****

**Outbreak Response Training:**

**The Interview**

**Course Coordinator and**

**Instructor’s Guide**

***Course Designed By:***

Elaine Scallan, PhD

*Colorado School of Public Health*

Rachel Jervis, MPH & Alicia Cronquist, RN, MPH

*Colorado Department of Public Health and Environment*Table of Contents

Introduction 3

Course Overview 3

Course Coordination 3

Target Audience 4

Course Goal and Outcomes 4

Course Goal 4

Course Outcomes 4

Class Size 4

Host Agency Responsibilities 5

Equipment Requirements 5

Room Requirements 5

Catering 5

Participants and Instructors 6

Final Arrangements 6

Course Agenda 8

Instructor: Presentation Requirements 8

Before the Training Event Preparation List 8

During the Training Event 10

After the Training Event 10

Lesson Plans 10

Activity 1: Welcome and Course Overview 11

Activity 2: Basics of Study Design in Outbreak Investigations 12

Activity 3: Interview Practice Session 1 (Wedding in Pueblo) 13

Activity 4: Interview Techniques 14

Activity 5: Interview Practice Session 2 (Stock Show) 15

Activity 6: Interview Practice Session 3 (Multi-State *E. coli* Outbreak) 16

Activity 7: Wrap-Up 17

# Introduction

This course was designed by the Colorado Integrated Food Safety Center of Excellence (CoE). The Center is dedicated to identifying and implementing best practices for outbreak detection and response. The Center also provides training to public health professionals and responders.

The focus of this course is to introduce participants to foodborne disease outbreak investigations and train them in interview techniques. Those who have successfully completed this course could be called to assist in future outbreak investigations within the organization/agency. For example, in Colorado, trainees are added to a Rapid Responder list.

This Instructor’s Guide is designed to serve as a comprehensive, step-by-step guide for Course Coordinators and Instructors. All the required materials (listed in ***bold italics*** in this document) for this course can be found at the Colorado Integrated Food Safety Center of Excellence [website](http://atel-vm-19.ucdenver.pvt/academics/colleges/PublicHealth/research/centers/foodsafety/Pages/Learn-more-Center-of-Excellence.aspx).

# Course Overview

This course is designed to be an intensive, interactive, half-day course. It is comprised of lectures, practical exercises and discussion. There is an option to integrate interactive polling clicker devices for quizzing participants during the lectures.

# Course Coordination

The host agency or Course Coordinator will designate a qualified person (or persons) to serve as the instructor(s) for this course. Ideally, there would be two instructors with one teaching the Basics of Study Design and the other teaching the Interview Techniques. Having two instructors also allows for an additional expert to answer participant questions and provide an additional point of view. The ideal instructor is someone who has experience in conducting foodborne illness outbreak investigations and interviewing ill and well people as part of an outbreak investigation. The instructor should be a dynamic speaker and someone who is capable of instilling enthusiasm in participants and facilitating discussion.

Once instructors are selected, the host agency or Course Coordinator should decide on a date for the course. This is a half-day course, which can be conducted either before or after lunch.

Once a date is determined, a room and equipment must be reserved. See [*Room Requirements*](#_Room_Requirements)and [*Equipment Requirements*](#_Equipment_Requirements) for details*.* If food will be provided to participants, the Course Coordinator should organize this.

After the date and location are decided, the host agency or Course Coordinator should conduct an advertising campaign. This can vary depending on the target audience. Please see ***Outbreak Response Flyer*** for an example template for a poster.

Once participants are confirmed (via selected RSVP method), the host agency should email the ***Agenda***, a link to the [pre-training](https://softchalkcloud.com/lesson/serve/N3TrvpO9mUSHIg/html) and directions to the meeting location (if necessary) to the participants.

There is the option to incorporate interactive polling clickers devices into this course. These can be used to test participants’ knowledge during the lecture. When the instructor gets to a particular slide, participants can select their answer on the clicker and results will be compiled onto the next slide of the presentation. If interactive polling clicker devices will be used during this course, the host agency should secure these for the course. Alternatively, color-coded multiple choice cards (see [*Final Arrangements*](Final%20Arrangements)*)* can be used for participant voting.

