

## Contact Tracer Training Course, University of Liverpool

### 1. Background

There is a need to strengthen the training for contact tracers in dealing with COVID-19 and beyond, who can work semi-independently and provide a foundation for any future public health training if they so wish.

### 2. Scope

To enable existing and future staff working in Cheshire & Merseyside to be part of the regional (North West Public Health COVID-19 pandemic response) and national response.

Based on a need to:

- strengthen the knowledge and skills of the existing workforce
- have a sound training programme in place for a new workforce
- promote learning through experience supported with reflection and supervision
- recognise learning as part of personal and professional development

### 3. Aim

1. To maximise capability in the COVID-19 workforce through development of knowledge and skills for prevention and control of communicable disease, applied to the COVID-19 pandemic;
2. To provide a foundation for any future public health training.

### 4. Objectives:

1. To understand how infections spread from single cases to clusters, outbreaks, epidemics and pandemics
2. To understand and apply general infection prevention and control principles to COVID-19
3. To understand and apply general health protection principles to COVID-19
4. To recognise the importance of sound professional practice underpinned with reflection and supervision

### 5. Learning outcomes

Specific learning outcomes<sup>1</sup> could include:

1. Demonstrate knowledge and awareness of relevant hazards to health protection applied to COVID-19.
2. Identify, advise on and implement public health actions with reference to COVID-19 policy and guidance to prevent, control and manage identified health protection hazards
3. Demonstrate an understanding of the steps involved in COVID-19 cluster/outbreak/incident investigation and management and be able to make a contribution to the health protection response.
4. Apply the principles of prevention in health protection work.
5. Understand and demonstrate the responsibility to act within one's own level of competence and understanding and know when and how to seek expert advice and support.

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<sup>1</sup> Drawn from FPH (2015) Public Health Specialty Training Curriculum, FPH, London <https://www.fph.org.uk/training-careers/specialty-training/curriculum/>

## 6. Methods

The following teaching and educational approaches could be utilised

- Utilising a flexible model of delivery
- On Canvas Platform, University of Liverpool as a repository for materials and communication.
- Online, self-directed learning utilising slide sets (narrated and non-narrated)
- Online live taught and pre-recorded lectures/webinars
- Video/film material followed by group discussion
- Case reviews and group discussion
- Case study analysis/audit
- Written reflection for personal/professional development
- Directed personal study
- Facilitated and supported learning with appropriate supervision (face-to-face when situation allows)

## 7. Indicative Content:

- **Three areas of learning:**
  1. **Knowledge of communicable disease in different settings,** transmission, immune response applied to COVID-19; infection control principles in community, health care settings, work settings, complex settings; importance of consequence management; What it means for working in C&M (social geography, deprivation, lifestyles) Overview of local health and care systems
  2. **Contributing to the management of cases, clusters and outbreaks;** Case finding principles and practice; principles of surveillance, record keeping and communication, understanding of multi-agency roles and wider determinants including deprivation, health inequalities and environmental factors
  3. **Health protection practice** Reflective practice and supervision; risk assessment and management skills; communication skills; working in multi-disciplinary setting; ethical management of self and wellbeing

## 8. Assessment:

A variety of potential methods to demonstrate achievement of learning e.g.:

- Online quizzes, tests and MCQs
- Groupwork with presentation/poster outputs
- Written reflection on response to a contact tracing case/cluster/outbreak or situation

Assessment led through PHE Trainers with advice/input from UoL.

Assessment leading to certificate of completion. Future plans to develop academic accreditation

## 9. Evaluation:

1. Undertake reflective discussions/feedback with:
  - Students
  - Trainers
  - University staff
2. Completion of feedback/evaluation questionnaire
3. Consider the outcomes of the assessments – gaps in student learning, strengths in learning

## 10. Timetable Outline – Second Cohort:

Week One: 1 <sup>st</sup> March 2021				
Monday	Morning T1	Teaching	Afternoon S1	Reading/Questions*
Tuesday	Morning	Free	Afternoon	Free
Wednesday	Morning T2	Teaching	Afternoon S2	Reading/Questions*
Thursday	Morning	Free	Afternoon	Free
Friday	Morning T3	Teaching	Afternoon S3	Reading/Questions*
Week Two: 8 <sup>th</sup> March 2021				
Monday	Morning T4	Teaching	Afternoon T5	Teaching
Tuesday	Morning	Free	Afternoon	Free
Wednesday	Morning	Free	Afternoon S4	Reading/Questions*
Thursday	Morning	Free	Afternoon	Free
Friday	Morning T6	Teaching	Afternoon T7	Teaching
Week Three: 15 <sup>th</sup> March 2021				
Monday	Morning T8	Teaching	Afternoon T9	Teaching
Tuesday	Morning	Free	Afternoon	Free
Wednesday	Morning	Free	Afternoon S5	Reading/Questions*
Thursday	Morning	Free	Afternoon	Free
Friday	Morning T10	Teaching	Afternoon T11	Teaching
Week Four: 22 <sup>nd</sup> March 2021				
Monday	Morning T12	Teaching	Afternoon	Free
Tuesday	Morning	Free	Afternoon	Free
Wednesday	Morning	Free	Afternoon S6	Reading/Questions*
Thursday	Morning	Free	Afternoon	Free
Friday	Morning A1	Final Assessment	Afternoon A2	Final Assessment

