

Building Clinical IPC Training in Public Health Curricula

Final Report on Digital Workshops for NNPHI



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National Network of
Public Health Institutes



Health Communications Consultants
Knowledge, Innovation, & Equity.

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Executive Summary

In response to the growing need for infection prevention and control (IPC) education in public health, Health Communications Consultants, Inc. (HCC, Inc.) partnered with the National Networks of Public Health Institutes (NNPHI) to design, develop, and facilitate a two-part workshop series. Originally slated for in-person delivery at the 2025 ASPPH Annual Meeting, the workshop was adapted into two engaging virtual formats to accommodate travel restrictions affecting public health professionals nationwide.

These workshops sought to bring together infection prevention and control (IPC) perspectives from academia and practice and provide practical ways to strengthen curricula. Through a collaborative panel discussion, interactive exercises and the application of NNPHI's Systems Approach, participants explored strategies for embedding IPC into public health education and strengthening academic-practice partnerships.

Key Accomplishments

- Facilitated cross-sector dialogue between academia, healthcare, and public health practitioners to bridge the education-practice gap in IPC.
- Delivered two highly participatory sessions: a national webinar (April 28, 2025) and a virtual workshop (May 16, 2025), engaging over 48 participants.

- Introduced practical tools including concept mapping and the People–Processes–Products (PPP) framework to help participants integrate IPC principles into their work.
- Provided access to curated educational resources, planning templates, and evaluation instruments.

Findings and Recommendations

- Evaluation data indicated increased understanding of IPC concepts and strategies for collaboration, though feedback also highlighted opportunities for greater interactivity and practical application.
- Participants acknowledged the urgent need to enhance IPC content in public health programs and recognized NNPHI's unique position to facilitate curriculum and practicum alignment.
- The HCC, Inc. analysis suggests that NNPHI:

1. **Strengthen Academic-Practice Collaboration**
2. **Expand and Standardize IPC Curriculum Content**
3. **Foster a Learning Community Around IPC Education**
4. **Strengthen NNPHI's Connector Role**
5. **Reinforce Systems Thinking in IPC Curriculum**
6. **Strengthen Curriculum and Practicum Alignment across Sectors**

In sum, NNPHI is uniquely positioned to address the challenges facing IPC, especially as it relates to strengthening practice by strengthening academic curricula and the relationships between academia and practice.



Background

This project was initially positioned for an in-person workshop at the ASPPH Annual Meeting on March 19, 2025 in Arlington, VA. The themes for the meeting workshops included: Transformative Approaches to Teaching and Learning, Research and Evidence- Based Public Health Solutions, Diversifying Public Health Pathways and Ensuring Student and Alumni Success. The meeting was also to include case studies that highlight successful collaborations, novel teaching methods, and impactful student projects. The audience for the NNPHI/ HCC. Inc. workshop was to be conference attendees in the realm of leaders, educators, and students from across the academic public health community.

Additional detail on the Initial workshop planning is found in the Appendix B of this report. However, the workshop attendee numbers were not sufficient to hold the in-person workshop; inquiries with an informal sampling of prospective participants revealed that this was likely due to severe restrictions being placed on travel for federal and state programs, and thus the already-developed workshop was quickly pivoted from on-site to a two-part virtual series.

The Pivot Plan outlines the two-part initiative under CDC's Project Firstline, led by NNPHI and supported by HCC, Inc., aimed at strengthening infection prevention and control (IPC) education through cross-sector collaboration and systems-based curriculum development. The program was supported by the authority of the Centers

for Disease Control and Prevention (CDC) award numbers 5 NU50CK000600-02-00 to NNPHI, CFDA 93.318.

Workshop Part 1: Live Webinar Panel Discussion

Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control In and Out of the Classroom

April 28, 2025, 10:00am–11:00am CT
Webinar on Cvent Platform, recorded
(Q&A not recorded)

Description

This session addressed the lack of comprehensive IPC content in many public health programs despite growing workforce demand. Subject matter experts (SMEs) from academia and practice sectors shared best practices for building partnerships between schools of public health and healthcare organizations (e.g., hospitals, clinics, long term care facilities). These partnerships enhance practicum placements and career pathways for students by providing real-world IPC exposure.

Objectives

- Describe the current landscape of infection prevention and control (IPC) content in schools of public health.
- Understand the cross-sector partnerships used by Indiana University (IU), Association

for Professionals in Infection Control (APIC) and the University of South Florida (USF) and how they drive collaboration.