# Target Audience

This course is designed for public health professionals, healthcare providers and public health students. The course is designed to train participants to be interviewers that can be called upon to assist with interviews of ill or well people during a foodborne illness outbreak investigation.

# Course Goal and Outcomes

## Course Goal

Provide practical training to participants on oral questionnaire administration and interview skills to be applied during foodborne illness outbreak investigations.

## Course Outcomes

After completing this course, participants will be able to:

* Explain how foodborne disease outbreaks are detected.
* Illustrate the basics of cohort and case control study designs and how they impact the interview.
* Describe the importance of gathering quality data during a foodborne illness investigation interview.
* Explain how to follow a questionnaire during a foodborne illness investigation interview.
* Keep challenging interviewees on track to facilitate timely completion of interviews and quality data collection.

# Class Size

The maximum class size should be 30 people and the minimum class size should be 10 people.

# Host Agency Responsibilities

## Equipment Requirements

Visual aids for this course consist of PowerPoint slides and video clips. The following equipment is necessary for delivery of this course:

* LCD projector compatible with a notebook computer and cables for proper connection
* Spare projector bulb (*optional*)
* Electronic remote device to advance slides in PowerPoint presentation, if available
* Projection screen (at least 6’ x 6’)
* Laser pointer (*optional*)
* Interactive polling clickers networked to computer (*optional*). For example, Turning Point.

The host agency should provide technical assistance for the course and contact information for technical assistance during the course.

## Room Requirements

The room should be large enough to accommodate tables/desks and chairs for up to 30 participants and instructor(s) plus the aforementioned equipment—a large conference room or classroom. Additionally, the space should also be large enough for participants to break up into pairs during the practice sessions.

A U-shaped arrangement of tables and chairs is the ideal arrangement because it allows participants to interact with the instructors and each other. All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

## Catering

If applicable, organize catering or purchase of refreshments.

## Participants and Instructors

* Participants and instructors should be:
	+ Informed of course starting and ending times
	+ Furnished with maps
	+ Advised on parking arrangements

## Final Arrangements

### Two weeks before the course:

1. Print all the training materials:
	* Participant Workbooks
		+ Materials should be printed and placed in individual binders in the following order:
			- ***Binder Cover Page***
			- ***Agenda***
			- ***Basics of Study Design for Workbook*** PowerPoint
				* Updated version should be received from the instructor, to include instructor name, organization logo, and slides with local outbreak examples and multiple-choice questions. See [*Instructor: Presentation Requirements*](#_Before_the_Training)for details.
				* Print 4 or 6 slides per page.
			- ***John and Sally Wedding Questionnaire***
			- ***Interview Techniques Presentation*** PowerPoint
				* Updated version should be received from the instructor, to include instructor name and organization logo. See [*Instructor: Presentation Requirements*](#_Before_the_Training_1)for details.
				* Print 4 or 6 slides per page.
			- ***Stock Show Questionnaire***
			- ***E. coli Questionnaire***
			- ***Norovirus Fact Sheet***
			- ***E. coli Fact Sheet***
			- ***Course Evaluation Form***
	* ***Attendance Sign-in Sheet***
	* ***Multiple Choice Cards*** (if not using interactive polling clickers)
		+ These will be used in place of interactive polling clickers for participants to “vote” for answers.
		+ See printing instructions on the first page of the document.
		+ One set for each participant.
		+ Laminate (*optional*).
	* ***Pathogen & Outbreak Cards***
		+ See printing instructions on the first page of the document.
		+ These will be used to pair participants; therefore there should be only two of each pathogen card.
		+ Laminate (*optional*).
	* ***Outbreak Scenario Cards***
		+ See printing instructions on the first page of the document.
		+ One for each participant for each outbreak.
		+ Laminate (*optional*).
	* ***Certificate of Completion***
		+ One for each participant
		+ Print on quality stock paper and sign
2. Reconfirm the training facilities, equipment and catering (if applicable).
3. Check to make sure a technician is available in case there are problems setting up the room or if something goes wrong during the course.
4. Arrange for a staff member or someone who has previously attended this course to attend the course. This will prove helpful in those instances where there is an odd number of participants in the class. This person can pair up with one of the course participants during the interview exercises. Alternately, if needed, one of the trainers can pair off with a participant.

