

COVID-19 CASE INVESTIGATOR TRAINING: GUIDANCE, RESOURCES, AND SAMPLE TRAINING PLAN

Background: This document contains a sample training plan including training topics that may be helpful for state and local public health jurisdictions to consider when designing their own training plan for COVID-19 case investigators. Each heading represents the learning objective for that section. Suggested training modalities/formats are provided, as well as information about sample existing trainings and resources. This document may be updated as new resources become available. For the purposes of this document, case investigators are those who interview confirmed and probable COVID-19 patients and gather information on their recent close contacts.

Overall Training Goal: After completing all training below, learners should be able to conduct basic case investigation according to an established protocol. *If seeking a sample training plan, trainings, and resources for contact tracers, please refer to the contact tracer training plan [here](#).*

Target Audience: Public health employees, volunteers or others with little or no public health disease control experience conducting case investigation.

IDENTIFY STRATEGIES TO REDUCE SPREAD OF COVID-19

*For this section, self-paced online training (e.g., curated reading list, videos, or eLearning course) is suggested. **Inclusion of a post-test is strongly recommended.***

- **Background**
 - **Epidemiology and surveillance principles**
 - **COVID-19 disease-specific information**
 - Signs/symptoms, and routes of transmission
 - Incubation period and infectious period
 - Testing
 - Diagnosis
 - Current management
 - Prevention and control (including self-isolation for cases and self-quarantine for contacts)
 - Update on current emergency response
 - Ways to prevent transmission of COVID-19
 - General precautions (e.g., social distancing)
 - Public health's role in reducing transmission
 - Role of case investigation and contact tracing in reducing spread
 - Other ways to reduce transmission

IDENTIFY THE PRIMARY COMPONENTS OF COVID-19 CASE INVESTIGATION

*A variety of modalities would be appropriate, including live webinar/teleconference, recorded webinar, or a self-paced eLearning course, with inclusion of a post-test. Additionally, **interactive skill-based is training is essential** to ensure proficiency in navigating interactions with COVID-19 patients, such as gathering information about contacts.*

- **Foundational principles of public health**
 - **General**
- **Relevant terminology**
 - **Case definition**
 - **Public health jurisdiction's case investigation terminology**
 - **Terms that may be used in other jurisdictions (e.g., other states, federal)**
- **Introduction to case investigation**
 - **General**
 - **Define case investigation**
 - **Describe basic steps of case investigation**
 - Case identification and prioritization
 - Notification of positive test results
 - Interview
 - Follow-up and next steps
 - **Describe skills and qualities necessary for case investigators**
 - Active listening skills, including the use of open-ended questions
 - Motivational interviewing skills
 - Risk communication, problem solving, emotional intelligence skills
 - Cultural sensitivity
 - Adaptations for cases with communication impairments and non-English speakers

LIST REQUIREMENTS FOR PROTECTING HEALTH INFORMATION

*Self-paced online training (e.g., curated reading list, videos, or eLearning course) is suggested. **Inclusion of a post-test is strongly recommended.***

- **Overview of health information privacy/security**
 - Why it is important to protect health information
 - Potential consequences if information are not protected
- **Health information privacy and confidentiality**
 - Oath of confidentiality, if applicable in the jurisdiction
- **Health information data security**
- **Ethics of data collection** during an outbreak

DESCRIBE COVID-19 CASE INVESTIGATION PROTOCOL

*Live training (whether through videoconference or a live course on a learning management system) or an eLearning course with knowledge checks is suggested so that learners can receive immediate feedback. Inclusion of **a post-test – as well as an electronic guide describing jurisdiction-specific protocols – is strongly recommended.***

- **Describe in detail the actions and requirements** associated with each step of the case investigation process at the jurisdiction level
 - Notification of positive test results
 - Interview
 - Explanation of confidentiality
 - Health risk assessment (e.g., signs/symptoms, underlying health conditions)
 - Rationale and instructions for (voluntary) self-isolation
 - Self-isolation tools and supports assessment
 - Identification of contact elicitation window
 - Contact elicitation, including self-referral of contacts and current status of contacts
 - Protocol for workplace/congregate setting exposures (i.e. correctional facilities and shelters)
 - General
 - Implications for contact elicitation
 - Referral to infection control personnel and guidance
 - Follow-up
- **Learn what “a day in the life” of a case investigator looks like** by hearing from an experienced case investigator
- **Question-and-answer session**

