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International Federation of Red Cross and Red Crescent Societies (IFRC)

Innovation and Learning Unit

Reference Center for Institutional Disaster Preparedness

Federación Internacional de Sociedades de la Cruz Roja y de la Media Luna Roja

International Federation of Red Cross and Red Crescent Societies

National Intervention Teams (NIT): Epidemics Control for volunteers.

1. General considerations of the NIT Course on Control of epidemics for volunteers.

- Hours present: 24 hours
- Days: 3 days.

2. Requirements.

Academic training:

- Member of National Society:
- Complete secondary education or technical education.
- Basic knowledge of epidemics control for volunteers.

Individual characteristics:

- Legal adult.
- Leadership.
- Work in teams.
- Effective communicator.
- Ability for analysis and synthesis.
- Self-taught..
- Empathic.
- Proactive

Experience:

- Community work.
- ICT tools management.
- Support in epidemics control and/or health emergencies intervention processes.

Health:

- Immunization history card: (Basic)

3. Course description.

The course consists of four modules distributed in two areas of basic training, which include Module I "Introduction to epidemics": general concepts and diseases that cause epidemics.

The specific training area includes modules II, III and IV: Module II "Risk, threat and vulnerability to epidemics": disasters and epidemics, vulnerability to epidemics, analysis of epidemic risk and epidemiological surveillance, Module III "Volunteer protection and actions": addresses the issues of biosafety in the management of epidemics and volunteer actions in controlling epidemics, and finally module IV: "Tools for assessment and planning", includes topics such as evaluation of an epidemic and the toolkit.

The course is aimed at volunteers and staff of the National Societies, in order to strengthen the response capacity to provide adequate and comprehensive care to communities affected by a health emergency.

4. Course objectives.

General:

- Form National Intervention Teams to control epidemics for volunteers, capable of evaluating, designing, implementing and monitoring actions regarding the reduction, response and recovery from disasters, while preserving the principles and values of the International Federation of the Red Cross and Red Crescent in the territory in question.

Specific:

- Develop the necessary theoretical knowledge to understand the proliferation of epidemics according to the characteristics of major diseases, and for prevention and control at the right time.

- Develop practical skills in key areas of epidemic control: biosafety, health promotion, use of tools for analysis and planning.

- Demonstrate the use of the toolkit to control epidemics.

5. Learning objectives:

After completing the NIT epidemic control course for volunteers, participants will be able to:

1. Make a rapid assessment on epidemics.
2. Identify vulnerable groups and areas, epidemic risks, effects and response needs.
3. Manage and administer information and resources by means of epidemics risks and community surveillance analysis tools.
4. Identify the key actions in the intervention cycle in epidemics from the role of Red Cross volunteer at personal, family, community and institutional levels.
5. Design an intervention operation plan in epidemics control (describe objectives, results, activities, indicators, among others).
6. Develop a tool package use guide (diseases, action and key community messages).

6. Competence of the course:

Apply fundamental procedures and tools for epidemic control in emergencies or disasters, to strengthen the response capacity of National Health Societies, taking into account the principles and regulations of the International Movement of the Red Cross in the development of the epidemiological control in communities affected by an emergency or disaster.

7. Entrant and graduate profile of the course.

a) Entrant profile:

The study of NIT Epidemic control course for volunteers requires certain desirable criteria for entry, enabling it to ensure that new entrants have the knowledge, skills and values needed to successfully meet the demands of the training plan:

- Course on basic intervention for national teams, specializing in health and/or sanitation emergencies in emergencies or Regional Intervention Teams.
- Skills for information systematization.
- Use of Internet, Windows operating system, office automation and others.
- Advanced or health technical training or similar.
- Use of ICT.

b) Graduate profile:

The expected profile of the graduates of the NIT Course in epidemic control for volunteers is a set of projected skills and competencies for what to know, do and be at the end of their training process, that profile is consistent with the specific areas of their field of action:

What you should know:

- Know the 5 groups of diseases that cause epidemics (classified according to key actions for prevention and control).
- Know the risk formula.
- Know the effects of different types of disasters that change the risk of epidemics.
- Risks and precautions represented by dead bodies to the public and those who move them.
- Main factors of community vulnerability.
- Definition and principles of biosafety.
- Know the main diseases transmitted by AEB.
- Know the emergency procedure for AEB.
- Concept, characteristics and information related to epidemiological monitoring in normal and in cases of epidemics.