### One week before the course:

1. Prepare directional signs to classroom (if applicable).
2. Decide who will welcome the participants and introduce the instructor(s).
3. Send reminder email with the ***Agenda***, a link to the [pre-training](https://softchalkcloud.com/lesson/serve/N3TrvpO9mUSHIg/html) and driving directions (if necessary) to the participants.

### Immediately prior to the course:

1. Make sure all the materials are brought to class:
	* Participant Workbooks
		+ Should include updated version of PowerPoint presentations received from instructor(s). See [Instructor: Presentation Requirements](#_Before_the_Training_2) for details.
	* ***Attendance Sign-in Sheet***
	* Laminated, color-coded ***Multiple Choice Cards***
	* Laminated ***Pathogen & Outbreak Cards***
	* Laminated ***Outbreak Scenario Cards***
	* Signed ***Certificates of Completion***
	* Computer
		+ Connected to projector
		+ Updated PowerPoint presentations received from the instructor (see [Instructor: Presentation Requirements](#_Before_the_Training_2) for details) and ***Interview Examples Video*** loaded onto computer
		+ Interactive polling clicker receiver (*optional*) networked to computer
	* Interactive polling clicker devices (*optional)*
2. Set-up the classroom.
3. Set a Participant Workbook at each seat.
4. Organize the Participant Workbooks.
5. Post directional signs.
6. Test all equipment.
7. Let the instructor know whom to contact if he/she needs technical assistance.

### During the course:

1. Go over ground rules and safety (e.g. no smoking, turn of cell phones, location of fire exits, location of bathrooms)
2. Welcome the class
3. Introduce the instructor(s)

# Course Agenda

|  |  |
| --- | --- |
| **Allotted Time** | **Lesson Title**  |
| 15 minutes | Welcome and Course Overview |
| 30 minutes | Basics of Study Design in Outbreak Investigations |
| 30 minutes | Interview Practice Session 1  |
| 45 minutes | Interview Techniques  |
| 15 minutes | Break |
| 45 minutes | Interview Practice Session 2 and Discussion |
| 45 minutes | Interview Practice Session 3 and Discussion |
| 15 minutes | Wrap-up |

# Instructor: Presentation Requirements

## Before the Training Event Preparation List

Confirm the training dates, location, and number of participants.

1. Read, study and modify (when necessary) the following materials:
* Instructor’s Guide
* [Lesson Plans](#_Lesson_Plans)
* PowerPoint Presentations:
	+ ***Basics of Study Design Presentation***: This will be the PowerPoint presented to the class. This version contains answer slides. This also contains the suggested script in the notes under each slide.
		- ***Basics of Study Design Script***: This contains the suggested script for this PowerPoint Presentation in one, easy-to-read document.
		- ***Basics of Study Design for Workbook***: This is the version of the PowerPoint to be printed for the Participant Workbooks. This version does not contain answer slides.
		- Add instructor’s name and organization’s logo to Slide 1 of:
			* ***Basics of Study Design Presentation***.
			* ***Basics of Study Design for Workbook***.
		- Update slides to include local examples of foodborne illness outbreaks.
			* Update ***Basics of Study Design Presentation***
				+ Update slides 5-19 and 24-38.
			* Update ***Basics of Study Design for Workbook***
				+ Update slides 5 and 10 to include all the examples you included in slides 5-19 and 24-38 of the ***Basics of Study Design Presentation***.
		- *(Optional):* Link slides to interactive polling clicker devices (e.g. via TurningPoint).
			* Link slides 5-19 and 24-38 of ***Basics of Study Design Presentation***.
		- Send updated ***Basics of Study Design for Workbook*** to Course Coordinator to be printed for the Participant Workbooks
		- Send updated ***Basics of Study Design Presentation*** to Course Coordinator to be loaded onto computer.
	+ ***Interview Techniques Presentation***: This will be the PowerPoint presented to the class and will be printed for the Participant Workbooks. This also contains the suggested script in the notes under each slide.
		- ***Interview Techniques Script***: This contains the suggested script for this PowerPoint Presentation in one, easy-to-read document.
		- Add instructor’s name and organization’s logo to Slide 1.
		- Send updated ***Interview Techniques Presentation*** to Course Coordinator to be printed for the Participant Workbooks and to be loaded onto computer.
	+ ***Exercise Instructions Presentation***
		- Add organization’s logo to Slide 1.
		- Update slides 3, 4, 8, 9, 13 and 14 to include Organization’s name.
		- Send updated ***Exercise Instructions Presentation*** to Course Coordinator to be loaded onto computer.
* ***Interview Examples Video***:
	+ This will be played after the ***Interview Techniques Presentation*** PowerPoint.
* Questionnaires*:*
	+ These will be included in the Participant Workbooks. Participants will use these when practicing their interview techniques.
		- ***John and Sally Wedding Questionnaire***
		- ***Stock Show Questionnaire***
		- ***E. coli Questionnaire***
* Fact Sheets:
	+ These will be included in the Participant Workbooks to serve as an informational tool to aid participants in their practice interviews.
		- ***Norovirus Fact Sheet***
		- ***E. coli Fact Sheet***
* ***Post-Interview*** ***Discussion Guide***:
	+ This will serve as a guide to lead a class discussion after each interview practice session.
1. Email updated PowerPoint presentations to Course Coordinator so that he/she can upload them onto the computer to be used during the course. Instructors should also save updated PowerPoint Presentations on a thumb drive as a back up.

