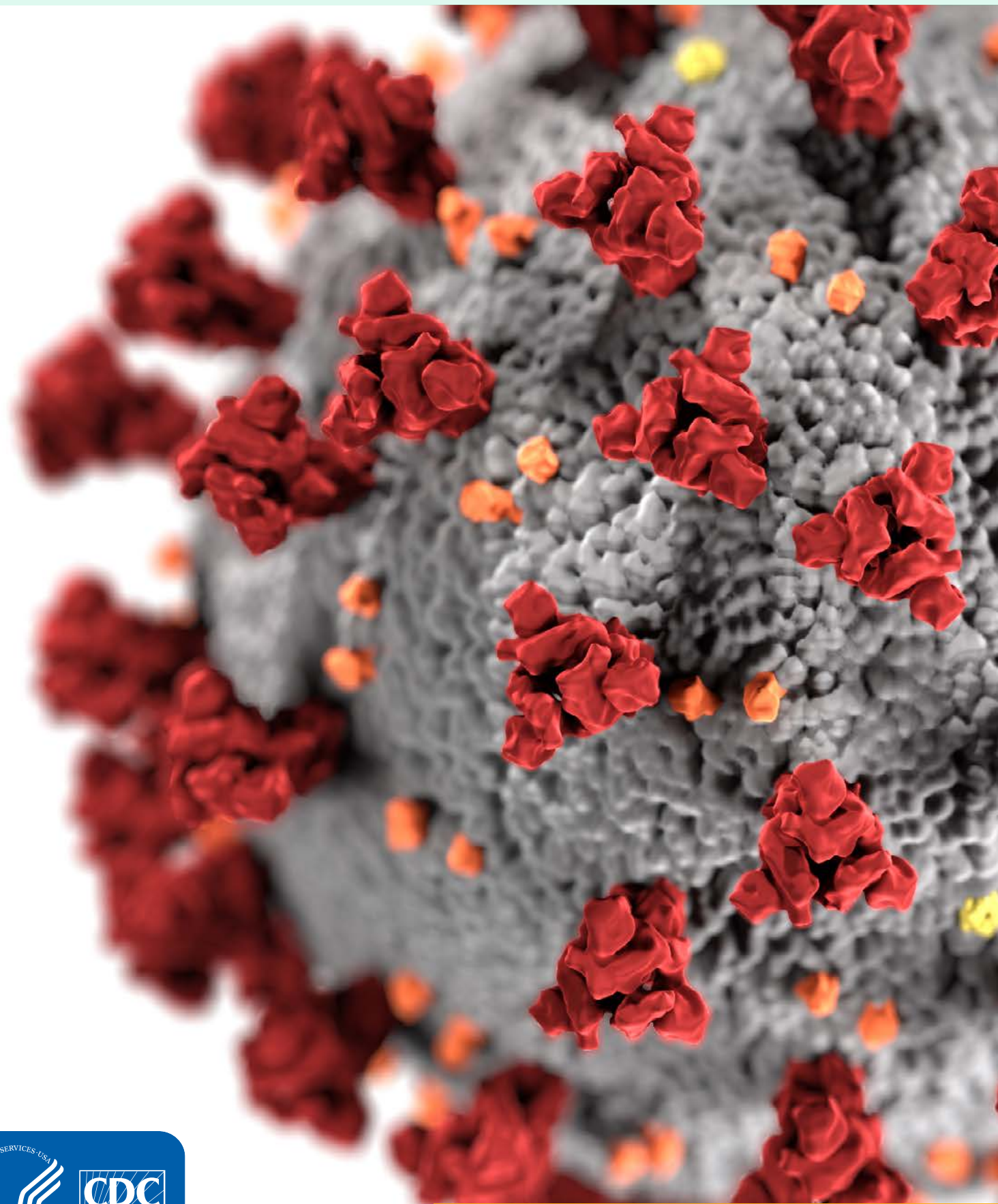


COVID-19 CASE INVESTIGATION AND CONTACT TRACING SUPERVISOR OR LEAD TRAINING: GUIDANCE, RESOURCES, AND SAMPLE TRAINING PLAN

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/team-leads-topics.html>



cdc.gov/coronavirus

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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 investigation and contact tracing supervisors or leads. 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, a case investigation and contact tracing supervisor or lead directly oversees the work of the case investigator and/or contact tracer and others who may work as part of a team. The supervision or leadership of these teams is combined into one position for the purposes of this sample training plan. This position coordinates between case investigators and contact tracers as an essential component of the quality oversight of the contact tracing program as part of the public health response.