- Concepts and objectives of community monitoring.
- Know the importance of identifying priority diseases, and the development of definitions of simplified cases and triggering events.
- Know the mechanism of functioning of community policing.
- Know the phases of the rapid assessment: general preparation, planning, execution, and analysis.
- Role of volunteers in controlling an epidemic.
- Components of an operational plan.
- General procedures for using the toolkit.

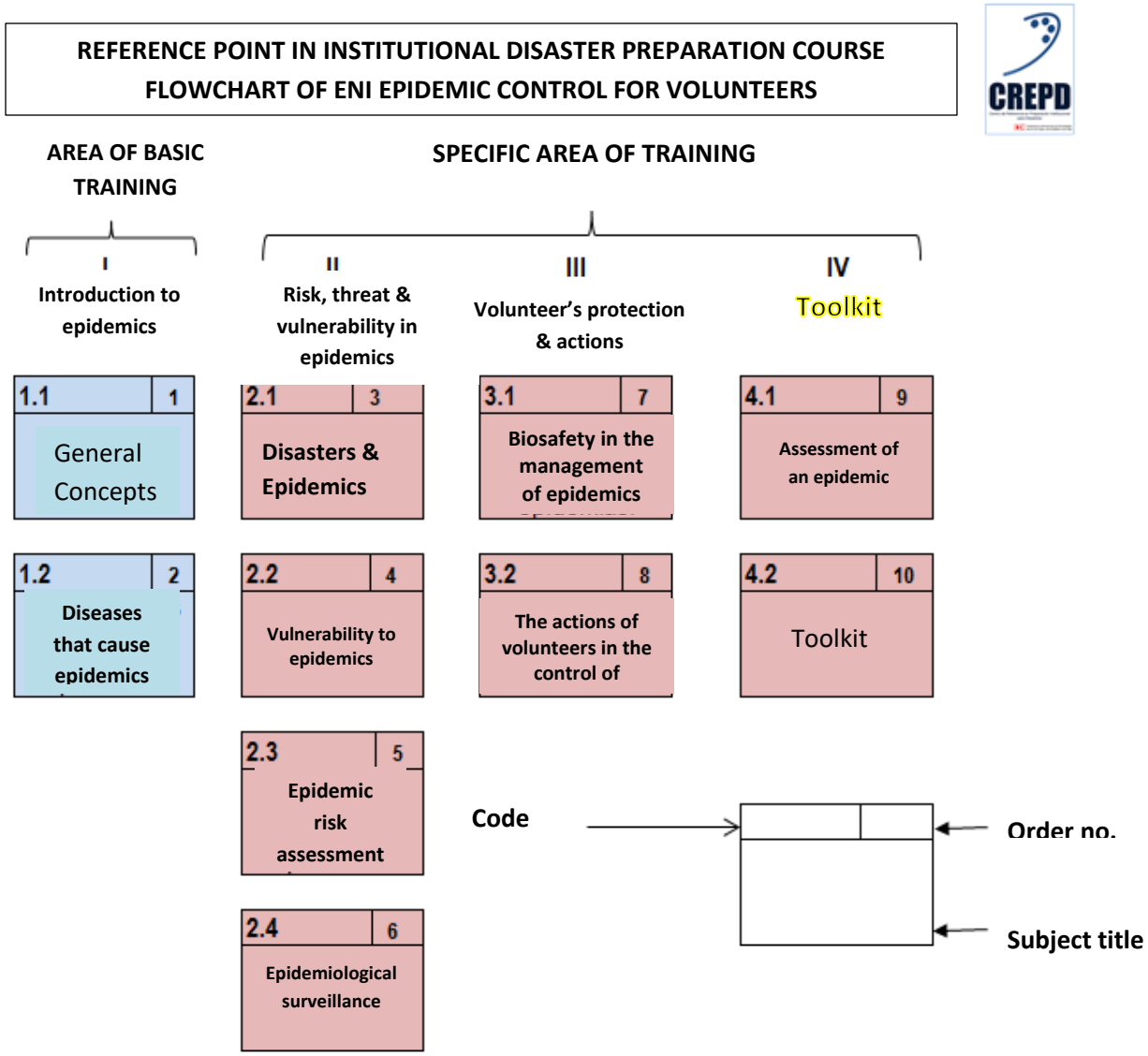
What you should know how to do:

- Development of health promotion activities based on exemplary techniques of community education.
- Use of preventive biosafety measures.
- Correct putting on and removal of all personal protective equipment (PPE)
- Preparation of a chlorine solution for disinfection.
- Planning and implementation of epidemic risk analysis (including identification of vulnerable groups).
- Planning and conducting a rapid epidemic assessment (including identification of vulnerable groups).
- Planning actions to control an epidemic using the toolkit.

