

INDIANA UNIVERSITY

Developing a Continuing Education Resources Repository for Disease Intervention Professionals



CENTER FOR PUBLIC HEALTH
**WORKFORCE
DEVELOPMENT**
ASPPH

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Summary

Indiana University's School of Public Health - Bloomington (IU SPH-B), a CEPH-accredited and ASPPH-member school, assembled a highly skilled and dedicated multidisciplinary team for the project, "Developing a Continuing Education Resources Repository for Disease Intervention Professionals." Using a systematic and collaborative approach, the project team identified and vetted training resources for a future repository of professional development materials for those seeking and maintaining the Certified in Disease Intervention (CDI) credential. Deliverables from the project include an evidence-informed rubric for assessing multiple attributes of online training materials, a list of resources with evaluation outcomes and metadata tags for populating a searchable repository of continuing education materials, and a sustainability plan for effective maintenance of the repository.

Project Purpose and Background

Disease intervention (DI) professionals are an essential part of the public health workforce, supporting the prevention and control of infectious diseases through activities such as case investigation, contact tracing, partner services, care coordination, outbreak response, and community engagement. Although DI work has historically focused on sexually transmitted infections (STIs) and tuberculosis (TB), DI professionals increasingly support responses to emerging and re-emerging public health threats. As the scope of disease intervention has expanded, so has the need for a standardized approach to preparing, training, and recognizing this workforce.

To address this need, the Centers for Disease Control and Prevention (CDC), in collaboration with national public health partners, initiated efforts to establish the Certification in Disease Intervention (CDI) program. The CDI program is designed to standardize and validate the knowledge, skills, and abilities of DI professionals, improve the quality and consistency of disease intervention services, and strengthen recruitment, retention, and professionalization of the workforce.

The CDI project has advanced through several phases over more than a decade. In 2013, CDC and the National Association of County and City Health Officials (NACCHO) collaborated on a feasibility assessment to evaluate the potential for a national DI certification program. NACCHO supported stakeholder engagement and contracted with International Credentialing Associates to assess workforce needs, training gaps, operational requirements, and sustainability considerations. Beginning in 2014, the Public Health Accreditation Board (PHAB) served as the coordinating organization for the assessment phase, leading foundational activities such as the DI workforce registry, Job Task Analysis, workforce enumeration studies, and evaluation of certification models. This work helped define DI competencies and supported the selection of a test-based certification model.

In 2022, the Association of Schools and Programs of Public Health (ASPPH) assumed leadership of the CDI project through a CDC-funded cooperative agreement. In partnership with the National Board of Public Health Examiners (NBPHE), subject matter experts, and national public health partners, ASPPH has supported certification infrastructure, examination development, stakeholder engagement, and strategies to strengthen pathways into the DI workforce.

As the CDI program moves toward implementation, access to high-quality continuing education resources is essential to support both certification preparation and ongoing professional development. Stakeholders throughout the CDI development process have identified the need for accessible, competency-aligned educational resources that can support a broad-ranging and evolving DI workforce.

To address this need, ASPPH awarded a subaward to the Indiana University School of Public Health–Bloomington (IU SPH-B) to develop a continuing education resources repository for DI professionals. The purpose of this project was to identify, evaluate, and curate free, high-quality educational resources aligned with disease intervention competencies and CDI certification requirements. Drawing on the Disease Intervention Job Task Analysis, DI Core Competencies, and existing educational resources, the project sought

to expand previous gap analyses and create a centralized repository to support CDI preparation, maintenance of certification, and lifelong learning for DI professionals.

This report describes the methods, findings, and recommendations resulting from these activities and offers guidance for strengthening continuing education opportunities across the DI workforce.

Objective

The objective for IU SPH-B's subaward was to conduct a systematic review of and vet training materials for a Continuing Education Repository for Disease Intervention Professionals to support the CDI credential. The project team identified three subobjectives needed to achieve these goals:

- Subobjective 1: Identify and collaborate with content developers and frontline workers in disease intervention (DI) to identify existing resources and gaps
- Subobjective 2: Identify high-quality educational resources related to the DI professional core competencies
- Subobjective 3: Create a sustainability plan for maintaining the Continuing Education Repository for DI Professionals

Methods

Over the course of the grant period, our team used a collaborative and structured approach to achieving our objective, guided by three subobjectives.

Subobjective 1: Identify and Collaborate with Content Developers and Frontline Workers in DI to Identify Existing Resources and Gaps

To gather information from subject matter experts, the team developed materials and received Institutional Review Board (IRB) approval for conducting listening sessions. The protocol included listening session guides for two participant types: content developers and frontline DI professionals (Appendix 1). To collect informed consent for the participants, we used REDCap, a secure web application for collecting and managing research data.

Key national organizations known for developing training content—including CDC-funded DI training centers and contributors to the CDI study resources inventory developed by the National Board of Public Health Examiners (NBPHE)—were invited to participate in the listening sessions via email. These were sent to publicly available contacts found on organizations' websites. To recruit frontline DI professionals, an invitation to participate was sent through our professional networks, including the National Association of County and City Health Officials (NACCHO) Workforce and Leadership Development Workgroup, and the Association of Schools and Programs of Public Health (ASPPH) Education Board.

Subobjective 2: Identify High-quality Educational Resources Related to the DI Professional Core Competencies

Identifying Materials to Review

Once the subaward agreements were finalized, the IU project team received a list of training resources from ASPPH compiled during its initial assessment of the DI training landscape. In collaboration with the IU Bloomington Libraries (IUBL), the project team created a systematic data collection framework to guide continued inquiry and reporting.

Recognizing the evolving nature of the online training landscape, the project team continued to revisit the resource sites listed on NBPHE's compilation of CDI study resources during months two-to-seven of the project to ensure that newly released trainings were included for evaluation. Resources identified by content developers and frontline DI professionals during the listening sessions were added to the training inventory on an ongoing basis. In addition, we conducted a preliminary review of the newly identified resource sites using a snowball sampling approach (in which initial participants refer other potential subjects) to identify other relevant courses and platforms.

In month six, the project team observed that most search results were leading to the duplication of resources and so shifted their focus to prioritizing the evaluation of materials.

Developing the Evaluation Rubric

To identify high-quality resources, the project team developed a rubric to assess multiple attributes, including best practices in test-taking and accessibility. IU's Office of Online Education (OOE) consulted on the rubric design based on their expertise in Quality Matters implementation. The project team made additional contributions to the rubric based on the CDC's Quality eLearning Checklist and to reduce its complexity so that it could target specific goals of the DI Repository project. Last, the rubric went through a final vetting and received approval from the ASPPH project team. The main criterion of the rubric included course organization (overview, learning objectives, and instructional materials), assessments, current best-practices in education (person-centered and scenario-based learning), currency of course content, and learning support and accessibility (Table 1, Appendix 2).

Table 1. Summary of Rubric applied to DI Training Materials (3-point scale: good/okay/poor)	
Criterion	Description
1. Course Overview & Introduction	- What to do first is clearly explained. - The course overview describes the purpose, format, and what to expect. - Important information such as schedule, communication, and grading is easy to find.
2. Learning Objectives	- Learning objectives (LOs) are shown at the beginning of the course and in each module. - LOs use clear action verbs such as “explain” or “analyze.” - LOs are written from the student’s perspective and describe what students will be able to do.
3. Learning Assessment & Activities	- Activities and assignments match the LOs. - Grading criteria (e.g., rubrics or clear instructions) are provided. - It’s clear how students will be evaluated.
4. Instructional Materials	- Materials match LOs. - Content matches the level of professional learners. - Materials are clear, helpful, and keep learners engaged.
5. Person-Centered Content	- Content prompts learners to consider various norms and beliefs when applying course content in practice. - Materials use current, respectful, and informed language.
6. Scenario Based Learning	- Content uses scenarios or examples that help learners to connect theory with practical application. - Content uses scenarios that reflect the real-world situations DI professionals encounter.
7. Currency of Content	Content is consistently current, reflecting the latest medical practices, public health guidelines, and up-to-date terminology.
8. Course Technology	- Technology helps learners achieve the course objectives. - Tools make learning more interactive and engaging. - Tools support participation and real learning (not just watching).
9. Learner Support	- It’s easy to find out how to get tech support. - There are multiple ways to ask for help (e.g., email, phone). - Support responds in a helpful and timely way.
10. Accessibility & Usability	- The course is easy to navigate. - Text is readable, with good layout and color contrast for readability between background, text, and graphics. - Images, videos, and audio include helpful features such as alt text (which describes images), captions, or transcripts.

Inclusion Criteria for Applying Rubric. Resources were considered for further evaluation using the rubric if the links were viable and the material could be reasonably assigned continuing education credit hours (based on the project manager’s more than seven years of frontline DI experience).

Exclusion Criteria for Applying Rubric. Resources were excluded from further evaluation if they contained page errors during preliminary screening or were duplicate resources (part of a series of courses, listed under a different name, etc.). Static written materials—such as books, PDFs, study guides, digital flashcards, and pamphlets—were excluded if they could not be reasonably assigned continuing education credit hours. In-person trainings were also excluded.

Evaluation of Training Materials

After finalizing the rubric, the criteria and metadata tags were added to a REDCap project site specifically designed to collect data from the systematic evaluation of training materials. The tags were created in collaboration with the ASPPH web team and project managers to enhance searchability and to ensure that, once hosted as a resource repository on [UniversiDI](#) (a site for curated DI training materials), the site could be easily navigated and filtered by end users.

During the evaluation process, the project support staff and project director met weekly to discuss findings, clarify data definitions, and refine processes. The project team updated the rubric guide based on these conversations for an up-to-date record of practices and procedures (Appendix 3).

Subobjective 3: Create Sustainability Plan for Maintaining the Educational Resources Repository

Based on their expertise in auditing online resources, IU OOE led the development of a sustainability plan (which aims to ensure the trainings remain current, accessible, and aligned with evolving public health priorities and can secure long-term resources) to support the long-term relevance and usability of the repository. Drawing upon published rubrics for regular reviews, the team tailored the plan to the needs of the DI workforce. A draft version of the plan was shared with the ASPPH project team members, and their feedback was incorporated into the final version.

Results and Recommendations

Six listening sessions were conducted in June and July, yielding insights from 12 individuals across six organizations (Table 2). These sessions added to our understanding of existing resources and gaps in DI workforce training (Appendix 4).

Table 2. Listening Session Details		
Number of Sessions and Type	Organization Type	Number of Participants
N=3 Sessions; Content Developers	Higher Education; National and Regional Coalition	4
N=3 Sessions; Frontline workers in DI	Local Health Department; School District	8

Content developers described the process of creating new content, tracking usage, and consulting with experts to ensure trainings were up to date. They pointed to the value of micro-learning and the challenges created by DI responsibilities being folded into diverse roles (i.e., a professional might have only 20% of their time dedicated to DI job tasks and

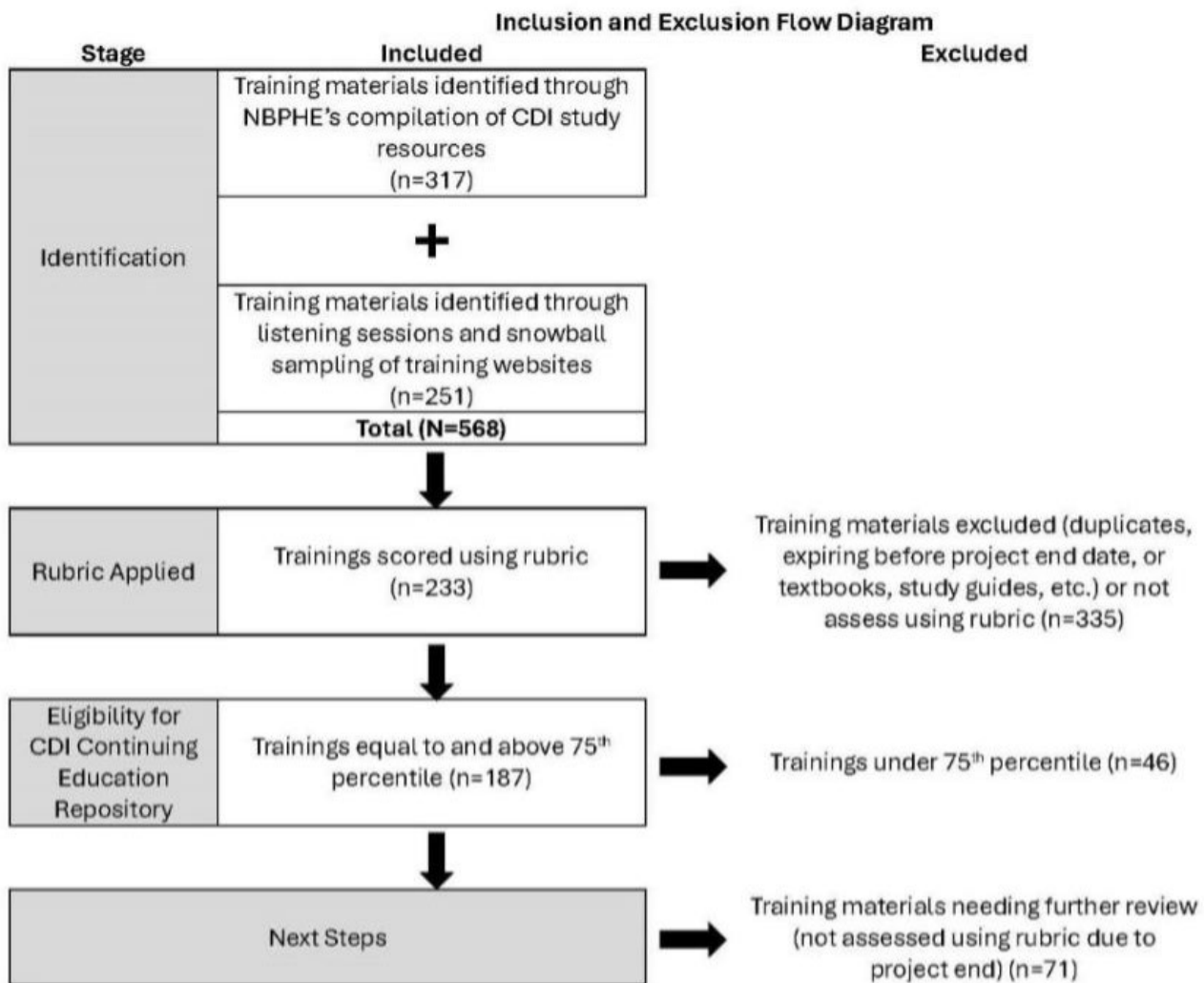
may not identify themselves as a DI professional). This change in job structure could make it harder for training organizations to connect with professionals who need the training and could contribute to job burnout from lack of support.

Listening sessions with DI professionals highlighted some of the same topics identified by the content developers, including the decrease in budgets for in-person training, leading to the need for just-in-time online trainings. Trainings were seen as more effective when they connected to the professionals at times when they needed the skills, and on a timeframe that was responsive to local outbreaks. While the DI professionals felt that there were sufficient trainings on technical or epidemiological knowledge, they expressed a need for more human-centered skills-based trainings.

Both groups thought that the push towards online training was a cost-effective choice, but they also emphasized the value of role play, mock interviews, peer learning, and other methods of engagement that are difficult to achieve using online platforms.

During month three, members of the project team started to assess resources listed in the training inventory, entering them into the REDCap project site. In total, 233 records were assessed using the rubric and 187 were recommended for the repository (Figure 1).

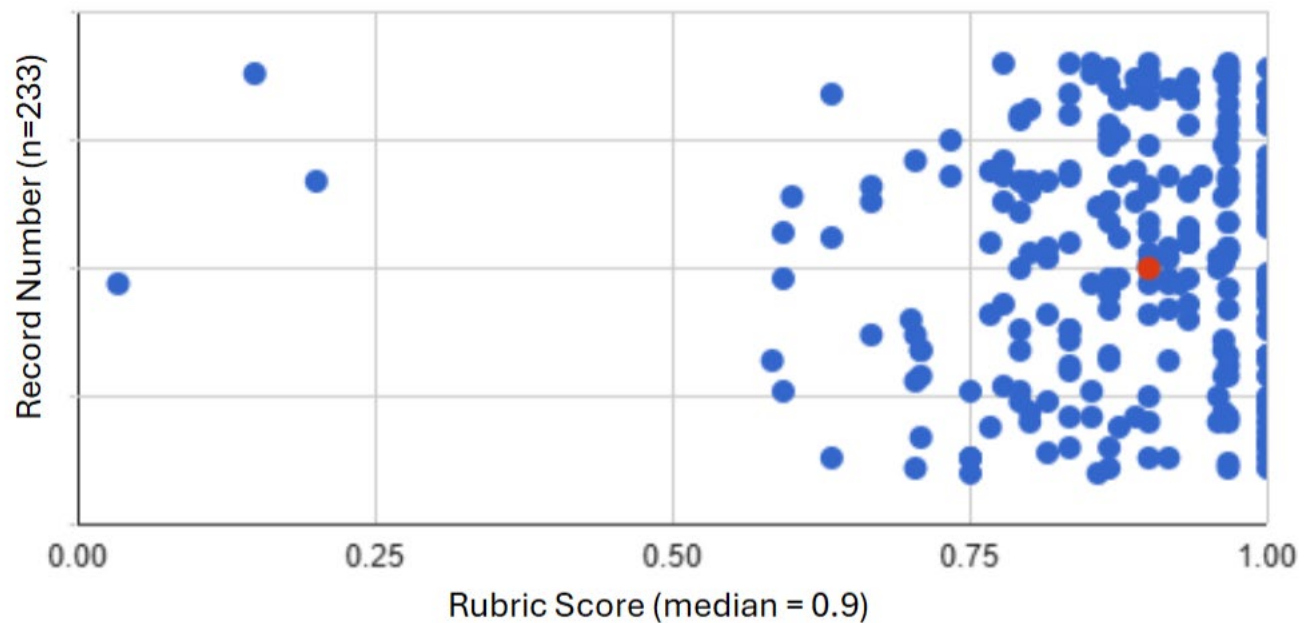
Figure 1: Flow diagram. We identified 568 trainings and 233 were scored via the rubric. Of the scored trainings, 187 trainings are recommended for the Continuing Education Repository for DI Professionals based on rubric scores. Seventy-one (71) trainings were not assessed with the rubric due to project end.



Reviewers evaluated each training resource against the rubric criteria using a 3-point rubric scale: Good (3 points), Okay (2 points), or Poor (1 point). If a criterion was not applicable, the reviewers selected “Not Applicable” and that criteria was excluded from the resource’s final rubric score. For example, some pre-recorded webinars lacked learning assessments. Similarly, assessment of cultural sensitivity for courses focused on lab results and medications for a specific virus was not applicable.

Rubric scores were converted into percentages using an automated formula in REDCap that excluded any “Not Applicable” criteria, and we assessed the distribution of scores. We produced a scatterplot of the rubric scores, which showed a delineation of quality at the 75th percentile (Figure 2). Resources at or above the 75th percentile are included in the list of repository materials. Resources scoring below but near the 75th percentile were double-checked by the project team lead to confirm the decision to exclude them. It was confirmed that these trainings should not be recommended for inclusion in the repository.

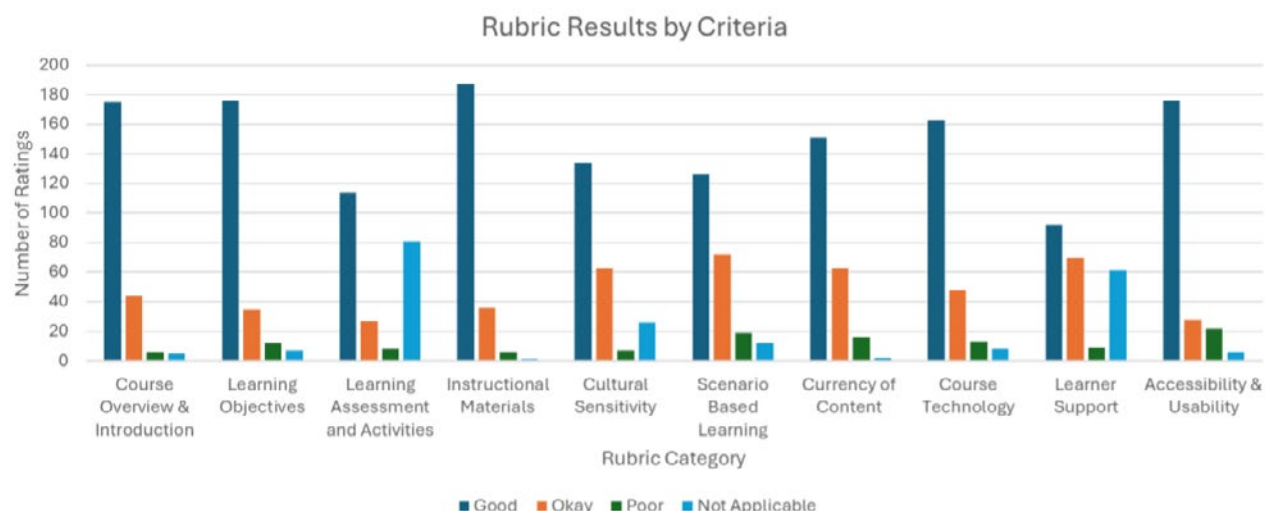
Figure 2: Scatterplot showing results of assessment using the rubric



Rubric Scores by Criteria

Results show that the criteria with the most resources scored as “good” were Instructional Materials (n=187), Learning Objectives (n=176), Accessibility & Usability (n=176), and Course Overview & Introductions (n=175). Criteria with the most resources scored as “poor” were Accessibility & Usability (n=22), Scenario Based Learning (n=19), Currency of Content (n=16), Learning Objectives (n=12) (Figure 3).

