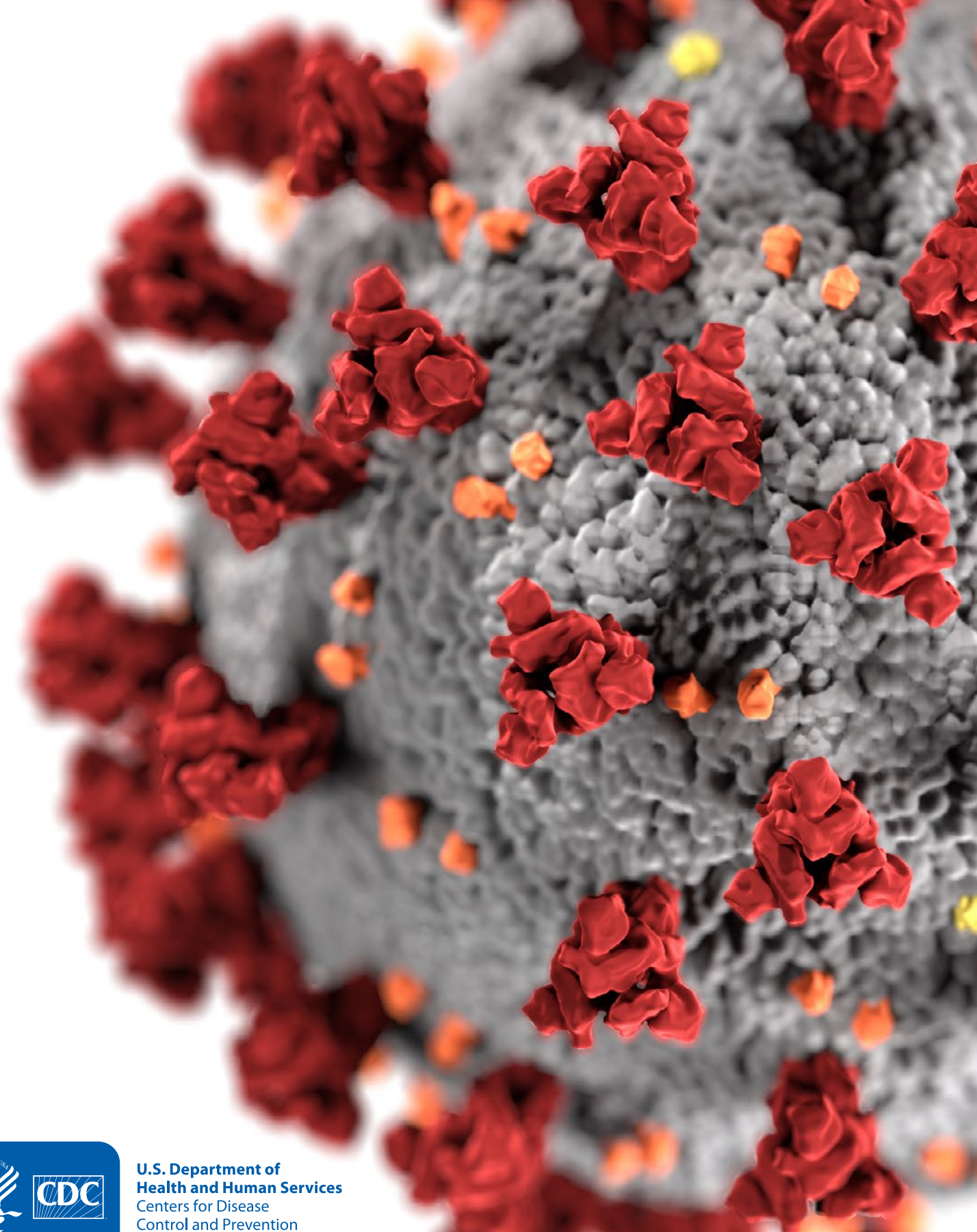


# COVID-19 CASE INVESTIGATOR TRAINING: Guidance, Resources, and Sample Training Plan



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention

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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 investigators. Each heading represents the learning objective for that section. Suggested training modalities/formats are provided, as well as information about sample existing trainings and resources. This document may be updated as new resources become available. For the purposes of this document, case investigators are those who interview confirmed and probable COVID-19 patients and gather information on their recent close contacts.