What you must be or do:

- Leadership.
- Team worker.
- Effective communicator.
- Ability for analysis and synthesis.
- Respectful of cultural diversity.
- Respect and prioritize vulnerable groups.
- Self-taught..
- Empathic.
- Proactive.
- Committed to the fundamental principles.

8. Curriculum.



9. Methodology.

The virtual campus of the Red Cross and the training platform of the Federation will be the primary means for the participant to perform work prior to the course in the development of virtual interactive topics, establishment of cases and indications for tasks in lines, prior work and diagnostic tests.

The methodology will interactive and analytical in nature, in order to apply knowledge and active participation to create a meaningful learning process. The facilitator will use the interactive teaching method (ITM) that promotes and encourages constant student participation in performing dynamic group and individual activities, as well as exhibitions, analysis, examples, case resolution, practices, etc. The facilitator will moderate this process using the material and adequate resources designed beforehand.

10. Evaluation.

Diagnostics:

To determine the level of knowledge of the participants at the beginning of the course and adapt the content sequence of the course methodology. This is a self-assessment and will produce the reference material instrument and from that material, the pre-reading homework will be handed to the participants on the first day of the course.

Training:

Performed during the teaching-learning process, in order to know the progress of students towards the objectives, with the aim of reinforcing positive learning or correcting mistakes at the moment, besides adapting the teaching style to the learning style. It can be applied by observing the performance of participants, feedback from each subject and through formative written tests. The purpose is not to assign grades, but to help the participant to learn.

Summary evaluation:

This will take place at the end of the stages scheduled by the facilitator with the purpose of certifying student learning. Participant must get 70% to pass the course. The evaluation is distributed in the following way:

No.	Content to evaluate	Grading
1	Pre-reading homework	10 %
2	First written test	15 %
3	Second written test	15 %
4	Exercise (Field practice)	30 %
5	Exercise (Tools practice)	30 %
	Total	100 %

Note: All tests must be passed. If participants fail any of the written tests they will have to take a make-up test in which seven will be the top grade and only one chance will be given.

- ✓ Passing rate 70%
- ✓ Passing certificate between 100 and 70 %
- ✓ Diploma or participation note between 69 or less.
- ✓ Make up test.

11. Description of the training environment.

Considering that this is a specialized course in which knowledge and skills are developed through field practice, classrooms will be used for the development of theory sessions, and will be available in areas suitable for field work.

This course aims to develop specific knowledge and skills. It should not create harsh environments for acquiring this knowledge, since it has been considered that these situations are for other types of training.

12. Determination of the number of participants.

Taking into account the tools to use for course development such as: use of computers, projectors, group dynamics, group work, final exercise, the number of participants will be 24 people, with the possibility of having a maximum of 30 .

13. Description of the profile of the instructor.

Desirable:

- Form part of the National Intervention Teams system - Regional Intervention Teams.
- Academic and/or higher education training in health, risk management, or other related areas.
- Experience in managing national and international emergencies.

Essential:

- Accreditation as an instructor by the National Society or CREPD in the specialty.
- Teaching experience: adult education, community education, and others.
- Experience: Minimum 3 years experience in humanitarian interventions in health.
- Domain of specialized topics: controlling epidemics.
- Domain of ICTs.

14. Determination of the number of instructors:

Coordinator	1
Instructors	3
Logistics	1

15. Training materials.

Participant:

- Participant Manual
- Reference Manual
- Materials provided (exercises)
- Glossary
- Pre-reading homework

Instructor:

- Lesson Plan/instruction Guide
- Audiovisual equipment and aids
- Bibliography
- Exercise Guide

Materials:

View Course Check List.

16. Course planned objectives, methodology and resources

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Name of the course: Epidemic control for volunteers.	**Module time duration (days)** 3 days.	**Module time duration (hours)** 24 hours

General objectives of the course

- To train National Intervention Teams to control epidemics for volunteers, capable of assessing, designing, implementing and monitoring actions regarding the reduction, response and recovery from disasters, while preserving the principles and values of the International Federation of the Red Cross and Red Crescent in the territory in question.