Overall Training Goal

After completing all training below, learners should be able to be effective COVID-19 case investigation and contact tracing supervisors or leads. If seeking a sample training plan, trainings, and resources for other positions, refer to the contact tracing training plan [here](#) or the case investigation training plan [here](#).

Target Audience

Public health professionals

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.** This section can be omitted if learners are up-to-date or have previously participated in other training that has provided an adequate overview of these content areas.*

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

IDENTIFY THE PRIMARY COMPONENTS OF COVID-19 CASE INVESTIGATION AND CONTACT TRACING

*A variety of modalities would be appropriate, including live webinar/teleconference, recorded webinar, or a self-paced eLearning course. **Inclusion of a post-test is strongly recommended.** This section can be omitted if learners are up-to-date or have previously participated in the contact tracing or case investigation training.*

- **Foundational principles of public health**
 - **General**
- **Relevant terminology**
 - **Case definition**
 - **Public health jurisdiction's** case investigation and contact tracing terminology
 - **Terms that may be used in other jurisdictions** (e.g., other states, federal)
- **Introduction to case investigation and contact tracing**
 - **General**
 - **Define case investigation**
 - **Describe basic steps of case investigation**
 - Case identification and prioritization
 - Use of public health data sources such as surveillance to collect information about the case
 - Investigate case
 - Notification of positive test results
 - Interview including contact elicitation
 - Isolation vs quarantine
 - Follow-up and next steps
 - **Define contact tracing**
 - **Describe basic steps of contract tracing**
 - Test and test results information
 - Overview of case investigation and elicitation
 - Trace
 - Quarantine or isolate
 - Follow-up
 - **Describe skills and qualities necessary** for case investigators and contact tracers
 - 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 is 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 THE QUALITIES, SKILLS, AND STYLES OF EFFECTIVE COVID-19 CASE INVESTIGATION AND CONTACT TRACING LEADS

Live training or on the job learning and feedback (whether through videoconference or a live course on a learning management system) is suggested so that learners can receive real-time feedback and ask questions. Breakout sessions with smaller groups could be effective if multiple trainers or facilitators are available. Inclusion of a post-test is strongly recommended.

- **Qualities and skills of effective team leads**
 - General
 - Understands the duties and protocols of case investigators and contact tracers
 - Explains past experiences in contact tracing/DIS CDC work
 - Demonstrates leadership in their supervision of staff:
 - Orients towards developing and improving case investigation and contact tracing staff on their team through CQI, feedback performance reviews and mentorship
 - Communicates successfully with all members of the team
 - Exhibits fairness and trustworthiness in interactions with staff
 - Focuses staff on the task at hand, intervening in the spread of COVID-19, through leading by example
 - Demonstrates resourcefulness and problem solving to accomplish necessary tasks
- **Management styles**
 - Importance of management style and the effectiveness of the team
 - Your unique management style and how it can be used to ensure success of the team
- **Management of remote teams**
 - General
 - Unique challenges of managing a team remotely
 - Importance of resiliency

IDENTIFY TIME MANAGEMENT PRACTICES FOR CASE INVESTIGATION AND CONTACT TRACING LEADS

*In the midst of an outbreak, time management is of particular importance. Self-paced online training (e.g., curated reading list, videos, or eLearning course) is suggested. **Inclusion of a post-test is strongly recommended.***

- **Keys to time management**
 - General
 - Understand factors that will influence and interrupt your day to day including daily tasks, meetings, staff, emails, and the crisis of the day
 - Set priorities, with patient care and interrupting disease transmission at the forefront
 - Utilize technology to its full potential
 - Delegate to staff in a systematic manner

DESCRIBE A TEAM LEAD'S ROLE IN TRAINING AND DEVELOPMENT

*Even the best training course has little effect without supervisor leadership. Live training (whether through videoconference or a live course on a learning management system) is suggested so that learners can receive real-time feedback and ask questions. **Breakout sessions with smaller groups could be effective** if multiple trainers or facilitators are available.*