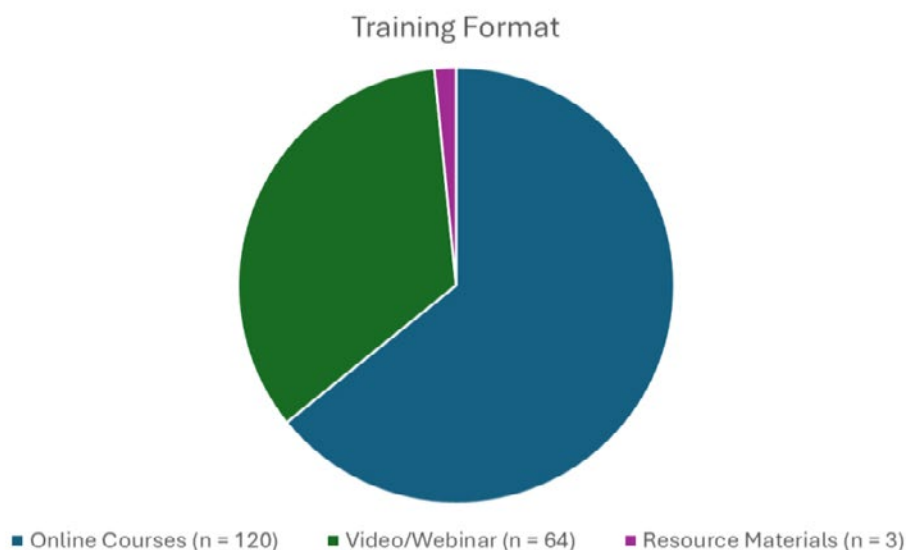
Figure 3: Number of resources by rubric criteria and assessment result



Resource Format

Most of the trainings recommended for the continuing education repository for DI professionals are online courses (120, or 64.2%) compared to pre-recorded webinars or videos (64, or 34.2%). A small number of high-quality resource materials (3, or 1.6%) are included because the materials already have continuing education credit hours assigned (Figure 4).

Figure 4: Training formats included in the recommended materials for the repository

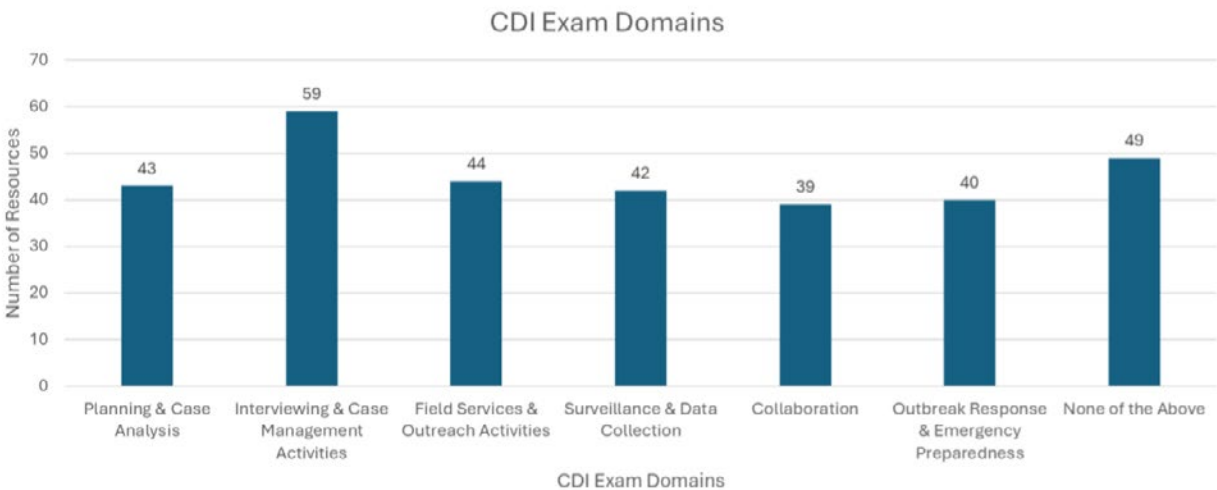


Mapping to CDI Exam Domains

Using as a guide the DIS (disease intervention specialists) Certification Job Task Analysis (JTA) Validation Survey—developed by NBPHE and currently pending final approval—we mapped the educational resources to the CDI exam domains when applicable. The project team initiated the discussions with ASPPH since many trainings were not aligned directly with the JTA (e.g. courses focused on specific diseases such as HIV or TB, or topics such as preventing burnout and compassion fatigue among DIS). ASPPH confirmed that these trainings were still relevant to the CDI and that they could proceed.

Of the resources mapped to the CDI exam domains, there was a relatively even distribution according to counts/frequency: Planning & Case Analysis (43, or 23.0%), Field Services & Outreach Activities (44, or 23.5%), Surveillance & Data Collection (42, or 22.5%), Collaboration (39, or 20.9%), Outbreak Response & Emergency Preparedness (40, or 21.4%), and None of the above (49, or 26.2%). Interviewing & Case Management Activities results were slightly higher (59, or 31.6%) (Figure 5). It is important to note that some trainings may be included in multiple domains, reflecting the interdisciplinary nature of DI work. For example, a training focused on outbreak response may also involve elements of surveillance, interviewing, and collaboration.

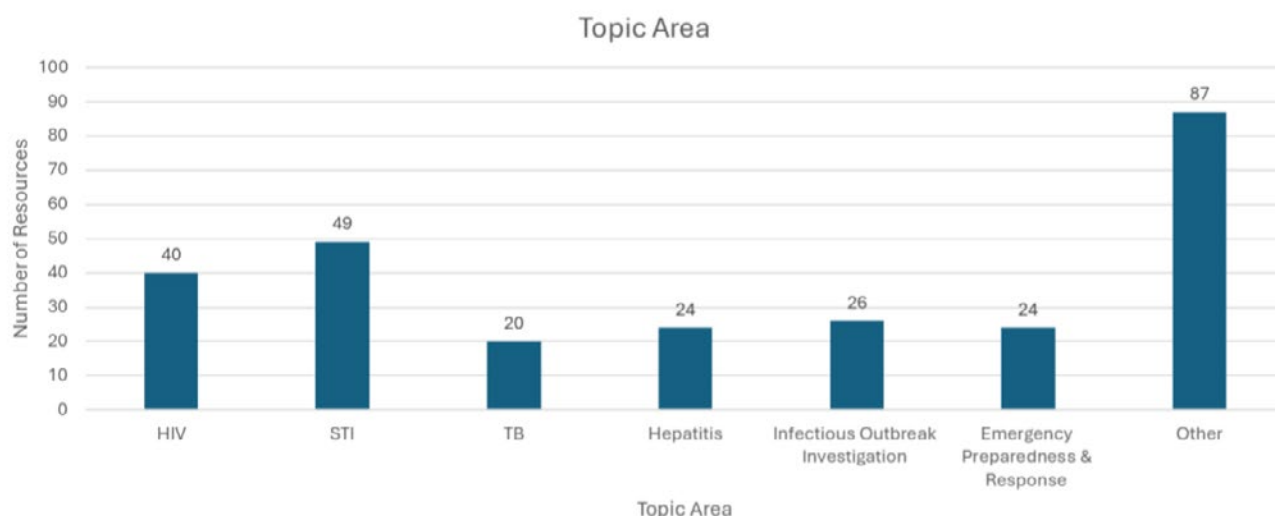
Figure 5: Resources grouped according to alignment with Certified in Disease Intervention exam domains



Topic Area

In addition to the CDI exam domains, the project team identified and grouped trainings based on topic area. HIV and STI trainings accounted for 40, or 21.4%, and 49, or 26.2%, respectively. TB (20, or 10.7%), Hepatitis (24, or 12.8%), Infectious Outbreak Investigation (26, or 13.9%), and Emergency Preparedness & Response (24, or 12.8%) accounted for the rest of the topic areas (Figure 6). In other topics, the most common grouping (87, or 46.5%), included topics such as effective communication, public health policy and advocacy, basics of epidemiology, motivational interviewing, leadership skills, and infectious disease biology or background such as COVID-19 and Mpox, and enteric disease investigations.

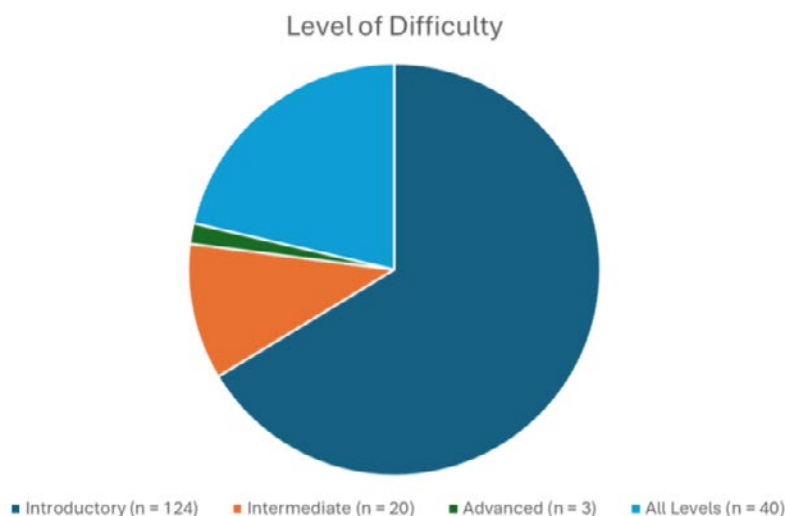
Figure 6: Number of resources by training topics based on ASPPH's definitions of DI-relevant program areas



Level of Difficulty

Most of the educational resources we identified were introductory-level trainings (124, or 66.3%) (Figure 7). This may be due to the repository's focus on online, asynchronous, and free courses and webinars, which tend to emphasize foundational content. We found very few intermediate (20, or 10.7%) and advanced level trainings (3, or 1.6%).

Figure 7: Training level of difficulty



Recommendations

In the next one-to-two months, we recommend that ASPPH:

- Continues reviewing the remaining 71 entries using the developed rubric.
 - For robust analysis of the results, our project team recommends the use of REDCap, or a similar web-based platform, for collecting and analyzing data.

- Obtains funding support/assign staff time for implementing the sustainability plan (Appendix 5).

In the next six-to-12 months, we recommend that ASPPH:

- Works with content developers to share findings and suggest improvements of existing resources related to the rubric criteria. Analysis of the resources scored as “poor” shows that there are important areas for improvement of existing resources related to Accessibility & Usability, Scenario Based Learning, Currency of Content, and Learning Objectives.
- Adds a calendar of events to the [UniversiDI learn webpage](#) to advertise upcoming live and in-person training opportunities. Few advanced level trainings were identified for online asynchronous training, suggesting that future work should improve access to advanced trainings and trainings that are responsive to emerging health concerns for experienced DI professionals who are working to maintain their CDI credentials.

Challenges

One of the primary challenges of this project was its short timeframe. This meant we had to identify relevant trainings, develop an evaluation rubric, and conduct reviews of a substantial number of educational resources within a limited period. The length of many training courses posed an additional obstacle to the review process, with some individual courses exceeding four hours. While some courses or webinars offered features such as downloadable transcripts or adjustable playback speeds, many did not, making the review process particularly time intensive.

To address this issue, we expanded our team by hiring two additional program support specialists, increasing our staff from three to five. However, onboarding new team members introduced its own set of challenges, including the time required for recruitment and training. The specialists were a mix of MPH and PhD students working during the summer and early fall academic semesters. Their availability was limited due to their academic commitments, other employment obligations, illness, and visa-related restrictions on work hours for international students. Although we offered increased work hours, most were unable to fully utilize the additional time due to these constraints.

Despite these challenges, we successfully curated a robust inventory of high-quality educational resources. However, the list is not exhaustive. We were unable to evaluate every training we identified, nor did we capture all existing high-quality resources available to DI professionals in the US.

Next Steps

We are considering the opportunity for a no-cost extension. If we proceed with one, we will use the additional time for manuscript development and submission for the Public Health Reports supplement.

Attachments

- Appendix 1 thru 5 09 25 2025.pdf
 - Appendix 1 Listening Session Script
 - Appendix 2 DI Training Materials Rubric
 - Appendix 3 DI Rubric Guide
 - Appendix 4 Listening Session Summaries
 - Appendix 5 Sustainability Plan
- REDCap Data 09 26 25.xlsx

Listening Script

Welcome and Intro

Welcome, and thank you for joining us today. My name is [NAME] with Indiana University School of Public Health Bloomington and I'm the [job title on grant]. We are here today to gather valuable insights and feedback from professionals like you to support the development of the Certified in Disease Intervention, or CDI, credential. Your participation is crucial in both helping us identify high-quality educational resources and in understanding the needs of disease intervention, or DI, professionals.

Transcribing Waiver

Before we begin, I want to let you know that we will be recording our conversation today. This audio recording is intended solely for transcription purposes and not for long-term storage or any other use. Transcription will be conducted using Zoom. The recordings will be deleted immediately after transcription.

Introductions

Let's take a moment to introduce ourselves. We'll go around the group, so everyone has a chance to say who they are. Please share your name, where you are joining from, and your role or background in disease intervention work. To get things rolling, I'll start. Then I'll call on each of you.

Hi everyone, I'm [Moderator's Name], joining from Indiana University School of Public Health Bloomington in Bloomington Indiana. I'm the moderator for today's session, and I have [briefly mention relevant experience]. Next, I'll have [Participant 1's Name] introduce themselves. [Participant 1's Name], can you tell us your name, where you are joining from, and your role or background in disease intervention work?

[Continue this process until all participants have introduced themselves.]

Funding Statement

This project is supported by a Cooperative Agreement from the Centers for Disease Control and Prevention, or CDC, has been awarded to the ASPPH, which is the Association of Schools and Programs of Public Health. Please note that the contents of this session are solely the responsibility of the facilitators and do not necessarily represent the official views of the CDC.

Purpose

The purpose of these listening sessions is to gather valuable insights and recommendations from professionals who are currently engaged in disease intervention efforts. Our goal during the listening session is to identify high-quality educational resources for DI professionals that may help them to prepare for the CDI exam and use toward recertification. To support this goal, we would like to:

- Better understand the extent of resources and identify any resources that are in development
- Collect information about what materials organizations are currently using to train their DI staff, either through onboarding or through continuing professional development

- Identify areas where current training programs do not meet the needs of the workforce
- Understand sustainability plans for current trainings

Confidentiality

Before we begin, I want to emphasize the importance of confidentiality in our discussion today. While I encourage everyone to respect the privacy of others and not share any comments or personal information outside of this group, I must also inform you that I cannot guarantee that all participants will adhere to this request.

Your openness and honesty are greatly appreciated, and I hope we can create a safe and respectful environment in which everyone can share their thoughts. You also have the option of declining to answer any question.

Questions

[The questions are in table 1 and 2. The facilitator will use either table 1 for content developer organization staff or table 2 for DI professionals.]

Follow up

Before we conclude, I would like to ask for your permission to follow up with you through email if there are any points from today's discussion that we need further clarification on.

Thank you

Thank you all for your valuable contributions and for taking the time to participate in this discussion. Your insights are incredibly important and will greatly influence our work moving forward.

Have a great day and thank you once again for your participation!

Table 1. Protocol for Content Developer Organizations

Organization Type: Larger organizations that create content for DI professionals.

Representative Type: Education Specialist, Director of Education, Training & Education Developer, Training Coordinator

Listening Session Sample Size: 2-4 per session

of Sessions: 4 maximum

	Question	Follow-up Prompt (probing questions)	Research Goal
1	Can you tell me about the trainings you offer DI professionals?	- How do you feel about the trainings that are currently available?	To better understand the extent of existing resources
2	Can you provide specific examples of educational resources or training materials that have high usage rates?	-How do you track usage rates?	To collect information about what materials organizations are currently using
3	Can you provide specific examples of educational resources or training materials that have high satisfaction rates?	-How do you track satisfaction rates -Can you share any feedback from DI professionals regarding the current training materials?	To collect information about what materials organizations are currently using
4	How do you ensure that training materials are <u>up-to-date</u> ?	-Is this activity accounted for in your budget? -If you're reviewing regularly, how often are you doing that? -Are there any best practices you can share with us? -What about technical audits for hyperlinked materials, videos, etc.?	To understand sustainability plans for current trainings
5	Can you tell me about any current trainings in development?	-What was the motivation for developing the training? - How do you feel about the trainings that are in the pipeline? -Are you receiving any additional requests? And if so, what are they for?	To identify any resources in development
6	Can you tell me about the process for developing new resources?	-For example, do you try to release new materials every <u>X months</u> ? -Do you look for grant \$ to support new materials?	To identify any resources in development
7	What are some emerging topics or areas in disease investigation that you think should be included in		To identify areas where current training programs do not meet the needs of the workforce
	future training programs that aren't already being addressed elsewhere?		
8		What else would you like me to know about DI trainings that we have not yet discussed in our conversation today?	Content Developers and DI Professionals

Table 2. Protocol for DI Professionals			
Organization Type: Local health departments, State health departments, <u>Non-profit</u> organizations Representative Type: Front-line workers working in disease intervention, including but not limited to, disease intervention specialists, contact tracers, contact investigators, nurse case managers, clinic managers, staff supervisors, and outreach workers. Relevant program areas include sexually transmitted infections (STI), human immunodeficiency virus (HIV), tuberculosis (TB), hepatitis, and other infectious outbreak investigation and emergency preparedness and response. Listening Session Sample Size: #3-5 per session # of Sessions: 5 <u>maximum</u>			
	Question	Follow-up Prompt (probing questions)	Research Goal
1	Can you tell me about the external trainings you are using for staff training?	-And what onboarding and ongoing professional development trainings do you currently use? -Can I follow up with you for the onboarding/professional development schedule?	To collect information about what materials organizations are currently using to train their DI staff
2	Can you provide specific examples of educational resources or training materials that your team finds very useful?	-What do they like about it?	To collect information about what materials organizations are currently using to train their DI staff
3	Can you tell me about the internal trainings you are using for staff?	-And what onboarding and ongoing professional development trainings are you currently using?	To identify areas where current training programs do not meet the needs of the workforce
4	Have you noticed a lack of resources available to address common challenges that DI professionals face?	-What are your thoughts on the current professional development opportunities for DI professionals?	To identify areas where current training programs do not meet the needs of the workforce
5	Can you provide an example of training requests from your team that you currently lack the resources to fulfill?		To identify areas where current training programs do not meet the needs of the workforce
6	How well do professional development trainings prepare you (or your team) for your day-to-day work in DI?	-What are your thoughts on the current professional development opportunities for DI professionals?	To identify areas where current training programs do not meet the needs of the workforce
7	What are some emerging topics or areas in disease investigation that you think should be included in future training programs that aren't already being addressed elsewhere?		To identify areas where current training programs do not meet the needs of the workforce
8	What else would you like me to know about DI trainings that we have not yet discussed in our conversation today?		