APPLY COVID-19 ONLINE KNOWLEDGE AND CASE INVESTIGATING PROTOCOL TO REALISTIC SCENARIOS

*Live skills-based training (whether through videoconference or a live course on a learning management system) is recommended so that learners can receive real-time feedback and ask questions. **The use of scenarios to guide roles plays for patient interactions is recommended.** Breakout sessions with smaller groups effective if multiple trainers/facilitators are available.*

- **Review of case investigation protocol**
- **Skill-based practice of**
 - Introductions and building rapport
 - Disease information and recommendations for seeking healthcare (if symptoms become severe)
 - Open ended questions to elicit close contacts (household, workplace, social, recreational, other community contacts)

- **Apply case investigation protocol** to the following scenarios
 - Case is asymptomatic and doesn't believe they are infectious
 - Case is asymptomatic and under pressure to continue working
 - Case is under pressure to return to work and symptoms are improving
 - Case is unstably housed
 - Case lives in a household with several other people who cannot distance themselves from the case (share a bathroom, bedroom, kitchen)
 - Case does not want to give you their contacts names or phone numbers.
 - Case is not answering phone calls
 - Suspected case wants to know why they are not being tested and demands a test
 - Case doesn't understand isolation or how to do it given current life circumstances
 - Case has other challenges (disabled, mental health needs, or substance use challenges) and requires additional supports
 - Case is a health care provider (e.g., emergency room physician, acute care nurse) or works in a congregate setting (e.g., memory care home, group home, homeless shelter, correctional facility)
 - Case is an essential worker with public interfacing position (e.g. grocery checkout clerk) or works in a facility with a large number of people (e.g. food processing facility)
- **Role play with trainer/facilitator feedback**
 - General
 - Open ended questions for contact elicitation
 - De-escalation of difficult calls

IDENTIFY JURISDICTION-SPECIFIC CASE INVESTIGATION TOOLS

*An electronic guide, self-paced eLearning, or live training (whether through videoconference or a live course on a learning management system) **describing jurisdiction-specific protocols and resources is recommended**, along with opportunities to answer case investigators questions via teleconference and an online frequently asked questions (FAQ) document that is regularly updated based on teleconference discussions and other feedback from the field. **The use of additional scenarios to guide role play is recommended** to reinforce jurisdiction-specific protocols.*

- **Receiving assignments**
- **Confidentiality and privacy requirements**
- **Use of information systems** to collect case data and record case investigation efforts
- **Documenting calls**
 - Specifics of local processes and data collection
- **Non-English-speaking contacts**
- **Communication impaired contacts**
- **Follow-up resources for cases**

- **Field investigations**
- **Discussion of how case investigators should share insights** from the field – point(s) of contact, regular check-in calls or webinars, online FAQ etc.
- **Resources/referrals for clinical consultation** and/or monitoring of cases in high-risk individuals
- **Resources/referrals for special circumstances** for case investigation in congregate settings, correctional facilities, workplaces, and shelters
- **Closing out a case**

ANALYZE CONTACT INVESTIGATION ENCOUNTERS FOR CONTINUOUS QUALITY

Virtual coaching and mentoring, learning collaborative are suggested to provide opportunities for continuous quality improvement of case investigation encounters.

- **Listening in on calls for quality**
- **Using a rubric** to document case investigators' competencies and areas for improvement
- **Follow up discussion** between supervisors and case investigators on difficult cases and methods to improve the quality of the case investigation, data collection, contact elicitation, and experience of case and case investigator
- **Monitoring timeliness, documentation, and outcomes** from investigations
- **Learning collaboratives** to help case investigators problem solve and learn from each other

TRAINING CATALOG BY LEARNING OBJECTIVE

IDENTIFY STRATEGIES TO REDUCE SPREAD OF COVID-19

COVID-19 Public Health Strategy Basic Concepts – NDPHTN

Topic areas: Signs/symptoms and routes of transmission,

- Register: <https://www.train.org/main/course/1090675/external icon>
- Target audience: Public health professionals
- Description: Provides a basic background to the COVID-19 pandemic and describe the important steps to flatten the curve of COVID-19. Also provides an overview of crisis communication strategies and coordinating crisis response.