## During the Training Event

1. Arrive early. Give yourself plenty of time to get organized.
2. Circulate the ***Attendance Sign-in Sheet*** and be sure all participants sign-in.
3. Start on time and stay on track. Keep exercises within their time limits.
4. Be available during break and after class for questions.
5. Mentor participants during the activities. Walk among groups during exercises, and answer questions and offer guidance as appropriate. Ensure participants are on track as they work. Give constructive feedback during the presentations and discussions.

## After the Training Event

1. Have participants complete anonymous ***Course Evaluation Forms*** located in Participant Workbooks. Collect the evaluations and share results with Course Coordinator and host organization so that improvements can be made for future courses.
2. Add participants to an Outbreak Response email list so that they can be contacted in the event that the organization needs assistance with outbreak investigation interviews.
3. Please email Dr. Elaine Scallan (Elaine.Scallan@ucdenver.edu) with feedback, comments and/or evaluations regarding this course. This will facilitate improvements on future courses.

# Lesson Plans

This section, beginning on the next page, contains the Lesson Plan for each section.

## Activity 1: Welcome and Course Overview

**Objectives**

* Introduce participants to instructor(s)
* Introduce course
* Lay out participant expectations and ground rules
* Establish timeline for day’s activities
* Get to know participants’ background

**Resources Required**

* Participant Workbooks at each seat

Time: 15 minutes

**Step-By-Step Instructions**

* Someone from the organization introduces the instructor or the instructor introduces themselves if from within the organization.
	+ Include credentials and experience with outbreak investigations.
* Introduce the course.
	+ Discuss main steps of foodborne illness outbreak investigation
	+ Main objective of course: facilitate training of participants that can assist with case and case-control interviews during outbreak investigations.
* Discuss ground rules.
	+ Respect the opinions and attitudes of others
	+ Turn off cell phones.
* Refer to Participant Workbooks which contain all the resources that participants will need for course.
* Discuss course outline.
	+ Lecture introducing outbreak investigations
	+ Hands-on class participation practicing interview skills
		- Encourage participants to evaluate their own strengths/weaknesses.
		- Helps participants realize that this step is challenging.
	+ Lecture on interview techniques
		- Provide participants with helpful skills/techniques for challenging interviews.
	+ More hands-on interviews with classmates
		- Allows participants to apply knowledge gained in previous lecture.
	+ Discussion
	+ Wrap-up
* Timeline for today: 4 hours with a 15-minute break.
* Depending on timeline and size of class, have participants introduce themselves (if not, this can be done at beginning of [Activity 2](#_Activity_2:_Basic)).
	+ E.g. Name, department (or program of study), years experience.