DI Training Materials Rubric

Criterion	What to Look For (Checklist)	3 Points (Good)	2 Points (OK)	1 Point (Poor)
1. Course Overview & Introduction	- What to do first is clearly explained. - The course overview describes the purpose, format, and what to expect. - Important information, such as schedule, communication, and grading, is easy to find.	The course starts with clear instructions, includes a helpful overview, and provides easy access to all key information.	The course includes some basic guidance and information, but parts are unclear, incomplete, or scattered.	The course lacks clear starting instructions, has no useful overview, and important information is missing or hard to find.
2. Learning Objectives	- Learning objectives (LOs) are shown at the beginning of the course and in each module. - LOs use clear action verbs such as “explain” or “analyze.” - LOs are written from the student’s perspective and describe what students will be able to do.	LOs are easy to find, written clearly using action verbs, and focused on what learners will be able to do.	LOs are included but may be vague, hard to find, or not always written from the learner’s point of view.	LOs are missing, too general, or not clearly written from the learner’s perspective.
3. Learning Assessment & Activities	- Activities and assignments match the LOs. - Grading criteria (e.g., rubrics or clear instructions) are provided. - It’s clear how students will be evaluated.	Assessments and activities clearly connect to the LOs, and students know exactly how their work will be graded.	Assessments and activities are somewhat connected to the LOs, but grading criteria are vague or not consistent.	Assessments and activities don’t clearly relate to the LOs, and <u>it’s</u> unclear how students will be graded.
4. Instructional Materials	- Materials match the LOs. - Content matches the level of professional learners. - Materials are clear, helpful, and keep learners engaged.	Materials clearly support the LOs, are appropriate for the learner level, and help students stay engaged and understand the content.	Materials are somewhat helpful but may not fully match the LOs or feel too basic, unclear, or unengaging.	Materials do not clearly support LOs, feel either too advanced or too simple, and may confuse or disengage learners.

5. Person-Centered Content	- Content prompts learners to consider various norms and beliefs when applying course content in practice. - Materials use current, respectful and informed language.	Content consistently uses informed, person-first language and examples that respect and represent a wide range of backgrounds and regions. Content frequently prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.	Content uses generally informed language and examples but may occasionally overlook some nuances or fail to use person-first language consistently. Content rarely prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.	Content uses language and examples that may unintentionally exclude individuals from certain regions or other specific groups and doesn't prompt the learner to consider norms and beliefs when applying the knowledge/skills in practice.
6. Scenario-Based Learning	- Content uses scenarios or examples that help learners to connect theory with practical application. - Content uses scenarios that reflect the real-world situations <u>DI professionals</u> encounter.	Content uses rich, authentic scenarios that reflect the complex situations <u>DI professionals</u> encounter.	Content uses some realistic scenarios but is limited in scope or depth.	Content offers few or no examples that include realistic scenarios encountered by DI professionals.
7. Currency of Content	Content is consistently current, reflecting the latest medical practices, public health guidelines, and up-to-date terminology.	All content reflects current best practices and up-to-date guidelines and terminology.	Most content is current and some references are made to newer practices. While the training may be dated, the content is still valuable.	The content is outdated (>10 years old with no updates) and contains obsolete practices or guidelines.
8. Course Technology	- Technology helps learners achieve the course objectives. - Tools make learning more interactive and engaging. - Tools support participation and real learning (not just watching).	Technology clearly supports the LOs, encourages interaction, and helps learners actively apply what they've learned.	Technology is somewhat helpful and supports basic engagement, but some tools may not be fully effective or easy to use.	Technology does not clearly connect to the LOs and does little to support engagement or active learning.

9. Learner Support	• It's easy to find out how to get tech support. • There are multiple ways to ask for help (e.g., email, phone). • Support responds in a helpful and timely manner.	Clear instructions explain how to get help, with several support options available and reasonable response times.	Help options are available but may be hard to find or limited. Response times may be slow.	It's unclear how to get help, few methods of seeking help are offered, or support is hard to reach and does not respond in a timely manner.
10. Accessibility & Usability	• The course is easy to navigate. • Text is readable, with clear layout and color contrast to ensure readability between background, text, and graphics. • Images, videos, and audio include helpful features such as alt text (which describes images), captions, or transcripts.	The course is easy to use, content is clearly presented, and media is accessible to learners with different needs.	The course is mostly usable, but some parts (such as navigation or media accessibility) may be inconsistent or incomplete.	The course is hard to navigate, text is difficult to read, and media lacks support features such as captions or alt text.

DI Rubric Guide

CRITERION: COURSE OVERVIEW AND INTRODUCTION

Explanation: The course should begin with clear and welcoming instructions that help learners understand what to do first. A general overview should be provided, along with guidance on how to navigate the course site. Learners should be able to easily identify the course's purpose, structure, delivery modality (e.g., online or hybrid), modes of communication and participation, and how learning will be assessed. This helps set expectations and prepares learners to engage successfully with the course.

Suggestions for Raters:

- Check that the beginning of the course provides clear directions on where and how to get started.
- Confirm that a course overview is included and that it explains the structure of the course, including schedule, format, and learning approach.
- Verify that the course describes communication methods, participation expectations, types of learning activities, and how assessments will be conducted.

Examples:

Good Example	Not So Good Example
"Welcome to the course! Start by reading the 'Start Here' page. This course is designed for public health graduate students interested in health communication. It is delivered fully online and includes weekly discussions, video lectures, and a final project. You'll need basic knowledge of epidemiology and access to Microsoft Word and Zoom. You can find the full schedule, grading breakdown, and communication guidelines in the syllabus."	"This course is about communication. We'll be using some online tools and doing different activities. You might need some background knowledge. Check the syllabus for more information."

Ratings:

Good (3 points):

- Clear instructions at the beginning of the course explain what to do first and how to get started.
- A general overview is provided, including course purpose, structure, delivery format (e.g., online/hybrid), and learning expectations.
- Key information such as schedule, participation, communication methods, and assessment types is easy to find and clearly described.

OK (2 points):

- Some getting-started instructions are present but may lack clarity or be incomplete.
- A general overview is included but may not cover all aspects of the course structure or delivery method.
- Some details about schedule, participation, communication, or assessments are included, but may be vague or scattered across the site.

Poor (1 point):

- Little or no guidance is provided on how to begin the course.
- The course overview is missing or unclear, making it difficult to understand the purpose and structure of the course.
- Important details (e.g., schedule, communication expectations, assessment methods) are not provided or are hard to locate.

CRITERION: LEARNING OBJECTIVES

Explanation: Learning objectives should be clearly stated, prominently displayed, and designed so that they are measurable and learner-centered. This means they should focus on what the learner will be able to do after completing the course and should be specific enough to enable progress to be assessed.

Suggestions for Raters:

- Confirm that course-level learning objectives are prominently located at the beginning of the course. Ensure that module- or unit-level learning objectives are clearly stated within each module/unit and consistently aligned with the overarching course-level objectives. Verify that learning objectives use measurable, action-oriented verbs (e.g., explain, analyze, apply).
- Confirm that learning objectives are written from the learner's perspective and describe what learners will be able to do upon completion.

Definitions:

- **Learning Objective:** This is a clear, concise statement that defines what learners are expected to achieve by the end of a course or module. It focuses on the specific skills, knowledge, or attitudes that learners should acquire and is designed to be measurable and observable. There are two types:
 - **Course-level Objective:** This outlines the broad goals for the entire course. It describes the overall outcomes that learners should achieve by the end of the course. These objectives are typically more comprehensive than the module-level objectives and cover a wide range of skills and knowledge areas.
Example: By the end of this course, learners will be able to design a comprehensive disease intervention plan, incorporating strategies for prevention, treatment, and public health communication.
 - **Module-Level Objective:** This is more specific and detailed, focusing on the objectives for individual modules or units within the course. These objectives break down the course-level objectives into smaller, manageable parts, allowing learners to achieve specific milestones as they progress through the course.
Example: By the end of this module, learners will be able to identify key prevention strategies for infectious diseases and explain their effectiveness.
- **Learner-Centered:**

- Objectives should be written from the learner's perspective, focusing on what they will achieve.
- They should be relevant to the learner's needs and interests.
- **Measurable:**
 - Objectives should be specific and clear enough to be assessed.
 - They should include criteria that can be used to evaluate whether or not the learner has achieved the objective.

Examples:

Good Example	Not So Good Example
"By the end of this course, you will be able to create a health education campaign for a local community." "By the end of this module, you will be able to compare two types of intervention models."	"This course covers topics in health education." "This module will discuss intervention strategies." (Too vague, no student action)

Ratings:

Good (3 points):

- Learning objectives are clearly stated, prominently located, and readily accessible within the course.
- Learning objectives are written in measurable terms and reflect observable learner outcomes.
- Learning objectives are written from the learner's perspective and clearly describe what learners will be able to do upon completing the course or each module.

OK (2 points):

- Learning objectives are included but may not be easy to find or are inconsistently placed throughout the course.
- Learning objectives are somewhat measurable, but some use vague or general language that makes outcomes harder to assess.
- Some learning objectives are written from the learner's perspective, but others are unclear or focused on what the instructor will do.

Poor (1 point):

- Learning objectives are missing, difficult to locate, or not clearly presented in the course structure.
- Learning objectives are too broad or vague and are not measurable or tied to observable outcomes.
- Learning objectives are not written from the learner's perspective and do not clearly describe what learners will be able to do.

CRITERION: LEARNING ASSESSMENTS AND ACTIVITIES

Explanation: Assessments and activities are tools used to evaluate learners' understanding and achievement

of the stated learning objectives. To be effective, assessments and activities should measure the extent to which learners have met these objectives. Specific and descriptive criteria should be provided for evaluating learners' work.

Suggestions for Raters:

- Verify that assessments and learning activities are clearly aligned with the stated learning objectives and reflect the cognitive level and type of performance expected.
 - For example: If a course-level objective states that learners will “design a detailed intervention plan,” there should be a corresponding assignment or set of assignments requiring learners to develop such a plan.
- Confirm that explicit, descriptive criteria for evaluating learner work are provided (e.g., through rubrics, scoring guides, or written guidelines), allowing learners to understand how their performance will be assessed.

Examples of Activities/Assessments:

- **Tests and Quizzes:** Multiple-choice, short answer, or essay questions that evaluate learners' knowledge and understanding
- **Assignments and Projects:** Tasks that require learners to apply their knowledge and skills to complete a specific project or assignment
- **Interactive Activities:** Simulations, case studies, or problem-solving exercises that engage learners and apply their knowledge in practical scenarios

Good Example	Not So Good Example
Learning goal: “Create a public health campaign.” ✓ Assignment: “Submit a full campaign proposal with visuals and message strategy.” ✓ Rubric: Lists points for clarity, relevance, and creativity.	Learning goal: “Create a public health campaign.” × Assignment: “Write something about campaigns.” × No grading explanation or criteria is provided.

Ratings:

Good (3 points):

- Assessments and learning activities are clearly aligned with the stated learning objectives and can accurately measure the intended knowledge, skills, and competencies acquired.
- Specific, descriptive criteria for evaluating learner performance are provided and easily accessible (e.g., rubrics, scoring guides).

OK (2 points):

- Assessments and learning activities are generally aligned with the stated learning objectives but may not fully capture or measure all aspects of learner achievement.
- Evaluation criteria are included but may lack clarity, detail, or consistency across assignments.

Poor (1 point):

- Assessments and learning activities are not clearly aligned with the stated learning objectives and do not effectively support the measurement of learner achievement.

- Criteria for evaluating learner work are missing, unclear, or inconsistently applied, making expectations difficult to understand.

CRITERION: PERSON-CENTERED CONTENT

Explanation: The course content should be respectful and mindful of various norms and beliefs. The materials should use informed, person-first language and avoid outdated or judgmental terminology that could alienate individuals. Nuances should be recognized, and the materials should prompt learners to consider various norms and beliefs when applying course content in practice. Person-centered practices helps disease intervention (DI) professionals build trust, avoids harm, and improves outcomes.

Suggestions for Raters:

- Check with trusted sources if you are unsure about the terminology being used.
- Confirm that the course is free of moral judgements or stigmatizing language and is focused on improving health outcomes.
- Check whether examples, scenarios, or case studies reflect a variety of backgrounds.
- Assess whether practices and beliefs are described respectfully, with context, and not portrayed as barriers or problems.
- Look out for materials that overgeneralize, such as “In Asian culture, or in Latino culture” without nuance.

Examples:

Good Example	Not So Good Example
“People who inject drugs may be reluctant to share identifying information about their contacts for partner notification. Arrest records can follow people for years and can result in loss of housing or employment. Your interviewee may be worried that any information they share may get their friends into legal trouble.”	“Interviews with drug addicts may be challenging because they are often non-cooperative during interviews.”
“Some clients may be hesitant to discuss condom use openly due to cultural beliefs about sexuality or stigma around HIV and hepatitis. They might also face barriers such as lack of privacy at home or gender dynamics that make negotiating condom use difficult. When discussing safer sex practices, approach the conversation with respect and sensitivity to these factors, using inclusive, non-judgmental language that recognizes their lived experience.”	“Clients from certain cultural backgrounds often refuse to use condoms and are reluctant to follow safer sex guidelines, which makes preventing HIV and hepatitis transmission difficult. They may be uncooperative or resistant during counseling.”

Ratings:

Good (3 points):

- The content consistently uses informed, person-first language.

- The materials include examples that respect and represent a wide range of backgrounds and regions.
- The content frequently prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.

OK (2 points):

- The content uses generally informed language and examples but may occasionally overlook some nuances or fail to use person-first language consistently.
- The content rarely prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.

Poor (1 point):

- The content uses language and examples that may unintentionally exclude individuals from certain regions or other specific groups.
- The content doesn't prompt the learner to consider norms and beliefs when applying the knowledge/skills in practice.

CRITERION: SCENARIO BASED LEARNING

Explanation: The course should use scenarios, examples, or case studies to integrate theory and medical information with practical application. The scenarios should reflect real-world situations that DI professionals encounter.

Suggestions for Raters:

- Determine if scenarios present realistic and detailed situations that DI professionals are likely to face.
- Look for diverse case types that cover a range of diseases, populations, and settings, representing the breadth of DI work.
- Check if the scenario connects medical knowledge with practical actions.
- Verify that scenarios are clearly written with sufficient detail for learners to understand context and make informed decisions.

Examples:

Good Example	Not So Good Example
"You are notified on July 14 th by the local hospital of a new suspected case of pulmonary TB in a 54-year-old, English speaking man. He was smear- and IGRA-positive on July 13 th , but other test and x-ray results are pending. He reports experiencing cough and night sweats for one month but started losing weight suddenly about four months ago. How would you determine his infectious period start date?"	"The infectious period can start months before the patient begins exhibiting symptoms. Use reported symptoms or earliest diagnostic result to estimate the infectious period start date."

Ratings:

Good (3 points):

- Rich, authentic scenarios that reflect complex situations

- Scenarios that are similar to situations DI professionals encounter in their work

OK (2 points):

- Some realistic scenarios but that are limited in scope or depth
- Scenarios that may be useful to DI practitioners

Poor (1 point):

- Little to no scenario-based learning
- Few or no examples that include realistic scenarios encountered by DI professionals

CRITERION: CURRENCY OF CONTENT

Explanation: The course content should be current, reflecting the latest medical practices, public health guidelines, and terminology. Up-to-date training ensures that DI professionals are equipped with the latest information, which helps ensure that public health interventions are effective and based on the best available evidence.

Suggestions for Raters:

- Examine the publication date of any cited study. More recent studies (clinical research or study within the last five years) are likely to reflect the latest research and advancements in the field.
- If older studies are included, verify that they are clearly marked as historically significant and are used to provide context or show the evolution of the field.
- Check the course content against current CDC, WHO, or state/local public health department guidelines for HIV, Hepatitis, STI, and TB intervention practices.
- If you find discrepancies or outdated terminology, tag the content as needing revision. E.g. “AIDS virus”, “venereal diseases.”

Examples:

Good Example	Not So Good Example
“In this module we will discuss the role of Undetectable = Untransmittable (U=U) in preventing the spread of HIV. Studies have demonstrated that people living with HIV with an undetectable viral load cannot transmit HIV to sexual partners. This science, or treatment as prevention (TasP), is one of the most effective biomedical tools for preventing HIV transmission.”	“While working with patients, you should promote consistent use of condoms as the most effective method to prevent HIV transmission to their sexual partners.”

Ratings:

Good (3 points):

- All content reflects current best practices and up-to-date guidelines from credible sources such as CDC, NIH, WHO.

OK (2 points):

- Most content is current and some of it references newer practices.
- The training may be dated esthetically; however, the content is still valuable.

Poor (1 point):

- The content is outdated (>10 years old without updates).
- The content contains obsolete practices or guidelines.

CRITERION: COURSE TECHNOLOGY

Explanation: Course technology refers to the tools and platforms used to deliver and enhance the learning experience. These tools should support achievement of the learning objectives and promote learner engagement and active learning. Active learning involves learners participating in activities that require them to think critically, solve problems, and apply their knowledge.

Suggestions for Raters:

- Verify that course technology is aligned with the learning objectives and enhances the learning experience, supporting the achievement of desired outcomes.
- Confirm that the technological tools used in the course promote engagement, interactivity, and active learning, facilitating learner participation and deeper understanding.

Examples of Course Technology:

- Learning Management Systems (LMS): Platforms such as Canvas, Blackboard, or Moodle that organize and deliver the course content
- Interactive Tools: Software for simulations, quizzes, and games that engage learners and provide hands-on practice
- Communication Tools: Forums, chat rooms, and video conferencing tools that facilitate interaction and collaboration
- Assessment Tools: Online quizzes, surveys, and grading systems that evaluate learner progress

Examples:

Good Example	Not So Good Example
A course uses: • Canvas to organize and deliver course content in a logical way • Zoom for interactive, real-time discussions • Kahoot for engaging, activity-based learning that encourages participation	A course uses: • Tools that are rarely used or do not support interaction • Features such as discussion boards that are inactive

Ratings:**Good (3 points):**

- Course technology is clearly aligned with the learning objectives and enhances the learning experience, supporting student engagement and achievement.

- Technological tools promote high levels of engagement and facilitate active learning, fostering interaction and deeper understanding.

OK (2 points):

- Course technology is partially aligned with the learning objectives but may not fully contribute to enhancing the learning experience.
- Tools promote engagement and support active learning but may have some limitations that hinder optimal student participation.

Poor (1 point):

- Course technology is not clearly aligned with the learning objectives and does not enhance the learning experience, hindering student achievement.
- Technological tools do not promote engagement or support active learning, limiting opportunities for student interaction.

CRITERION: LEARNER SUPPORT

Explanation: Learner support refers to the resources and assistance available to help learners succeed in the course. This includes technical help, academic support, and access to additional resources. It should be clear how learners can ask for help if they encounter technical issues, whether through email, customer support numbers, or other means.

Suggestions for Raters:

- Verify that instructions for accessing technical help are clear, detailed, and easy to locate, ensuring learners can quickly find the assistance they need.
- Ensure that multiple support options are available (e.g., email, phone, live chat) to accommodate diverse learner needs.

Examples:

Good Example	Not So Good Example
• A help section with email, phone, and live chat info • Specified response times (e.g., “Replies within 24 hours”) • Tech support and academic help that are clearly separated	• A broken link to the support function • Only one contact option, no response time given • Help options that are hard to find

Ratings:

Good (3 points):

- Instructions for accessing technical help are clear, detailed, and easy to find, ensuring learners can quickly access support when needed.

- Multiple support options (e.g., email, phone, live chat) are available, with reasonable response times and effective resolution of issues.

OK (2 points):

- Instructions for accessing technical help are somewhat clear but may lack sufficient detail or clarity, making it slightly more difficult for learners to locate support.
- Support options are limited, or response times may be slower than expected, but support is still accessible.

Poor (1 point):

- Instructions for accessing technical help are unclear, incomplete, or difficult to find, creating barriers for learners seeking assistance.
- Few or no support options are available, or response times are very slow, significantly hindering learner access to necessary help.

CRITERION: ACCESSIBILITY AND USABILITY

Explanation: Accessibility and usability refer to how easy it is for learners to use and navigate the course. This includes a clear course layout, readable text, and accessible multimedia content—such as images with alt text (alternative text, which describes images), videos with captions, and audio with transcripts.

Suggestions for Raters:

- Check that the course navigation is intuitive and helps learners easily move through the content.
- Review the overall course layout and formatting to ensure text is easy to read and well-organized.
- Verify that all text content is accessible (e.g., compatible with screen readers, properly formatted).
- Confirm that images include descriptive alt text for screen reader users.
- Ensure that video and audio materials include captions and/or transcripts.
- Check that multimedia elements (e.g., interactive tools, embedded content) are functional, easy to use, and accessible across devices.