Learning objectives:

1. Review coronavirus history
2. Review COVID-19 characteristics
3. Discuss 6 concepts to “flatten the curve”

4. Review the 10 social distancing recommendations
5. Review COVID-19 testing concepts
6. Discuss how cocooning protects high-risk individuals
7. Discuss key concepts of crisis communications in pandemics

COVID-19 Contact Investigation Training

Topic areas: Signs/symptoms and routes of transmission

- View: <https://www.ncsddc.org/wp-content/uploads/2020/03/FINAL-COVID19-Contact-Training-03112020.pdf> pdf icon[PDF – 28 pages]external icon
- Target audience: Case and contact investigators
- Description: This course covers background information on COVID-19, tools that Washington State is using for case investigation, interviewing techniques, and resources for case and contact investigations.

Learning objectives:

1. Discuss COVID-19 background
2. Discuss case investigation tools
3. Identify investigation interview techniques
4. Discuss types of contact follow-up
5. Identify COVID case and contact investigation resources

COVID-19 Real-Time Legal Response: Focus on Quarantine, Isolation, and Other Social

Distancing Powers

Topic area: General precautions

- Register: <https://www.train.org/cdctrain/course/1090658/>external icon
- Target audience: Public health professionals
- Description: Following a brief series of COVID-19 legal updates, this real-time session will focus on an array of social distancing legal responses among federal, state, and local authorities, notably quarantine, isolation, school and other closures, and proposed

“lockdowns.” After an initial presentation, your questions and comments will be addressed.

Learning objectives:

1. Assess the legal bases for social distancing in response to COVID-19
2. Understand the core legal steps to engage quarantine and isolation
3. Consider varied powers of federal, state and local governments to institute school or other closures
4. Explore the constitutional limits of proposed lockdowns and other aggressive social distancing measures

CDC Coronavirus Disease 2019 (COVID-19) webpages

Topic area: Epidemiology and surveillance principles

- [Cases, Data, and Surveillance](#)
 - Agency name: CDC

Topic areas: Signs/symptoms and routes of transmission

- [Symptoms of Coronavirus](#)
 - Agency name: CDC

Topic area: Update on current emergency response

- [CDC in Action](#)
 - Agency name: CDC

Topic area: General precautions

- [Prevent Getting Sick](#)
 - Agency name: CDC

IDENTIFY THE PRIMARY COMPONENTS OF COVID-19 CASE INVESTIGATION

Covid-19 Epidemiology Grand Rounds

Topic area: Introduction to case investigation

- Watch: <https://www.facebook.com/ucsfebiostat/videos/275226896828213/>
- Target audience: Public health professionals

- Description: Provides epidemiology updates on COVID-19, including impact of social distancing, health disparities, and comprehensive section on contact tracing (begins around 48:00).

Learning objectives:

Not available

An Introduction to Follow-up for Positive COVID-19 Cases and their close Contacts

Topic area: Introduction to case investigation

- View: http://www.maventrainingsite.com/maven-help/pdf/LBOH%20Presentation%20COVID-19%20Case%20Investigation%20Introductory%20Training%20Webinar_April8.pdf pdf icon[PDF – 49]external icon
- Target audience: Public health professionals
- Description: Provides an overview of COVID-19 transmission, testing, and common vocabulary. Describes contact tracing and interview tools.

Learning objectives:

Not available

TB Contact Investigation Interviewing Skills Course: Introduction to Contact Investigation Process

Topic areas: Define case investigation, motivational interviewing skills

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Explain the purpose of a TB contact investigation

2. Describe core concepts and skills that are required to conduct a TB contact investigation
3. Determine when to initiate a TB contact investigation
4. Describe the systematic approach to conducting a TB contact investigation

TB Contact Investigation Interviewing Skills Course: Interview Question Types

Topic area: Active listening skills

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Describe four types of interview questions
2. List questioning pitfalls to avoid

General Contact Tracing Phone Calls

Topic area: Define case investigation

- Register: <https://www.train.org/main/course/1091008/external icon>
- Target audience: Volunteer callers for Michigan
- Description: This training is a generalized contact tracing training to prepare volunteers for assisting and completing contact calls for persons who have been exposed to COVID19. The training briefly describes why contact training is important and what the process of contact training calls entails.