## Activity 2: Basics of Study Design in Outbreak Investigations

**Objectives**

* Provide participants with a good overview of all the steps that go into an outbreak investigation
* Review types of outbreak detection systems (notification vs. surveillance)
* Review types of studies (cohort vs. case-control)
* Discuss recent outbreak examples and quiz participants on their knowledge of what type of system detected these outbreaks
* Provide segue into the importance of good interviews in these investigations

**Resources Required**

* Computer hooked up to projector
* Updated ***Basics of Study Design Presentation*** PowerPoint
* Printed notes of ***Basics of Study Design Presentation*** or ***Basics of Study Designs Script***
* Interactive polling clicker devices or color-coded, laminated ***Multiple Choice Cards***

Time: 30 minutes

**Step-By-Step Instructions**

* Present ***Basics of Study Design Presentation*** PowerPoint following the printed notes of ***Basics of Study Design Presentation*** or ***Overview Study Designs Script***.
* When get to multiple choice question slides, have participants use clickers to submit their answers or raise up color-coded Multiple Choice Cards.
* Ask if there are any questions.

## Activity 3: Interview Practice Session 1 (Wedding in Pueblo)

**Objectives**

* Provide participants with a chance to conduct interviews with challenging interviewees
* Facilitate understanding of questionnaire layout and interview skills
* Help participants realize the difficulties they may encounter during interviews
* Allow participants to reflect on their strengths and weaknesses as interviewers
* Provide a segue into next lecture on interview techniques

**Resources Required**

* Computer hooked up to projector
* Updated ***Exercise Instructions Presentation*** PowerPoint
* Laminated “Pathogen” pairs of ***Pathogen & Outbreak Cards***
* Laminated “Outbreak 1” ***Outbreak Scenario Cards***
* ***John and Sally Wedding Questionnaire*** (located in Participant Workbooks)
* ***Post-Interview Discussion Guide***: Outbreak 1

Time: 30 minutes

**Step-By-Step Instructions**

* Shuffle the appropriate number of “Pathogen” pairs of ***Pathogen & Outbreak Cards*** (see the first page of the document for instructions) and hand one out to each participant prior to activity introduction.
	+ If there is an odd number of participants in the class, utilize the additional staff member/ course graduate to partner up with the one of the participants.
* Present ***Exercise Instructions Presentation*** slides 1-6.
* Have participants with the same “Pathogen” of the ***Pathogen & Outbreak Cards*** pair up with each other. For example, the two people who with “Listeria” will be partners for this exercise. The Pathogen Cards are only used to match the participants; they are not used during the exercise.
* Shuffle the “Outbreak 1” ***Outbreak Scenario Cards*** (there should be four different scenarios) and hand one out to each participant
	+ Ensure that you don’t hand out the same ***Outbreak Scenario Card*** in a pair; each member of every pair should have a different ***outbreak scenario card*** than their partner.
* Have participants decide who will be the interviewer and who will be the interviewee.
* Have interviewer review ***John and Sally Wedding Questionnaire*** in their binder while the interviewee reads their ***Outbreak Scenario Card***.
* Allow 10 minutes for the first interview.
* Have participants switch roles and allow 10 minutes for the second interview.
* Refer to ***Post-Interview Discussion Guide***: Outbreak 1 to facilitate discussion with participants.
	+ How did you respond to this interviewee?
* Ask participants if they have any questions.

## Activity 4: Interview Techniques

**Objectives**

* Discuss the purpose of conducting an interview
* Discuss what interviewers must do to prepare for an interview
* Discuss the common components of an interview
* Discuss trouble-shooting for difficult interview scenarios

**Resources Required**

* Computer hooked up to projector
* Updated ***Interview Techniques Presentation*** PowerPoint presentation
* Printed notes of ***Interview Techniques Presentation*** or ***Interview Techniques Script***
* ***Interview Examples Video***

Time: 15 minutes

**Step-By-Step Instructions**

* Present ***Interview Techniques Presentation*** PowerPoint following the printed notes of ***Interview Techniques Presentation*** or ***Interview Techniques Script.***
* Ask if there are any questions.
* Show ***Interview Examples Video.***
* Ask if there are any questions.
* Instruct participants to take a 15-minute break.