- **Team Lead's role in training and on the job learning**
 - Assess training needs and conduct performance evaluations to guide training needs
 - Organize formal training opportunities initially and then supplemental training while on the job, as indicated by the performance evaluations
 - Adjust training to match participant skill-level
 - Facilitate learning opportunities through informal training on the job
 - Establish learning collaboratives
 - Establish an ad hoc or structured mentoring opportunities

MONITOR PERFORMANCE OF CASE INVESTIGATORS AND CONTACT TRACERS

*An electronic guide, job aids, self-paced asynchronous eLearning, or live training (whether through videoconference or a live course on a learning management system) **describing jurisdiction-specific protocols for monitoring performance of case investigators.***

- **Importance of auditing**
 - Set clear expectations
 - Assess how case investigator and contact tracer does key activities by observation and performance measurement
 - Identify individual strengths and weaknesses to provide developmental opportunities
 - Implement CQI systems with regular measurement and feedback loops for local outputs
 - Develop an audit schedule based on experience and expertise
 - Reference historical materials

- Indicators for individual supervision of Case Investigators
- Indicators for individual supervision of Contact Tracers
- Audit tools
 - Canned reports at the level of individual case investigators and contact tracers ensure that staff are meeting expectations
 - Patient interaction audits
 - Audit feedback form
- Feedback and follow-up

TRAINING CATALOGUE BY LEARNING OBJECTIVE

IDENTIFY STRATEGIES TO REDUCE SPREAD OF COVID-19

Making Contact: A Training for COVID-19 Contact Tracers: The Basics of Coronavirus Disease 2019 (COVID-19) – Lesson 1

Topic areas: Background, signs/symptoms, general precautions, testing, prevention and control, other ways to reduce spread

- Register: <https://www.train.org/main/course/1091302/compilation>
- Target audience: Contact tracers and new case investigators
- Description: Contact tracers must understand the basics of coronavirus disease transmission in order to perform contact tracing and disease intervention activities effectively. Lesson one (The Basics of Coronavirus Disease 2019 (COVID-19)) will provide an overview of coronavirus disease 2019 (COVID-19), including its incubation and infectious period, symptoms, and how to prevent it. Please note, lessons must be completed in order from one to four.

Lesson 1 learning objectives:

1. Describe what COVID-19 is
2. Describe how to prevent COVID-19 transmission
3. List symptoms of COVID-19
4. Define social distancing, quarantine, and isolation
5. Describe the incubation and infectious period

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

Topic area: Background

- Register: <https://www.train.org/main/course/1090092/>
- 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

COVID-19 Public Health Strategy Basic Concepts – NDPHTN

Topic areas: Epidemiology and surveillance principles, signs/symptoms, testing, prevention and control, general precautions

- Register: <https://www.train.org/main/course/1090675/>
- 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

Boots on the Ground Part 1: Foundational Epidemiology

Topic area: Epidemiology and surveillance principles

- Register: <https://www.train.org/main/course/1076135/>
- Target audience: Public health professionals and others without a background in epidemiology
- Description: Provides basic principles of epidemiology and public health practice. Includes key terms used in epidemiologic and explains types of epidemiology research.

Learning objectives:

1. Define epidemiology
2. Describe the key factors impacting the incidence and spread of disease, injury, or health outcome (i.e. agent, host, environment)
3. Describe basic key terms in epidemiology
4. Describe distribution of disease, injury, or health outcomes and understand bias, validity, and reliability in assessing public health problems
5. Identify bias, validity, and reliability
6. Identify research methods

COVID-19 Contact Investigation Training

Topic area: Signs/symptoms

- View: <https://www.ncsddc.org/wp-content/uploads/2020/03/FINAL-COVID19-Contact-Training-03112020.pdf>
- 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, prevention and control

- Register: <https://www.train.org/cdctrain/course/1090658/>
- 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

COVID-19 Infection Prevention and Control in the Household (Microlearning)

Topic area: General precautions

- Register: <https://www.train.org/main/course/1090934/>
- Target audience: General public health staff
- Description: This microlearning is designed to take 15 minutes. You will learn about instructions to give your patients who are taking care of a probable or confirmed case of COVID-19 in the household.