Learning objectives:

1. Discuss what is contact tracing and why it is important
2. Discuss how to de-escalate difficult conversations
3. Discuss the script when calling someone exposed
4. Describe resources available to you to answer questions

5. Review how you will be receiving contacts, how you should be documenting and sharing the information you have gathered, to whom you should be reporting, and how often

TB Contact Investigation Interviewing Skills Course: Interviewing for TB Contact Investigation

Topic areas: Interview, risk communication, problem solving, emotional intelligence skills

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Describe the objectives of the initial case interview
2. List the steps of the interview format
3. Describe ways to confront and solve problems that may arise during the interview

COVID-19 Contact Investigation Training

Topic area: Motivational interviewing skills

- View: <https://www.ncsddc.org/wp-content/uploads/2020/03/FINAL-COVID19-Contact-Training-03112020.pdf> pdf icon[PDF – 28 pages]external icon
- Target audience: Case and contact investigators
- Description: This course covers background information on COVID-19, tools that Washington State is using for case investigation, interviewing techniques, and resources for case and contact investigations.

Learning objectives:

1. Discuss COVID-19 background
2. Discuss case investigation tools
3. Identify investigation interview techniques
4. Discuss types of contact follow-up

5. Identify COVID case and contact investigation resources

Effective Interviewing for Contact Investigation: Self-Study Modules

Topic area: Motivational interviewing skills

- View: https://www.cdc.gov/tb/publications/guidestoolkits/interviewing/tbinterviewing_ssmodules.pdf pdf icon [PDF – 137 pages]
- Target audience: TB interviewers
- Description: This resource will offer guidance to both new and experienced TB interviewers about how to communicate clearly with patients under various circumstances. It consists of 4 modules, including an overview of the TB interview for contact investigations, basics of communication and patient education, cultural competency, and special interview circumstances.

Learning objectives:

1. Define a TB interview
2. Formulate a TB interview strategy
3. Identify who requires a TB interview and for what reasons
4. Prioritize TB interviews based on various factors
5. Determine an infectious period for contact identification
6. Conduct a TB interview in a logical and productive manner
7. Conduct a re-interview asking the appropriate follow-up questions
8. Explain why patient education is important in the TB interview process
9. Define communication
10. Identify verbal and nonverbal patient cues and their meanings
11. Use closed, open-ended, and focused questions to gather descriptive, yet targeted information
12. Utilize the techniques of reflection, paraphrasing, and summarizing to affect the course of the interview
13. Address and overcome communication barriers
14. Select, and communicate through, an appropriate interpreter

15. Apply effective communication concepts to patient education
16. Describe the concepts of culture and cultural competency
17. Identify various factors that contribute to an individual's culture
18. Understand why cultural competency is essential in TB interviewing
19. Assess the communication process based on a patient's verbal and nonverbal cues
20. Limit the barriers of language, dialect, lifestyle, and belief differences during an interview
21. Describe how TB interviews may vary depending on the patient's life circumstances
22. Decide when to use, how to choose, and how to interview a proxy
23. Conduct a source case interview by selecting an appropriate interviewee and eliciting appropriate contact and exposure setting information
24. Conduct interviews in outbreak circumstances
25. Understand social network analysis and the role the interviewer plays

Introduction to Telephone Interviewing for DIS

Topic area: Motivational interviewing skills

- Watch: <https://www.train.org/main/course/1090632external icon>
- Target audience: STD partner services providers
- Description: This module will introduce partner services providers (i.e., DIS) to the basic principles and best practices for conducting telephone interviews. It covers professionalism, confidentiality and cultural competency. Learners also learn how to prepare for and conduct a telephone interview.

Learning objectives:

1. Demonstrate confidence when planning and conducting telephone interviews
2. Understand principles and best practices for conducting telephone interviews
3. Improve communication skills and maximize interviewing effectiveness

COVID-19 Public Health Strategy Basic Concepts – NDPHTN

Topic areas: Risk communication, problem solving, and emotional intelligence skills

- Register: [https://www.train.org/main/course/1090675/external iconexternal icon](https://www.train.org/main/course/1090675/external%20iconexternal%20icon)
- Target audience: Public health professionals
- Description: Provides a basic background to the COVID-19 pandemic and describes the important steps to flatten the curve of COVID-19. Also provides an overview of crisis communication strategies and coordinating crisis response.