- Recognize key strategies for building and sustaining effective cross-sector partnerships in your own work.
- Apply lessons from IU, APIC, USF's experiences to strengthen or develop partnerships within your own organization or sector.

Agenda Highlights

- Welcome and overview of Project Firstline
- Panel presentations (IU, USF, APIC)
- Panel Q&A

Workshop Part 2: Virtual Live Workshop

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice

May 16, 2025, 10:00am – 1:00pm CT
Workshop on Cvent Platform with Zoom features
(not recorded)

Description

Building on insights from the subject matter expert panel in workshop 1, this interactive workshop empowered participants to apply **NNPHI's Systems Approach Handbook** for integrating IPC into public health curricula. Attendees explored where academic and practical public health can meet to implement sustainable change, with a focus on curriculum planning, applied learning, and systems thinking.

Agenda Highlights

- Icebreaker and introductions
- Recap of Workshop Part 1 insights
- Guided application of the NNPHI Systems Approach (Steps 1 & 2 only)
- Application of People–Products–Processes (PPP) framework
- Final discussion and Q&A



Webinar Workshop Overview

Facilitators

- Danielle C. Landis, MPH, PhD
- Patricia Bockelman, PhD
- Sarah D. Matthews, MPH, MS, PhD

Target Audience

These workshops were designed for academic faculty and staff engaged in public health and IPC curriculum as well as public health practitioners.

Marketing

NNPHI and HCC, Inc. leveraged existing dissemination paths to invite participants, primarily sharing via formal and informal social media and emailing to a variety of network contact lists.

Tools Provided for Participants

- Workbook for notetaking, reflections, goal planning and activities.
- NNPHI Systems Approach Handbook.
- CDC Project Firstline & APIC educational resources.
- Shared drive with templates, literature and reports.

Next Steps for Participants

- Join Part 2 of the series after Part 1.
 - Join NNPHI's Community Discussion Board-
- Three Learning Pathways**
- Participate in the Monthly Webinar series:
Advancing Infection Prevention and Control: Webinar Series
 - Attend NNPHI's Pre-Conference Workshop on June 9 in Minneapolis.



Workshop 1 (Webinar):

Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control in and Out of the Classroom

Purpose

- Explore how cross-sector partnerships can enhance Infection Prevention and Control (IPC) education and practice.
- Help shape the future of public health training and empower the next generation of professionals in IPC roles.
- Network, collaborate, and learn from and with multi-sector colleagues.

The webinar was designed to highlight the importance of cross-sector partnerships in enhancing IPC education and practice, while showcasing collaborations across academia, healthcare, and public health organizations to support IPC workforce development. The session also shared research findings, strategies and frameworks to integrate public health education.

Approach

To help participants accomplish each of the objectives listed above, HCC, Inc. facilitated a panel discussion that included experts from Association for Professionals in Infection Control (APIC), University of South Florida (USF), Indiana University, and NNPHI:

- **Madelyn Gustafson**, Program Manager NNPHI Climate Crisis and Preparedness
- **Shandy Dearth**, Indiana University
- **Letty Kluttz**, Senior VP Association for Professionals in Infection Control and Epidemiology
- **Christine McGuire-Wolfe**, University of South Florida

The corresponding Workshop 1 slide deck in the appendices includes a summary of the key findings within each of the panelist's agency reports. The key takeaways presented in the webinar-format workshop included:

- Current landscape of Infection Prevention and Control (IPC) in Public Health Education.
- Building IPC Educational Pathways including the urgent need for structured IPC education.
- Gaps in current training models.
- Opportunities for public health programs to strengthen IPC expertise through collaboration, mentorship and innovative learning approaches.

Pre-Webinar Icebreaker

"Welcome to the Webinar. Let's kick things off by getting to know each other a bit. In the chat, tell us where you're joining from. Then scroll through the responses and drop an emoji if you've ever been to any of the places mentioned! Let's light up the chat and see how far we're reaching today."

Engagement

The initial icebreaker using the chat feature facilitated active engagement in the chat throughout the webinar. The panel discussion was presented on a "Cvent" platform and strategies for engagement included discussion and use of the workbook. Discussion included how to define steps for academic-practice collaboration and identifying challenges and solutions for building effective partnerships.

Key Webinar Takeaways

- There is a clear need to enhance IPC education in public health curricula.
- Cross-sector partnerships are essential to bridge academic and practice gaps.
- Innovative training methods like Virtual Reality, case-based learning, and real-world internships can better prepare students.
- Standardized competencies and academic pathways are critical for sustaining an IPC-ready workforce.