Examples:

Good Example	Not So Good Example
• Clear homepage with a “Start Here” section • Text is black on white • Videos have captions • Images have descriptions	• Confusing layout, no clear starting point • Gray text on light background • No captions or image descriptions

Ratings:

Good (3 points):

- Course navigation is intuitive and allows learners to easily find and access all materials.

- Course content—including text, images, videos, and multimedia—is designed to support learners with diverse needs (e.g., captions, alt text, transcripts).
- The course design supports readability, with clear layout, legible fonts, and strong contrast between text and background.

OK (2 points):

- Course navigation is mostly clear, but some areas may be hard to find or require extra effort to access.
- Most content supports a range of learner needs, but some elements (e.g., captions, alt text, or transcripts) may be missing or inconsistently applied.
- The course design is somewhat readable, though minor issues in layout, font clarity, or color contrast may hamper readers.

Poor (1 point):

- Course navigation is confusing or inconsistent, making it difficult for learners to access materials.
- Course content does not adequately support learners with diverse needs, and important features such as captions or descriptive text are missing.
- The course design makes reading difficult due to poor organization, hard-to-read fonts, or weak contrast between text and background.

Listening Session Summaries

Listening Session Summary: Content Developers

The main objectives of the listening session were to:

1. Understand the extent of the resources and identify what resources were in development
2. Collect information on the materials organizations use to train Disease Intervention (DI) staff for onboarding and professional development
3. Identify areas where current training programs do not meet workforce needs
4. Understand the sustainability plans of current trainings (plans that ensure the trainings remain current, accessible, and aligned with evolving public health priorities and can secure long-term resources)

Methods: One of the project team members (DS) summarized the listening session transcripts, resulting in a narrative summary report. Next, the summarized transcripts were uploaded to ChatGPT, per our project proposal, for a more concise summary of topics. Finally, the ChatGPT summary was reviewed for accuracy by another project team member (KLS) and edits were made for clarity. The following Narrative Summary is the result of this process.

Narrative Summary

A content developer discussed the goals [of their state health department], which are to modernize training, improve retention, and prepare for forthcoming certification through a competency-based, multi-level curriculum. The program blends self-paced, synchronous, and in-person components with micro-credentials, emphasizes adaptability, and expands beyond sexually transmitted infection (STI) topics to broader public health threats. It incorporates evaluation-driven improvements [in the learner's knowledge and skills], jurisdictional tailoring, experiential learning, and sustainability planning with the department of health [of that state], while ensuring that ethical considerations are integrated into session conduct.

One developer observed significant attrition among disease intervention specialists (DIS)—in some instances at 30% or more of the cohort, depending on years in service; losing 57% of participants in some instances; overall community attrition more than 40% in some jurisdictions. Key takeaway: Retention is cheaper and more effective than perpetual recruitment.

Another developer discussed plans to modernize the Centers for Disease Control and Prevention (CDC) programs [TRAIN, which was last updated in 2006] by introducing a competency-based, multi-level curriculum that prepares DIS for forthcoming national certification while strengthening retention and professional identity. To address attrition, the [name redacted] curriculum is designed not only as a training platform but also as a workforce retention and professionalization strategy.

As this developer explained, the curriculum follows a four-level structure designed for DIS ranging from entry-level DIS professionals to DIS managers, while recognizing that not all staff aspire to management roles. Supervisory and mentoring tracks are included. Five umbrella competencies were initially developed and later consolidated under a broader competency: adapting to changing contexts and environments in public health

practice. This framing ensures that the curriculum remains flexible and responsive to emerging public health threats.

Training delivery has three components: self-paced online modules, synchronous online sessions, and a one-week in-person practicum. Learners may complete individual courses for micro-certificates, while full progression through all requirements at a given level earns a level-specific micro-credential. The curriculum currently includes 65 micro-courses covering core public health content, disease-specific knowledge, counseling and interviewing, leadership, and management. Experiential learning has been prioritized, including escape room simulations of case challenges and point-of-care training.

The program is designed for adaptability across jurisdictions, with Florida serving as the pilot site. Standardization supports workforce mobility across the state's 52 counties, while interagency agreements allow tailored delivery in other jurisdictions such as Georgia, Alabama, and the US Virgin Islands. Although Florida remains the priority, online courses are accessible nationally, and out-of-state learners can earn standalone micro-certificates.

Evaluation of the program's effectiveness is conducted using surveys and qualitative feedback, which inform iterative curriculum refinement. This approach contrasts with static federal training models and has already led to the addition of new topics such as interprofessional communication, documentation, resilience, and self-care. The content has also expanded beyond STIs to include foodborne illnesses, vector-borne diseases, respiratory infections, and vaccine-preventable conditions, equipping DIS to respond to diverse public health threats. Advanced topics, including molecular cluster investigation, research literacy, and data management, increase the capacity of DIS to collaborate with epidemiologists and contribute to outbreak detection.

Sustainability planning is underway, focusing on aligning the curriculum with state-level career pathways that reinforce professional identity and assist with retention. The developer promotes strong ethical standards, ensuring participant confidentiality, informed consent, and compliance in data collection.

AI Summary

Training Programs & Resources (these were all added or confirmed on resource list for evaluation by the project team)

- TB 101: Prerequisite online resources for basic tuberculosis (TB) knowledge (often using CDC materials)
- Latent TB Infection Training: Separate tracks for nurses and doctors, focusing on management and diagnosis
- TB Diagnosis & Treatment: Mixed audience, online and face-to-face, with both fundamental and advanced courses
- Contact Investigation Series: Fundamentals (online) and interviewing skills (face-to-face), with plans for advanced/special situations (e.g., corrections facilities, schools)
- Webinars: For example, "When TB is the Least of Their Worries," covering topics such as diabetes, homelessness, migration, HIV, opioids, and drug interactions
- Nurse Case Management Course: Intensive, mentorship-based, online course for nurses and potentially DI professionals
- Microlearning: Short, just-in-time training modules for new staff or those with limited TB experience
- Resources: Patient materials, person-centered guides, and reference cards, many available in multiple languages and regularly updated

Training Delivery & Accessibility

- Courses are increasingly offered online to accommodate staff who cannot travel for multi-day trainings.
- Some states are building capacity to offer these trainings locally, with Southeastern National Tuberculosis Center (SNTC) support.
- Trainings are open to a broad range of public health roles, not just nurses or doctors, and can be tailored to individual needs.

Evaluation, Feedback, & Continuous Improvement

- The training entity tracks usage rates and satisfaction, noting high demand and positive feedback for courses such as Contact Investigation and Interviewing Skills.
- Courses are refined based on participant feedback, needs assessments, and regular review by subject matter experts and instructional designers.
- An effort is ongoing to keep materials current, especially as guidelines change (e.g., isolation guidelines for TB).

Emerging Needs & Challenges

- There is concern that budget cuts and turnover will dilute expertise and leave local health departments with more generalists than specialists.
- Retention is a major theme, with training and certification aiming to support and retain DI professionals.
- There is a need for training on prioritization, resource management, and skills that apply across diseases, not just TB.
- Microlearning and mentorship are being developed to support new staff and those working in isolation.

Collaboration & Outreach

- Centers of excellence collaborate and share resources; training is not restricted by region.
- There is interest in promoting the CDI credential and ensuring continuing education is accessible and accredited.
- Marketing and outreach are limited by funding restrictions, but repositories of training and resources are being developed to improve access.

Listening Session Summary: Disease Intervention Professionals

The main objectives of the listening session were to:

1. Understand the extent of resources and identify what resources were in development
2. Collect information on the materials organizations use to train DI staff for onboarding and professional development
3. Identify areas where current training programs do not meet workforce needs
4. Understand the sustainability plans of current trainings

Methods: One of the project team members (DS) summarized the listening session transcripts, resulting in a narrative summary report. Next, transcripts were uploaded to ChatGPT, per our project proposal, for a more concise summary of topics. Finally, the ChatGPT summary was reviewed for accuracy by another project team member (KLS) and edits were made for clarity. The following Narrative Summary is the result of this process.

Narrative Summary

The listening sessions gathered DI professionals to explore current training practices, resource availability, and gaps in professional development. Discussions covered external resources such as CDC modules, the PrEP (Pre-Exposure Prophylaxis) program, syphilis elimination training, onboarding processes, and professional development courses. Participants shared perspectives on workforce needs, highlighted gaps in existing resources, and suggested improvements that could strengthen future training.

Training Resources & Practices

Participants noted a strong reliance on CDC materials, particularly during emergent outbreaks. When Mpox appeared in 2022, for example, no tailored training resources were available, requiring staff to adapt the CDC's syphilis elimination materials and to create internal modules to meet urgent needs. CDC modules have historically shifted from binder-based training systems to online platforms such as CDC TRAIN. These platforms now house a wide range of resources. Interview skills were once supported by the Introduction to STD Intervention (ISTDI) and Advanced STD Intervention (ASTDI) courses, which included role play, mock interviews, and peer learning, although these opportunities have become more limited in recent years. For foodborne investigations, in-person training sessions that brought together both laboratory staff and disease investigators were especially valued for providing comprehensive, cross-disciplinary perspectives. Specialized skills training—such as N95 mask fit testing, personal protective equipment (PPE) use, and infection control practices—was also highlighted as essential, particularly for students and new staff entering the field. In practice, staff were often cross-trained across multiple domains, which supported flexibility but also stretched already limited resources.

Training platforms such as those of the CDC, the World Health Organization (WHO), and the Federal Emergency Management Agency (FEMA) were cited as trusted sources, while internal skills learning platforms such as Percipio were noted for general training access. DI professionals also shared their experiences working across diverse disease areas, including foodborne illnesses, malaria, and Mpox.

Training Gaps

Several critical training gaps were identified during the session. The lack of structured materials for emergent diseases was seen most clearly during the Mpox outbreak, underscoring the need for rapid-response training modules. Participants also noted that some professional development courses were not directly relevant to their day-to-day responsibilities, making it difficult to apply theoretical lessons in practical settings. Another key gap was the underdevelopment of human-centered skills, particularly rapport-building and sensitive interviewing, which were overshadowed by the focus on technical and epidemiological knowledge. Resource discoverability posed an additional challenge, with high-quality materials such as those from the National Academy of Medicine being difficult to access. Finally, participants stressed the importance of locally responsive training, pointing to issues such as recently identified malaria cases in the DC/Maryland area as requiring timely, tailored instruction.

They also highlighted challenges such as staff retention, limited travel budgets, and the need for microlearning and just-in-time training. Emerging needs include training for generalist roles and prioritization skills across multiple diseases.

Participants expressed a lack of public health-focused content and called for more interactive, scenario-based learning. They also identified a need for non-laboratory professionals to better understand lab results and terminology.

Recommendations

To address both these gaps and more general concerns, participants recommended several improvements to the curriculum. They emphasized the need to integrate person-centered considerations across all trainings, even in areas that lay outside STI investigations such as foodborne illness inquiries, where sensitive questions may arise. They also advocated for the development of interviewing modules that prioritize rapport-building

and conversational approaches rather than scripted questioning. The creation of a national collaborative platform, something akin to a professional social network was proposed to enable investigators across jurisdictions to share in real time case experiences, terminology updates, and best practices. Additionally, participants recommended expanding rapid-response training modules for emerging public health threats to reduce dependence on improvised resources during outbreaks.

Participants emphasized the importance of modular, flexible learning formats. Program sustainability is supported through regular content review, collaboration with subject matter experts, and data-driven improvements.

They also emphasized the importance of disease-specific training in ensuring the effectiveness of investigations and expressed a preference for conversational, trust-building approaches over transactional interview techniques.

Among cultural competencies, Knowledge of regional context emerged as a critical area, especially for rapidly-evolving communities [those undergoing swift technological, economic, demographic, or other changes] and diseases with social stigma. Participants recommended training that reflects real-world contingencies and avoids overly commercial language, favoring terms such as “resident” or “patient” over “customer.” Sustainability concerns included the need for regularly updated content and flexible, accessible formats. The session underscored the value of centralized, searchable repositories in streamlining access to relevant, high-quality training materials for DI professionals nationwide.

Finally, the group discussed ongoing efforts to increase professionalization within the field. A new national certification program is expected to launch by late 2025, offering structured credentials for DI professionals. This initiative will be complemented by continuing education credits and recertification pathways developed through CDC-funded subawardees, helping to sustain a highly skilled and adaptable workforce.

AI Summary

Training Programs & Resources (these were added to the list of materials to evaluate)

- Staff training methods, such as developing videos, informational sessions, town hall meetings, and using materials from Health Quality Innovators (HQI) and CDC resources
- The free webinars and training offered by the CDC via CDCtrain.org
- The resources of the National Academy of Medicine (NAM)
- Onboarding and cross-training modules, such as:
 - Introduction to Public Health
 - Syphilis Case Management and VCA
 - Informed Practices and Communication in Public Health
 - Infectious Disease and Human Anatomy
 - Interviewing and Pre-Interview Analysis
 - Disease Intervention and Cluster Interviews
 - Introduction to Preventing HIV
- In-depth interviewer training and resources from the TRAIN Learning Network and NNDITC website
- CDC STD Training Resources and the National Prevention Information Network
-

Gaps & Challenges

- Underdevelopment of training that is focused on human-centered skills, particularly rapport-building and sensitive interviewing

- Reliance on outside materials for up-to-date information, lack of tailored training resources for emerging public health concerns, internal offerings that may not fully cover all necessary topics, and a need for localized, contextual training
- The fact that trainings such as role play, mock interviews, and peer learning have become more limited in recent years
- Greater need for comprehensive, cross-disciplinary perspectives, such as trainings that bring together both laboratory staff and disease investigators, since these are valued

Sustainability Plan

Sustainability Plan for the Ongoing Maintenance of the Continuing Education Repository for DI Professionals

Funding Statement

Funding for this project was provided by the Association of Schools and Programs of Public Health's (ASPPH's) Centers for Disease Control and Prevention (CDC) Cooperative Agreement NU50CK000612-04-00 "Improving Clinical and Public Health Outcomes through National Partnerships to Prevent and Control Emerging and Re-Emerging Infectious Disease Threats," Assistance Listing Number 93.318.

Executive Summary

This sustainability plan outlines a comprehensive strategy to maintain and enhance the Continuing Education Repository for Disease Intervention (DI) Professionals. It provides a framework for ensuring that the repository remains current, accessible, and aligned with evolving public health priorities by defining governance roles, establishing structured content review processes, promoting user engagement, and securing long-term resources through partnerships and diversified funding. By implementing this plan, stakeholders can ensure the repository continues to support workforce training, certification preparation, and ongoing professional development across the DI community.

1. GOVERNANCE & ROLE CLARITY

Overview

To ensure consistent oversight and alignment with training objectives, a governance structure should be formalized. This includes defining leadership responsibilities, assembling an interdisciplinary oversight committee, establishing clear decision-making protocols, and planning for staffing continuity. Collectively, these efforts collectively ensure the long-term sustainability, relevance, and accessibility of the Continuing Education Repository for DI Professionals

Governance & Staffing Roles

Component	Description & Responsibilities
1.1 Managing Entity Responsibilities	Appoint a lead organization (e.g., a state health department, DI training network, or academic public health partner) responsible for: • Overseeing the content • Coordinating stakeholder input • Keeping records of past decisions, actions, and lessons learned so future staff can understand what was done and why • Serving as the central coordinator for updates, evaluation cycles, and communications
1.2 Oversight Committee Structure	Create an interdisciplinary oversight committee, including: • Subject Matter Experts (SMEs) in infectious disease and DI • Instructional designers • Accessibility specialists • DI professionals (end-users) • A Repository Coordinator to oversee reviews and communicate with stakeholders This committee will convene (as outlined in Section 2) to evaluate training quality, monitor learner needs, and make recommendations for content prioritization.
1.3 Decision-Making Protocols	Define clear roles and voting processes for: • Approving revisions • Adding new resources • Sunsetting outdated content
1.4 Staffing & Cross-Training	To support continuity regardless of personnel changes: Clearly Define Responsibilities: • <i>Instructional Designers:</i> Lead the evaluation of content quality using the rubric • <i>Accessibility Auditors:</i> Ensure that materials meet Americans with Disabilities Act (ADA) Section 508 standards • <i>Content Managers:</i> Oversee the uploading, tagging, and communication of new materials • <i>Technical Liaisons:</i> Interact with the CDC's online learning system, CDC TRAIN team, if technical issues arise Cross-Training Plans: • Provide internal training so staff members can fulfill their roles • Develop process documentation for key tasks such as applying the rubric, conducting peer reviews, and formatting accessible PDFs/videos Succession Documentation: • Maintain a digital onboarding guide for new staff members that includes training videos, contact lists, and timelines for responsibilities

Summary & Recommendations

A strong governance framework—backed by clearly assigned roles and a robust cross-training plan—lays the foundation for a sustainable and adaptable repository. To implement this effectively, recommendations are to:

- Document and publish the governance structure, including decision-making protocols and committee composition
- Standardize onboarding and role-based training, supported by process documentation and shared repositories
- Schedule regular oversight committee meetings aligned with content review cycles
- Evaluate staffing gaps periodically and provide refresher training to maintain role redundancy and resilience

2. CONTENT LIFECYCLE MANAGEMENT

Overview

An intentional approach to managing educational resources ensures content remains relevant and of the highest quality. By establishing a structured content lifecycle—including scheduled reviews, immediate updates based on key triggers, and rubric-based evaluations—stakeholders can maintain the integrity, accessibility, and effectiveness of the training repository over time. This process also includes systematic onboarding of new resources, technical maintenance, and continuous feedback to support ongoing improvement.

Component	Description & Responsibilities
A. Training Lifecycle	
2.1 Review Frequency	Immediate (as needed): Initiate an immediate review of individual trainings if one of the following occurs: • National or state-level DI guidelines change • New evidence-based practices are released • Significant feedback from learners or instructors is received (via CDC TRAIN or internal surveys) • Public health emergencies or updated CDC priorities emerge • Users report that the training is no longer available or accessible • The training receives low performance indicators such as: ○ Below-threshold user ratings ○ Low completion rates ○ Poor quiz performance Annual (every 12 months): • Verify links, licensing, and metadata • Confirm accessibility features (captions, alt text, keyboard navigation, etc.) • Log minor updates (URL changes, typos) • Solicit user feedback and identify any content gaps • Flag any trainings needing earlier comprehensive review Comprehensive (every three years): • Conduct a full rubric-based evaluation on: ○ Instructional quality and learning design ○ Accessibility and compliance with ADA/Section 508

	○ Test-taking effectiveness and assessment alignment • Determine whether to: ○ Renew with minor updates ○ Redesign or replace ○ Archive and remove from active repository • Update all metadata and documentation as needed • If applicable, invite an external reviewer to validate quality and alignment with industry standards Every five years: • <i>In addition, starting after the Certified in Disease Intervention (CDI) exam launches, the National Board of Public Health Examiners (NBPHE) plans to conduct a DI job task analysis every five years. This process may result in updates to the CDI exam domains and associated exam preparation materials. Repository administrators should anticipate these potential shifts and plan for corresponding updates to training content as part of long-term maintenance.</i>
2.2 Rubric for Evaluation	Apply the instructional design rubric to each training, focusing on: • Pedagogical Soundness (alignment with adult learning theory, sequencing, formative feedback) • Accessibility Compliance (captions, screen reader compatibility, keyboard navigation, alt text) • Assessment Effectiveness (alignment with objectives, variety of question types)
2.3 Performance Tracking	Provide user feedback forms (within repository or via CDC TRAIN). Conduct annual surveys to collect insights on: • Ease of use • Value and impact of trainings • Suggestions for improvement Track usage metrics such as: • Completion rates • Quiz scores • User satisfaction Flag underperforming modules for priority review.
2.4 Archiving	• Remove outdated trainings from active listings: Tag and store retired content in an archive for historical or referential use. Document reason for archiving (e.g., outdated, inaccurate, replaced).

	Maintain version control for updates and revisions.
B. Maintenance & Integrity	
2.5 Technical & Structural Maintenance	Ensure ongoing integration with CDC TRAIN; avoid unsupported tools (e.g., embedded scripts). Maintain technical documentation for: • Uploading/updating training content • Metadata tagging (e.g., audience level, keywords, continuing education eligibility) • Accessibility compliance tools (such as those made by WAVE or Ally) • Version control (to differentiate between updated vs. legacy materials) Establish a secure backup protocol for all digital assets.
2.6 Link & Access Verification	Confirm URLs are active and point to current, relevant content. Ensure proper licensing or free accessibility.
2.7 Metadata & Organization	Use consistent topic categories (e.g., STD contact tracing, outbreak response). Apply standardized tags (e.g., “video-based,” “certification prep”). Keep metadata fields uniform across all entries.
C. Expansion & Oversight	
2.8 Adding New Trainings	For each new training: • Vet with rubric • Confirm alignment with DI workforce needs • Record key metadata: ○ Title, URL, provider/organization ○ Description, topic, duration ○ Date added ○ Rubric scores and reviewer notes
2.9 Quality Control	Train reviewers on using the rubric. Run inter-rater reliability checks periodically. Maintain a shared evaluation log for transparency and continuity.