Learning objectives:

1. Identify COVID-19 infection prevention and control measures for the household

CDC Coronavirus Disease 2019 (COVID-19) webpages

Topic area: Epidemiology

- [Cases, Data, and Surveillance](#)

Topic area: Signs/symptoms

- [Symptoms of Coronavirus](#)

Topic area: Update on current emergency response

- [CDC in Action](#)

Topic area: Prevention and control

- [Social Distancing, Quarantine, and Isolation](#)

Topic areas: General precautions

- [Prevent Getting Sick](#)

Topic area: Testing

- [Testing for COVID-19](#)

IDENTIFY THE PRIMARY COMPONENTS OF COVID-19 CASE INVESTIGATION AND CONTACT TRACING

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

Topic area: Foundational principles of public health, introduction to case investigation and contact tracing

- Register: <https://www.train.org/main/course/1090092/>
- 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 should be used to communicate risk and engage communities to detect, prevent and respond to the emergence of a novel respiratory virus

Public Health 101 Series - Introduction to Public Health

Topic area: Foundational principles of public health

- Register: <https://www.train.org/main/course/1059661/>
- Target audience: Individuals new to public health
- Description: This course introduces learners to the mission of public health and key terms in the field. The course covers historical developments in public health, the roles of different stakeholders, public health's core functions and essential services, determinants of health, and the Health Impact Pyramid.

Learning Objectives:

1. Describe the purpose of public health
2. Define key terms used in public health
3. Identify prominent events in the history of public health
4. Recognize the core public health functions and essential services
5. Describe the role of different stakeholders in the field of public health
6. List determinants of health
7. Recognize how individual determinants of health affect population health

Making Contact: A Training for COVID-19 Contact Tracers: The Basics of Contact Tracing – Lesson 2

Topic area: Relevant terminology, define contact tracing, investigation and elicitation, trace, quarantine or isolate

- Register: <https://www.train.org/main/course/1091302/compilation>
- Target audience: Contact tracers
- Description: The goal of lesson 2 (The Basics of Contact Tracing) is to provide an overview of the principles that will guide your work as a contact tracer. You will have the opportunity to learn basic definitions of contact tracing, gain an understanding of the steps involved, and become aware of the importance of confidentiality. Please note, lessons must be completed in order from one to four.

Learning objectives:

1. Define PUI, contact, and contact tracing
2. Describe the objectives of contact tracing
3. List four fundamentals of contact tracing
4. Describe the importance of privacy protections
5. Identify the four main steps involved in the contact tracing process

Making Contact: A Training for COVID-19 Contact Tracers: Case Monitoring and Resources – Lesson 4

Topic area: Relevant terminology, follow-up

- Register: <https://www.train.org/main/course/1091302/compilation>
- Target audience: Contact tracers and case investigators
- Description: Case investigators and contact tracers will follow-up and monitor cases (PUIs or their contacts) to ensure they are following appropriate isolation or quarantine instructions and to track the development of any potential COVID-19 symptoms. Lesson 4 (Case Monitoring and Resources) will provide information on the different types of case monitoring and the activities you might be involved in. Please note, lessons must be completed in order from one to four.

Learning objectives:

1. Explain the difference between the two types of case monitoring
2. Describe potential follow-up activities that may be required during monitoring
3. Identify the types of resources and services that may be provided during the monitoring period
4. Explain what it means to escalate or “refer up” a case that needs more help than you’re able to provide

Covid-19 Epidemiology Grand Rounds

Topic area: Introduction to case investigation and contact tracing

- 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 and contact tracing

- View: http://www.maventrainingsite.com/maven-help/pdf/LBOH%20Presentation%20COVID-19%20Case%20Investigation%20Introductory%20Training%20Webinar_April8.pdf
- 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

Making Contact: A Training for COVID-19 Contact Tracers: The Basics of Contact Tracing – Lesson 1

Topic area: Introduction to case investigation and contact tracing

- Register: <https://www.train.org/main/course/1091302/compilation>
- Target audience: Case investigators and contact tracers
- Description: Contact Tracers must understand the basics of coronavirus disease transmission in order to perform contact tracing and disease intervention activities effectively. This lesson will provide an overview of coronavirus disease 2019 (COVID-19), including its incubation and infectious periods, symptoms, and how to prevent it. Please note, lessons must be completed in order from one to four.