## Activity 5: Interview Practice Session 2 (Stock Show)

**Objectives**

* Provide participants with a chance to apply knowledge and skill learned in previous lecture to conduct interviews with challenging interviewees

**Resources Required**

* Computer hooked up to projector
* Updated ***Exercise Instructions Presentation*** PowerPoint
* Laminated “Outbreak” pairs of ***Pathogen & Outbreak Cards***
* Laminated “Outbreak 2” ***Outbreak Scenario Cards***
* ***Stock Show Questionnaire*** (located in Participant Workbooks)
* E. coli Fact Sheet
* ***Post-Interview Discussion Guide***: Outbreak 2

Time: 45 minutes

**Step-By-Step Instructions**

* Shuffle the appropriate number of “Outbreak” pairs of ***Pathogen & Outbreak Cards*** (see the first page of the document for instructions) and hand one out to each participant prior to activity introduction.
	+ If there is an odd number of participants in the class, utilize the additional staff member/ course graduate to partner up with the one of the participants.
* Present ***Exercise Instructions Presentation*** slides 7-11
* Have participants with the same “Outbreak” of the ***Pathogen & Outbreak Cards*** pair up with each other.
* Shuffle the “Outbreak 2” ***Outbreak Scenario Cards*** (there should be four different scenarios) and hand one out to each participant.
	+ Ensure that you don’t hand out the same **Outbreak Scenario Card** in a pair; each member of every pair should have a different **outbreak scenario card** than their partner.
* Have interviewer review ***Stock Show Questionnaire*** in their binder while the interviewee reads their ***Outbreak Scenario Card***.
* Allow 15 minutes for the first interview.
* Have participants switch roles and allow 15 minutes for the second interview.
* Refer to ***Post-Interview Discussion Guide***: Outbreak 2 to facilitate discussion with participants (15 minutes).
	+ How did you respond to this interviewee?
* Ask participants if they have any questions.

## Activity 6: Interview Practice Session 3 (Multi-State *E. coli* Outbreak)

**Objectives**

* Provide participants with a chance to apply knowledge and skill learned in previous lecture to conduct interviews with challenging interviewees

**Resources Required**

* Computer hooked up to projector
* Updated ***Exercise Instructions Presentation*** PowerPoint
* Laminated “Pathogen” pairs of ***Pathogen & Outbreak Cards***
* Laminated “Outbreak 3” ***Outbreak Scenario Cards***
* ***Stock Show Questionnaire*** (located in Participant Workbooks)
* ***Post-Interview Discussion Guide***: Outbreak 3

Time: 45 minutes

**Step-By-Step Instructions**

* Shuffle the appropriate number of “Pathogen” pairs of ***Pathogen & Outbreak Cards*** (see the first page of the document for instructions) and hand one out to each participant prior to activity introduction.
	+ If there is an odd number of participants in the class, utilize the additional staff member/ course graduate to partner up with the one of the participants.
* Present ***Exercise Instructions Presentation*** slides 12-16.
* Have participants with the same “Pathogen” of the ***Pathogen & Outbreak Cards*** pair up with each other.
* Shuffle the “Outbreak 3” ***Outbreak Scenario Cards*** (there should be four different scenarios) and hand one out to each participant
	+ Ensure that you don’t hand out the same **Outbreak Scenario Card** in a pair; each member of every pair should have a different **outbreak scenario card** than their partner.
* Have interviewer review ***Stock Show Questionnaire*** in their binder while the interviewee reads their ***Outbreak Scenario Card***.
* Allow 15 minutes for the first interview.
* Have participants switch roles and allow 15 minutes for the second interview.
* Refer to ***Post-Interview Discussion Guide***: Outbreak 3 to facilitate discussion with participants (15 minutes).
	+ How did you respond to this interviewee?
* Ask participants if they have any questions.

## Activity 7: Wrap-Up

**Objectives**

* Provide brief summary of lesson learned today
* Have participants provide constructive criticism of course so that improvements can be made for future iterations

**Resources Required**

* Computer hooked up to projector
* ***Course Evaluation Form*** (in Participant Workbooks)
* Signed ***Certificate of Completion***

Time: 15 minutes

**Step-By-Step Instructions**

* Provide a brief summary of lessons learned today.
* Discuss that participants will be added to list of contacts in the case of an outbreak investigation and that their assistance would be greatly appreciated.
* Ask participants if they have any outstanding questions.
* Ask participants what improvements should be made for next course.
* Ask participants to complete anonymous ***Course Evaluation Form*** form in their binder and leave at back desk prior to leaving room.
* Present signed ***Certificate of Completion*** to participants.
* Thank participants for their participation.