Learning objectives:

1. Review coronavirus history
2. Review COVID-19 characteristics
3. Discuss 6 concepts to flatten the curve
4. Review the 10 social distancing recommendations
5. Review COVID-19 testing concepts
6. Discuss how cocooning protects high-risk individuals
7. Discuss key concepts of crisis communications in pandemics

CERC Overview for COVID-19

Topic areas: Risk communication, problem solving, and emotional intelligence skills

- Watch: https://emergency.cdc.gov/cerc/training/webinar_20200406.asp
- Target audience: Public health professionals
- Description: Provides an overview of crisis and emergency risk communication (CERC) principles and their application to COVID-19 messages.

Learning objectives:

1. Define the six crisis and emergency risk communication (CERC) principles.
2. Describe the lifecycle of CERC and how communication works at each phase of a crisis.
3. Describe how emergency risk communication is different from regular communication.
4. Describe the psychology of a crisis.
5. Describe the process for gathering audience feedback.
6. Describe how to tailor messages to target audiences.
7. Develop a crisis communication plan.
8. List best practices of a spokesperson.

9. Explain best practices for engaging stakeholders through communication during an emergency.

Communication Skills

Topic areas: Risk communication, problem solving, and emotional intelligence skills

- Register: <https://www.train.org/main/course/1089357/external icon>
- Target audience: STD partner services providers
- Description: Provides learners with an understanding of the basic communication skills necessary for partner services providers, and to give them opportunities to practice those communication skills. This module also focuses on various problem solving techniques, and the importance of maintaining an assertive stance.

Learning objectives:

1. Describe factors associated with good communication
2. Identify barriers to communication
3. Define assertive, non-assertive, and aggressive communication and explain the distinctions between them

Disaster Health Core Curriculum: Competency 4: Communication

Topic areas: Risk communication, problem solving, and emotional intelligence skills

- Watch: https://emergency.cdc.gov/cerc/training/webinar_20200406.asp
- Target audience: Public health professionals
- Description: Provides relevant, actionable guidance on applied principles and practices of crisis risk communication in public health emergencies and disasters.

Learning objectives:

1. Explain the operational relevance of the following concepts in the context of public health crisis risk communication: risk perception, mental noise, trust determination, and negative dominance
2. Explain the relevance of cultural competency in the context of public health emergency risk communication

3. Identify strategies to communicate in a culturally competent fashion in public health emergencies and disaster events
4. Identify authoritative sources for information gathering in a public health crisis and disasters that can inform effective emergency risk communication during and after these events
5. Demonstrate the features and utility of a message map as a tool for public health emergency risk communication

TB Contact Investigation Interviewing Skills Course: Communication Skills for Building Rapport During Contact Investigation Interviewing

Topic areas: Risk communication, problem solving, emotional intelligence skills

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Describe how to build rapport
2. List at least six effective communication skills
3. Describe assertive, passive, and aggressive behavior

TB Contact Investigation Interviewing Skills Course: Special Circumstances

Topic areas: Risk communication, problem solving, emotional intelligence skills

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact

investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Decide when to use a proxy for an interview
2. Explain how to work with the management of congregate settings
3. List two strategies for working with the media during a contact investigation

Health Literacy for Public Health Professionals

Topic area: Cultural sensitivity

- Register: <https://www.train.org/main/course/1078759/external icon>
- Target audience: Public health professionals
- Description: The purpose of this web-based training program is to educate health professionals about public health literacy and their role in providing health information and services and promoting public health literacy. The course uses a 508-compliant template, knowledge checks, scenario-based interactions, video clips, and a post-test to engage learners. The course includes an evaluation, glossary, and resource list.

Learning objectives:

1. Define public health literacy
2. List factors that influence public health literacy
3. Identify who is affected by public health literacy
4. Identify consequences of limited public health literacy
5. Determine who the stakeholders in public health literacy are
6. Recognize the role of public health literacy in meeting core public health services
7. Apply lessons learned to improve public health literacy

COVID-19 Case and Contact Investigations Training for Tribes

Topic area: Cultural sensitivity

- Watch: <https://register.gotowebinar.com/recording/9127662154523742734external icon>

- View slides: <https://securservercdn.net/50.62.172.232/tvl.3bf.myftpupload.com/wp-content/uploads/2020/03/Slides-Case-and-Contact-Investigations-Training-for-Tribes-03-27-2020.pdf> pdf icon [PDF – 38 pages] external icon
- Target audience: Native American tribes
- Description: This course provides information for tribes to help them determine whether they will conduct case and contact investigations for COVID-19 or defer to Washington State. Additionally, the course provides training for tribal staff to conduct case and contact investigations.