Feedback

Following the workshop, participants were invited to complete a brief survey. The questions and responses are listed below.

There were 39 participants in the webinar of which 13 completed the post-program survey.

Full results of the survey can be found in the appendices under Evaluations and specifically in the Part I: Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control Webinar Evaluation.

Respondents n=13

Rating	Q1		Q2		Q3	
Strongly Disagree	4	31%	5	38%	7	54%
Moderately Disagree	2	15%	2	15%	1	8%
Agree	2	15%	3	23%	3	23%
Moderately Agree	1	8%	1	8%	0	0%
Strongly Agree	4	31%	2	15%	2	15%

Liker-style Feedback

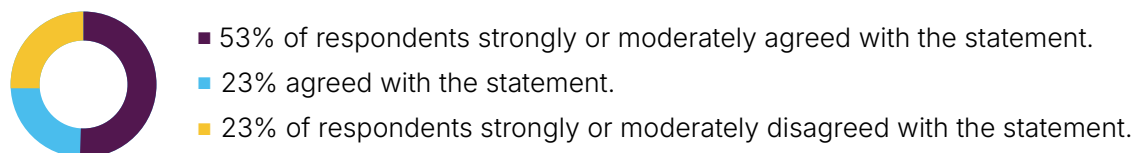
Participants were asked to respond that they "Strongly disagree", "Moderately disagree", "Agree", "Moderately Agree" or "Strongly Agree" with each statement.

1. This webinar improved my understanding of infection prevention and control (IPC) content in schools of public health.

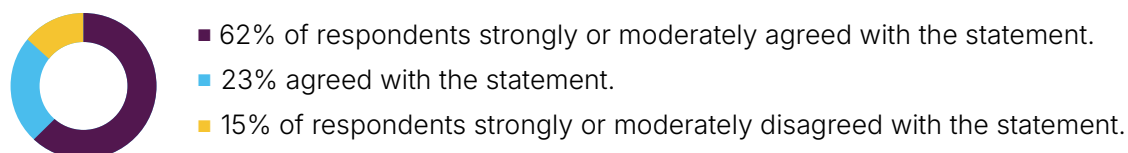


- 46% of respondents strongly or moderately agreed with the statement.
- 15% agreed with the statement.
- 39% of respondents strongly or moderately disagreed with the statement.

2. During the webinar, I recognized strategies to build and sustain successful academic-practice collaborations in my work.



3. I would recommend this webinar to others.



Open-text Feedback

4. What new knowledge, information and/or skills did you gain from participating in this webinar?

Summary:

- Participants gained new knowledge about the framework for creating a successful program, along with valuable insights into existing gaps and inconsistencies in public health education, particularly the lack of direct care practicums traditionally required in clinical fields like nursing.
- Respondents raised considerations about future competition for practicum placements should public health programs incorporate clinical components.
- Respondents also learned strategies for stakeholder engagement and recognized the need to expand infection control content in public health curricula. Understanding the varying timelines of which the speakers presented added helpful context, and overall, the webinar was seen as informative and beneficial.

5. What practice or procedure will you integrate in your curriculum development because of your participation in this webinar?

Summary:

- As a result of the webinar, participants plan to explore or strengthen partnerships with academic institutions, such as schools of public health and community college CNA programs, to integrate infection prevention and control (IPC) concepts into curricula and raise awareness of career paths in IPC.

- Some attendees intend to share insights with colleagues or incorporate standard infection control practices, tools, and spatial considerations into their teaching.
- While a few noted they are already using relevant policies or have no immediate changes planned, they found the information helpful for future curriculum development.

6. Are there any other strengths or challenges of the webinar that you would like to share?

Summary:

- Participants highlighted the webinar as a strong and necessary step toward transformative change in public health, emphasizing that infection prevention and control (IPC) should be foundational across all health careers.
- Respondents appreciated the diverse insights shared by speakers and the opportunity to explore different approaches to IPC. The consistent pacing and engaging flow of content were also noted as strengths.
- While several respondents had no additional feedback, one suggested incorporating more real-time examples to enhance understanding.
- Overall, the webinar was seen as informative and forward-thinking.

Overall, feedback from the evaluations was mixed but leaned toward positive. Most of the respondents found the webinar valuable with 61% agreeing that it improved their understanding of IPC in public health education and 76% recognizing strategies for academic-practice collaboration. Additionally, 85% indicated that they would recommend the webinar to others. However, 39% disagreed that the webinar improved their understanding of IPC in public health education, signaling that some participants may have already had a baseline of knowledge that exceeded program content, or that clarity or relevance may need to be strengthened for future sessions.