Summary & Recommendations

A structured content lifecycle ensures DI training resources remain current, high-quality, and aligned with evolving public health needs. Recommendations are to:

- Review trainings every three years and update immediately when guidelines or performance data indicate a need.
- Use a standardized rubric to assess pedagogy, accessibility, and assessment quality.
- Maintain consistent metadata, version control, and archive outdated materials with a clear rationale.
- Gather user feedback and track performance metrics to guide continuous improvement.

3. COMMUNICATION & ENGAGEMENT STRATEGY

Overview

Active user engagement ensures that the repository remains relevant and is widely used. Regular communication through emails, newsletters, and social media helps promote new and updated resources, while stakeholder reports provide transparency and strategic alignment. User feedback and analytics guide continuous improvement, and recognition of high engagement fosters a culture of participation and learning.

Component	Description & Responsibilities
3.1 Promotion Channels	Email announcements via DI training listservs Quarterly newsletters summarizing new module releases or updates Social media posts targeting DI networks and public health groups
3.2 Stakeholder Communication	Schedule regular updates (e.g., biannual reports) for leadership and stakeholder agencies summarizing: • Resource usage data • Major updates completed • Planned enhancements or areas of concern
3.3 User Feedback Loops	Integrate surveys and usage analytics to identify: • Which modules are most accessed and why • Barriers to learning (e.g., unclear navigation, accessibility challenges) • Suggested topics for future module development
3.4 Recognition Mechanisms	Engage with power users (skilled or frequent users) or teams completing large volumes of content to encourage continued engagement and share success stories.

Summary & Recommendations

Engaging users through promotion, feedback, and recognition ensures that the DI training repository remains relevant, visible, and responsive to workforce needs. Recommendations are to:

- Promote updates via listservs, newsletters, and social media to maintain awareness and usage.
- Collect and analyze user feedback and usage data to guide improvements and new content development.
- Share stakeholder reports and recognize high-engagement users to sustain long-term participation.

4. FUNDING & STRATEGIC PARTNERSHIPS

Overview

A sustainable repository depends on ongoing resources and collaboration. Funding could be pursued through a blend of workforce development grants, local program funds, and cost-sharing partnerships with regional training centers or professional organizations.

Existing networks—such as training centers and schools of public health—can be leveraged to build strategic partnerships that support content development, dissemination, and evaluation. Additionally, opportunities for sponsorship may be explored, inviting agencies to contribute in exchange for recognition or aggregated

usage insights, provided such arrangements align with ethical and institutional standards.

CONCLUSION

The long-term success and relevance of the Continuing Education Repository for DI Professionals depend on an integrated approach to governance, quality control, content management, and stakeholder engagement. This sustainability plan outlines a structured, repeatable system for maintaining high-quality training resources that align with emerging public health priorities and evolving instructional standards. Key strategies such as biannual content reviews, rubric-based evaluations, technical and accessibility audits, and ongoing user feedback loops ensure that the repository remains current, accessible, and effective for DI professionals across the field. A well-defined governance structure and comprehensive cross-training protocols further enhance institutional resilience and operational continuity.

While governance and content lifecycle management provide a strong foundation, ensuring long-term sustainability also requires strategic resourcing and external collaboration. We recommend the following final considerations to secure ongoing viability:

- **Diversify funding streams:** Pursue a blend of federal (e.g., CDC, HRSA), state, and local funding opportunities to support maintenance and updates.
- **Establish strategic partnerships:** Strengthen ties with national training networks (e.g., National Network of Disease Intervention Training Centers, or NNNDITC), academic institutions, and public health agencies to share resources, expand reach, and co-develop high-impact training modules.
- **Explore sponsorships thoughtfully:** Consider engaging with mission-aligned organizations that can provide financial or technical support while maintaining the repository's integrity and user trust.

By embedding these recommendations within a comprehensive operational strategy, the Continuing Education Repository for DI Professionals can continue to serve as a high-value resource that supports the preparedness, responsiveness, and ongoing professional development of the DI workforce.

APPENDIX A: INSTRUCTIONAL DESIGN FOUNDATION

This sustainability plan was developed by a team of instructional design professionals with expertise in online education, public health training, and quality assurance. The structure and recommendations throughout the document are grounded in established instructional design principles and practices.

Key elements of the plan reflect this foundation, including:

- Use of a rubric to evaluate instructional quality, accessibility, and assessment alignment
- Application of adult learning principles and instructional systems design (ISD) models
- Emphasis on user experience, learner feedback, and data-informed decision making
- Integration of accessibility standards (e.g., ADA/Section 508 compliance, Quality Matters benchmarks)
- Focus on content lifecycle management and scalable, sustainable training delivery

By grounding this plan in instructional design methodology, our goal is to provide a practical, learner-centered, and sustainable framework that supports the long-term success of the Continuing Education Repository for DI Professionals.

APPENDIX B: RUBRIC FOR DI COURSE REVIEW

DI RUBRIC CRITERIA TABLE

Criterion	What to Look For (Checklist)	3 Points (Good)	2 Points (OK)	1 Point (Poor)
1. Course Overview & Introduction	- What to do first is clearly explained. - The course overview describes the purpose, format, and what to expect. - Key info such as schedule, communication, and grading is easy to find.	The course starts with clear instructions, includes a helpful overview, and provides easy access to all key information.	The course includes some basic guidance and information, but parts are unclear, incomplete, or scattered.	The course lacks clear starting instructions, has no useful overview, and important information is missing or hard to find.
2. Learning Objectives	- Learning objectives (LOs) are shown at the beginning of the course and in each module. - LOs use clear action words such as “explain” or “analyze.” - LOs are written from the student’s perspective and describe what students will be able to do.	LOs are easy to find, written clearly using action verbs, and focused on what learners will be able to do.	LOs are included but may be vague, hard to find, or not always written from the learner’s point of view.	LOs are missing, too general, or not clearly written from the learner’s perspective.
3. Learning Assessment & Activities	- Activities and assignments match the LOs. - Grading criteria (e.g., rubrics or clear instructions) are provided. - It’s clear how students will be evaluated.	Assessments and activities clearly connect to the LOs, and students know exactly how their work will be graded.	Assessments and activities are somewhat connected to the LOs, but grading criteria are vague or not consistent.	Assessments and activities don’t clearly relate to the LOs, and <u>it’s</u> unclear how students will be graded.
4. Instructional Materials	- Materials match the LOs. - Content fits the level of professional learners. - Materials are clear, helpful, and keep learners engaged.	Materials clearly support the LOs, are appropriate for the learner level, and help students stay engaged and understand the content.	Materials are somewhat helpful but may not fully match the LOs or feel too basic, unclear, or unengaging.	Materials do not clearly support the LOs, feel either too advanced or too simple, and may confuse or disengage learners.

5. Person-Centered Content	- Content prompts learners to consider various norms and beliefs when applying course content in practice. - Materials use current, respectful and informed language.	Content consistently uses informed, person-first language and examples that respect and represent a wide range of backgrounds and regions. Content frequently prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.	Content uses generally informed language and examples but may occasionally overlook some nuances or fail to use person-first language consistently. Content rarely prompts the learner to consider norms and beliefs when applying the knowledge/skills in practice.	Content uses language and examples that may unintentionally exclude individuals from certain regions of other specific groups and doesn't prompt the learner to consider norms and beliefs when applying the knowledge/skills in practice.
6. Scenario Based Learning	- Content uses scenarios or examples that help learners to connect to integrate theory with practical application. - Content uses scenarios that reflect the real-world situations DI professionals encounter.	Content uses rich, authentic scenarios that reflect the complex situations DI professionals encounter.	Content uses some realistic scenarios but is limited in scope or depth.	Content offers few or no examples that include realistic scenarios encountered by DI professionals.
7. Currency of Content	Content is consistently current, reflecting the latest medical practices, public health guidelines, and up-to-date terminology.	All content reflects current best practices and up-to-date guidelines and terminology.	Most content is current and some references are made to newer practices. While the training may be dated, the content is still valuable.	The content is outdated (>10 years old with no updates) and contains obsolete practices or guidelines.
8. Course Technology	- Technology helps learners reach the course objectives. - Tools make learning more interactive and engaging. - Tools support participation and real learning (not just watching).	Technology clearly supports the LOs, encourages interaction, and helps learners actively apply what they've learned.	Technology is somewhat helpful and supports basic engagement, but some tools may not be fully effective or easy to use.	Technology does not clearly connect to the LOs and does little to support engagement or active learning.
9. Learner Support	- It's easy to find out how to get tech support. - There are multiple ways to ask for help (e.g., email, phone).	Clear instructions explain how to get help, with several support options and reasonable response times.	Help options are available but may be hard to find or limited; response times may be slower.	It's unclear how to get help, few methods of seeking help are offered, or support is hard to reach and does not

	• Support responds in a helpful and timely way.			respond in a timely manner.
10. Accessibility & Usability	• The course is easy to navigate. • Text is readable, with a clear layout and color contrast for readability between background, text, and graphics. • Images, videos, and audio include helpful features such as alt text, captions, or transcripts.	The course is easy to use, content is clearly presented, and media is accessible to learners with different needs.	The course is mostly usable, but some parts (such as navigation or media accessibility) may be inconsistent or incomplete.	The course is hard to navigate, text is difficult to read, and media lacks support features such as captions or alt text.

Continuing Education Repository for DI Professionals: Training Materials Identified for Evaluation

Title	Author	Link
Diagnosing and Treating Confidential Syphilis	AETC Pacific	https://paetc.caspio.com/dp/050e7000902%2080c9da9194a3daf9c2ER_ID=20016658
AETC Pacific (General Resource)	AETC Pacific	https://paetc.org/
HIV/HCV Co-infection: An AETC National Curriculum - Section 5: Recommendations for Subpopulations of HIV/HCV Co-infected Persons	AIDS Education & Training Center Program National Coordinating Resource Center	https://www.train.org/cdctrain/course/1075433/details
HIV/HCV Co-infection: An AETC National Curriculum - Section 6: Addressing Barriers for Co-infected People of Color	AIDS Education & Training Center Program National Coordinating Resource Center	HIV/HCV Co-infection: An AETC National Curriculum - Section 6: Addressing Barriers for Co-infected People of Color
HIV/HCV Co-infection: An AETC National Curriculum - Section 3: Screening, Testing, and Diagnosis	AIDS Education & Training Center Program National Coordinating Resource Center	https://www.train.org/cdctrain/course/1075392/details
HIV/HCV Co-infection: An AETC National Curriculum - Section 4: HCV Treatment	AIDS Education & Training Center Program National Coordinating Resource Center	https://www.train.org/cdctrain/course/1075426/details
HIV/HCV Co-infection: An AETC National Curriculum - Section 2: Prevention	AIDS Education & Training Center Program National Coordinating Resource Center	https://www.train.org/cdctrain/course/1075363/details
What You Should Know About the 2022 Monkeypox Outbreak	Alabama Public Health Training Network	https://sites.uab.edu/aripc/2022/06/14/what-you-should-know-about-the-2022-monkeypox-outbreak/
Mastering Teamwork and Communication in Healthcare Settings Training 4.5	American Medical Compliance	https://ncslearningcenter.myabsoib.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
HIV Counseling & Testing Training Refresher	Arkansas Department of Health	https://www.train.org/WI/course/1105575/details?activeTab=about
Professional Development Series - Epidemiology & Outbreak Response	Arkansas Department of Health	https://www.train.org/WI/course/1079711/details
Making Contact: A Training for COVID-19 Case Investigators and Contact Tracers	Association of State and Territorial Health Officials	https://www.astho.org/topic/infectious-disease/covid-19/making-contact/
Managing HVAC Systems to Reduce Infectious Disease Transmission	Building Better Buildings US Department of Energy	https://betterbuildingsolutioncenter.energy.gov/webinars/managing-hvac-systems-reduce-infectious-disease-transmission
Completing an End of Quarantine Call	Bureau of Community Health Systems, Kansas TRAIN Program	https://www.train.org/WI/course/1093386/details
Completing a Monitoring Call	Bureau of Community Health Systems, Kansas TRAIN Program	https://www.train.org/WI/course/1093452/details
Contact Tracing Overview and Introduction	Bureau of Community Health Systems, Kansas TRAIN Program	https://www.train.org/WI/course/1092284/details
General Contact Tracing Phone Calls	Bureau of Emergency Preparedness, EMS, and Systems of Care	https://www.train.org/indiana/course/1091008/details
Advisory Program	California Department of Public Health (CDPH)	For Advisory Program enrollment or additional information, you can email the CDPH STDCB Disease Intervention Section at STDCB.advisors@cdph.ca.gov
Use of Treponemal Immunoassays for Screening and Diagnosis of Syphilis	California Department of Public Health (CDPH) Sexually Transmitted Diseases (STD) Control Branch in conjunction with the California STD Controllers Association and the California Prevention Training Center (CAPTC)	https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/UseofTrepo-nemalimmunoassays_Syphilis.pdf

Title	Author	Link
Self-Disclosure	California Prevention Training Center	https://californiapctc.com/training/selfdisclosure/
Integrating PrEP into Partner Services	California Prevention Training Center	https://www.train.org/cdtrain/course/1090747/details
Motivational Interviewing	California PTC	California Prevention Training Center
Virtual DIS Summit	California PTC	https://www.stdhivtraining.org/DIS_Summit.html
Case Investigation & Contact Tracing	California Virtual Training Academy	https://vtaplus.org/trainings/case-investigation-contact-tracing/
Epidemiology 101 (EPI)	California Virtual Training Academy	https://vtaplus.org/epidemiology-101/
Essential Interviewing Skills for Disease Intervention	California Virtual Training Academy	https://vtaplus.org/trainings/essential-interview-skills/
Mpox Disease Intervention Training (MPOX)	California Virtual Training Academy	https://vtaplus.org/trainings/mpox-disease-intervention-training/
Outbreak Management (OMG)	California Virtual Training Academy	https://vtaplus.org/trainings/mpox-disease-intervention-training/
Vaccine Communications (VAX)	California Virtual Training Academy	https://vtaplus.org/trainings/vaccine-communications/
Gender Diversity 101: Meeting Clients Where They are to Prevent HIV	Cardea Services	https://www.train.org/WI/course/1071357/details
PrEP Counseling for Transgender and Gender Non-Binary (TGNB) Clients	Cardea Services	https://www.train.org/WI/course/10786689/details
You Are the Key to HPV Cancer Prevention: Understanding the Burden of HPV Disease, the Importance of the HPV Vaccine Recommendation, and Communicating about HPV Vaccination	Cardea Services	https://www.train.org/WI/course/10586689/details
Advanced Motivational Interviewing	Cardea Services	https://cardea.matrixlms.com/visitor_class/show/637924
Developing a Social Media Strategy to Combat the HIV Epidemic in Indian Country	Cardea Training Center	Cardea Training Center
Healing, Resiliency, and Trauma- Informed Care & Practice with Dr. Tami DeCoteau	Cardea Training Center	https://cardea.matrixlms.com/user_catalog_class/show/806328
HIV Care and Sexual Health Assessment for American Indian and Alaska Native Patients	Cardea Training Center	https://cardea.matrixlms.com/visitor_class/show/189388
HIV Care and Sexual Health Assessment for American Indian and Alaska Native Patients: Part 2	Cardea Training Center	https://cardea.matrixlms.com/visitor_class/show/656021
STD 101: What You Need to Know	Cardea Training Center	https://cardea.matrixlms.com/visitor_class/show/189775

Title	Author	Link
Trauma-Informed Care in HIV Prevention and Care Services	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/810704
Weaving Success: Evaluation in Indian Country	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/851887
Combination Prevention - Working with Clients to Stop HIV Transmission	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/897941
An Introduction to Motivational Interviewing	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/639189
Advancing the Uptake and Use of PrEP in Indian Country	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/558907
FTN Screening Application	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/473830
FTN Update	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/473830
Gender and Sexual Diversity	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/605346
HIV Navigation in Texas	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/565784
HIV Navigation in Texas Prerequisite Courses	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_path/show/8748
Motivational Interviewing with Adolescents in Primary Care: The Basics	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/192475
Trauma-Informed Care	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/583030
Cardea Training Center (General Resource)	Cardea Training Center	https://cardeaservices.org/resources/courses-trainings/
Unconscious Bias	Cardea Training Center	https://cardea.matrixlms.com/visitor_catalog_class/show/1058210
Enhancing Diseases Investigation and Intervention Functions Meetings	CDC - Centers for Disease Control and Prevention	Day 1: https://www.youtube.com/watch?v=VKNRm9qM
Public Health 101 Series - Introduction to Public Health Informatics	CDC - Centers for Disease Control and Prevention	https://www.train.org/WJ/course/1059676/details
Unit 5-Pelvic Inflammatory Disease	CDC - Centers for Disease Control and Prevention	Unit 5-Pelvic Inflammatory Disease
10 Essential Public Health Services	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/public-health-gateway/php/about/?CDC_ARef_Val=https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html
Public Health 101 Series - Introduction to Prevention	CDC - Centers for Disease Control and Prevention	https://www.train.org/WJ/course/1059676/details

Title	Author	Link
STI Picture Cards	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/php/training/picture-cards.html?CDC_AAref_Val=https://www.cdc.gov/std/training/picturecards.htm
Assurances of Confidentiality	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/scientific-integrity/php/protecting-privacy-confidentiality?CDC_AAref_Val=https://www.cdc.gov/os/integrity/confidentiality/
Principles of Epidemiology in Public Health Practice	CDC - Centers for Disease Control and Prevention	https://archive.cdc.gov/H/details?url=https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf
2015 STD Treatment Guidelines Overview Webinar	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
CDC 2021 Sexually Transmitted Infection (STI) Treatment Guidelines Update Webinar - December 18, 2020	CDC - Centers for Disease Control and Prevention	https://www.youtube.com/watch?v=azXn_Bv_R7Y
CDC STD Webinars	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
DIRB-Facilitated Partner Services Interview Practice Sessions	CDC - Centers for Disease Control and Prevention	https://www.train.org/main/course/1104957/live-event?activeTab=about
National Network of STD Clinical Prevention Training Centers - Resources	CDC - Centers for Disease Control and Prevention	https://courses.nmptc.org/resource_search.html
Syphilis Pocket Guide for Providers	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/syphilis/Syphilis-Pocket-Guide-FINAL-508.pdf
Public Health 101 Series - Introduction to Public Health Surveillance	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1059516/details
Self-Study Modules on Tuberculosis	CDC - Centers for Disease Control and Prevention	https://www.train.org/WI/course/1102566/details
Introduction to Field Safety for DIS	CDC - Centers for Disease Control and Prevention	https://www.train.org/WI/course/1090980/details
Introduction to Partner Services for Partner Services Providers	CDC - Centers for Disease Control and Prevention	https://www.train.org/WI/course/1089355/details
Unit 7-Tuberculosis	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089353/details
Unit 8-Hepatitis	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089354/details
Unit 1 - Infectious Disease and Human Anatomy	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089343/details
Unit 2 - Syphilis	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089344/details
Unit 3 - Chlamydial Infection	CDC - Centers for Disease Control and Prevention	https://www.train.org/WI/course/1089346/details
Unit 4 - Gonorrhea	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089348/details

