention, and to motivate them to seek additional information and assistance as needed. This goal is accomplished by providing students with 1) an introduction to basic prevention terminology and concepts, 2) an explanation of individual and organizational roles in prevention, and 3) an overview of common prevention methods and activities.

(Note: As defined here, *Prevention Awareness* is a common training requirement for all audiences, not a unique audience category. This material would typically be included in training delivered to each of the audiences described in the following sections. It is presented as a separate category to minimize redundancy and to facilitate use for mixed audiences, non-hazmat workers, and the general public.)

## Training Audience

The training audience for *Prevention Awareness* includes everyone that has responsibilities in hazardous materials prevention or could influence prevention efforts at the state and local levels. Specifically included are employees of hazardous materials facilities, transportation workers, and personnel in agencies and organizations that implement the community's prevention policies and plans. Other workers and the general public will also benefit from awareness training in prevention. Potential audiences include union members, employee groups, civic organizations, volunteer agencies, activist groups, etc.

## Training Requirements

*Prevention Awareness* training includes generic information about prevention and the community's prevention system. Also included is a general orientation to the student's work requirements and expectations. More specific knowledge and skills are defined for different audience groups in subsequent sections of these Guidelines.

At the conclusion of training, participants should be able to describe the hazardous materials prevention system as it applies to them, their responsibilities in that system, and ways to get further assistance. Possible content areas include:

- Relevant technological hazards
- Applicable laws, regulations, and codes
- Common prevention strategies and activities
- Community and organizational plans, roles, and activities
- Sources of prevention information and training

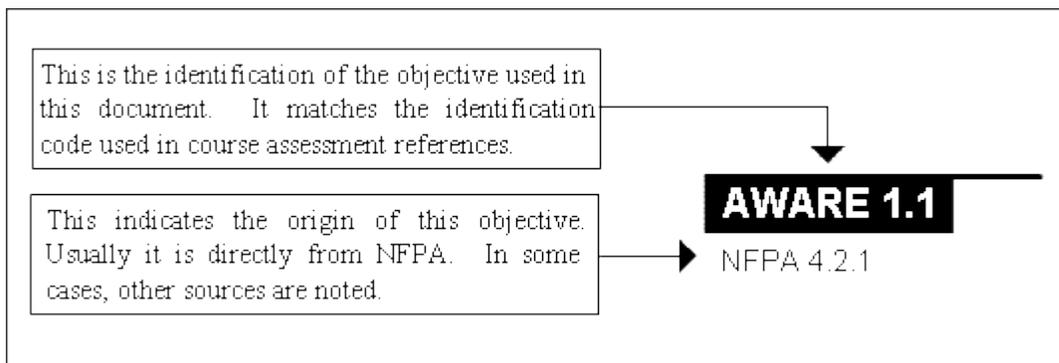
## Methodology Recommendations

*Prevention Awareness* training can usually be delivered in one to three hours of classroom instruction. Content is typically presented as an introductory module in a broader training program for a specific audience group, although stand-alone training is possible. This type of awareness-level training can also be presented through the use of written materials and instructional media, a strategy that is particularly cost-effective for large and dispersed audiences. Other recommendations and considerations include the following:

- Training should emphasize the jurisdiction’s strategies and methods for creating a disaster resistant community, and encourage the coordination and cooperation of government agencies and private sector organizations in hazardous materials prevention.
- Heterogeneous audiences for *Prevention Awareness* training provide the opportunity for cross-disciplinary information sharing and networking among participants.
- Appropriate instructional methodologies include case studies, discussions, and small group activities to promote participant interaction and individual action planning.
- Although the bulk of *Prevention Awareness* training is by definition generic, some tailoring of course materials to specific audiences may be beneficial to account for differences in community hazards, prevention strategies and systems, job requirements, etc.
- The use of instructional media (videotapes, slides, graphics, etc.) to enhance the impact and efficiency of training is particularly appropriate for this audience.

## Recommended Training Objectives

### Objective Identification Legend



### Prevention Awareness 1.

**PAWR - 1.1.**

Given the hazards in a specific jurisdiction, describe the purpose and benefits of hazardous materials prevention.

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**PAWR - 1.1.1.** Define hazardous materials prevention, and describe the benefits of hazardous materials prevention programs.

**PAWR - 1.1.2.** Define Comprehensive Emergency Management (CEM) and the integrated approach to hazardous materials prevention.

**PAWR - 1.1.3.** Describe the nature of technological hazards facing the community.

**PAWR - 1.1.4.** Describe the concept of disaster resistant communities.

**PAWR - 1.2.** Describe relevant aspects of a hazardous materials prevention system.

**PAWR - 1.2.1.** Identify key legislation, regulations, and policies governing hazardous materials prevention

**PAWR - 1.2.2.** Identify the roles and general responsibilities of federal, state, and local government agencies and private sector organizations in hazardous materials prevention.

**PAWR - 1.2.3.** Describe the prevention planning process and participants.

**PAWR - 1.2.4.** Identify the roles and general responsibilities of workers and citizens in hazardous materials prevention.

**PAWR - 1.2.5.** Describe major prevention strategies, activities, and how these should be developed in the emergency operations plan and prevention plans.

**PAWR - 1.3.** Given this model hazardous materials prevention program, describe common prevention activities.

<b>PAWR - 1.3.1.</b>	Describe activities associated with Prevention Program Analysis and Planning:
	<ul style="list-style-type: none"> <li>• Review of authorities and statutory mandates</li> <li>• Hazard analysis</li> <li>• Program planning</li> <li>• Program implementation, evaluation, and maintenance</li> <li>• Interagency coordination and cooperation</li> </ul>
<b>PAWR - 1.3.2.</b>	Describe prevention activities associated with Employee Participation, Education, and Training:
	<ul style="list-style-type: none"> <li>• Employee participation</li> <li>• Employee education and training</li> </ul>
<b>PAWR - 1.3.3.</b>	Describe prevention activities associated with Design, Plans Review, and Construction:
	<ul style="list-style-type: none"> <li>• Facility and systems/process design and construction</li> <li>• Transportation and storage design and construction</li> <li>• Plans review and permitting</li> </ul>
<b>PAWR - 1.3.4.</b>	Describe prevention activities associated with Safety Systems:
	<ul style="list-style-type: none"> <li>• Pre-startup safety reviews</li> <li>• Maintenance/mechanical integrity</li> <li>• Management of change</li> </ul>
<b>PAWR - 1.3.5.</b>	Describe prevention activities associated with Operations:
	<ul style="list-style-type: none"> <li>• System/Process safety information</li> <li>• Operating guidelines and practices</li> <li>• Contractor safety</li> </ul>
<b>PAWR - 1.3.6.</b>	Describe prevention activities associated with Compliance and Enforcement:
	<ul style="list-style-type: none"> <li>• Safety inspections, investigations, and enforcement</li> <li>• Compliance and safety audits</li> <li>• Record keeping and reporting</li> </ul>
<b>PAWR - 1.3.7.</b>	Describe prevention activities associated with Public Information and Education:
	<ul style="list-style-type: none"> <li>• Public awareness/prevention communication</li> <li>• Family and individual preparedness</li> </ul>

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