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

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

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## Identify Strategies to Reduce Spread of Covid-19

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

### Background

- 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

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## Identify the Primary Components of COVID-19 Case Investigation

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

### Foundational principles of public health

- General

### Relevant terminology

- Case definition
- Public health jurisdiction's case investigation terminology
- Terms that may be used in other jurisdictions (e.g., other states, federal)

## Introduction to case investigation

- General
- Define case investigation
- Describe basic steps of case investigation
  - » Case identification and prioritization
  - » Notification of positive test results
  - » Interview
  - » Follow-up and next steps
- Describe skills and qualities necessary for case investigators
  - » Active listening skills, including the use of open-ended questions
  - » Motivational interviewing skills
  - » Risk communication, problem solving, emotional intelligence skills
  - » Cultural sensitivity
  - » Adaptations for patients with communication impairments and non-English speakers

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## 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

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## Describe COVID-19 Case Investigation Protocol

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

### Describe in detail the actions and requirements associated with each step of the case investigation process at the jurisdiction level

- Notification of positive test results
- Interview
  - » Explanation of confidentiality
  - » Health risk assessment (e.g., signs/symptoms, underlying health conditions)
  - » Rationale and instructions for (voluntary) self-isolation
  - » Self-isolation tools and supports assessment
  - » Identification of contact elicitation window
  - » Contact elicitation, including self-referral of contacts and current status of contacts

- Protocol for workplace/congregate setting exposures (i.e. correctional facilities and shelters)
  - » General
  - » Implications for contact elicitation
  - » Referral to infection control personnel and guidance
- Follow-up

Learn what “a day in the life” of a case investigator looks like by hearing from an experienced case investigator

### Question-and-answer session

## Apply COVID-19 Online Knowledge and Case Investigating Protocol to Realistic Scenarios

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

### Review of case investigation protocol

#### Skill-based practice of

- Introductions and building rapport
- Disease information and recommendations for seeking healthcare (if symptoms become severe)
- Open ended questions to elicit close contacts (household, workplace, social, recreational, other community contacts)

### Apply case investigation protocol to the following scenarios

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

### Role play with trainer/facilitator feedback

- General
- Open ended questions for contact elicitation
- De-escalation of difficult calls

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## Identify Jurisdiction-Specific Case Investigation Tools

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

Receiving assignments

Confidentiality and privacy requirements

Use of information systems to collect case data and record case investigation efforts

Documenting calls

- Specifics of local processes and data collection

Non-English-speaking contacts

Communication impaired contacts

Follow-up resources for cases

Field investigations

Discussion of how case investigators should share insights from the field – point(s) of contact, regular check-in calls or webinars, online FAQ etc.

Resources/referrals for clinical consultation and/or monitoring of cases in high-risk individuals

Resources/referrals for special circumstances for case investigation in congregate settings, correctional facilities, workplaces, and shelters

Closing out a case

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## Analyze Contact Investigation Encounters for Continuous Quality

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

Listening in on calls for quality

Using a rubric to document case investigators' competencies and areas for improvement

Follow up discussion between supervisors and case investigators on difficult cases and methods to improve the quality of the case investigation, data collection, contact elicitation, and experience of case and case investigator

Monitoring timeliness, documentation, and outcomes from investigations

Learning collaboratives to help case investigators problem solve and learn from each other

## Training Catalog by Learning Objective

### IDENTIFY STRATEGIES TO REDUCE SPREAD OF COVID-19

#### 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

### Covid-19 Epidemiology Grand Rounds

**Topic area:** Introduction to case investigation

- Watch: <https://www.facebook.com/ucsfepibiostat/videos/275226896828213/>
- Target audience: Public health professionals
- Description: Provides epidemiology updates on COVID-19, including impact of social distancing, health disparities, and comprehensive section on contact tracing (begins around 48:00).