Learning objectives:

After completing the NIT epidemic control course for volunteers, participants will be able to:

- Make a rapid assessment on epidemics.
- Identify vulnerable groups and areas, epidemic risks, effects and response needs.
- Manage and administer information and resources by means of epidemics risks and community surveillance analysis tools.
- Identify the key actions in the intervention cycle in epidemics from the role of Red Cross volunteer at personal, family, community and institutional levels.
- Design an intervention operation plan in epidemics control (delimit objectives, results, activities, indicators, among others).
- Develop a tool package use guide (diseases, action and key community messages).

Competence:

- Apply fundamental procedures and tools for epidemic control in emergencies or disasters, to strengthen the response capacity of National Health Societies, taking into account the principles and regulations of the International Movement of the Red Cross in the development of the epidemiological control in communities affected by an emergency or disaster.

Conceptual contents.	**Procedural contents.**	**Attitudinal contents.**
1. Introduction.		

Time: 1 hour Sub topics: ▪ Getting to know the participants and facilitators. ▪ Participants expectations. ▪ Objectives. ▪ Logistical aspects. ▪ Course schedule. ▪ Method. ▪ Materials to use in the course. ▪ Basket. ▪ Importance of pre-reading homework. ▪ Assessment. ▪ Other activities to perform.	▪ Introduce the course and facilitators. ▪ Explain the generalities of the course. ▪ Filling of the course registration form. ▪ Deliver the course schedule. ▪ Check that the material is complete. ▪ Hand in the course assessment.	▪ Clearly explain the generalities, objectives, activities and materials the course has.
2. General Concepts. Time: 1 hour 30 minutes Sub topics: ▪ Key terms. ▪ From the infectious agent to the epidemic. ▪ Proliferation of an epidemic. ▪ When does an epidemic occur?	▪ Foster interaction by means of a brainstorming session. ▪ Complete the PM. ▪ Perform the exercise: “Ladders and slides” ▪ Lesson feedback. ▪ Complete unweighted assessment.	▪ Identify and explain the key terms of epidemics control.
3. Diseases that cause Epidemics Time: 2 hours Sub topics: ▪ Groups of diseases. ▪ Infectious agents.	▪ Expand on the introductory reading of the lesson. ▪ Perform the exercise on groups of diseases referring to the RM. ▪ Create a discussion board on the vaccine regimen.	▪ Explain and classify the diseases that cause epidemics according to the key actions to control them.

	▪ Complete the PM. ▪ Lesson feedback. ▪ Complete the unweighted assessment.	
4. Disasters and Epidemics. Time: 1 hour 30 minutes. Sub topics: ▪ Disasters. ▪ Epidemics risk after the disaster. ▪ Handling Human Remains	▪ Expand on the introductory reading of the lesson. ▪ Perform a brainstorming session for the key definitions. ▪ Complete the PM. ▪ Perform the cases analysis: “Epidemics risks in disasters.” ▪ Lesson feedback. ▪ Complete the unweighted assessment.	▪ Analyze and summarize the diseases in order to assess the epidemics risk in disasters, using the epidemiological triad (disease, community, and environment).
5. Vulnerability in the presence of epidemics. Time: 1 hour 15 minutes. Sub topics: ▪ Vulnerability due to non-infectious causes. ▪ Vulnerability due to chronic infections. ▪ Social determinants of health and community vulnerability.	▪ Ask trigger questions in order to expand on the lesson. ▪ Perform the exercise: "Guess vulnerabilities" ▪ Complete the PM. ▪ Provide feedback of the lesson. ▪ Apply the unweighted assessment.	▪ Explain and analyze the vulnerability factors and the social determinants of health as well as the vulnerability of the community.
6. Bio-safety in epidemic management. Time: 2 hours 30 minutes Sub topics: ▪ Biosafety Rules and Principles. ▪ Types of waste. ▪ Agents of exposure to blood and body	▪ Expand on the lesson resorting to the slides. ▪ Complete the PM. ▪ Exercise on Personal Protective Equipment and hand-washing. ▪ Video on the Personal Protective Equipment. ▪ Practice of hand-washing.	▪ Assess and reflect on the importance of biosafety when handling epidemics and the consequences of failing to comply with biosafety rules, principles, and precautionary measures.

