



EPI-READY TEAM TRAINING:

**Foodborne Illness
Response Strategies**



Instructor Manual



The Epi-Ready Team Training reflects the collaborative efforts of many dedicated individuals and organizations over many years.

In 2002 the National Environmental Health Association (NEHA) initiated discussions with the Centers for Disease Control and Prevention (CDC) about focus group findings showing a need for more epidemiologic training for environmental health specialists. These discussions evolved into creating a classroom training course for local and state public health officials involved in detecting and investigating foodborne disease outbreaks. An existing team training course, "Foodborne Illness Response Strategy for Michigan" (F.I.R.S.T.), was identified. The course had been developed by local and state food safety staff in Michigan and was based largely on the IAMFES (now IAFF) guidelines "Procedures to Investigate Foodborne Illness, Fifth Edition—1999". A team of three trainers from the environmental health, laboratory, and epidemiology sections in the Michigan Department of Community Health and Department of Agriculture conducted F.I.R.S.T. courses throughout Michigan. In January 2003, CDC and NEHA were invited to observe a F.I.R.S.T. course in Wayne County. In March, CDC and NEHA convened a meeting of the course development committee composed of local, state and federal officials and national association staff. One of the F.I.R.S.T. trainers presented detailed information on the course to the committee. After considerable discussion, the committee agreed that F.I.R.S.T. would be an excellent model. The F.I.R.S.T. modules were then modified for national use and renamed Epi-Ready by NEHA. The pilot Epi-Ready course was conducted in Atlanta in October 2003. Subsequently, the course was conducted under NEHA's management several times each year with funding from CDC and occasionally from other federal agencies and state preparedness programs. In 2012, the course was revised by consultant Jeanette Stehr-Green through a cooperative agreement between Council of State and Territorial Epidemiologists (CSTE) and CDC.

This 2018 edition of the course has been developed as an update to the 2012 edition by consultant Joseph Russell, contracted with CSTE. This new edition contains updated investigation methods, incorporates newly identified modules, expands written material provided to participants, and revises supporting materials for instructors.

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- Association of Public Health Laboratories (APHL)
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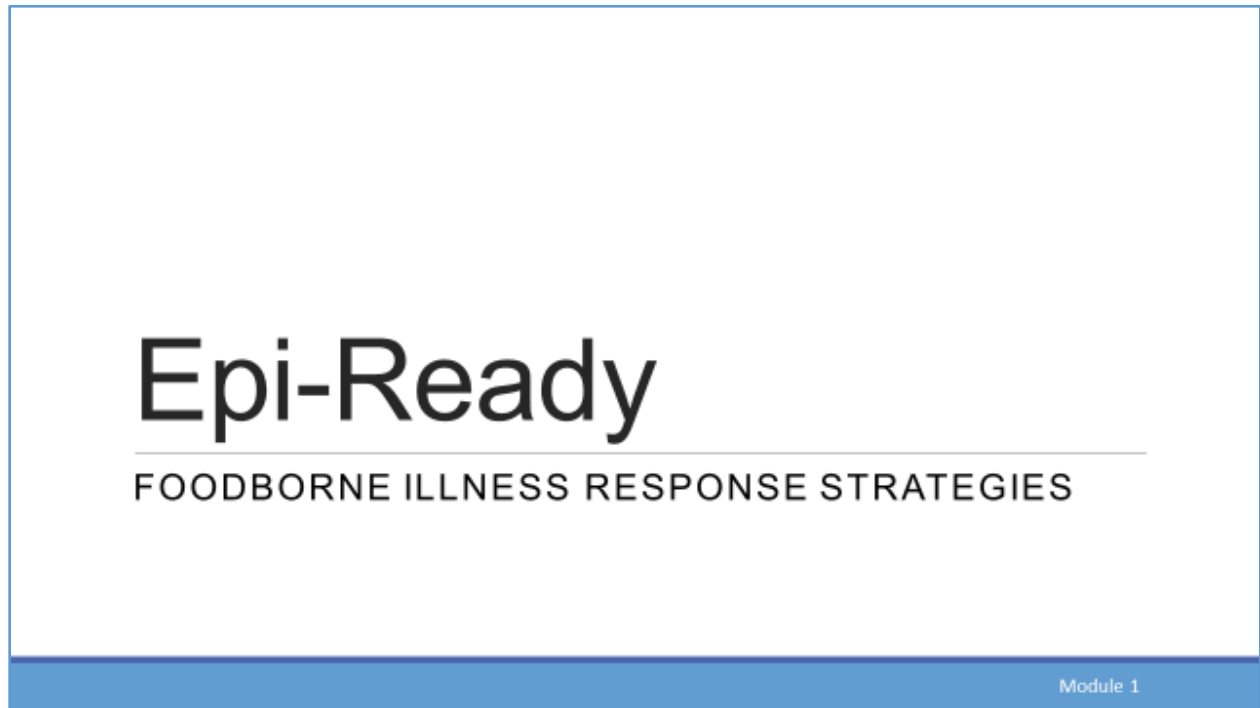
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Introduction to the Course



Purpose of the Course

The goal of this training is to help members of the foodborne outbreak investigation team and others prepare for and rapidly detect foodborne disease outbreaks; quickly launch a coordinated investigation involving epidemiology, environmental health, and the laboratory; and implement control measures in a timely fashion to reduce the incidence of foodborne illness.