\*These can be completed flexibly at a time that suits the student and workplace, however the 3 hours protected time should be allowed for each session and it should be completed before the next taught session (or Final Assessment in Week 4). Therefore, the timings of these or any other self-directed sessions are suggested only, and alternative times can be agreed with the workplace as appropriate.

## 11. Syllabus

Below is an outline example syllabus. However, the final syllabus will be confirmed pending evaluation of cohort 1.

Week One: 1 <sup>st</sup> March 2021	
Teaching 1 (Monday AM)	Introduction and Learning Outcomes  Basic Concepts of Infection: <ul style="list-style-type: none"> <li>• Host, Environment, Agent (including virus vs bacterium)</li> <li>• Terminology</li> </ul>
Study 1 (Monday PM*)	Directed reading on underpinning science/terminology  Multiple choice questions
Teaching 2 (Wednesday AM)	Short review of test answers  Infection prevention & control principles with case work

Study 2 (Wednesday PM*)	Directed reading on: <ul style="list-style-type: none"> <li>• Infection Prevention and Control</li> <li>• Public Health surveillance</li> <li>• Multiple choice questions</li> </ul>
Teaching 3 (Friday AM)	Concepts of risk assessment, communication and management Key players in health protection: roles, responsibilities Legal background to health protection
Study 3 (Friday PM*)	Directed reading on: <ul style="list-style-type: none"> <li>• Key players</li> <li>• Risk assessment</li> </ul>
<b>Week Two: 8<sup>th</sup> March 2021</b>	
Teaching 4 (Monday AM)	Clusters, Outbreaks and Control: <ul style="list-style-type: none"> <li>• What is a cluster? What is an outbreak? Why investigate?</li> <li>• Outbreak investigation</li> <li>• Outbreak examples</li> <li>• Immunity and immunisations</li> </ul>
Teaching 5 (Monday PM)	Contact Tracing: <ul style="list-style-type: none"> <li>• Communication 1</li> <li>• Communication 2</li> <li>• Who is involved in contact tracing?</li> <li>• Collaborative working in contact tracing</li> </ul>
Study 4 (Wednesday PM*)	Directed reading on: <ul style="list-style-type: none"> <li>• Outbreak investigation</li> <li>• Communication skills</li> <li>• Contact Tracing structures and partners</li> <li>• Multiple choice questions</li> </ul>
Teaching 6 (Friday AM)	Expert Scenario – application of principles learnt so far Scenario Presentation and discussion
Teaching 7 (Friday PM)	Investigation and Management of a Scenario with Group Work and Discussion
<b>Week Three: 15<sup>th</sup> March 2021</b>	
Teaching 8 (Monday AM)	COVID-19: <ul style="list-style-type: none"> <li>• The virus and the infection</li> <li>• Spread</li> <li>• Risk groups</li> <li>• Public health response</li> </ul>
Teaching 9 (Monday PM)	Investigation and control of COVID-19: <ul style="list-style-type: none"> <li>• Single cases, cluster and outbreaks</li> <li>• High risk groups and situations</li> <li>• Control measures and measuring control</li> </ul>

	<ul style="list-style-type: none"> <li>• Vaccination and testing strategies</li> </ul>
Study 5 (Wednesday PM*)	Directed Learning: <ul style="list-style-type: none"> <li>• COVID-19 - the disease</li> <li>• COVID-19 - investigation and control</li> <li>• Multiple choice questions</li> </ul>
Teaching 10 (Friday AM)	Review of questions Practicalities of contact tracing work
Teaching 11 (Friday PM)	Mini scenario walk throughs FAQs and Q/A session
<b>Week Four: 22<sup>nd</sup> March 2021</b>	
Teaching 12 (Monday AM)	Introduction to Final Assessment Scenarios/practice assessment – walkthrough and discussion
Study 6 (Wednesday PM*)	Scenarios/practice assessment (self-directed with multiple choice questions)
Assessment 1 (Friday AM)	Individual assessments and completion of course evaluation
Assessment 2 (Friday PM)	Individual assessments and completion of course evaluation

\*Timings for study sessions are notional, as described in Section 10