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Unit 5 - Pelvic Inflammatory Disease	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089349/details
Syphilis Case Management and VCA	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089359/details
Introduction to Telephone Interviewing for DIS	CDC - Centers for Disease Control and Prevention	https://www.train.org/NI/course/1090632/details
Self-Study Modules on Tuberculosis, 6-9 (Web-based) - WB4556R	CDC - Centers for Disease Control and Prevention	https://www.train.org/cdctrain/course/1116241/details
Self-Study Modules on Tuberculosis 1-5 (Self-Study) - SS4834	CDC - Centers for Disease Control and Prevention	https://www.train.org/cdctrain/course/1120585/details
Passport to Partner Services: Referrals and Linkage to Care	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089358/details
Clinical Overview of Measles: Diagnosis, Laboratory Testing, and Outbreak Response	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/measles/resources/videos.html
Disease Intervention Specialist: Retention, Recruitment, and Training Meeting	CDC - Centers for Disease Control and Prevention	https://www.youtube.com/watch?v=vfKv5GpAfK
Data Security and Confidentiality Guidelines for HIV, Viral Hepatitis, Sexually Transmitted Disease, and Tuberculosis Programs: Standards to Facilitate Sharing and Use of Surveillance Data for Public Health Action	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/program-collaboration-service-integration/php/index.html?CDC_AAref_Val=https://www.cdc.gov/nchhstp/programintegration/docs/pcsdatabsecurityguidelines.pdf
Public Health 101 Series - Introduction to Public Health	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1059661/details
Unit 6 - HIV Infection and AIDS	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1089351/details
Global Health - CDC Global Health Equity	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/global-health-equity/php/index.html?CDC_AAref_Val=https://www.cdc.gov/globalhealth/equity/guide/cultural-humility.html
STD AAPPS Kickoff Meeting: Moving Forward in 2014 and Beyond	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Interviewing Module	CDC - Centers for Disease Control and Prevention	https://www.train.org/indiana/course/1090635/compilation?activeTab=about
Report-Back and Update on the STD AAPPS Program Outcome Measures (POM)	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
STD Prevention Science Series	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Third-Party Billing for Public Health STD Services: A Summary of Coordinated Needs Assessment	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Community Approaches to Reducing Sexually Transmitted Diseases FOA	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
NCCDPHP Health Equity Glossary	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/chronicdisease/healthequity/health-equity-communications/nccdphp-health-equity-glossary.html#:~:text=Health%20Equity%3A%20The%20state%20in,their%20highest%20leve

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The Growing Threat of Multidrug-Resistant Gonorrhea - CDC Public Health Grand Rounds	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
HIV Guidelines	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/hiv/partners/php/guidelines/7CDC_AAref_Val=https://www.cdc.gov/hiv/guidelines/
Disease Intervention Services Training Centers FOA	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
ELC K8: Threat of Antibiotic-Resistant Gonorrhea-Rapid Detection and Response Capacity	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Program Operations Guidelines	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/program/gt-2001.htm
The Last Resort: Electronic Health Communication in North Carolina	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
STD AAPPs Funding Opportunity Orientation, Q&A, and Evaluation	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
NEDSS Base System STD Module Webinar	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Program Development and Quality Improvement Webinar Series	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Program Evaluation: Quality Improvement, and Performance Management: Understanding How They Relate and Their Role in Public Health Programs	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
The Revised Congenital Syphilis Report Form – What's New, Why, and How to Use It	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
Principles, Practices and Pathways to Disease Intervention (3PDI)	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/sti/php/training/courses.html?CDC_AAref_Val=https://www.cdc.gov/std/training/courses.htm
STD Prevention Training	CDC - Centers for Disease Control and Prevention	https://npln.cdc.gov/training/std/stds?f%5B0%5D=im_field_training_type%3A8486
Updated Guidelines for Antiretroviral Postexposure Prophylaxis after Sexual, Injection-Drug Use, or Other Nonoccupational Exposure to HIV — United States Principles of Epidemiology	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/hiv/partners/php/guidelines/7CDC_AAref_Val=https://www.cdc.gov/hiv/guidelines/
Health Insurance Portability and Accountability Act of 1996 (HIPAA)	CDC - Centers for Disease Control and Prevention	https://archive.cdc.gov/#/details?url=https://www.cdc.gov/csels/dsepd/ss1978/index.html
Public Health and Data Authority	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/php/php/resources/health-insurance-portability-and-accountability-act-of-1996-hipaa.html?CDC_AAref_Val=https://www.cdc.gov/php/publications/topic/hipaa.html https://www.cdc.gov/surveillance/policy-standards/data-authority.html
Remote Health Meeting	CDC - Centers for Disease Control and Prevention	Day 1: https://www.youtube.com/watch?v=QfBAxELum-I https://www.cdc.gov/std/training/webinars.htm
Program Science: The Concept and Applications	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm

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Reducing the Burden of HPV associated Cancer and Disease through Vaccination in the US – CDC Public Health Grand Rounds	CDC - Centers for Disease Control and Prevention	https://www.cdc.gov/std/training/webinars.htm
HIV PREP: PREP and Pregnancy	CDC NCHHSTP DHAP	https://www.train.org/WI/course/1086182/details
HIV PREP: HIV Prevention with Pre-Exposure Prophylaxis (PREP) in the United States	CDC NCHHSTP DHAP Capacity Building Activity	https://www.train.org/indiana/course/1087416/details
Recommendations for Nonclinical Providers on HIV Prevention for Adults and Adolescents with HIV	CDC NCHHSTP DHAP Capacity Building Activity	https://www.train.org/WI/course/1084408/details
Understanding the TB Cohort Review Process Guide and DVD	CDC NCHHSTP Division of Tuberculosis Elimination	https://www.train.org/indiana/course/1029009/details?activeTab=about
Questions and Answers About TB (English/Spanish)	CDC NCHHSTP Division of Tuberculosis Elimination	https://www.train.org/WI/course/1028976/details
Effective TB Interviewing for Contact Investigation: Facilitator-led Training Guide and DVD	CDC NCHHSTP Division of Tuberculosis Elimination	https://www.train.org/WI/course/1062792/details
STD/HIV Partner Services Interview Demonstration Video	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.youtube.com/watch?v=oMkq2W4Ev_Y
Communication Skills	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/indiana/course/1089357/details
Field Investigation and Notification	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089331/details
Sexual Orientation and Gender Diversity	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1090755/details
Introduction to Trauma Informed Care for DIS	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1090752/details
Interviewing Unit 1: Introduction to Interviewing and Pre-Interview Analysis	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089360/details
Interviewing Unit 2: Introduction and Patient Assessment Sections of the Original Interview	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089361/details
Interviewing Unit 3: Disease Intervention Sections of the Original Interview	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089362/details
Interviewing Unit 4: Post-Interview Analysis	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089363/details
Interviewing Unit 5: Cluster Interviews and Re-Interviews	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/WI/course/1089364/details
Passport to Partner Services/Principles, Practices, Pathways to Disease Intervention (3POI)	CDC NCHHSTP DSTDP Workforce Enhancement and Development Unit (WEDU)	https://www.train.org/main/training_plan/4299
NOTE: Program consists of 18 modules CDC Public Health Grand Rounds: Surveillance for Emerging Threats to Pregnant Women and Infants: Data for Action	CDC OADC Grand Rounds	https://www.train.org/indiana/course/1080563/details?activeTab=about

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Boots on the Ground Part 1: Foundational Epidemiology	CDC-Centers for Disease Control and Prevention/OSTLTS	https://www.train.org/indiana/course/1076135/details
Enteric Disease Outbreak Investigation Module	CDC's Division of Foodborne, Waterborne, and Environmental Diseases	https://www.train.org/cdctrain/training_plan/3760
DIRB-Facilitated Partner Services Interview Practice Sessions	CDC's Division of STD Prevention	https://www.train.org/indiana/course/1104957/live-event
Updated Guidelines for Evaluating Public Health Surveillance Systems	Centers for Disease Control and Prevention MMWR	https://www.cdc.gov/mmwr/preview/mmwrhtml/r15013a1.htm
Motivational Interviewing to Help Your Patients Seek Treatment	Centers for Disease Control and Prevention National Center for Injury Prevention and Control Interviewing.html	https://www.cdc.gov/opioids/addiction-medicine/conversation-starters/motivational-interviewing.html
Occupational Hazards in Home Healthcare	Centers for Disease Control and Prevention. Department of Health And Human Services, National	www.cdc.gov/niosh/docs/2010-125/pdfs/2010-125.pdf
Core Curriculum on Tuberculosis: What The Clinician Should Know	Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://www.cdc.gov/tb/education/corecur/pdf/CoreCurriculumTB-508.pdf
Implementing HIV Testing in Nondisciplinary Settings A Guide for HIV Testing Providers	Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://www.cdc.gov/hiv/pdf/testing/CDC_HIV_Implementing_HIV_Testing_in_Nonclinical_Settings.pdf
Quick Guide Recommendations for Partner Services Programs for HIV Infection, Syphilis, Gonorrhea, and Chlamydia Infection	Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://www.cdc.gov/nchhstp/partners/docs/08_124108_Stuckey_QuickGuidelinesides_121508_Update_WiHtCover-508C.pdf
Sexually Transmitted Infections Treatment Guidelines	Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://archive.cdc.gov/#/details?url=https://www.cdc.gov/std/program/gl-2001.htm
Lyme Disease Updates and New Educational Tools for Clinicians	Centers for Disease Control and Prevention, Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://www.cdc.gov/std/treatment-guidelines/default.htm
This course provides an overview of the importance of public health informatics and its role in public health. "Public health informatics is the systematic application of information, computer science, and technology to public health practice, research, and learning." (Public Case-based Surveillance for Syphilis)	Clinician Outreach and Communication Activity (COCA)	https://www.train.org/cdctrain/course/1117301/details
Resources	College and University Health (Multiple)	https://courses.nmptc.org/upcoming_classes.html
Hepatitis Basics	Council of State and Territorial Epidemiologists	https://www.train.org/WI/course/1108409/details
Engaging with Sensitivity: Techniques for Interviewing Persons Experiencing Homelessness, Disability, and Substance Use Disorders	Council of State and Territorial Epidemiologists (CSTE)	https://www.cste.org/courses/course/dap-project-2024
Yoga for Disease Intervention Specialists	Courtney Brame	https://www.ncsddc.org/resource/yoga-for-disease-intervention-specialists/
Highly Infectious and Emerging Disease Protection: The Basics	DeValle Institute for Emergency Preparedness and the Boston Public Health Commission	https://www.train.org/cdctrain/course/1089016/details

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DENVER PTC TRAINING	Denver PTC	https://www.denverptc.org/training/#
Denver PTC: STI Expert Hour TX	Denver PTC	https://courses.nnptc.org/upcoming_classes.html
Denver PTC - Virtual STI Intensive Course	Denver PTC	https://courses.nnptc.org/upcoming_classes.html
Organizational Wellness From the Top: Stress Mitigation and Work Satisfaction for Healthcare Providers	Department of Health and Human Services (HHS), Assistant Secretary for Preparedness and Response (ASPR) Technical Resources, Assistance Center, & Information Exchange (TRACIE)	https://www.train.org/NI/course/1086988/details
Introduction to Public Health Detailing	Disease Intervention Services Training Center	https://www.train.org/indiana/course/1091014/details
Recommendations for Partner Services Programs for HIV Infection, Syphilis, Gonorrhea, and Chlamydia Infection	Division of STD Prevention Division of HIV/AIDS Prevention National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention	https://www.cdc.gov/mmwr/preview/mmwrhtml/r5709a1.htm
Population Health: Disease Prevention and Management	Doane University	https://www.edx.org/learn/disease/doane-university-population-health-disease-prevention-and-management?index=product&queryID=d9a902003feb821250f6f2e7caf3af23&position=4&re=https://lms.marphtc.pitt.edu/enrol/index.php?id=526
Overview of Multi-Drug Resistant Organisms	Drexel University Dornsife School of Public Health	https://lms.marphtc.pitt.edu/enrol/index.php?id=551
Investigating Outbreaks in Health Care: Contaminated Products	Drexel University Dornsife School of Public Health	https://www.train.org/indiana/course/1053459/details
Household Considerations in the Management of Children with DR-TB: Contact Tracing and Infection Control	DR-TB Training Network	https://r4phctc.org/fungal-meningitis-outbreak-lessons/
Fungal Meningitis Outbreak Lessons	East Tennessee State University	https://secure.apha.org/lms/ItemDetail?ProductCode=978-07553-3230&CATEGORY=BK
Control of Communicable Diseases Manual	Edited by David L. Heymann, MD	https://ncsddc.org/resource/vca-training/
Visual Case Analysis (VCA) Training	EMILY FUSSELL STD Control Program Manager, Marion County	https://r4phctc.org/an-introduction-to-community-assessment-and-data-collection/
An Introduction to Community Assessment and Data Collection	Emory University	https://r4phctc.org/the-interface-of-public-health-and-health-care-population-health-through-improved-infectious-disease-prevention-and-management/
The Interface of Public Health and Health Care: Population Health through Improved Infectious Disease Prevention and Management	Emory University	https://r4phctc.org/public-healths-role-in-the-prevention-and-control-of-healthcare-associated-infection/
Public Health's Role in the Prevention and Control of Healthcare-Associated Infection	Emory University	https://r4phctc.org/pandemics-infodemics-and-information-overload-how-consistent-clear-communication-can-help-in-future-outbreaks/
Pandemics, Infodemics and Information Overload: How Consistent, Clear Communication Can Help in Future Outbreaks	Emory University and University of Alabama Birmingham	https://r4phctc.org/protecting-the-public-from-mosquito-borne-illnesses-the-zika-challenge/
Protecting the Public from Mosquito-borne Illnesses: The Zika Challenge	Emory University/Central Office	https://r4phctc.org/protecting-americans-from-infectious-diseases/
Outbreaks: Protecting Americans from Infectious Diseases	Emory University/Central Office	

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Vaccine Preventable Disease Outbreaks and Challenges in Vaccination	Emory University/Central Office	https://r4phctc.org/vaccine-preventable-disease-outbreaks-and-challenges-in-vaccination/
Fighting Flu Now and Preparing for the Future	Emory University/Central Office	https://r4phctc.org/fighting-flu-now-and-preparing-for-the-future/
Crisis and Emergency Risk Communication (CERC): Examples from Ebola	Emory University/Central Office	https://r4phctc.org/crisis-and-emergency-risk-communication-cerc-examples-from-ebola/
Health Communication and Vector Control: Zika Lessons Learned and Priorities	Emory University/Central Office	https://r4phctc.org/health-communication-and-vector-control-zika-lessons-learned-and-priorities/
Understanding Models to Predict Viral Spread and Community Impact	Emory University/Central Office	https://r4phctc.org/understanding-models-to-predict-viral-spread-and-community-impact/
Building Response-Ready State and Local Health Departments Across the Nation	Emory University/Central Office	https://r4phctc.org/building-response-ready-state-and-local-health-departments-across-the-nation/
Public Health Emergency Preparedness and Response Capabilities: National Standards for State, Local, Tribal, and Territorial Public Health	Emory University/Central Office	https://r4phctc.org/public-health-emergency-preparedness-and-response-capabilities-national-standards-for-state-local-tribal-and-territorial-public-health/
Religion as a Social Determinant of Public Health	Emory University/Central Office	https://r4phctc.org/religion-as-a-social-determinant-of-public-health/
Think TB: Raising Tuberculosis Awareness and Enhancing Public Health Practices	Emory University/Central Office; Southeastern National Tuberculosis Center (SNTC); Alabama Regional Center for Infection Prevention and Control Training and Technical Assistance (APC IPC)	https://r4phctc.org/think-tb-raising-tuberculosis-awareness-and-enhancing-public-health-practices/
Introduction to Sexual and Reproductive Health Training	Essential Access Health	https://essentialaccesshealth.org/#/curricula/5803cb81-1942-40b0-98cb-b2708e28f940
Introduction to Outbreak Investigation	European Centre for Disease Prevention and Control (ECDC)	https://www.train.org/WI/course/1091159/details
Contact Tracing in the Context of COVID-19 Response	European Centre for Disease Prevention and Control (ECDC)	https://www.train.org/WI/course/1092903/details
IS-200.C: Basic Incident Command System for Initial Response	Federal Emergency Management Agency (FEMA), Emergency Management Institute	https://www.train.org/Indiana/course/1084004/details
IS-100.C: Introduction to the Incident Command System, ICS 100	Federal Emergency Management Agency (FEMA), Emergency Management Institute	https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c&lang=en
IS-700.b An Introduction to the National Incident Management System	Federal Emergency Management Agency (FEMA), Emergency Management Institute	https://www.train.org/Indiana/course/1078831/details
IS-800.D: National Response Framework, An Introduction	Federal Emergency Management Agency (FEMA), Emergency Management Institute	https://www.train.org/Indiana/course/1091330/details
National Incident Management System	Federal Emergency Management Agency (FEMA)	https://www.fema.gov/emergency-managers/nims
Remote Contact Tracing	Florida Atlantic University	https://about.citprogram.org/course/remote-contact-tracing/
Contact Tracing to Ease Social Distancing (Emergency Health Workforce Policies to Address COVID-19)	George Washington University, Fitzhugh Mullan Institute for Health Workforce Equity	https://www.train.org/WI/course/1091602/details

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Mental Health and Well-being for Contact Tracers	Global Outbreak Alert and Response Network (GOARN)	https://www.train.org/WI/course/1094918/details
Introduction to Contact Tracing (Module 1)	Global Outbreak Alert and Response Network (GOARN)	https://www.train.org/WI/course/1094919/details
Ending Stigma as Part of Patient-Centered Tuberculosis Care	Global Tuberculosis Institute at Rutgers	https://globaltb.njms.rutgers.edu/educationalmaterials/aa/2020b.php
Guthrie's Public Health: What It Is and How It Works	Guthrie S. Birkhead, MD, MPH; Cynthia B. Morrow, MD, MPH; Sylvia Pirani, MS, MPH	https://www.amazon.com/Public-Health-What-How-Works/dp/1284181200
Health Literacy	Health Resource & Services Administration	https://www.hrsa.gov/about/organization/bureaus/ohe/health-literacy/#:~:text=Personal%20health%20literacy%20is%20the,actions%20for%20themselves%20and%20others
Federally Qualified Health Centers	Health Resource & Services Administration	https://www.hrsa.gov/opa/eligibility-and-registration/health-centers/fqhc
Self-Study HBV Lessons	Hepatitis B Online	https://www.hepatitisb.uw.edu/custom/self-study
Evaluation, Staging, and Monitoring	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/evaluation-staging-monitoring
Evaluation and Preparation for Treatment	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/evaluation-treatment
Screening and Diagnosis	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/screening-diagnosis
Management of Cirrhosis-Related Complications	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/management-cirrhosis-related-complications
ICV Test and Cure	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/test-cure
Treatment of Key Populations and Unique Situations	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/key-populations-unique-situations
Treatment of HCV	Hepatitis C Online	https://www.hepatitisc.uw.edu/custom/treatment
National HIV/AIDS Strategy (2022-2025)	HIV.gov	https://www.hiv.gov/archive-nhas
HIV Treatment Training Resources	HIVinfo.NIH.gov	https://hivinfo.nih.gov/hiv-source/training-resources/hiv-treatment-training-resources
Idaho Disease Intervention Basics	Idaho Department of Health (IDHW)/CDC	https://www.train.org/WI/course/1110028/compilation
Social Networking for Disease Prevention	Immunize Nevada	https://www.train.org/WI/course/1084853/details
Professional Development Certificate in Trauma-Informed Care, 2nd Ed.	Indiana University	https://expand.iu.edu/browse/publichealth/publichealthandyou/courses/professional-development-certificate-in-trauma-informed-care-2nd-ed