The open-ended feedback revealed that participants gained insights into curriculum gaps. They appreciated learning strategies for stakeholder engagement and understanding

the potential challenges of integrating clinical requirements into public health programs. Several attendees indicated plans to enhance academic partnerships or share webinar insights with colleagues, even if immediate curriculum changes were not planned. Participants highlighted the session's strong pacing, inclusive discussion, and content relevance as key strengths. Suggestions for improvement included incorporating more real-time practical examples. **Overall, the webinar was seen as a valuable contribution to advancing IPC integration in public health training through cross-sector collaboration.**

Debrief Notes

This information is based on the Debrief Notes, in Appendix A. It reflects subjective discussion between team members which took place immediately after the end of the workshop:

- **Attendee Data:** 79 registered; ~39 attended live.
- **Ongoing Access:** The recording can remain on the Cvent Attendee Hub indefinitely and can be tracked for views.
- **Survey Availability:** The evaluation survey will be available for a 1-week post-event on the Attendee Hub.

What Went Well

- **Smooth Panel Flow:** The pre-webinar team meetings and assignments fostered familiarity and created a natural flow during the discussion.
- **Clear Visual Aids:** Including panelists' pre-defined main points on slides helped anchor the conversation for the audience.
- **Strong Preparation:** Presenters were provided with questions and asked for their answers, which made them well-prepared and maintained a cohesive, well-timed session.
- **Effective Platform:** Using a separate virtual room helped minimize distractions from the attendee chat.
- **Technical Execution:** Seamless support from highly qualified technical and administrative experts Josh Kline and Debbie Odden contributed to a professional presentation.
- **Audience Engagement:** High interaction and participation in the chat, supported by attendee hub insights maximized the time available and the ability to contribute.
- **Time Management Cues:** Employing time prompts in the presenter chat kept speakers on schedule.

Areas for Improvement

- **Chat Engagement Prep:** Francesca Toledo-Alexander noted the need for chat prompts in advance, but she did not receive them beforehand.
- **Slide Design:** Virtual discussion slides and speaker notes were too dense to follow during live delivery.
- **Resource Distribution:** The Cvent chat is incompatible with hyperlinks; QR codes are preferred. A text-based "cheat-sheet" would help facilitate access.

Recommendations based on debrief:

1. Pre-Webinar Preparation

- Distribute chat inject prompts and "cheat sheets" to support staff and moderators at least 48 hours in advance.
- Include QR codes for all links intended for live chat sharing to ensure compatibility.

2. Slide and Speaker Notes Optimization

- Redesign slides used for virtual discussion by simplifying speaker notes and displaying them horizontally for easier readability.
- Avoid dense content on slides—use one key prompt or question per slide.

3. Engagement and Follow-up

- Consider assigning a dedicated chat moderator to ensure timely delivery of prepared prompts during live sessions.
- Monitor recording views and survey responses post-webinar to assess continued engagement and interest.

4. Platform Use

- Continue leveraging Cvent Attendee Hub for hosting recordings and evaluation surveys.
- Develop a metrics dashboard to track participant engagement across sessions (registrations, attendance, chat activity, recording views).

Workshop 2:

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice

Purpose

The second part of the workshop was designed to help participants:

- Explore how cross-sector partnerships can enhance Infection Prevention and Control (IPC) education and practice.
- Help shape the future of public health training and empower the next generation of professionals in IPC roles.
- Network, collaborate, and learn from and with multi-sector colleagues.

This interactive session built on the foundations of Webinar-based Workshop 1 and sought to equip participants with methods and strategies for integrating IPC into public health, applying systems thinking of IPC in workforce development, and helping foster collaboration across academia, public health and clinical sectors to strengthen IPC competency and capacity in practice.

Approach

To accomplish these three goals, the HCC, Inc. team facilitated an interactive workshop using NNPHI's "Systems Approach: A Guide for Supporting the Public Health Workforce" handbook, a customized participant workbook, and collaborative exercises.

The workshop launched with introductions, then provided a guided focusing activity. The workshop included a brief review of Workshop 1, helping participants recall the information presented by the SMEs. Then, a summary of the Systems Approach was provided. Next, participants were able to apply the Systems Approach to help organize the information from Workshop 1 by organizing the information onto a concept map.

With the concept map as a cognitive base, the participants categorized the information collected into the People, Processes, and Products framework.

