Recap of Tuesday Breakout Discussions

Topics 1-4

E-learning

- Everything we do as instructors for e-learning we need to do for regular training

- Revise "advanced technology training" to be "enhanced technology training"

- There are different methods for e-learning, and each method has its own definition (e.g., blended learning, mobile learning, social learning, etc.)

- When the curriculum employs e-learning technologies, the facility or other place of training shall have sufficient information technology support and infrastructure to meeting the classroom demands.

- Instructor-trainee ratios: 25/1 ratio is still good, however, in the future each type of e-learning should have its own ratio (perhaps listed as an appendix)

- An appendix should be added for e-learning, and e-learning should be added to the existing competencies

- Work with the evaluation team to determine best methods to evaluate e-learning and enhanced training technologies

Collateral Duty

- Consider what sections of 120 (q) apply.

- Clarify and define collateral duty (includes full-time, part time, volunteers, employees, contractors etc.).

- The working group has delayed addressing the issue of disaster recovery work. First response is covered by emergency response and they should address it first.

- Specific changes recommended for sections (e.g., improve/expand language for collateral duty for skilled support and specialist).

- Points for continuing discussion:

  – Connectivity and overlap between collateral duty and disaster. Group needs to add paragraph and add guidance on topic of volunteers.

  – Challenge of shoehorning everything that is happening today into these outdated standards

Proficiency Assessment

- Overall, current guidelines for this section are good/still relevant, but could use some clarifications and a few added suggestions

- Would like to change from mandating specifics (e.g., 50 questions for a written assessment) to providing suggestions. These specifics would be used as examples of ways to implement assessments.

- There can be written assessments as well as demonstrative (i.e., skill-based) assessments, and the assessments/exams should be mapped to the learning objectives

- There should be a written record of what meets the trainer's definition of successful completion. This can vary depending on the program, but within the program it should be consistent and in writing (e.g., attendance, 100% on skill assessments, > 70% on written assessments, etc.)

- There are some inconsistencies across the guidelines as a whole, particularly in relation to updates to programs (e.g., how often they should be updated; who updates; etc.)

Training of Trainers/Instructor Development

- In today's society, ethics/conduct is something that should be a priority. Each training director should develop a code of conduct that is appropriate for their organization. This includes maintaining a level of cultural sensitivity.

- Define adequate and appropriate admin structure/support (section 10.9, pg. 24): Awardees should have the capacity for admin support, and be able to adhere to the criteria of grant management for the program.

- Guidance language on maintenance of credentials: Training directors should implement some guidance for instructors on demonstrating the knowledge, skillsets, and aptitudes to maintain their instructor/training credentials on a biennial basis, or every other year (at a minimum)

- Technologies: Have trainers acknowledge and tailor training technologies for diverse audiences (generational, cultural, language, etc.) to meet the needs of a diverse workforce

- Definition and guidance needed on the mentoring process for each awardee/organization

Evaluation

- Program evaluation should be required for all awardees, with an approach that is customized to fit individual needs.

    – Program evaluation (required)

    – Process evaluation (required)

    – Outcome evaluation (required)

    – Impact evaluation (not required, but highly recommended)

- Ensure that language aligns with progress reports so information can be utilized more efficiently

- Focus less on behavioral measures, and more on structural measures

- Offer Kirkpatrick model as an additional resource, but not a primary focus

- Possibility to form a few common evaluation questions for awardees, but there are some pitfalls to implementing these

Disaster Training

- Rework the emergency response section to address natural disasters in addition to man-made disasters.

- Include an additional section (11.5) to specifically address disaster response and recovery, and include information about different populations to be trained (e.g., immigrant populations, volunteers, homeowners, etc.)

- Add resources, including: NRT fatigue guidance, resiliency training, and deployment guide

- Personnel responding to a disaster should have training on the ICS. Other site-specific topics that may be useful include the OSHA Focus Four.

- Criteria should address different types of volunteers, including spontaneous and organized volunteers, that may be skilled in disaster response and recovery.

- Criteria should include the importance of pre-incident response training. This is based on the current criteria, but should also include some information about JIT training.

Infectious Disease Training

- Worker safety and health training saves lives AND prevents illness!

- Infectious disease goes beyond Ebola – need to be able to address the old and emerging infections (as a whole)

- Include a new section (11.6) to address infectious disease, and integrate infectious disease/infection control throughout the criteria

- Criteria should specify the need for an informed needs assessment and an informed risk assessment prior to training target populations (assessments should be determined by experts on advisory boards)

- Determine training curricula based on the level of risk, and not necessarily on the target populations (very broad of about 29 different populations)

- Include additional resources and references that have information on infection control (e.g., WISER app, APHA, Advisory Committee on Immunization Practices)

Evergreening of Curricula

- Define the best methods to share resources and training curricula with each other

- Technology can be used to evergreen training

- The term evergreening should be more than just updating factual knowledge that may change over time. Curricula should also adapt to improvements in the way training is delivered.

- Evergreen content: Current, factual, relates to current population of training organization

- Evergreen methodologies and technology in terms of how training is delivered

- Evergreen refresher courses: How to share information that can be used in refreshers that allows the entire program to benefit

Questions to Consider in your Discussions

- Is this something you believe your organization will be able to comply with?

- If not, what are the specific challenges you might face?

- How would you change the proposed language or concept in order to for your organization to comply?

- Are the proposed changes durable?