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Public Health & YOU: Policy and Authority in Public Health	Indiana University School of Public Health Bloomington	https://expand.iu.edu/browse/publichealth/publichealthandyou/courses/phy-policy-and-authority-in-public-health
Public Health & YOU: Infectious Disease and Biohazard Series	Indiana University School of Public Health Bloomington	https://expand.iu.edu/browse/publichealth/publichealthandyou/programs/phyinfectiousdisease
Effect of Disasters on Mental Health: Awareness Level	INSTITUTE FOR PUBLIC HEALTH PRACTICE AT THE UNIVERSITY OF IOWA	https://www.phlearningnavigator.org/training/effect-disasters-mental-health-awareness-level?src=search
Enteric Disease Outbreak Data Analysis Training	Integrated Food Safety Center of Excellence	https://foodsafetycoe.org/product/10858/
Interviewing Food Workers During Outbreak Investigations	Integrated Food Safety Centers of Excellence	https://foodsafetycoe.org/product/1271/
Enteric Disease Outbreak Data Analysis Training	Integrated Food Safety Centers of Excellence	https://foodsafetycoe.org/product/10858/
Illness at the Inn: A Foodborne Outbreak Case Study	Integrated Food Safety Centers of Excellence	https://foodsafetycoe.org/product/3218/
Pining for a Common Source: Foodborne Illness Outbreak Investigation	Integrated Food Safety Centers of Excellence	https://foodsafetycoe.org/product/9484/
Basic Epidemiology: Infectious Disease	Iowa Department of Public Health (IDPH); University of Iowa College of Public Health, Institute for Public Health Practice (IPHP)	https://www.training-source.org/training/courses/Basic%20Epidemiology%3A%20Infectious%20Disease/detail?src=TRAIN
Sexually Transmitted Infections: Adopting a Sexual Health Paradigm	Jeffrey S. Crowley, Amy B. Geller, Sten H. Vermund, editors	https://nap.nationalacademies.org/catalog/25955/sexually-transmitted-infections-adopting-a-sexual-health-paradigm
COVID-19 Contact Tracing	John Hopkins School of Public Health	https://www.phlearningnavigator.org/training/covid-19-contact-tracing?src=search
Measuring and Maximizing Impact of COVID-19 Contact Tracing	John Hopkins School of Public Health	https://www.train.org/WI/course/1092646/details
Interpersonal Communication and Counseling: Improving Dialogue About COVID-19 Vaccination and Other Sensitive Topics	Johns Hopkins Center for Communication Programs	https://sbclearningcentral.org/courses/jcpc/
Audience Segmentation for Vaccination	Johns Hopkins Center for Communication Programs	https://sbclearningcentral.org/courses/audience-segmentation-vaccination/
BUILDING TRUST & ADDRESSING RUMORS IN ACTION: BALTIMORE CITY	Johns Hopkins University	https://www.youtube.com/watch?v=sl3Vmmay4XM&feature=youtu.be
BUILDING TRUST & ADDRESSING RUMORS IN ACTION: CAMERON COUNTY	Johns Hopkins University	https://www.youtube.com/watch?v=1qAR-72BuXI&feature=youtu.be
BUILDING TRUST IN ACTION BY WORKING WITH COMMUNITY PARTNERS: SEATTLE & KING COUNTY	Johns Hopkins University	https://www.youtube.com/watch?v=QyeIkF29RQQ
Rumor Tracking and Infodemic Management in Public Health Emergencies	Johns Hopkins University	https://sbclearningcentral.org/courses/rumor-management/
INTRODUCTION TO THE TRUST IN PUBLIC HEALTH WEBSITE	Johns Hopkins University	https://www.youtube.com/watch?v=DRTSd8jHAl0

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National STD Curriculum Podcast	Meena S. Tamchandani MD, MPH	https://www.std.uw.edu/podcast
Sexual Orientation, Gender Identity and Expression, and Sex Characteristics	MID-ATLANTIC REGIONAL PUBLIC HEALTH TRAINING CENTER	https://www.phlearningnavigator.org/training/sexual-orientation-gender-identity-and-expression-and-sex-characteristics?src=search
Health Literacy: The Teach-back Method	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=421
Health Literacy: Using Plain Language to Improve Health Literacy recorded webinar	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=422
Hepatitis C: Testing, Diagnosis, and Treatment During Pregnancy and Childbearing Age	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=291
Just the Facts: Mpox	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=416
Vaccine Types: Do You Know the Difference?	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=364
Communicating About Vaccines	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=529
Using Plain Language to Improve Health Literacy	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=369
Introduction to Effective Writing for Public Health Professionals: Email Etiquette and Related Best Practices	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=240
Motivational Interviewing: Eliciting Lasting Behavior Change	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=10
Leveraging Social Media for Enhancing Public Health Communication: Practical Considerations for Public Health Agencies	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=578
Conflict Transformation and Difficult Conversations	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=530
Perinatal hepatitis C: Testing, Diagnosis, and Treatment During Pregnancy and Childhood	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=315
Beyond Competence: Aiming for Cultural Humility	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=30
Cultural Barriers to Health Care: Beliefs, Behaviors, and Perceptions	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=32
From Data to Decision-making: How to Engage with Policymakers	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=583
Psychological Care for the Caregiver in Public Health Emergency Response: Best Practice Considerations	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=559
Essentials of Trauma	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=506

Title	Author	Link
Compassion Fatigue: Considerations for Recognition and Management Among Public Health Providers - self-guided	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=432
Compassion Fatigue: Considerations for Recognition and Management Among Public Health Providers - recorded webinar	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=401
Introduction to Epidemiology	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=356
Using the Health Impact Pyramid to Guide Decision Making	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=568
Advocacy in Public Health: Making a Difference in Your Community	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=493
Best Practices for Facilities Management in Public Health Emergencies	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=245
Public Policy and Advocacy	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=293
Pandemic Policies and Practices: A Conversation on Allocating Scarce Resources	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=177
Informatics in Action: California's Vaccination Policy	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=330
The Role of Government in Public Health	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=362
Exchange: Public Health Careers, Emerging Latino Communities	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=488
Cultural Awareness Challenge	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=31
Investigating Outbreaks in Health Care: People and Pets	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=550
Cultural Competency: Trauma	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=145
Health Equity: Practice Considerations for Public Health Emergencies	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=538
Population Health Spotlight Speaker Series	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=56
Social Determinants of Health Challenge	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=376
Fundamentals of Public Health Law and Ethics	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=62
Examining Public Health Workers' Perceptions Toward Response Expectations in Disasters: Climate Change Considerations	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enro/index.php?id=237

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The Haddon Matrix	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enrol/index.php?id=228
Recovery Considerations for Public Health Agencies	Mid-Atlantic Regional Public Health Training Center (MAR-PHTC)	https://lms.marphct.pitt.edu/enrol/index.php?id=324
2022 Minnesota Syphilis Virtual Learning Series	Minnesota Department of Health	https://www.health.state.mn.us/diseases/syphilis/hcp/learnseries.html
Model Workflow for Case Investigation	National Association of County & City Health Officials (NACCHO)	https://www.naccho.org/uploads/downloadable-resources/Programs/Community-Health/Overview-of-Case-Investigation.pdf
Roadmap to Ready	National Association of County & City Health Officials (NACCHO)	https://www.naccho.org/programs/public-health-preparedness/roadmap-to-ready
Preparedness Summit	National Association of County and City Health Officials (NACCHO)	https://www.preparednesssummit.org/home
NACCHO University	National Association of County and City Health Officials (NACCHO)	https://www.pathlms.com/unavailable
STD Information and Resources	National Coalition of STD Directors (NCSD)	https://ncsddc.org/std-information-and-resources/
Doxycycline as STI PEP Toolkit	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/doxy-as-sti-pep-command-center/
DIS Combat: Congenital Syphilis	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/dis-combat-congenital-syphilis/
Bridging the Gap: Inclusive Practices for Gender-Affirming STI Testing	National Coalition of STD Directors (NCSD)	https://www.youtube.com/watch?v=CLvgNsxEAo
DIS Engagement with Communities Experiencing Homelessness	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/dis-engagement-with-communities-experiencing-homelessness/
Engaging with Tribal Communities in Responding to STDs	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/engaging-with-tribal-communities-in-responding-to-stds/
Reducing Stigma and Improving our Work with People who Use Drugs	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/reducing-stigma-and-improving-our-work-with-people-who-use-drugs/
4 Communication Skills Everyone Needs	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Advanced Communication Skills	National Coalition of STD Directors (NCSD)	Advanced Communication Skills
Identifying and Preventing Antibiotic-Resistant Diseases and Outbreaks	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Sexually Transmitted Infections and Diseases in Urgent Care Centers	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Motivational Interviewing in the Health Care Setting	National Coalition of STD Directors (NCSD)	Motivational Interviewing in the Health Care Setting

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Patient Interviewing Techniques	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Prevention and Control of Tuberculosis in Healthcare Environments: Part 01 (US)	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/online-courses/201dcb9d-1ee2-45f4-8689-2d26bca46c65
Prevention and Control of Tuberculosis in Healthcare Environments: Part 02 (US)	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Infection Surveillance	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Current HIV and AIDS Trends, Prevention and Improving Patient Outcomes	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
OUTBREAK RESPONSE FROM THE DIS PERSPECTIVE WEBINAR	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/outbreak-response-from-the-dis-perspective-webinar/
PREPARING DIS TO CONNECT MSM CLIENTS TO PREP	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/preparing-dis-to-connect-msm-clients-to-prep/
Internet Partner Services	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/internet-partner-services/
Training DIS to Provide Quality Partner Services during COVID-19	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/training-dis-to-provide-quality-partner-services-during-covid-19/
Communicable Disease Awareness Training	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Negotiation and Influencing People	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Creating Career Opportunities for DIS	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/creating-career-opportunities-for-dis/
Change Management*	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Syphilis Overview - National STD Curriculum	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Recording: From Epidemiology to Solutions: Tackling Syphilis in Pregnancy	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Evaluation: From Epidemiology to Solutions: Tackling Syphilis in Pregnancy	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Chlamydia Infections Overview - National STD Curriculum	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Pelvic Inflammatory Overview - National STD Curriculum	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Gonococcal Infections Overview - National STD Curriculum	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57

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WEBINAR: CULTURAL COMPETENCY, MSM, AND INTERNET-BASED PARTNER SERVICES	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/resource/webinar-cultural-competency-msm-and-internet-based-partner-services/
SEXUALLY TRANSMITTED DISEASE (STD) CONTACT TRACING INFOGRAPHIC	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/sexually-transmitted-disease-std-contact-tracing-infographic-2/
Disease Intervention Specialist Interview Questions	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/disease-intervention-specialist-interview-questions/
DIS – TREATMENT DAY FORM	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/dis-treatment-day-form/
DISEASE INTERVENTION SPECIALISTS AND OUR NATION'S COVID-19 RESPONSE	National Coalition of STD Directors (NCSD)	https://ncsddc.org/resource/disease-intervention-specialists-and-our-nations-response-to-covid-19/
National Coalition of STD Directors (General Resource)	National Coalition of STD Directors (NCSD)	https://ncsddc.org/std-information-and-resources/
Hepatitis B Online Lessons - Hepatitis B Online	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
HIPAA Compliance Training for Telehealth Providers	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
What is Telehealth?	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
DIS Training Plan	National Coalition of STD Directors (NCSD)	https://www.ncsddc.org/wp-content/uploads/2021/09/DIS-Training-Plan-1.pdf
HIV and AIDS Training for Healthcare Workers	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Tuberculosis, Hepatitis, HIV (AIDS) Awareness and Prevention	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Hepatitis C Online Lessons - Hepatitis C Online	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
The Change Management Framework	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Change Management Strategy and Process	National Coalition of STD Directors (NCSD)	https://ncsddc.org/learningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
HIV PrEP Fundamentals	National HIV Curriculum	https://www.hivprep.uw.edu/custom/hiv-prep-fundamentals
Co-Occurring Conditions	National HIV Curriculum	https://www.hiv.uw.edu/custom/co-occurring-conditions
Screening and Diagnosis	National HIV Curriculum	https://www.hiv.uw.edu/custom/screening-diagnosis
HIV PrEP In-Depth Topics	National HIV Curriculum	https://www.hivprep.uw.edu/custom/hiv-prep-depth-topics

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Antiretroviral Therapy	National HIV Curriculum	https://www.hiv.uw.edu/custom/antiretroviral-therapy
Basic HIV Primary Care	National HIV Curriculum	https://www.hiv.uw.edu/custom/primary-care
Key Populations	National HIV Curriculum	https://www.hiv.uw.edu/custom/key-populations
Prevention of HIV	National HIV Curriculum	https://www.train.org/cdctrain/course/1112574/details
National HIV/AIDS Clinicians' Consultation Center	National HIV/AIDS Clinicians' Consultation Center	https://nccc.ucsf.edu
Working with Tribal Nations	National Indian Health Board (NIHB)	https://www.train.org/WI/course/1092768/details
QUARTERLY NIPS WEBINAR: USING TECHNOLOGY IN ONLINE RISK ASSESSMENTS AND EXPRESS VISITS	National Internet Partner Services (NIPS) Workgroup	https://ncsddc.org/resource/quarterly-nips-webinar-using-technology-in-online-risk-assessments-and-express-visits/
2022 Monkeypox Response	National Internet Partner Services (NIPS) Workgroup	https://ncsddc.org/resource/nips-quarterly-webinar-monkeypox-and-the-dis-response/
NIPS QUARTERLY WEBINAR, JUNE 2021	National Internet Partner Services (NIPS) Workgroup	https://www.ncsddc.org/resource/nips-quarterly-webinar-june-2021/
NIPS QUARTERLY WEBINAR, SEPTEMBER 2021	National Internet Partner Services (NIPS) Workgroup	https://ncsddc.org/resource/nips-quarterly-webinar-september-2021/
Disease Intervention Specialist (C-4408): Passbooks Study Guide	National Learning Corporation	https://www.amazon.com/Disease-Intervention-Specialist-Career-Examination/dp/1731844085
Strengthening Cultural Humility Awareness When Working with Men Who Have Sex with Men (MSM)	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
Cultural Humility: An Approach to Working with People Who Use Drugs	National Network of Disease Intervention Training Centers	Cultural Humility: An Approach to Working with People Who Use Drugs
Disclosure of STI/HIV Within the Context of Self-Referral of Partners	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
Maintaining Personal Safety During Field Notifications	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
NNDITC Learning Collaboratives	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
Self-Care for Disease Intervention Providers	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
STI/HIV Interview Series: Overview of STI/HIV Interviewing	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/
STI/HIV Interview Series: Sexual/Drug Sharing Partner & Social Network Contact Elicitation: A Deeper Dive	National Network of Disease Intervention Training Centers	https://nationalditc.org/training/learning-collaboratives/

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STI/HIV Interview Series: Social and Medical History Taking: The Why Behind the What	National Network of Disease Intervention Training Centers	https://nationaldltc.org/training/learning-collaboratives/
STI/HIV Interview Series: The Anatomy of Problem Solving During STI/HIV Interviews	National Network of Disease Intervention Training Centers	https://nationaldltc.org/training/learning-collaboratives/
Coaching for Enhanced Disease Intervention Skills (CEDIS)	National Network of Public Health Institutes	https://www.jsi.com/cedis/
Congenital Syphilis & Syphilis in Pregnancy	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=76
HIV Prevention Benefits Navigation	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=32
Managing Syphilis: Providing Clinical Care in the Era of Bicillin L-A Shortages	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=33
We're Still Talking About Syphilis!	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=40
Congenital Syphilis: Prevention and Treatment	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=30
Stress Management Series - Module 1 : Stress Spectrum: Navigating Positive (Eustress) Stress and Distress	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=41
Stress Management Series - Module 2: Unpacking Emotional Exhaustion	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=49
Stress Management Series - Module 3: Confronting Depersonalization	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=43
Stress Management Series - Module 4: Cultivating Stress Hardiness	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=44
Stress Management Series - Module 5: Mastering Locus of Control	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=45
Stress Management Series - Module 6: Name It to Tame It	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=50
Stress Management Series - Module 7: Building A Stress Care Plan	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/online_course_info.html?id=51
Ratelle PTC 2025 STI Clinical Intensive Course	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/upcoming_classes.html
Denver PTC: DSHC Clinic In-service	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/upcoming_classes.html
NYC PTC - Sexual Health Update Webinar	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/upcoming_classes.html
Denver PTC - Virtual STI Intensive Course	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nmptc.org/upcoming_classes.html

Title	Author	Link
St. Louis PTC - STI Intensive Courses	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nnphtc.org/upcoming_classes.html
Ratelle PTC - Advanced STI Clinical Intensive for Fellows	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nnphtc.org/upcoming_classes.html
Doxy-PEP: Expanding STI Prevention	National Network of STD Clinical Prevention Training Centers (NNPTC)	https://courses.nnphtc.org/online_course_info.html?id=48
STD Lessons	National STD Curriculum	https://www.std.uw.edu/custom/self-study
USING INFORMATICS TO IMPROVE CONNECTIONS BETWEEN PEOPLE AND SYSTEMS	NCSD and CDC-Division of STD Prevention	https://ncsddc.org/resource/using-informatics-to-improve-connections-between-people-and-systems/
On-farm health screening needs of immigrant dairy workers	Network of the National Library of Medicine (NNLM)	https://www.train.org/WI/course/1111364/details
Dealing with Stress in Disasters: Building Psychological Resilience	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=330
The 10 Essential Public Health Services in Action	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=21
Infectious Diseases and Identities: Recognizing and Reducing Stigma in Public Health	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=412
An Introduction to Zoonoses and Vectorborne Diseases and their Drivers	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=183
Infectious Disease Case Management	NEW ENGLAND PUBLIC HEALTH TRAINING CENTER	https://www.train.org/indiana/course/1094303/details
Health Misinformation, Disinformation, and the IHeard Surveillance and Response System	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=319
Introduction to Outreach Methods and Strategies	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=14
Preventing the Next Pandemic, Session 1: What Did We Get Right and What Did We Get Wrong?	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=282
Preventing the Next Pandemic, Session 2: How Do We Reduce the Risk of Another Pandemic and Also Prepare for Another?	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=283
Monkeypox: Old Disease, New Fears	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=303
Designing Effective Infographics for Public Health	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=327
Working towards Equitable Access to Health Care for People with Disabilities	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=407
Trauma-Informed Conversations	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=215

Title	Author	Link
An Equity Guided Approach to Public Health for Leaders at All Levels	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=216
Introduction to HIPAA for CHWs	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=178
Introduction to Interviewing for CHWs	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=229
Disaster Preparedness and Response for Older Adults	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=435
Understanding Mpox: A World Health Issue	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=408
Developing Strengths, Styles, and Communications: A Public Health Leadership Series	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=441
Introduction to Ethics for CHWs	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=174
Annual Shine Lecture: Sheri Fink - Patient Rights in Emergencies: The Right to Treatment and the Right to Refuse Treatment.	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=284
Addressing Rising Rates of STDs with Innovative Public Health Programs	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=105
Understanding Mpox: A World Health Issue	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=408
Preventing the Next Pandemic, Session 2: How Do We Reduce the Risk of Another Pandemic and Also Prepare for Another?	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=283
An Introduction to Zoonoses and Vectorborne Diseases and their Drivers	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=183
Infectious Diseases and Identities: Recognizing and Reducing Stigma in Public Health	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=412
Mini-MPH For Public Health Professionals	New England Public Health Training Center	https://www.nephtc.org/enrol/index.php?id=226
Prevent the Spread of STDs	New York City Department of Health and Mental Hygiene	https://www.nyc.gov/site/doh/health/health-topics/sexually-transmitted-infections.page
Contact Tracing Technologies That Can Help Counties Slow the Spread of COVID-19	New York State Association of Counties (NYSAC)	https://www.train.org/WI/course/1092738/details
Promoting Health Equity by Addressing Medical Mistrust	New York State Department of Health AIDS Institute	https://www.hivtrainingny.org/Home/Counselings
Health Equity	New York State Department of Health AIDS Institute	https://www.hivtrainingny.org/Home/Counselings
COVID-19 Case Investigation Virtual Training	NNDTC	https://www.train.org/indiana/course/1095948/live-event

Title	Author	Link
Outbreak Investigations: The 10-Step Approach	North Carolina Division of Public Health	https://epi.dph.ncdhhs.gov/cd/hds/manuals/cd/training/Module_1_1_6_ppt_OutbreakInvestigation.pdf
North Carolina Communicable Disease Manual	North Carolina Division of Public Health	https://epi.dph.ncdhhs.gov/cd/hds/manuals/cd/training/IntroductiontoCommunicableDisease.pdf
Overview of Public Health Data	Northwest Center for Public Health Practice	https://www.train.org/WI/course/1025964/details
Analysis and Interpretation of Public Health Data: Part 1	Northwest Center for Public Health Practice	https://www.train.org/WI/course/1025969/details
Every Contact Counts: Contact Tracing for Public Health Professionals	Northwest Center for Public Health Practice	https://www.train.org/WI/course/1091492/details
A Syndemic Approach to Disease Intervention	Northwest Center for Public Health Practice	https://www.train.org/cdctrain/course/1125949/details
Disease Intervention in Idaho	Northwest Center for Public Health Practice	https://www.train.org/indiana/course/1110879/details?activeTab=contacts
Basic Infectious Disease Concepts in Epidemiology	Northwest Center for Public Health Practice (NWCPHP)	https://www.train.org/WI/course/1016808/details
What is Epidemiology in Public Health?	Northwest Center for Public Health Practice (NWCPHP)	https://www.train.org/WI/course/1016592/details
Data Interpretation for Public Health Professionals	Northwest Center for Public Health Practice (NWCPHP)	https://www.train.org/WI/course/1016807/details
Introduction to Public Health Surveillance	NWCPHP and University of Washington School of Nursing	https://www.train.org/WI/course/1016809/details
HIV/AIDS Provider Reporting in New York State (2025)	NYS Department of Health AIDS Institute	https://www.hivtrainingny.org/Home/CourseListings
HIV Lessons for COVID-19 Contact Tracing	O'Neill Institute at Georgetown Law	https://oneill.law.georgetown.edu/wp-content/uploads/2020/05/HIV-Lessons-for-COVID19-Contact-Tracing.pdf
The Charisma Myth: How Anyone Can Master the Art and Science of Personal Magnetism	Olivia Fox Cabane	https://www.amazon.com/Charisma-Myth-Science-Personal-Magnetism/dp/1591845947
Training Videos: Outbreak Interviewing Strategies	Oregon Health Authority	https://www.oregon.gov/oha/PH/DISEASES/CONDITIONS/COMMUNICABLEDISEASE/OUTBREAKS/Pages/TrainingVideoOutbreakInvestigation.aspx
Epidemiology Outbreak Training Video	Oregon Health Authority	https://vimeo.com/42796185
Communicable Disease 101 and 303 class schedule	Oregon Health Authority	https://www.oregon.gov/oha/ph/diseasesconditions/communicable-disease/pages/cd-trainings-toolkits.aspx
Orpheus DUDE Training Webinar series	Oregon Health Authority	https://register.gotowebinar.com/register/6023098736311133017
Working with Interpreters during Case Investigation and Contact Tracing	Partner/National Resource Center for Refugees, Immigrants, and Migrants	https://www.train.org/WI/course/1097612/details