Learning objectives:

1. Describe what COVID-19 is
2. Describe how to prevent COVID-19 transmission
3. List symptoms of COVID-19
4. Define social distancing, quarantine, and isolation
5. Describe the incubation and infectious periods

Making Contact: A Training for COVID-19 Contact Tracers: Effective Communication and Interviews – Lesson 3

Topic area: Introduction to case investigation and contact tracing, motivational interview skills, risk communication, problem solving, and emotional intelligence skills, cultural sensitivity, adaptations for contacts with hearing impairments

- Register: <https://www.train.org/main/course/1091302/compilation>
- Target audience: Contact tracers and case investigators
- Description: As a contact tracer, you will conduct interviews with people who may have been exposed to COVID-19. Depending on how your team is organized, you may also conduct interviews with persons under investigation (PUIs). Lesson 3 (Effective Communication and Interviews) will provide information on how to use effective communication techniques, prepare for and conduct an interview, and approach your interactions with cultural humility. Some of these terms may be new to you, and we'll cover them as we move through the lesson. Please note, lessons must be completed in order from one to four.

Learning objectives:

1. Name at least three communication techniques for effective interviewing
2. Explain the importance of showing cultural humility during case interviews
3. Describe how to prepare for an interview
4. Explain the four parts of an interview

General Contact Tracing Phone Calls

Topic area: Define case investigation, define contact tracing

- Register: <https://www.train.org/main/course/1091008/>
- 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

Interviewing Unit 5: Cluster Interviews and Re-Interviews

Topic area: Motivational interviewing skills

- Register: <https://www.train.org/main/course/1089364/>
- Target audience: STD partner services providers
- Description: Provides elements of cluster interviews for STD partner services providers. Includes the format of the interview and tips for providing risk reduction messages.

Learning objectives:

1. Identify the reasons and conditions for conducting a Cluster Interview, including planning
2. Identify the elements of the Cluster Interview format and the difference in formats between a Cluster Interview and an Original Interview
3. Explain the process for choosing a Cluster candidate

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>
- 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
- 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. 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 areas: Motivational interviewing skills

- Watch: <https://www.train.org/main/course/1090632>
- 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

TB Contact Investigation Interviewing Skills Course: Introduction to Contact Investigation Process**Topic areas:** 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. 4. Describe the systematic approach to conducting a TB contact investigation

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/>
- Target audience: Public health professionals
- Description: Provide 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

Introduction for Trauma Informed Care for DIS

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

- Register: <https://cdc.train.org/cdctrain/course/1090752/>
- Target audience: Public health professionals
- Description: This course is designed to introduce Disease Intervention Specialists (DIS) to the principles and strategies of trauma-informed care, so they are equipped with the knowledge and tools necessary to support clients who have experienced trauma. This course includes many printable resources to refer back to and to include in your DIS toolkit.

Learning objectives:

1. Summarize the definition of trauma and its impact on the brain
2. Describe the conceptual framework for trauma-informed care
3. Provide at least two examples of applying trauma-informed care in the DIS context

CERC Overview for COVID-19

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

- Watch: https://emergency.cdc.gov/cerc/training/webinar_20200406.asp
- Target audience: Public health professionals
- Description: Provide 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 area: Risk communication, problem solving, and emotional intelligence skills

- Register: <https://www.train.org/main/course/1089357/>
- 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 area: 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

Receiving Feedback

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

- Register: <https://www.train.org/main/course/1059257/>
- Target audience: Public health professionals
- Description: Explores the reactions that typically occur when a person receives corrective feedback or criticism. Learn an approach to receive feedback in a productive manner and practice receiving feedback using that approach.

Learning objectives: Not available

Health Literacy for Public Health Professionals

Topic area: Cultural sensitivity

- Register: <https://www.train.org/main/course/1078759/>
- 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/9127662154523742734>
- View slides: <https://secureservercdn.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>
- 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, adaptations for contacts with communication impairments

- 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: Notification of exposed individuals (contacts)

- [Coronavirus – Known Contact to a Confirmed Case of Coronavirus Messaging Guide](#)
 - Agency name: Public Health Madison and Dade County
- [COVID-19 Contact Investigation Interim Script](#)
 - Agency name: Washington Department of Health Resource

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/>
- 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/>
- 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/>
- 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/>
- 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/>
- 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/>
- 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/>
- 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/>
- 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 THE QUALITIES, SKILLS, AND STYLES OF EFFECTIVE CASE INVESTIGATOR SUPERVISORS

TB Contact Investigation Interviewing Skills Course—Providing Feedback

Topic areas: Qualities and skills of effective supervisors

- View: https://www.cdc.gov/tb/education/skillscourse/day3/day-3-providing-feedback_final.pptx
- Target audience: Trainers and supervisors
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training to improve the abilities of both new and experienced staff who are responsible for conducting TB contact investigation interviews. 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

Leadership Introduction – NDPHTN

Topic areas: Qualities and skills of effective team leads

- View: <https://www.train.org/main/course/1086530/>
- Target audience: Public health professionals
- Description: The goal of this course is to define why leadership is important is for public health.

