Surveillance of Infectious Diseases

Facilitator’s Guide

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Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at [http://sites.bu.edu/masslocalinsitute/](http://sites.bu.edu/masslocalinsitute/). However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator’s Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: [http://sites.bu.edu/masslocalinsitute/](http://sites.bu.edu/masslocalinsitute/)
2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on ‘next page’ or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

November 2016

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Before You Begin

☑️ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
☑️ Complete the online training on your own.
☑️ Read this Facilitator’s Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
☑️ As you complete the training and review the Facilitator’s Guide, look for segments to include examples specific to your audience and your own experience.
☑️ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
☑️ Determine what equipment you want to incorporate into delivering the training.
☑️ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
☑️ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to “Are there any questions?”

Often asking “Are there any questions?” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.

<table>
<thead>
<tr>
<th>Identify expectations</th>
<th>Make diagrams</th>
<th>Identify unanswered questions</th>
<th>Create potential exam questions</th>
</tr>
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<tbody>
<tr>
<td>Participants can write down 1-2 questions they believe the session will answer.</td>
<td>Ask individuals or small groups to draw a diagram that illustrates the material.</td>
<td>Ask individuals/groups to write down 1-2 questions they still have.</td>
<td>Ask participants to generate potential exam questions and answer them.</td>
</tr>
</tbody>
</table>
Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.
Introduction (Page 2)

**Introduce** yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

**Explain** that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

**Discuss the purpose of the course.** The purpose of this course is to describe the importance of disease surveillance and to outline the state and local responsibilities for infectious diseases.

**Review Learning Objectives.**

After completing this training, you will be able to:

- Define disease surveillance
- Explain the types of disease surveillance
- Outline the history of disease surveillance and reporting
- Detail the infectious disease reporting responsibilities of local boards of health (LBOH) and MDPH
- List the laws and regulations related to disease surveillance
- Specify how infectious disease data is used
- Describe the Massachusetts Virtual Epidemiological Network (MAVEN) and the National Notifiable Diseases Surveillance System (NNDSS)
Overview (Page 3)

**Introduce** infectious disease surveillance.

**Review** how infectious diseases are transmitted and the common terms associated with disease control.

**Conduct** the photo album activity detailing the history of infectious disease surveillance in Massachusetts.
Infectious Disease Surveillance Today (Page 4)

**Play** the video on infectious disease surveillance today.

**Explain** the National Notifiable Diseases Surveillance System (NNDSS), using the fact sheet.

**Describe** the Massachusetts Virtual Epidemiologic Network (MAVEN).

**Show** the answer to the Q&A to illustrate some ways surveillance data is used by LBOH and other health groups.

**List** the six attributes of an effective surveillance system using the roll over tab activity.

**Emphasize** the importance of understanding the norm in a community.

**Detail** some limitations of using data at the federal, state, and local level to look for trends.
Types of Surveillance (Page 5)

Describe the two primary types of disease surveillance – passive and active – and the advantages and disadvantages of each.

Detail some other types of surveillance using the roll over tab activity.

Conduct the card deck activity with participants to test their understanding of the types of surveillance.
Disease Reporting (Page 6)

**Explain** that the MA infectious disease surveillance system is part of the national reporting system and that MA surveillance data is reported to the CDC and is published in the Morbidity and Mortality Weekly Report (MMWR).

**Describe** the disease reporting pathway.

**Conduct** the quiz group with participants to test their understanding of disease reporting.

**Remind** participants that state regulations mandate healthcare providers report to the LBOH in the city/town where a patient was diagnosed or a suspected case was identified, but the actual follow up (case investigation) is completed by the LBOH where the patient lives, which requires a great deal of collaboration.

**Detail** the disease reporting roles and responsibilities of healthcare providers, clinical laboratories, LBOH, the Hinton State Laboratory, and the MDPH as shown in the roll over tab activity.
Laws and Regulations (Page 7)

List the laws and regulations that relate to disease surveillance, reporting, and control.

Discuss the list of reportable diseases.

Note the attributes that make a disease fall into the immediate concern category.

Detail the proper reporting path for an immediate disease event and for a routine disease event.

Conduct the Q&A to explain what makes a disease reportable.
MAVEN (Page 8)

Discuss the background statistics on reporting volumes by disease.

List the ways using MAVEN can assist LBOH.

Open and review the MAVEN job aid. Encourage participants to print or save a copy.
Case Definitions (Page 9)

**Define** case definitions and describe what they are used for.

**Describe** the differences between the case statuses (suspected, probable, and confirmed).

**Explain** that MDPH only releases information on confirmed cases to the general public, and only probable and confirmed cases to CDC.
Conclusion and Additional Resources (Page 10)

Encourage participants to use the Job Aid that summarizes key points from the training for future reference.

Review the Learning Objectives.

- Define disease surveillance
- Explain the types of disease surveillance
- Outline the history of disease surveillance and reporting
- Detail the infectious disease reporting responsibilities of local boards of health (LBOH) and MDPH
- List the laws and regulations related to disease surveillance
- Specify how infectious disease data is used
- Describe the Massachusetts Virtual Epidemiological Network (MAVEN) and the National Notifiable Diseases Surveillance System (NNDSS)

Offer additional resources for further information.

Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute’s website and complete the pre-test, the post-test and the evaluation.