Title	Author	Link
Stress and Resilience for Case Investigators and Contact Tracers	Partner/National Resource Center for Refugees, Immigrants, and Migrants	https://www.train.org/WI/course/1097613/details
100 Questions & Answers about HIV and AIDs	Paul E. Sax	https://www.jblearning.com/catalog/productdetails/9781284200737
Introduction to Environmental Health Microbiology and Communicable Disease Control	PHTC Online	https://www.train.org/cdctrain/course/1002158/details
Introduction to Space Time Disease Surveillance	Population Data BC	https://www.train.org/WI/course/1060992/details
Across Branches and Borders: Tailoring HIV Treatment and Prevention Strategies to Military Medical Settings	PRIME Education	https://www.train.org/WI/course/1106435/details
Misinformation Alerts	Public Health Communications Collaborative	https://publichealthcollaborative.org/alerts/
Principles of the Ethical Practice of Public Health	Public Health Leadership Society	https://www.spha.org/getcontentasset/d5a44514-2dfc-48b0-b1e2-9c0fa4fd5619/7ca0d0d611d4-46e2-9fd3-26a4c03dccb/ethics_brochure.pdf?language=en
COVID-19 Contact Tracing Course	Purdue Global	https://www.purdueglobal.edu/covid-19-contact-tracing-course/
Ratelle PTC: 2023 STI Clinical Intensive Course	Ratelle PTC	https://courses.nnptc.org/upcoming_classes.html
Challenging Misinformation: Exploring Equity- and Community-Driven Strategies	Region 2 PHTC and Kendra Julien	https://www.train.org/WI/course/1100406/details?activeTab=contacts
Public Health Workforce Burnout & Resilience: Prevention and Intervention	Region 2 Public Health Training Center	https://www.train.org/cdctrain/course/1128030/details
Strategic Skills Training Series: Introduction to Change Management	Region 2 Public Health Training Center (Columbia and Rutgers)	https://www.train.org/WI/course/1085867/details
Confronting Barriers to Vaccine Acceptance: The Role of Effective Communication	Region 2 Public Health Training Center (PHTC)	https://www.train.org/indiana/course/1102889/details
Improving Your Communication Skills	Region 6 South Central Public Health Training Center	https://pace.tulane.edu/content/improving-your-communication-skills#group-tabs-node-course-default4
Coaching and Mentoring: Learning with and from Others	Region 6 South Central Public Health Training Center	https://pace.tulane.edu/leadership-development/content/coaching-and-mentoring-learning-and-others#group-tabs-node-course-default1
Vectors of Disease in Disasters	Region 6 South Central Public Health Training Center	https://www.train.org/cdctrain/course/1013353/details
Consequences of a Foreign Animal Disease on the Rural Community	Region 6 South Central Public Health Training Center	https://www.train.org/cdctrain/course/1018827/details
Diversity and Cultural Competency in Public Health Settings – Basic Level	Region 6 South Central Public Health Training Center	https://www.train.org/WI/course/1005191/details
Communicable Disease: Public Health Response and Investigation	Region 11 Public Health Training Center	https://www.train.org/WI/course/1069170/details

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Stemming the Rising Tide of STDs through Partnerships and Comprehensive Strategies	Region IV Public Health Training Center	https://4phctc.org/stepping-the-rising-tide-of-stds-through-partnerships-and-comprehensive-strategies/
Measles 411	Region IV Public Health Training Center	https://4phctc.org/measles-411/
Vaccines: They've Got To Be Used To Work-Lessons from the 2015 Measles Outbreak	Region IV Public Health Training Center	https://4phctc.org/vaccines-theyve-got-to-be-used-to-work-lessons-from-the-2015-measles-outbreak/
Bioterrorism Preparedness: Infectious Disease Epidemiology and Public Health Surveillance	Region VI South Central Public Health Training Center -Tulane University	https://www.train.org/WI/course/1012405/details
Bioterrorism Preparedness: Infectious Disease Transmission Dynamics	Region VI South Central Public Health Training Center -Tulane University	https://www.train.org/WI/course/1012705/details
Bioterrorism Preparedness: Principles of Emerging Infectious Diseases	Region VI South Central Public Health Training Center -Tulane University	https://www.train.org/WI/course/1012403/details
It's Not All About "Me": The Top Ten Techniques for Building Quick Rapport with Anyone	Robin K. Dreeke	https://www.amazon.com/Its-Not-All-About-Techniques-ebook/dp/B0060V1BLK
Infectious Disease in Hawaii: Applying the Knowledge (SARS)	San Diego State University Institute for Public Health	https://www.train.org/WI/course/1010526/details
Infectious Diseases: Tuberculosis	San Diego State University Institute for Public Health	https://www.train.org/WI/course/1012866/details
Infectious Disease in Chuuk: Applying the Knowledge (Tuberculosis)	SDSU Institute for Public Health	https://www.train.org/cdctrain/course/1009782/details
SE PTC - Florida STI/HIV Update 2023	SE PTC	https://courses.nmptc.org/upcoming_classes.html
SE PTC - STI Learning Community (Revised 2023)	SE PTC	https://courses.nmptc.org/upcoming_classes.html
SE PTC - Syphilis Training For Medical Providers (2023)	SE PTC	https://courses.nmptc.org/upcoming_classes.html
Adolescent Sexual Health Symposium	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/
STD/HIV Intensive Training	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/
1-Day Experiential Training for Public Health Providers (North Carolina)	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/
Annual STD/HIV State Updates	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/
Comprehensive STD/HIV Prevention	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/
Hot Topics in STI Management	Southeast STD/HIV Prevention Training Center	https://www.southeastptc.org/trainings/course-catalog/

Title	Author	Link
When TB is the Least of Their Worries: Mini-Course Series	Southeastern National Tuberculosis Center	https://sntc.medicare.uci.edu/home/index#/training/575
TB and Tobacco: What You Need to Know	Southeastern National Tuberculosis Center	https://sntc.medicare.uci.edu/home/index#/webinars/99
Practicing Cross-Cultural Communication: The Bamboo Dragon	SUNY Albany School of Public Health Center for Public Health Continuing Education	https://phctc-online.org/learning/?courseid=20&status=all&sort=group
Practicing Cross-Cultural Communication: Hepatitis A Outbreak	SUNY Albany School of Public Health Center for Public Health Continuing Education	https://phctc-online.org/learning/?courseid=19
Exploring Cross Cultural Communication	SUNY Albany School of Public Health Center for Public Health Continuing Education	https://phctc-online.org/learning/?courseid=23&status=all&sort=group
Practicing Cross-Cultural Communication: Flood	SUNY Albany School of Public Health Center for Public Health Continuing Education	https://phctc-online.org/learning/?courseid=22&status=all&sort=group
Practicing Cross-Cultural Communication: Community Health Worker Program	SUNY Albany School of Public Health Center for Public Health Continuing Education	https://phctc-online.org/learning/?courseid=21&status=all&sort=group
Undetectable = Untransmittable (U=U)	Tennessee Department of Health	https://www.train.org/tn/course/1125754/details
Training for PrEP Navigators	Tennessee Department of Health	https://www.tn.gov/health/health-program-areas/std/std/capacity-building-assistance-for-hiv-prevention-providers.html
Counseling, Testing, and Referral Training for HIV Testers in Tennessee	Tennessee Department of Health	https://www.tn.gov/health/health-program-areas/std/std/capacity-building-assistance-for-hiv-prevention-providers.html
Schedule of Upcoming HIV/STD Trainings	Texas Health and Human Services	https://www.dshs.texas.gov/hivstd/training/schedule
The Body	The Body	https://www.thebody.com
The Diagnosis, Management and Prevention of Syphilis	The New York City Department of Health and Mental Hygiene Bureau of Sexually Transmitted Infections and the New York City STD Prevention Training Center	https://www.nycdoh.org/x/Syphilis_Monograph_2019_NYC_PTC_DOHMH.pdf
AETC National HIV Curriculum 3rd E.: HIV in Racial and Ethnic Minority Populations Lesson	The University of Washington	https://www.train.org/cdctrain/course/1112862/details
National HIV/AIDS Strategy	The White House	https://www.hiv.gov/archive-nhas
Infectious Disease	TRAIN	https://www.train.org/cdctrain/course/1023201/details
Burden of Disease	TRAIN	https://www.train.org/cdctrain/course/1107894/details
KDHE: Infectious Disease Fundamentals - Chlamydia (1074558)	TRAIN	https://www.train.org/cdctrain/course/1074558/details
Idaho Disease Intervention Basics	TRAIN	https://www.train.org/cdctrain/course/1110028/compilation

Title	Author	Link
Disease Intervention in Idaho	TRAIN	https://www.train.org/cdctrain/course/1110879/details
KDHE: Infectious Disease Fundamentals - Gonorrhea (1074559)	TRAIN	https://www.train.org/cdctrain/course/1074559/details
Infectious Disease Transmission Models for Decision-Makers	TRAIN	https://www.train.org/cdctrain/course/1106386/details
KDHE: Infectious Disease Fundamentals - HIV (1074560)	TRAIN	https://www.train.org/cdctrain/course/1074560/details
KDHE: Infectious Disease Fundamentals - Syphilis (1074553)	TRAIN	https://www.train.org/cdctrain/course/1074553/details
Sexual Health Update - July 9, 2025 (Webcast) - WC4877-070925	TRAIN	https://www.train.org/cdctrain/course/1130078/live-event
Emerging Infectious Disease Outbreak in Hawaii: Applying the Knowledge (Dengue)	TRAIN	https://www.train.org/cdctrain/course/1009781/details
Lyme Disease Testing and Diagnosis (Web-based) - WB4330R	TRAIN	https://www.train.org/cdctrain/course/1118605/details
Lyme Disease Clinical Overview (Web-based) - WB4329R	TRAIN	https://www.train.org/cdctrain/course/1118603/details
GIS and Spatial Analysis for Hepatitis C Virus Surveillance, Vulnerability Assessment, and Intervention Planning	TRAIN	https://www.train.org/cdctrain/course/1112767/details
Infectious Disease (ID) Among Patients with Substance Use Disorder (Enduring)	TRAIN	https://www.train.org/cdctrain/course/1098813/details
2025 CDC Training for Vaccine-Preventable Disease Surveillance: Surveillance for Bacterial Vaccine-Preventable Diseases - February 4, 2025 (Web on Demand) - WD4893-020425	TRAIN	https://www.train.org/cdctrain/course/1126339/details
2025 CDC Training for Vaccine-Preventable Disease Surveillance: Surveillance for Viral Vaccine-Preventable Diseases - January 28, 2025 (Web on Demand) - WD4893-012825	TRAIN	https://www.train.org/cdctrain/course/1126085/details
EID 4 EMT Free Video Training Series, Module 8: Transport during Highly Infectious Disease Investigations & Operational Considerations for Portable Isolation Units	TRAIN	https://www.train.org/cdctrain/course/1087643/details
Syphilis Case Management and VCA	TRAIN	https://www.train.org/cdctrain/course/1089359/details
Public Health Investigations: Unit 2 - Law and Epidemic Emergency Preparedness (LEEP)	TRAIN	https://www.train.org/cdctrain/course/1092659/details
Tuberculosis (TB) 101 - Arlington County	TRAIN	https://www.train.org/cdctrain/course/1103038/details
Unit 1-Infectious Disease and Human Anatomy	TRAIN	https://www.train.org/cdctrain/course/1089343/details
VENA: Connecting the Dots Between Assessment and Intervention	TRAIN	https://www.train.org/cdctrain/course/1097627/details

Title	Author	Link
The Management of Epidemic Disease	Tulane University	https://pace.tulane.edu/content/management-epidemic-disease#group-tabs-node-course-default4
Transgender Health 101: A Foundation Course on Transgender People and Public Health	Tulane University	https://www.train.org/indiana/course/1076511/details
Transgender Health 102: Transgender Patient-Provider Relationships	Tulane University	https://www.train.org/WI/course/1079910/details
Transgender Health 103: LGBTQ+ Healthcare Workplace Inclusion	Tulane University	https://www.train.org/WI/course/1080449/details
Predicting Human Disease Risk from Animal-borne Pathogens	UAB Alabama Regional Center for Infection Prevention and Control Training and Technical Assistance Center	https://i4phhc.org/predicting-human-disease-risk-from-animal-borne-pathogens/
Epidemiology 101: Fundamental Concepts for Understanding the Pandemic	UAB Alabama Regional Center for Infection Prevention and Control Training and Technical Assistance Center	https://i4phhc.org/epidemiology-101/
TDH Fundamental Biostatistics in Infectious Disease Screening 1114801	Unversirt of Memphis School of Public Health (MSPH)	https://www.train.org/cdctrain/course/1114801/details
Field Epidemiology	University at Albany, Center for Public Health Continuing Education	https://phhc-online.org/learning/?courseId=98&status=all&sort=group
Introduction to Environmental Health Microbiology and Communicable Disease Control	University at Albany, Center for Public Health Continuing Education	https://phhc-online.org/learning/?courseId=33&status=all&sort=group
Responding to the 2022 Monkeypox Outbreak	University of Alabama at Birmingham and Emory University/Central Office	https://sites.uab.edu/acipc/2022/08/01/responding-to-the-2022-monkeypox-outbreak-september-15-12pm-ct/
The Mystery and Epidemiology of Long COVID	University of Alabama at Birmingham and Emory University/Central Office	https://i4phhc.org/the-mystery-and-epidemiology-of-long-covid/
Assessment and Management of Travelers and Returnees to the US from Countries with Active Ebola	University of Louisville	https://i4phhc.org/assessment-and-management-of-travelers-and-returnees-to-the-us-from-countries-with-active-ebola/
Disease Surveillance: Public Health Emergency Training	University of Minnesota School of Public Health	https://www.train.org/cdctrain/course/1007954/details
Introduction to DIS	University of Montana	https://vimeo.com/706285306
Methods used by Health Departments to Inform Partners	University of Montana	https://www.umt.edu/ccfwd/training/dis/resources_dis/dis_referral_graphic.pdf
Adult Syphilis Staging Treatment and Partner Management	University of Montana	https://www.umt.edu/ccfwd/training/dis/resources_dis/syphilisstagingtreatmentchart.pdf
E-Learning	University of Montana	https://www.umt.edu/ccfwd/training/dis/elearning.php
Module I: Professional Skills	University of Montana	https://vimeo.com/714222601
Module II: Syphilis	University of Montana	https://vimeo.com/724638203

Title	Author	Link
Module III: Partner Management	University of Montana	https://vimeo.com/737966907
Module IV: Chlamydia and Gonorrhea	University of Montana	https://vimeo.com/743219423
Syphilis Progression and Complications in Adults	University of Montana	https://www.umt.edu/ccfwd/training/dls/resources_dis/syphilisprogression_complications_graphic.pdf
Tele-coaching	University of Montana	https://www.umt.edu/ccfwd/training/dls/telecoaching.php
Hepatitis C Online	University of Washington STD Prevention Training Center	https://www.hepatitisc.uw.edu
National STD Curriculum	University of Washington STD Prevention Training Center	https://www.std.uw.edu
National HIV Curriculum	University of Washington STD Prevention Training Center	https://www.hiv.uw.edu
Hepatitis B Online	University of Washington STD Prevention Training Center	https://www.hepatitisb.uw.edu
Wisconsin HIV Outreach Project	University of Wisconsin	https://wihiv.wisc.edu/events.aspx
Syphilis Interview - CA DISTC	unsure	https://ncsdclearningcenter.myabsorb.com/#/curricula/f39898b5-a306-4966-9fa2-440ac977ad57
Women and PrEP	Urban Coalition for HIV/AIDS Prevention Services (UCHAPS)	https://www.train.org/WI/course/1077615/details
Molecular HIV Surveillance	Urban Coalition for HIV/AIDS Prevention Services (UCHAPS)	https://www.train.org/WI/course/1077619/details
Youth Engagement in HIV Prevention	Urban Coalition for HIV/AIDS Prevention Services (UCHAPS)	https://www.train.org/WI/course/1077621/details
STI National Strategic Plan Overview	US Department of Health and Human Services	https://www.hhs.gov/programs/topic-sites/sexually-transmitted-infections/plan-overview/index.html
Disease Intervention Specialist Training Academy (DISTA) - Level 1	University of South Florida	https://usfcoph-lla.catalog.instructure.com/browse/all/dista/courses/2147
Disease Intervention Specialist Training Academy (DISTA) - Level 2	University of South Florida	https://usfcoph-lla.catalog.instructure.com/browse/all/dista/courses/2148
Disease Intervention Specialist Training Academy (DISTA) - Level 3	University of South Florida	https://usfcoph-lla.catalog.instructure.com/browse/all/dista/courses/2149
Disease Intervention Specialist Training Academy (DISTA) - Level 4	University of South Florida	https://usfcoph-lla.catalog.instructure.com/browse/all/dista/courses/2150
Sexually Transmitted Disease Prevention Program Manual	Utah Department of Health	https://pct.health.utah.gov/wp-content/uploads/2020/03/STD_Program_Manual.pdf

Title	Author	Link
DI Training Plan with Outbreak Response NOTE: Program consists of 58 modules	Various	https://www.train.org/WI/training_plan/5110
DIS Fundamentals Training Plan NOTE: Program consists of 33 modules	Various	https://www.train.org/cdctrain/training_plan/4401
Training Classes	Various PTC	https://courses.nnpct.org/upcoming_classes.html
Legionella Prevention & Control	VCU Health	https://vcu.mediaspace.kaltura.com/media/Legionella%20Prevention%20%26%20Control/1_4x4g61r
Ebola Update	VCU Health	https://vcu.cloud-cme.com/course/courseoverview?P=3000&EID=29318&Panel=9
Mpox (Monkeypox) Update	VCU Health	https://vcu.cloud-cme.com/course/courseoverview?P=08&EID=27502
Recognition of Infectious Diseases in Refugees and Infection Prevention Considerations	VCU Health	https://vcu.cloud-cme.com/course/courseoverview?P=08&EID=23790
Virginia Infection Prevention Training Center Webinars	Virginia Commonwealth University	https://viptc.vcu.edu/education/courses-and-webinars/#d.en.535447
COVID-19 Contact Tracing Playbook	Vital Strategies	https://contacttracingplaybook.resolvetoaselves.org
Case Investigation and Contact Tracing Training	Washington State Department of Health	https://doh.wa.gov
LGBTQ+ and Inclusive Language	Western Region Public Health Training Center at the University of Arizona College of Public Health	https://www.phlearningnavigator.org/training/lgbtq-and-inclusive-language?src=search
Cultural Awareness: Introduction to Cultural Competency and Humility	Wisconsin Center for Public Health Education and Training	https://wicphet.org/node/92
There Never Was An Age of Reason - Vaccines, Vaccine Hesitancy, and Vaccine Decision Making	WithinReach	https://www.train.org/indiana/course/1075745/details
AETC National HIV Curriculum 3rd E.: HIV in Sexual and Gender Minority Populations Lesson		https://www.train.org/cdctrain/course/1112864/details
HIV/HCV Co-infection: An AET National Curriculum - Section 1: Epidemiology		
National HIV PrEP Curriculum: HIV PrEP for Transgender and Gender-Diverse People		