**Learning objectives:**

Not available

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

**Topic area:** Introduction to case investigation

- View: [http://www.maventraining.com/maven-help/pdf/LBOH%20Presentation%20COVID-19%20Case%20Investigation%20Introductory%20Training%20Webinar\\_April8.pdf](http://www.maventraining.com/maven-help/pdf/LBOH%20Presentation%20COVID-19%20Case%20Investigation%20Introductory%20Training%20Webinar_April8.pdf) pdf icon [PDF – 49]external icon
- Target audience: Public health professionals
- Description: Provides an overview of COVID-19 transmission, testing, and common vocabulary. Describes contact tracing and interview tools.

**Learning objectives:**

Not available

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

**Topic areas:** Define case investigation, motivational interviewing skills

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

**Learning objectives:**

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

### TB Contact Investigation Interviewing Skills Course: Interview Question Types

**Topic area:** Active listening skills

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

### Learning objectives:

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

## COVID-19 Case Investigation Part 2: Index Interview

**Topic area:** Introduction to case investigation

- Register: <http://dhss.alaska.gov/dph/Epi/id/Pages/Education-Training.aspx>
- Target audience: Case investigators in Alaska
- Description: Not available

### Learning objectives:

Not available

## General Contact Tracing Phone Calls

**Topic area:** Define case investigation

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

### Learning objectives:

1. Discuss what is contact tracing and why it is important
2. Discuss how to de-escalate difficult conversations
3. Discuss the script when calling someone exposed
4. Describe resources available to you to answer questions
5. Review how you will be receiving contacts, how you should be documenting and sharing the information you have gathered, to whom you should be reporting, and how often

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

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

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

### Learning objectives:

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

## COVID-19 Contact Investigation Training

**Topic area:** Motivational interviewing skills

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

### Learning objectives:

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

## Effective Interviewing for Contact Investigation: Self-Study Modules

**Topic area:** Motivational interviewing skills

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

### Learning objectives:

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

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

## Introduction to Telephone Interviewing for DIS

**Topic area:** Motivational interviewing skills

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

**Learning objectives:**

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

## COVID-19 Public Health Strategy Basic Concepts – NDPHTN

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

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

**Learning objectives:**

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

## CERC Overview for COVID-19

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

- Watch: [https://emergency.cdc.gov/cerc/training/webinar\\_20200406.asp](https://emergency.cdc.gov/cerc/training/webinar_20200406.asp)
- Target audience: Public health professionals
- Description: Provides an overview of crisis and emergency risk communication (CERC) principles and their application to COVID-19 messages.

### Learning objectives:

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

## Communication Skills

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

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

### Learning objectives:

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

## Disaster Health Core Curriculum: Competency 4: Communication

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

- Watch: [https://emergency.cdc.gov/cerc/training/webinar\\_20200406.asp](https://emergency.cdc.gov/cerc/training/webinar_20200406.asp)
- Target audience: Public health professionals
- Description: Provides relevant, actionable guidance on applied principles and practices of crisis risk communication in public health emergencies and disasters.

### Learning objectives:

1. Explain the operational relevance of the following concepts in the context of public health crisis risk communication: risk perception, mental noise, trust determination, and negative dominance
2. Explain the relevance of cultural competency in the context of public health emergency risk communication
3. Identify strategies to communicate in a culturally competent fashion in public health emergencies and disaster events
4. Identify authoritative sources for information gathering in a public health crisis and disasters that can inform effective emergency risk communication during and after these events
5. Demonstrate the features and utility of a message map as a tool for public health emergency risk communication

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

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

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

### Learning objectives:

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

## TB Contact Investigation Interviewing Skills Course: Special Circumstances

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

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

### Learning objectives:

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

## Health Literacy for Public Health Professionals

**Topic area:** Cultural sensitivity

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

### Learning objectives:

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



## COVID-19 Case and Contact Investigations Training for Tribes

**Topic area:** Cultural sensitivity

- Watch: <https://register.gotowebinar.com/recording/9127662154523742734>external icon
- 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> pdf icon[PDF – 38 pages]external icon
- Target audience: Native American tribes
- Description: This course provides information for tribes to help them determine whether they will conduct case and contact investigations for COVID-19 or defer to Washington State. Additionally, the course provides training for tribal staff to conduct case and contact investigations.