fluids (AEB). ▪ Biosafety Prevention Measures ▪ Personal protection equipment.	▪ Lesson feedback. ▪ Complete unweighted assessment. ▪ Response to participants' doubts and concerns.	
7. Epidemic Risk Assessment. Time: 1 hour. Sub topics: ▪ Epidemic Risk Assessment. ▪ Epidemiological profile of a region. ▪ Tools for the analysis of communal epidemics risk.	▪ Expand on the lesson resorting to the slides. ▪ Illustrate with examples vulnerabilities and threats that may increase in the different types of epidemics. ▪ Add to the PM. ▪ Feedback of the lesson by means of a brief discussion board. ▪ Complete the unweighted assessment.	▪ Analyze and explain the epidemics risk and the tools for the analysis of epidemics risk.
8. Epidemiological surveillance. Time: 1 hour. Sub topics: ▪ Epidemiological surveillance. ▪ General and emergency surveillance. ▪ Relevant information for surveillance. ▪ Case Definitions. ▪ Data collection techniques. ▪ Community surveillance. ▪ Mechanisms and potential of epidemiological surveillance.	▪ Expand on the lesson resorting to trigger activities such as brainstorming sessions or discussion boards. ▪ Add to the PM. ▪ Lesson feedback. ▪ Complete the unweighted assessment.	▪ Characterize and distinguish the procedures for epidemiological surveillance under normal circumstances and in case of emergency.
9. Assessment on an epidemic Time: 1 hour. Sub topics: ▪ Evaluation.	▪ Expand on the lesson resorting to the slides. ▪ Complete the PM. ▪ Provide feedback of the lesson. ▪ Perform self-assessment.	▪ Prepare a quick assessment or an epidemics risk analysis, and an operating plan.

▪ Epidemic Assessment Types ▪ Characteristics of the different types of assessments.	▪ Upon completing the lesson the transversal exercise based on lessons 7, 8, and 9 will be performed, which entails a field visit in order to practice either the quick assessment or the epidemics risk analysis and the devising of an operating plan.	
10. Volunteers' actions for epidemics control. Time: 2 hours 15 minutes Sub topics: ▪ The Role of Volunteers in the Control of Epidemics ▪ Epidemics intervention cycle and volunteer actions. ▪ Actions before an Epidemic. ▪ Actions during an Epidemic. ▪ Actions after an Epidemic. ▪ Evaluation.	▪ Expand on the lesson resorting to trigger questions. ▪ Complete the PM. ▪ Perform the exercise "Memory." ▪ Provide feedback of the lesson. ▪ Do the self-assessment.	▪ Identify and specify the volunteer's role and actions (before, during, and after) epidemics control.
11. **Epidemics control toolkit.** Time: 5 hours 30 minutes Sub topics: ▪ The toolkit. ▪ When is the toolkit used? ▪ Toolkit usage instructions.	▪ Expand on the lesson resorting to the slides. ▪ Complete the PM. ▪ Table work: *Toolkit* ▪ Lesson feedback. ▪ Perform self-assessment. ▪ Response to the participants' doubts and concerns. ▪ Perform the volunteer epidemics control course assessment and generate questions to note down the aspects to improve.	▪ Name and describe the tools that comprise the epidemics control toolkit.

Methodological References:

- Study the lesson and its corresponding materials, organize the material and respect the time in each lesson.
- Explore the students previous knowledge regarding the lessons to be delivered.
- Perform activities that generate interaction with the participants: brainstorming, group discussion, etc.
- Apply dynamics to the lesson break to motivate participants without missing the focus of the lesson.
- Use additional material to that provided, with the objective of making the lesson dynamic and focus attention on the participants.
- Lesson feedback.

Note:
When following the methodological references mentioned above, remember to abide to the contents, materials and objectives of each lesson.

Assessment activities:	**Evaluation criteria:**
Diagnostics: ✓ Participants previous knowledge exploration regarding the content. **Training:** ✓ Supervision and orientation of the activities and exercises performed in the lesson. ✓ Appraisal of constant participation in the activities during the lessons. ✓ Self-assessment. **Summary evaluation:** ✓ Performance of tasks during the course of the lesson and in additional lesson time ✓ Performance of written tests and exercises.	✓ Punctuality. ✓ Professionalism. ✓ Participation. ✓ Order and cleanness.

Bibliography: