

Upstream Planning for Inclusive Just-in-Time Training (I-JITT)

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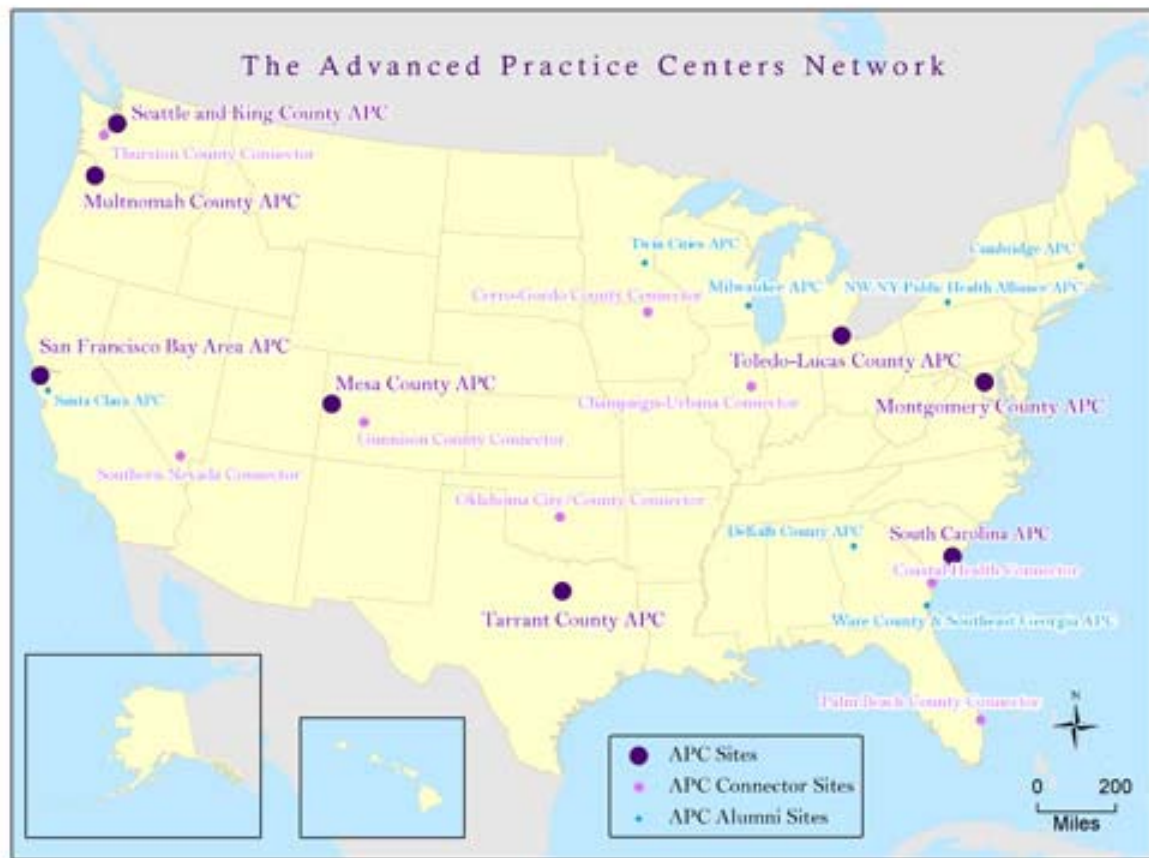
Learning Objectives

- Understand Inclusive Just-in-Time Training (I-JITT) Model
- Aware of planning considerations related to I-JITT model and each principle
- Knowledgeable of I-JITT toolkit (& how to plan for its use)

What is an Advanced Practice Center?

- An APC serves the public health community by providing tools and resources, educational materials, trainings and technical assistance to help public health practitioners address local preparedness challenges.





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Innovative Tools and Resources

- All APC products are **FREE** of charge.
- Many of the products are available in PDF format; others may need to be ordered from the NACCHO Bookstore.
- Most products are **CUSTOMIZABLE** to fit the needs and identities of local communities.

Visit apc.naccho.org

About MCHD APC

Technical Advisory Group



Regional experts in
preparedness,
training,
epidemiology, and
mass prophylaxis
operations

MCHD APC



FTE staff (2)
On Call (3)

Development Partners



NWCPHP



Subject Matter
Experts

Who Are You?

- Local health department
- State health department
- Federal agency
- Academia
- Community-based organization
- Hospital/healthcare

Keep in mind...

- As preparedness planners with limited resources, think about how to capitalize on the following information via existing department infrastructure

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REINVENTING THE WHEEL

Are you familiar with the Inclusive Just-in-Time Training Model?

- YES
- NO



Inclusive JITT (I-JITT) Overview



- Learning Dimensions
(ie, responder needs)
 - Cognitive, behavioral, affective
- Learning Styles
 - Auditory, visual, experiential
- Cultural Context
 - Individual, group, organization

1st Principle: Learning Dimensions (Needs)

I'd like to know how my job fits into the bigger response.

Cognitive

I'd appreciate practice time.

Behavioral

I'd like to feel more confident with the job I've been assigned.

Affective

Upstream Planning Activities for 1st Principle: *Cognitive Needs*

- Conduct lit review on responder needs
- Assess what responders will want to know during response (e.g. response context)
- Review After Action Reports (AAR) from previous exercises/activities/responses
- Update/vet Job Action Sheets/task cards with past responders

Upstream Planning Activities for 1st Principle: *Behavioral Needs*

JOB ROLE	EXAMPLE PRACTICE ACTIVITY
Greeter	Fill out intake form
Health Educator	Answer questions from a client via role play
Interpreter	Pair up with Greeter and translate a conversation
Screenener	Determine medications required from pre-filled intake forms
Secondary Screener	Assess client for contraindications via role play and algorithm
Dispenser/Vaccinator	Review pre-filled intake forms and distribute appropriate medicine
Inventory & Supply Staff	Fill out inventory supply tracking sheet
Flow Monitor	Become familiar with POD layout
Personnel Coordinator	Fill out personnel log
Security Staff	Review or complete security plan
Triage Staff	Assess clients for contraindications via role play
Behavioral Health Staff	Assess clients for emotional distress via role play

Supporting Practice



- Everybody has a role in developing and executing practice activities
 - Planner: develop materials, refine based on scenario, train-the-trainer, evaluate
 - Trainer: frame, facilitate, coach, evaluate
 - Responder: actively engage, ask questions, provide feedback, evaluate

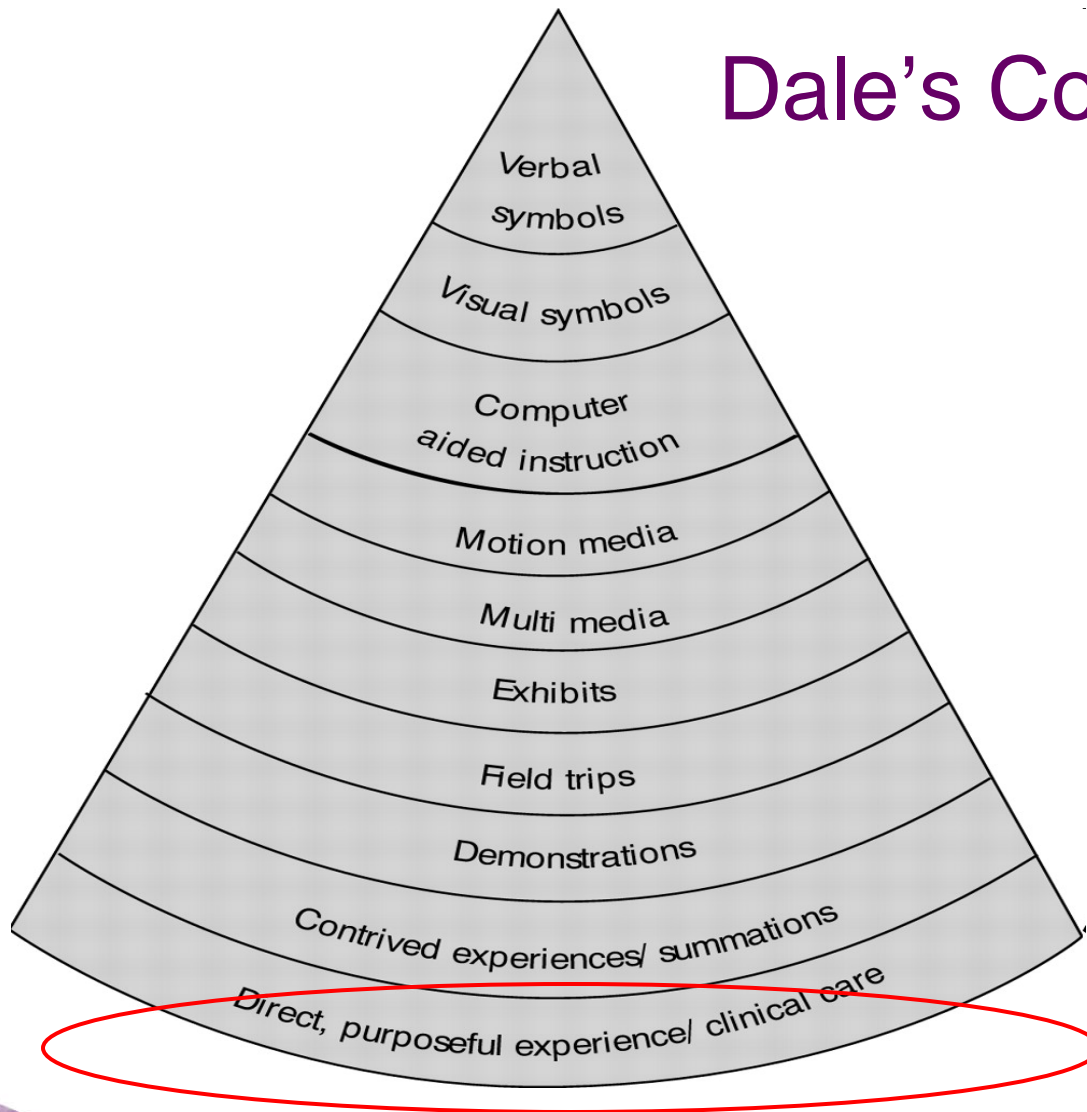
Do you provide an opportunity for practice in your JITT program?

- YES
- NO

Upstream Planning Activities for 1st Principle: *Affective Needs*

- Gather feedback from responders
- Review AARs for feeling and emotional comments
- Tailor JITT evaluations to provide space for open-ended response
- Debrief & reflection

Dale's Cone of Experience



Dale, E. (1946, 1954, 1969). Audio-visual methods in teaching. New York: Dryden.

Upstream Planning Activities for 2nd Principle: *Learning Styles*

- Gap analysis of current JITT program
- Survey responders to assess learning style preferences
- Comparative analysis of JITT program and above assessment
- Determine how to adjust JITT program to meet responder learning style preferences

A Local Perspective

- *“By direct or indirect association, the news about any serious incident or disease outbreak can negatively and unjustly affect members of a community...As we increase our capacity for emergency preparedness, it is essential that we are sensitive to the cultural implications of our role as promoters of health in all communities.”* – Lillian Shirley, MCHD Director



CULTURAL BUILDING BLOCKS OF PREPAREDNESS & RESPONSE

Upstream Planning Activities for Cultural Context

- Strengthen infrastructure for understanding & addressing difference, diversity and inequities in the public health workplace
- Adopt an expanded view of culture beyond “vulnerable/at-risk populations”
- Provide ongoing opportunities and training around cultural competency for public health staff
 - Determine how to connect generic cultural competency training connects to skill set of responders
- Leverage existing relationships between community organizations and LHD



Public Health Meets Incident Command System

Are you familiar with the I-JITT toolkits?

1. YES
2. NO

I-JITT Toolkit Components

- Implementation Guide
- Supervisor Briefing Checklist
- Operational Period Briefing Notes
- Field Training Guide for Team Leader
- Go Guides for Surge Responders
- Evaluation Form

The image shows a stack of documents from the I-JITT toolkit. The top document is the 'Inclusive Just-in-Time Training For PUBLIC HEALTH INVESTIGATIONS (PHI) TOOLKIT'. Below it is another document with the same title. The bottom document is the 'I-JITT EVALUATION FORM'. The evaluation form includes a title, a paragraph about the training, a section for personal information, and three Likert scale questions.

*Inclusive Just-in-Time Training
For
PUBLIC HEALTH INVESTIGATIONS (PHI) TOOLKIT*

*Inclusive Just-in-Time Training
For
PUBLIC HEALTH INVESTIGATIONS (PHI)*

**I-JITT
EVALUATION FORM**

Working as a volunteer in public health preparedness and emergency response can be stressful. We provide high quality Inclusive Just-in-Time Training to build competency, confidence and a valued team approach to response.