**Learning objectives:**

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

## TB Contact Investigation Interviewing Skills Course: Cultural and Diversity Considerations

**Topic area:** Cultural sensitivity

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

**Learning objectives:**

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

## The Guide to Providing Effective Communication and Language Assistance Services

**Topic area:** Cultural sensitivity, 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

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

**Topic area:** Motivational interviewing skills, risk communication skills, cultural sensitivity, adaptations for contacts with communication 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

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

**Topic area:** Adaptations for contacts with communication impairments

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

### Learning objectives:

1. Create awareness of deaf culture and sub-cultures within the deaf community
2. Discuss the benefits and importance of working with a sign interpreter
3. Identify gaps in health literacy among the deaf community
4. Formulate best methods for working with deaf and hard of hearing community

## Other files and webpages

**Topic area:** Foundational principles of public health

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

**Topic area:** Introduction to case investigation

- [Form for Interviewing Suspected and Confirmed Coronavirus Disease \(COVID-2019\) Cases](#)
  - » Agency name: Virginia Department of Public Health
- [COVID-19 Case Investigation Interim Script](#)
  - » Agency name: Washington State Department of Health

## LIST REQUIREMENTS FOR PROTECTING HEALTH INFORMATION

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

**Topic area:** Foundational principles of public health

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

### Learning objectives:

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

## IDPH Office of Health Protection Data Security & Confidentiality Guideline Training

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

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

### Learning objectives:

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

## HIPAA Awareness – Module 1

**Topic areas:** Health information privacy and confidentiality

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

### Learning objectives:

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

## ADH HIPAA Privacy and Security Training

**Topic areas:** Health information privacy and confidentiality

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

### Learning objectives:

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

## Health Information Privacy and Confidentiality

**Topic areas:** Health information privacy and confidentiality

- Register: <https://www.train.org/main/course/1065718/external icon>
- Target audience: Allied health professionals, nurses, general public health staff, information systems professionals
- Description: Medical records are subject to privacy and confidentiality. This webinar will explore existing regulations and Health Insurance Portability and Accountability Act (HIPAA) as it relates to patient information. As we embark on the age of highly efficient technological capabilities, the ability to protect medical records has many challenges. Building public trust brings awareness to how privacy and confidentiality are properly handled through the course of research or student projects. We will discuss general aspects centered on the sensitive subject of cyberspace and medical record security. Recommendations based on the laws that govern privacy, along with research findings, will be shared.

### Learning objectives:

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

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

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

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

### Learning objectives:

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

## Information Privacy & Security (IPS)

**Topic area:** Health information data security

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

## Data Management in Disasters & Public Health Emergencies Recording

**Topic area:** Ethics of data collection during an outbreak

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

## DESCRIBE COVID-19 CASE INVESTIGATION PROTOCOL

### TB Contact Investigation Interviewing Skills Course: Special Circumstances

**Topic area:** Protocol for workplace/congregate setting exposures

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

### Learning objectives:

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

## Other files and webpages

**Topic area:** Protocol for workplace/congregate setting exposures

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

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

### TB Contact Investigation Interviewing Skills Course: Introduction of Role Plays

**Topic area:** Role play

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

### Learning objectives:

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

### TB Contact Investigation Interviewing Skills Course: Providing Feedback

**Topic area:** Role play

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

### Learning objectives:

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

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



**U.S. Department of  
Health and Human Services**  
Centers for Disease  
Control and Prevention