

Recreational Waters: Bathing Beach Programs for Regulators

Facilitator's Guide

Subject Matter Expert

- Michael Celona, Massachusetts Department of Public Health (MDPH), Environmental Toxicology Program, Water Toxics Unit Chief

Contributor

- Kathleen MacVarish, Boston University School of Public Health (BUSPH), Associate Professor of the Practice of Environmental Health

Special Acknowledgements

- Advisory Committee members of the Institute for their many contributions to this training
- BUSPH Activist Lab Education Team, chiefly, Educational Technologist Liam Hunt
- Michael Blanchard, former Milton Board of Health Director, for contributing to original research and development\
- Rae Dick, Health Agent for the Westford Health Department and Fellow of the Local Public Health Institute of Massachusetts, for adopting this module and regularly reviewing it for accuracy and completeness.

Disclaimer: This training and all supporting material was supported by funds made available from the Centers for Disease Control and Prevention, Office for State, Tribal, Local and Territorial Support, under B01OT009024. Additionally, this training was supported by the Grant Number, 5U90TP116997-10, funded by the Centers for Disease Control and Prevention and the Assistant Secretary for Preparedness and Response. This project is also supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number UB6HP27877.

The views and opinions expressed as part of the training and all related documents and course materials are those of the authors and do not necessarily represent the views and opinions or the official position of, or endorsement by, the Centers for Disease Control and Prevention, its Public Health Emergency Preparedness Program, the Office of Assistant Secretary for Preparedness and Response (ASPR) Hospital Preparedness Program, or that of HRSA, HHS or the U.S. Government.



Boston University School of Public Health



Table of Contents

Facilitator’s Guide 1

Guide Overview..... 3

Before You Begin..... 4

Introduction..... 6

Overview..... 7

Regulations and Laws 9

Key LBOH Functions 9

Other LBOH Activities 10

Conclusion and Additional Resources..... 11

Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at <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/>
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 lpfi@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.

March 2018

Kathleen MacVarish
Seth Eckhouse

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.



Identify expectations

Participants can write down 1-2 questions they believe the session will answer.



Make diagrams

Ask individuals or small groups to draw a diagram that illustrates the material.



Identify unanswered questions

Ask individuals/ groups to write down 1-2 questions they still have.



Create potential exam questions

Ask participants to generate potential exam questions and answer them.

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 explain and detail the LBOH's responsibilities of monitoring beaches and water quality, notifying the public when bathing water quality doesn't meet the standards, and working in partnership with operators to ensure the minimum standards for beaches are met.

Review Learning Objectives.

After completing this training, you will be able to:

- Describe three sources of contamination and two safety hazards that may be present at beaches
- List the four directives of the Massachusetts Beaches Act
- State the purpose of 105 CMR 445.000 (445) and the three requirements of Christian's Law
- Summarize four LBOH functions to ensure beaches comply with 445
- Give two examples of LBOH activities that promote the health, safety, and well-being of beach users

Overview (Page 3)

List the causes and symptoms of waterborne illness.

Name and give examples of the three types of contamination.

Explain that in addition to contamination, swimmers can also be exposed to safety hazards, like reduced visibility and strong currents, at bathing beaches.

Ask participants if they have ever had to notify the public about unsafe conditions at beaches in their community.

Note that 63% of all poor water quality notifications are due to elevated bacteria.

Conduct the self check activity with participants.

Regulations and Laws (Page 4)

Introduce the federal BEACH Act.

Note that the state passed the Massachusetts Beaches Act in 2000.

List the four things the Massachusetts Beaches Act requires the MDPH to do.

Ask participants to print or save a copy of 445.

Detail the purpose of 445.

Ask participants if they have any state owned or operated beaches in their community.

Explain that state owned or operated beaches fall under MDPH's enforcing authority, although MDPH should work with the LBOH on health and safety matters for state owned or operated beaches in the community.

Conduct the quiz group on 445 with participants.

State the requirements of Christian's Law.

Ask participants to print or save a copy of 105 CMR 432.000 (432).

Review the key point that the laws and regulations discussed on this webpage apply only to swimming or diving areas at marine or freshwater beaches.

Key LBOH Functions (Page 5)

List the four key functions LBOH have to ensure that beaches comply with 445.

Detail the permit to operate a bathing beach application process.

Conduct the self check activity on the permit process with participants.

Tell participants where beach signs should be located, and **list** the information that must be included on the sign.

Conduct the self check activity on beach signs with participants.

Name the responsible party for monitoring bathing water quality at public beaches and semi-public beaches.

Explain sample collection process, and **ask** participants to print or save a copy of the key steps to properly collect a beach sample.

Ask participants if they have done water sampling or approved collection locations before.

Review the mandated frequency for bacteriologic sample collection.

Ask participants if any of them have ever collected samples more frequently than the mandated schedule, and, if so, ask them to explain why.

Describe the sample analysis process

Conduct the self check activity on sample analysis with participants.

Detail the requirements and timeframe for reporting water quality results.

Remind participants that 63% of poor water quality notifications are due to elevated bacteria.

Emphasize that whenever the bathing water quality doesn't meet standards, the LBOH must notify MDPH and post signs prohibiting swimming at each parking lot and beach entrance.

Detail the process of reopening a beach after it was closed for bacteriological quality or for other violations.

Conduct the quiz group with participants.

Other LBOH Activities (Page 6)

Explain that many LBOH are involved in other activities that promote the health, safety, and well-being of beach users.

Click on the links that show Quincy's public sharing of their water quality results, and Barnstable's website which has information on health topics related to beaches.

Ask participants if the LBOH in their community participates in any activities that promote safe and healthy beaches.

Conclusion and Additional Resources (Page 7)

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

Review the Learning Objectives.

- Describe three sources of contamination and two safety hazards that may be present at beaches
- List the four directives of the Massachusetts Beaches Act
- State the purpose of 105 CMR 445.000 (445) and the three requirements of Christian's Law
- Summarize four LBOH functions to ensure beaches comply with 445
- Give two examples of LBOH activities that promote the health, safety, and well-being of beach users

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.