



UCSOPH-CDPHE
“Foodborne Outbreak” Workshop Recommendations
from Peter Sherman & Michelle Sroda

Pre-workshop online

1. Determine participants baseline knowledge and understanding with an online 10 question quiz
 - Helps trainers understand knowledge and sophistication level of participants
 - Sets levels of expectations for participants
 - Gets participants “heads in the game” before the workshop
 - Measureable baseline information!
2. Determine participant job function (i.e., epi, eh, lab) with registration process
 - Enables trainers to plan for the group, spending more or less time on topics as needed, especially if there is a large majority of one specialty
3. Cost/benefit analysis of preprinting and carrying collateral materials from Denver
 - Preprinting and shipping by air vs. emailing document(s) to contract vendors in different locations several days ahead of event

Workshop

1. Create a participants guide that is a training tool and a valuable take away resource
 - Provides a place for: trainers to keep participants together by referring to page numbers, stressing critical learning points, organized note taking, orderly presentation of charts and graphs, more focus when working on assigned individual and group activities, vastly reducing the need for trainers to use PowerPoint slides as script
 - Opportunity to provide a glossary, acronym list and resource list
 - Opportunity to provide an after the fact “playbook” for what to do when a real outbreak is eventually encountered



2. Focus activities on skill building and demonstration by participants
 - Activities that help participants learn and demonstrate what they will need to do to fulfill the objectives specified in the presentation. At the end of the day make sure to revisit the objectives so they see they have achieved them.
3. Who is on the team is interesting but not very concrete. It might be useful to have a brief group or individual activity that makes them create an outbreak team for their individual work places.
4. Process emphasis, how does each step need and relate to each other?
5. PowerPoint slides act as a script for the training team. This is a subject for consideration and widely recognized as not a best practice.
6. Meeting leaders guide developed from the participants guide to provide a tool that can successfully support the training process even without Power Point if necessary
7. Post workshop Epidemiology Outbreak Playbook (collateral material- take home reference guide)
8. Train the trainer
9. 3D workshop outline for clarity of times, assignments, rational and support materials
10. Provide the same 10 question pre-workshop quiz to measure learning

Post Workshop

1. Measurement with 4 question text survey after 60 days:
 - use of PG as a recourse: glossary, acronym list, playbook, reference list
 - skills utilization and behavioral change
 - impact on organizational goals and objectives (Kirkpatrick Level 3 & 4)
 - recommend to other PH professionals



SUGGESTIONS FOR WORKSHOP EVOLUTION

The evolution of education and training today is about distribution, consumption and efficacy. The underlying question is how to better reach the target learning population with a learning opportunity that can measurably increase knowledge and or skills. Deploying a blended learning solution enables taking advantage of technology to reduce cost, improve outcome and provide limitless access to reinforce any education and training initiative. The “Foodborne Outbreak Workshop” is an excellent example how this can work.

Opportunity

Deliver the information, skills and process in the Foodborne Outbreak Workshop to more people in more places with greater efficacy at lower cost.

Suggestion 1

Norovirus as a web-based learning opportunity

Rationale: The Norovirus is an excellent example of a highly contagious commonly encountered food and water borne pathogen. In the current iteration of the workshop the Norovirus content is at the end of the day and perhaps does not do the information justice. It is such a strong example that perhaps the learning population would be better served by putting at the beginning or prior to attending the workshop

This can be done in two fashions

1. Reordering current content to use Norovirus as a provocative thought starter
2. Matriculate Norovirus to a 24/7/365 web based learning opportunity to be completed prior to attending the Foodborne Outbreak Workshop. This would not be difficult to do, can retain the humor in the current presentation and be much more accessible to a much wider audience.

From an instructional design perspective this adjustment creates a visual, relatable and compelling need in detecting and managing a food and water borne pathogen outbreak. It gets everyone’s head in the game very quickly. It also creates a product that could easily be



delivered all 50 states, to public health audiences outside the United States and be readily adapted to Spanish.

Suggestion 2

Create learning metrics. This provides evidence of learning and that the training is actionable. This is easy to create and implement, and has several significant benefits:

- Proves what participants learned in the workshop
- Provides important feedback channel for adjusting content
- Provides important feedback channel to measure efficacy
- Provides solid empirical evidence for grant writing and fund raising

Suggestion 3

Consider turning traditional workshop format into four 90-minute live distance learning workshop in conjunction with the UCSPH EHCO project.

The traditional workshop format could readily be divided to match the four objectives of the training, each with its own metrics. Utilizing the ECHO live distance learning format would allow a much greater reach while still enabling presentation, discussion, and live collaborative exercises. It could be cost and time saving to both the presentation effort and participants attending. It also creates a product that could easily be delivered all 50 states, to public health audiences outside the United States and be readily adapted to Spanish.

The adaptation and development of the four workshops into a Colorado ECHO format can be done simultaneously as a derivative of the original workshop. Current Power Point and collateral materials can be used and a new participants guide can support all four workshops as well as the additional functions suggested above in this document.

Conclusion

In delivering this workshop in 10 different states there is a brand building opportunity for the UCSPH-CDPHE coalition. Consistently high quality measurable training and education products delivered with a recognizable look and feel create the foundation. A strong education and



training brand can be an opportunity UCSPH-CDPHE to help fill a need in other states and/or countries for public health training that is not only interesting, but also actionable.