Learning objectives:

1. Define leadership
2. Explain why adaptive leadership is important for public health
3. Define the difference between social marketing and community engagement
4. Discuss some basic concepts of extreme leadership

Principles and Practices of Public Health Management – NDPHTN

Topic areas: Qualities and skills of effective team leads, management styles

- Register: <https://www.train.org/main/course/1086536/>
- Target audience: Public health professionals
- Description: The goal of this course is to learn about some principles and practices for public health management.

Learning objectives:

1. Review Fayol's 14 principles of management
2. Discuss how the 4 leadership styles relate to centralization and decentralization
3. Briefly introduce and discuss informal groups, the quality improvement process, organizational planning, negotiations, dispute resolution, and measuring a manager's performance

Leadership Management Communication

Topic areas: Qualities and skills of effective team leads, management styles

- Register: <https://www.train.org/main/course/1012711/>
- Target audience: Public health professionals
- Description: No matter how effective a leader/manager you already are, this course is designed to refresh and refine the skills needed to lead your teams to success in today's fast-paced and stressful health care environment. By exploring effective leadership styles and strategies, this course provides specific tools to enhance leadership/management communication.

Learning objectives:

1. Identify the differences between leadership and management, describe the tasks and essentials of effective leadership, and identify the difference between dissonant and resonant leadership styles
2. Understand how and why well-intentioned management strategies sometimes backfire, and how to keep that from happening
3. Apply strategies that enable you to think, react, communicate, and lead with higher levels of emotional intelligence
4. Identify the major reasons for low employee motivation and utilize strategies that motivate and inspire the workforce to maximize individual and group performance
5. Understand ways to identify morale problems and apply strategies that ameliorate or rectify morale problems as well as negative mood contagion
6. Increase your ability to promote ideas and plans through the application of specific persuasion and influence strategies
7. Understand the qualities of an effective change manager
8. Understand the characteristics and components of successful teams and apply strategies to enhance team communication

Volunteer Management for Emergency Response

Topic area: Qualities and skills of effective team leads

- Register: https://u-m-canvas.it.umich.edu/courses/354/pages/course-details?module_item_id=3057
- Target audience: Public health professionals responsible for working with volunteers of different professional backgrounds during times of emergency response.
- Description: This live webinar will provide examples of ways in which local health departments are mobilizing and training volunteers to respond to COVID-19, along with best practices for training and managing volunteers for short-term and long-term activities related to emergency response in general.

Learning objectives:

1. Discuss best practices for managing volunteers during rapidly changing situations
2. Identify strategies for training volunteers for short-term and simple volunteer opportunities
3. Recognize different approaches needed to train volunteers for long-term and more complex volunteer opportunities

Leading at a Distance

Topic areas: Management of remote teams

- Register: <https://www.linkedin.com/learning/leading-at-a-distance/remote-workers-are-the-future-of-business>
- Target audience: Remote supervisors
- Description: Technology has enabled many former office workers to work from home or anywhere remotely. As the overall job landscape shifts, the number of remote workers will likely continue to increase. For the managers and leaders spearheading these remote teams, as well as teams that consist of remote and in-person employees, making the jump from in-person to virtual leadership can be challenging. In this course, instructor Kevin Eikenberry lays out how to lead effectively from a distance. He dives into the basics of remote leadership, such as how working remotely changes interpersonal dynamics. Plus, he shares tips for getting results at a distance—including how to provide remote coaching and feedback—as well as how to build trust, set reasonable boundaries as a long-distance leader, and more.