Learning objectives:

1. Describe why case and contact investigation is important for tribes
2. Discuss COVID-19 background
3. Identify investigation interview techniques
4. Discuss case investigation tools
5. Discuss public health recommendations for contacts
6. Discuss types of contact follow-up
7. Identify COVID case and contact investigation resources

TB Contact Investigation Interviewing Skills Course: Cultural and Diversity Considerations

Topic area: Cultural sensitivity

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Define cultural competency
2. State of the four elements of cross-cultural communication

The Guide to Providing Effective Communication and Language Assistance Services

Topic area: Cultural sensitivity

- Register: <https://thinkculturalhealth.hhs.gov/education/communication-guide>
- Target audience: Health care providers
- Description: The Guide will help your organization communicate in a way that considers the cultural, health literacy, and language needs of your patients.

Learning objectives:

1. Cross-cultural communication skills
2. Verbal communication strategies
3. Written communication strategies
4. Notice of communication and language assistance services

Cultural Competency Program for Disaster Preparedness and Crisis Response

Topic area: Cultural sensitivity

- Register: <https://thinkculturalhealth.hhs.gov/education/disaster-personnel>
- Target audience: Any disaster or emergency response personnel interested in learning more about culturally and linguistically appropriate services
- Description: Research shows that cultural minority groups suffer disproportionately during every phase of a disaster. This e-learning program will equip you with the knowledge, skills, and awareness to best serve all individuals, regardless of cultural or linguistic background.

Learning objectives:

1. Course 1 provides an introduction to CLAS and its relevance to disaster preparedness and crisis response.
2. Course 2 covers how to provide CLAS during the preparation phase of a disaster, including conducting a community needs assessment
3. Course 3 covers how to provide CLAS during the response phase of a disaster, including meeting physical and mental health needs
4. Course 4 covers how to provide CLAS during the recovery phase of a disaster, including rebuilding neighborhoods

Implicit Bias in Public Health Practice

Topic area: Cultural sensitivity

- Register: <https://www.mittrainingcenter.org/courses/ibpha1219>
- Target audience: Public health professionals
- Description: The field of public health increasingly focuses on health equity and population health outcomes. While systemic factors are major drivers of inequities, what is the role of the individual? This recorded webinar will introduce the idea of implicit bias and how it is relevant to all public health professionals, regardless of discipline or role in an agency. Participants will learn key definitions, examine data showing the implications of implicit bias in public health, and discuss some strategies to prevent it. Ultimately, no matter how well-intended, we all have some biases we can address to improve our positive impact on population health and on each other.

Learning objectives:

1. Define implicit bias and its relation to public health practice
2. Reflect on personal and professional biases
3. Introduce bias busting techniques

Cross-Cultural Communications Cognition and Linguistics-NDPHTN

Topic area: Cultural sensitivity

- Register: <https://www.train.org/main/course/1087168/>
- Target audience: Public health professionals
- Description: This training is facilitated through the North Dakota Public Health Training network to explain cross-cultural communications, cognition and linguistics

Learning objectives:

1. Describe the process of developing meaning in message respondents
2. Explain how meaning transfer relates to the communications model
3. Recognize the importance of the seven dimensions of cultural distance in cross-cultural communications
4. Describe the tri-systemic model of cognition and how that model applies to public health communications
5. Demonstrate the importance of stories for transmitting meaning in relationship cultures
6. Describe the breadth of worldwide languages and dialects

7. Describe the role of languages
8. Describe three basic steps to overcome language barriers
9. Explain the importance of horizontal communicators in effective community messaging
10. Briefly explain the importance of the semantic differential and language impact on culture

Cultural Humility: People, Principles, and Practice

Topic area: Cultural sensitivity

- Watch: <https://www.youtube.com/watch?v=SaSHLbS1V4w>
- Target audience: Public health professionals
- Description: "Cultural Humility: People, Principles and Practices," is a 30-minute documentary by San Francisco State professor Vivian Chávez, that mixes poetry with music, interviews, archival footage, and images of community, nature and dance to explain what Cultural Humility is and why we need it. The film describes a set of principles that guide the thinking, behavior and actions of individuals and institutions to positively affect interpersonal relationships as well as systems change.