Overall Course Objectives

This training will help participants to:

1. Improve performance as members of the foodborne disease outbreak investigation team.
2. Develop insights into the work of other team members.
3. Improve communications with other team members.
4. Increase familiarity with other local, state and federal partners.

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Recommended Course Resources

- Participant's Material
- Pencil and highlighter
- Name tent cards
- Sign-in sheet
- Computer for projection
- Presentation Projector with audio or external speakers
- Projection Screen
- Black markers at each table
- Dry erase markers
- White board or easel pads
- Wireless handheld microphone

Icons



Animated Slide. Requires mouse click to reveal additional content



Instructor Transition

Instructional Note

This is used to emphasize instructional material for the instructor

Note to Participants

This is used to emphasize material in the manual for the participants.

Welcome and Instructor Introductions

Welcome

- Point of Contact and invited guests
- Room/Facility logistics
- Breaks and lunch
- Distractive Activity

1-2

Instructional Note

The lead instructor should state their name and welcome participants to the training. After the introduction identify the point of contact and allow them to introduce themselves if they wish. After the point of contact, introduce invited guests and discuss the remaining bullets on the slide focusing on what was not covered by the point of contact. Before advancing to the next slide the instructors should introduce themselves and provide their background. It is important to focus on discipline-specific background.

Activity

Take a few minutes to fill out the information requested. Space is provided in the manual.

Introductions

- Name
- Title/Discipline (years of service)
- Organization
- What did you do prior to this profession?

1-3

Instructional Note

Give participants a minute to fill in the requested material on the slide provided in the space below. When the participants have completed the task, the lead instructor shall prompt participants to stand and provide their responses. The icebreaker question may make some participants uneasy. Encourage a response but don't press participants if it is clear they do not want to answer.

The adult learner wants to develop a sense of community within the learning setting. Instructors lead by example by actively participating during the introductory session. Instructors must be standing and listening actively. Instructors that appear not to be engaged during introductions establish the wrong impression about introductions and the importance of community.

Responses to Introductory Exercise

Name:

Title/Discipline (years of service):

Organization:

Job Prior to this Position:

Module Objectives

Module Objectives

By the end of this module, the instructors and participants will begin to build the framework to create a positive, peer-to-peer learning environment

- Identify all participants involved with the training
- Assess baseline knowledge
- Describe the structure of the course

1-4

Instructional Note

Explain to the participants that each module will commence with a module objectives slide. The module objectives slide contains the performance objective (the sentence beginning with "By the end") and the enabling or supporting objectives in bulleted format.

Performance Objective

By the end of this module, the instructors and participants will begin to build the framework to create a positive, peer-to-peer learning environment.

Enabling Learning Objective

By the end of this module, the instructors shall accomplish the following learning objectives in support of the performance objective:

- Identify the participants involved with the training
- Assess baseline knowledge
- Describe the structure of the course

Assess Baseline Knowledge

- 20-question pretest
- All questions are based on learning objectives of each module
- When you have completed the pretest, turn tent card up

1-5

Instructional Note

Pretest questions are to be provided separate from the participant's guide. Ask participants not to write on the question sheet. Participants will record responses on the bubble sheet and they will grade their own test. Mention to participants that they should not guess and if they do not know the answer they should leave it blank. Pick up questions and answer sheet at the end of the module.

Responses to Pretest Questions

Question Number	Response	Question Number	Response
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

1-6

Course Goal and Agenda

Course Goal

The goal of this course is to provide you with the tools necessary to make you a better member of an outbreak response team



1-7

Course Agenda

Module	Time
Module 1 - Introductory	1.25
Module 2 – Foodborne Illness and Its Impact	1.5
Module 3 – Response Teams	1.0
Module 4 – Surveillance and Detection	1.75
Module 5 – Laboratory Investigation	1.75
Module 6 – Epidemiologic Investigation	1.75
Module 7 – Environmental Investigation	1.75
Module 8 – Multijurisdictional and Complex Outbreak Response	1.25
Module 9 – Effective Team Response	1.0
Module 10 – The Value of Reporting	0.75
Module 11 – Final Exercise	1.5
Module 12 – Testing and Evaluation	0.75

1-8

Summary

Summary

Identify participants involved with the training

Assess baseline knowledge

Describe the structure of the course

1-9

Coming Up Next

Coming Up Next



Foodborne Illness and Its Impact