Learning objectives:

1. How did we get to remote teams?
2. The remote leadership model
3. What success looks like at a distance
4. Providing coaching and feedback
5. How remote politics works
6. Building trust at a distance
7. Communicating effectively
8. Leveraging technology as a remote leader
9. Getting honest feedback

Managing a Virtual Team

Topic areas: Management of remote teams

- Register: <https://www.linkedin.com/learning/managing-virtual-teams-4/managing-people-at-a-distance>
- Target audience: Remote supervisors
- Description: Working remotely has been on the rise for many years now, with research showing that hiring managers expect nearly half of all their workers to be working remotely over the next decade. While many trends feed into this way of organizing work, managing the work effectively will be key to the success of organizations globally. In this course, instructor Phil Gold provides managers with a clear approach for getting the most out of their remote teams. He zeros in on the key factors that will ensure productivity, engagement, and growth, as well as a manager's role in building trust, removing roadblocks, nurturing connections with team members, and setting clear goals.

Learning objectives:

1. Providing consistency and structure in a remote team
2. Managing mixed remote and onsite teams
3. Fostering equality and transparency
4. Creating opportunities for in-person interactions
5. Maintaining regular contact with remote team members
6. Managing workloads and deliverables

Leading Virtual Meetings

Topic areas: Management of remote teams

- Register: <https://www.linkedin.com/learning/leading-virtual-meetings/welcome-to-better-virtual-meetings>
- Target audience: Remote professionals
- Description: Leading virtual meetings is a critical competency for leaders who manage a remote or blended team. Join leadership and management expert Kevin Eikenberry as he identifies the challenges to holding a productive meeting online, and shares tactics for making these meetings successful. Learn about how to choose the right platform, set expectations for conduct, clarify roles, create a great agenda, and more.

Learning objectives:

1. The challenges of virtual meetings
2. Choosing the right platform to meet virtually
3. Setting clear behavioral expectations
4. Innovating in a virtual meeting
5. Pre-determining a desired outcome
6. Creating a great meeting agenda
7. Facilitating virtual meetings
8. Encouraging participation
9. Keeping on track in the moment
10. Ending a meeting with an action plan

Time Management: Working from Home

Topic areas: Management of remote teams

- Register: <https://www.linkedin.com/learning/time-management-working-from-home/welcome>
- Target audience: Remote professionals
- Description: Working from home is a wonderful opportunity, but time management can be a challenge. With so many demands on your time and attention, it's a tricky balancing act to stay productive. In this course, bestselling author and productivity expert Dave Crenshaw offers best practices for anyone who works full-time or occasionally from home. Dave begins by showing how to set up a dedicated workspace for maximum productivity, including tips on setting up your computer to ensure you stay focused. Then Dave walks through how to craft your daily schedule for peak productivity and plan meaningful breaks to avoid burnout. He explains how to collaborate with remote coworkers, including how to use virtual meetings productively. Finally, Dave offers advice for working parents and other caregivers who might be balancing professional and personal responsibilities in the home.

Learning objectives:

1. Create a productive environment by limiting distractions
2. Evaluate and choose the best technology to increase your productivity
3. Differentiate between constant effort and a healthy working rhythm
4. Define expectations around communication while remaining responsive
5. Identify the benefits of relationship building
6. Learn how to manage interruptions and emergencies at home

Thriving in an Online Work Environment

Topic area: Management of remote teams

- Register: <https://rmphtc.org/thriving-in-an-online-work-environment/index.html#/>
- Target audience: Trainers of case investigators and/or contact tracers in State and local health jurisdictions.
- Description: In early 2020, when the COVID-19 pandemic hit the U.S., much of the public health workforce suddenly shifted to full-time remote work and service delivery. These professionals immediately faced a number of critical challenges, from managing the stress of the crisis while maintaining productivity to converting in-person meetings and trainings to online settings. This course is full of tips, videos, and resources to help public health professionals stay productive and connected in an online environment.

Learning objectives:

1. Explore the various videos, tips, and resources provided to help you stay connected and motivated in an online environment
2. Recognize how stress can influence productivity during uncertain times and how to manage
3. Consider the various ways you can now facilitate online meetings
4. Recognize the various tools available to you if you need to convert in-person trainings

Building Resilience

Topic areas: Importance of resiliency

- Register: <https://www.linkedin.com/learning/building-resilience/what-why-and-how-to-become-resilient>
- Target audience: Working professionals
- Description: Have trouble getting by when the going gets tough? Everyone wants to perform well when the pressure's on, but a lot of us withdraw in times of stress or adversity. If you can build your resilience, you'll have an easier facing new challenges and earn a valuable skill to offer employers. In this course, Kelley School of Business professor and professional communications coach Tatiana Kolovou explains how to bounce back from difficult situations, by building your "resiliency threshold." She outlines five training techniques to prepare for difficult situations, and five strategies for reflecting on them afterward. Find out where you are on the resilience scale, identify where you want to be, and learn strategies to close the gap.