Learning objectives:

1. Lifelong learning and critical self-reflection
2. Recognizing and changing power imbalances
3. Developing institutional accountability

Culturally Competent Public Health Practice for Deaf and Hard of Hearing Populations

Topic area: Adaptations for contacts with communication impairments

- Register: <https://www.train.org/cdctrain/main/1087468/external icon>
- Target audience: Public health and healthcare professionals
- Description: This training will present tools and knowledge for working with the deaf and hard of hearing community, as well as common misconceptions about deaf culture and sub-cultures within the community.

Learning objectives:

1. Create awareness of deaf culture and sub-cultures within the deaf community
2. Discuss the benefits and importance of working with a sign interpreter

3. Identify gaps in health literacy among the deaf community
4. Formulate best methods for working with deaf and hard of hearing community

Other files and webpages

Topic area: Foundational principles of public health

- [The Public Health System & the 10 Essential Public Health Services](#)
 - Agency name: CDC

Topic area: Introduction to case investigation

- Form for Interviewing Suspected and Confirmed Coronavirus Disease (COVID-2019) Cases <http://www.ncsddc.org/wp-content/uploads/2020/04/VDH-COVID-19-Case-Interview-Script.docx>
 - Agency name: Virginia Department of Public Health
- [COVID-19 Case Investigation Interim Script](#)
 - Agency name: Washington State Department of Health

LIST REQUIREMENTS FOR PROTECTING HEALTH INFORMATION

Emerging respiratory viruses, including COVID-19: methods for detection, prevention, response and control

Topic area: Foundational principles of public health

- Register: <https://www.train.org/main/course/1090092/external icon>
- Target audience: Public health professionals
- Description: This course provides a general introduction to COVID-19.

Learning objectives:

1. Describe the nature of emerging respiratory viruses, how to detect and assess an outbreak, strategies for preventing and controlling outbreaks due to novel respiratory viruses
2. Describe strategies that should be used to communicate risk and engage communities to detect, prevent and respond to the emergence of a novel respiratory virus

IDPH Office of Health Protection Data Security & Confidentiality Guideline Training

Topic areas: Health information privacy/security, health information data security

- Register: <https://www.train.org/main/course/1058826/external icon>
- Target audience: Local public health staff who have access to confidential information
- Description: The purpose of this training is to provide an overview of the Data Security and Confidentiality Guidelines developed by the Illinois Department of Public Health Office of Health Protection and review the federal and state statutes, rules, and regulations that address the legal protection of confidential health information. This course also outlines the standards and requirements for state and local health department staff as well as community based organizations in the collection, transmission, storage, and maintenance of confidential information.

Learning objectives:

1. Provide an overview of the Data Security and Confidentiality Guidelines
2. Review federal and state statutes, rules, and regulations regarding health information
3. Outlines the standards and requirements for state and local health department staff as well as community-based organizations in the collection, transmission, storage, and maintenance of confidential information
4. Understand your role in keeping data secure in terms of: data collection, data sharing and release, and physical security

HIPAA Awareness – Module 1

Topic areas: Health information privacy and confidentiality

- Register: <https://www.train.org/main/course/1047429/external icon>
- Target audience: Public health and healthcare professionals
- Description: This 20-minute HIPAA Awareness Training was developed by the Kansas Department of Health and Environment and is provided for the convenience of Kansas public health and healthcare agencies. We recommend this course for new employees, employees who have not had HIPAA training in the past or as a refresher course.

Learning objectives:

1. Explain the source of HIPAA
2. Identify two HIPAA rules
3. Indicate two on-site HIPAA information sources
4. Identify two violation consequences

ADH HIPAA Privacy and Security Training

Topic areas: Health information privacy and confidentiality

- Register: <https://www.train.org/main/course/1009552/external icon>
- Target audience: General Public Health Staff
- Description: This training is designed to help educate Arkansas Department of Health (ADH) staff concerning HIPAA legislation, the proper use and disclosure of protected health information (PHI), the proper safeguards for confidential information including electronic protected health information (ePHI) or other confidential information), and highlights from ADH HIPAA Policies and Procedures. It is not intended to replace ADH Policies.