Please complete the following questionnaire to help us continue to improve training for future operational periods.

Please complete the following information.

Shift Date: _____

Location: _____

Name of Team Leader: _____

For the training you participated in today, please circle the number below that best represents your level of agreement with each statement.

1. I am satisfied with the I-JITT I received today:

◀ 1 2 3 4 ▶

Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

2. I recognise my value and contributions as a part of the emergency response:

◀ 1 2 3 4 ▶

Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

3. I received adequate information from my Team Leader to perform my job:

◀ 1 2 3 4 ▶

Strongly Disagree Somewhat Disagree Somewhat Agree Strongly Agree

I-JITT FOR PHI
OCTOBER 2011

SECTION 4: INTERCULTURAL CONSIDERATIONS

KEY POINTS

See Go Guide
Page 3

- ✓ SHARE DEMOGRAPHIC INFORMATION OF IMPACTED COMMUNITY
- ✓ IDENTIFY LANGUAGE RESOURCES AVAILABLE
- ✓ EMPHASIZE THE NEED FOR RESPECTFUL COMMUNICATION

By the end of this section responders will:

- Understand unique needs of special and culturally-specific populations
- Understand where to access language resources
- Understand other agencies involved in the response

SAMPLE LANGUAGE

"While serving in this response, you may work with clients or colleagues with backgrounds different from your own. It's important for you to be aware of the unique differences and needs within our community, so that you're able to communicate and respond to the needs of others more effectively. Please practice respectful communication and courtesy at all times."

"I'd like to share with you some key characteristics and demographics of community members who have been impacted by this event—particularly those populations who have been disproportionately impacted [insert key characteristics of impacted community (e.g. race/ethnicity, refugee/immigration status, income level, access to transportation, housing status, immunization status, health status, literacy levels, religions)]. Understanding who you may be interacting with while doing your job will allow you to better engage with these community members."

"Also, keep in mind the partner agencies involved with this response. Each one brings its own organizational culture, philosophy, and perspective. I ask that you stay flexible and keep an open mind when hearing ideas from others."

"If you have any concerns or questions about how to approach a culturally challenging situation let me know."

ANY QUESTIONS?



How would
you get this
information?



Recommendations from QI site

- Use as a training resource
- Include expansion of instructions
- Clarify how to integrate cultural considerations; add sufficient detail
- More descriptive information re: practice prior to a response is needed

Upstream Planning for I-JITT Toolkits

- Planning should never end
- Know the I-JITT model inside and out
- Allow for practice
- Address culture
- Review Job Action Sheets (JAS)
- Understand the time commitment

In Sum

Just-in-Time Training \neq Just-in-Time Planning

- JITT must be integrated into emergency preparedness training
- Public health workforce must be prepared ahead of time
- Develop materials and resources beforehand
- Foster community partnerships

Moving forward with MCHD APC

- *APC Advancements*
- Public Health Preparedness Summit (Anaheim, CA; February 2012)
- Integrated Training Summit (Nashville, TN; May 2012)
- Future Webinars
 - Pocket translator/pictograms
 - Quality improvement
- Community of Practice

Multnomah County Mail - Pock... Community Preparedness - Sul... Multnomah County Mail - Fwd: ... Multnomah County Mail - Fwd: ... Multnomah County Mail - Fwd: ...

apc.naccho.org/community/Lists/Community%20Preparedness/AllItems.aspx

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Medical Surge

Non-Pharmaceutical Interventions

Public Health Laboratory Testing

Public Health Surveillance/Epidemiology

Responder Safety/Health

Volunteer Management

☐ Subject

Survivor Tales available in two additional languages!!!

Plan to Be Safe Campaign Translation into Somali

Created By	Replies	Last Updated
Mr. Jeff Boudreau	0	10/13/2011 1:19 PM
Ms. Betsy Rebert	0	10/12/2011 4:30 PM

Start Commun... ReadyTal... G:\Emerg... FINAL 25 ... Arabic Po... 1. Pocket ... Screening... Microsoft ... Warning 4:13 PM

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Public Health
Prevent. Promote. Protect.

Thank you!

NACCHO
National Association of County & City Health Officials