Learning objectives:

1. Define the term resilience
2. Identify strategies for facing rejection in your day to day life
3. Recognize the skills you can practice to increase your resilience
4. Explore reflection strategies you can use during a situation in order to build resilience
5. Examine five post-event resilience building strategies using real-world examples

Managing Stress for Positive Change

Topic areas: Importance of resiliency

- View: <https://www.linkedin.com/learning/managing-stress-for-positive-change/welcome>
- Target audience: Supervisors and managers
- Description: In the workplace, stress is often viewed in purely negative terms. It's seen as a response that should simply be minimized or pushed aside; however, it's possible to use stress to fuel positive change. In this course, join instructor Heidi Hanna, PhD as she discusses what stress is, exactly; how you can train yourself to use stress in more effective ways; and what managers can do to reduce employee stress when an organization experiences difficult times. She covers how individuals can use stress for good by assessing and adjusting it, as well as what you-as a manager-can do to create an environment and communication style that helps connect employees to the bigger picture.

Learning objectives:

1. Define "stress" and explain why it often occurs in the workplace
2. Recognize the differences between acute and chronic stress
3. List the three steps for managing stress
4. Name three things the brain craves
5. Identify the differences between primary stress reactions
6. Recall the benefits of rhythmic breathing

IDENTIFY TIME MANAGEMENT PRACTICES FOR CASE INVESTIGATION AND CONTACT TRACING LEADS

Time Management: Working from Home

Topic areas: Time management

- Register: <https://www.linkedin.com/learning/time-management-working-from-home/welcome>
- Target audience: Remote professionals
- Description: Working from home is a wonderful opportunity, but time management can be a challenge. With so many demands on your time and attention, it's a tricky balancing act to stay productive. In this course, bestselling author and productivity expert Dave Crenshaw offers best practices for anyone who works full-time or occasionally from home. Dave begins by showing how to set up a dedicated workspace for maximum productivity, including tips on setting up your computer to ensure you stay focused. Then Dave walks through how to craft your daily schedule for peak productivity and plan meaningful breaks to avoid burnout. He explains how to collaborate with remote coworkers, including how to use virtual meetings productively. Finally, Dave offers advice for working parents and other caregivers who might be balancing professional and personal responsibilities in the home.

Learning objectives:

1. Create a productive environment by limiting distractions
2. Evaluate and choose the best technology to increase your productivity
3. Differentiate between constant effort and a healthy working rhythm
4. Define expectations around communication while remaining responsive
5. Identify the benefits of relationship building
6. Learn how to manage interruptions and emergencies at home

MONITOR PERFORMANCE OF CASE INVESTIGATORS

TB Contact Investigation Interviewing Skills Course—Providing Feedback

Topic areas: Feedback and follow-up

- View: https://www.cdc.gov/tb/education/skillscourse/day3/day-3-providing-feedback_final.pptx
- Target audience: Trainers and supervisors
- Description: The TB Contact Investigation Interviewing Skills Course is designed as an interactive, skill-building training to improve the abilities of both new and experienced staff who are responsible for conducting TB contact investigation interviews. 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

Other files and webpages

Topic area: Historic references

- [CDC Methods for Implementing and Managing Contact Tracing for Ebola virus Disease in Less-affected Countries](#)
 - Agency name: CDC
- [WHO Implementation and Management of Contact Tracing for Ebola Virus Disease](#)
 - Agency name: WHO
- [Guidelines for the Investigation of Contacts of Persons with Infectious Tuberculosis Recommendations from the National Tuberculosis Controllers Association and CDC](#)
 - Agency name: CDC
- [Performance Guidelines for Contact Investigation: The TB Interview—A Supervisor’s Guide for the Development and Assessment of Interviewing Skills](#)
 - Agency name: New Jersey Medical School Global TB Institute