Learning objectives:

1. Describe HIPAA
2. Discuss the proper use and disclosure of protected health information
3. Identify safeguards for confidential information including electronic protected health information
4. Explain ADH HIPAA Policies and Procedures

Health Information Privacy and Confidentiality

Topic areas: Health information privacy and confidentiality

- Register: <https://www.train.org/main/course/1065718/external icon>
- Target audience: Allied health professionals, nurses, general public health staff, information systems professionals

- Description: Medical records are subject to privacy and confidentiality. This webinar will explore existing regulations and Health Insurance Portability and Accountability Act (HIPAA) as it relates to patient information. As we embark on the age of highly efficient technological capabilities, the ability to protect medical records has many challenges. Building public trust brings awareness to how privacy and confidentiality are properly handled through the course of research or student projects. We will discuss general aspects centered on the sensitive subject of cyberspace and medical record security. Recommendations based on the laws that govern privacy, along with research findings, will be shared.

Learning objectives:

1. Explain patient privacy and confidentiality as it relates to HIPAA
2. Discuss who has rights to patient records
3. Assess advantages and disadvantages of electronic records
4. Discuss APUS and HIPAA

COVID-19: Data Sharing for Public Health Surveillance, Investigation and Intervention

Topic areas: Health information privacy and confidentiality, ethics of data collection during an outbreak

- Register: <https://www.train.org/main/course/1090857/external icon>
- Target audience: Public health professionals
- Description: Public health's COVID-19 surveillance, investigation and intervention balances an individual's right to privacy against the public's and other's right to know. Amid the COVID-19 outbreak, questions about data sharing under a national emergency have surfaced. Is HIPAA still fully in effect during this public health emergency? How does HIPAA apply to public health departments? What COVID-19 information may public health share with the media, emergency responders, law enforcement and others? This webinar will identify various federal and state laws, including HIPAA, that impact public health's ability to share COVID-19 information.

Learning objectives:

1. Review current data sharing questions facing your peers
2. Understand HIPAA's data sharing limitations and opportunities
3. Provide an awareness of other federal and state law considerations

Information Privacy & Security (IPS)

Topic area: Health information data security

- Register: [https://about.citiprogram.org/en/series/information-privacy-and-security-ips/external icon](https://about.citiprogram.org/en/series/information-privacy-and-security-ips/external-icon)
- Target audience: Teachers, educators, IRB administrators, administrators, IRB members, individuals working with identifiable health data (HIPAA-defined "PHI"), researchers, instructors, students
- Description: IPS covers the principles of data protection, focusing on the healthcare-related privacy and information security requirements of the Health Insurance Portability and Accountability Act (HIPAA) and the educational records and data-related requirements of the Family Educational Rights and Privacy Act (FERPA).

Data Management in Disasters & Public Health Emergencies Recording

Topic area: Ethics of data collection during an outbreak

- Register: [https://www.train.org/main/course/1080061/external icon](https://www.train.org/main/course/1080061/external-icon)
- Target audience: Researchers, analysts, public health professionals, information systems professionals
- Description: Nicole Strayhorn, National Library of Medicine Associate Fellow, discussed the results of her project to identify open data sources and data sharing policies used during disasters and public health emergencies. For the purposes of this short-term project, she narrowed her research to the data needs of stakeholders, and the challenges of sharing and accessing data around the ongoing Zika virus outbreak.

DESCRIBE COVID-19 CASE INVESTIGATION PROTOCOL

TB Contact Investigation Interviewing Skills Course: Special Circumstances

Topic area: Protocol for workplace/congregate setting exposures

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

4. Decide when to use a proxy for an interview
5. Explain how to work with the management of congregate settings
6. List two strategies for working with the media during a contact investigation

Other files and webpages

Topic area: Protocol for workplace/congregate setting exposures

- Tuberculosis Contact Investigation in Congregate Settings: A Resource for Evaluation
 - Agency name: Rutgers Global Tuberculosis Institute

APPLY COVID-19 ONLINE KNOWLEDGE AND CASE INVESTIGATING PROTOCOL TO REALISTIC SCENARIOS

TB Contact Investigation Interviewing Skills Course: Introduction of Role Plays

Topic area: Role play

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Gain practice interviewing a case
2. Receive performance feedback from facilitators and other participants

TB Contact Investigation Interviewing Skills Course: Providing Feedback

Topic area: Role play

- View: <https://www.cdc.gov/tb/education/skillscourse/default.htm>
- Target audience: Public health professionals
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training. The course provides an overview of the contact investigation process, basic communication and interviewing skills, and opportunities to apply those skills in role play activities.

Learning objectives:

1. Why is feedback important?
2. Components of constructive feedback
3. Order of feedback
4. Receiving feedback