Please see **Appendix A** for a visual of the concept map.



PEOPLE – *Who does this?*

- Corporate leadership
- Hospital/facility settings
- Faculty
- Deans
- Program leadership
- Students
- Department Staff (multiple levels?)/ State and Local
- HD Leadership
- HR teams
- Alumni
- Multiple role people
- PH experts

How might you train/prepare them better?

PRODUCTS – *What should be the outcome/resource?*

- Information sheets
- Training courses/materials
- Funding streams
- Meetings/workshops/symposiums
- Posters/public info/guidance
- Evaluation frameworks
- Data visualizations/interpretation
- Research outcomes/publications

How can you better support measurable objectives?

PROCESS – *How do they do it?*

- Students make connections
- Faculty enable/facilitate via relationships (Practice) sustained
- Authoring policies
- Dissemination
- Listening sessions
- Workgroups
- Not standards/accred standards
- Acute/long-term care relationships/ collaborations
- Participation in join studies
- Scheduled meetings/reviews
- Grant writing/fundraising

Are there ways to clarify or improve the process?

Following the application of the People–Processes–Products (PPP) model, the session transitioned into a discussion on how to leverage the outputs generated during the workshop. Participants explored how PPP data could inform the selection of targeted interventions, demonstrating how addressing one component of the system can produce broader impact. A brief recap of the workshop activities reinforced how the tools provided can support new ways of thinking and deepen understanding of the problem space.

The discussion concluded by encouraging participants to reflect on the next actionable step, both at the individual and organizational level for applying what they learned. The session wrapped up with a Q&A and a final summary.

Engagement

The workshop was presented on a Cvent platform with Zoom capabilities which allowed presenters to directly engage with participants. The primary areas of engagement are outlined below:

- “Show Us Your Colors” Icebreaker- participants represented their sector using color-coded visual elements.
 - Public Health
 - Academia
 - Infection Prevention & Control
 - Clinical/Other
- Concept Mapping- participants worked together in a facilitated session to develop the concept map described above.
- People, Products and Processes (PPP) Framework- participants worked together in a facilitated session to develop the concept map described above.
- Zoom Chat - Participants engaged the facilitation team and each other in a highly active and participatory chat which was continuously monitored by the facilitators with real-time responses and discussion prompts.

Key Takeaways

- IPC education benefits from interdisciplinary collaboration and systems thinking.
- Real-world learning opportunities support workforce readiness.
- Participants should identify allies, policies, and pathways to initiate IPC curriculum improvements in their institutions.

Feedback

Following the workshop, participants were invited to complete a brief survey. The questions and responses are listed below.

There were nine participants in the workshop of which four participated in the program survey. Full results of the survey can be found in the appendices under Evaluations.

Respondents n=4

Rating	Q1		Q2		Q3	
Strongly Disagree	3	75%	2	50%	2	50%
Moderately Disagree	0	0%	1	25%	2	50%
Agree	1	25%	1	25%	0	0%
Moderately Agree	0	0%	0	0%	0	0%
Strongly Agree	0	0%	0	0%	0	0%

Liker-style Feedback

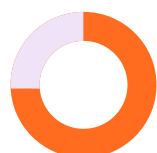
Participants were asked to respond that they "Strongly disagree", "Moderately disagree", "Agree", "Moderately Agree" or "Strongly Agree" with each statement.

1. This webinar improved my understanding of infection prevention and control (IPC) content in schools of public health.



- 75% of respondents strongly or moderately agreed with the statement.
- 25% agreed with the statement.
- of respondents strongly or moderately disagreed with the statement.

2. During the webinar, I recognized strategies to build and sustain successful academic- practice collaborations in my work.



- 75% of respondents strongly or moderately agreed with the statement.
- 25% agreed with the statement.
- of respondents strongly or moderately disagreed with the statement.

3. I would recommend this webinar to others.



- 100% of respondents strongly or moderately agreed with the statement.
- 0% agreed with the statement.
- of respondents strongly or moderately disagreed with the statement.

Open-ended Feedback

4. What new knowledge, information and/or skills did you gain from participating in this webinar?

Summary:

- Participants gained valuable insights into how different jurisdictions collaborate with community partners on infection prevention efforts.
- The workshop helped build confidence in facilitating brainstorming sessions and provided a practical starting point for mapping partnerships.
- The concept mapping activity was especially impactful, revealing siloed and
- duplicative efforts across infection prevention, academic, and workforce development initiatives, and highlighting opportunities for greater alignment and coordination.

5. What practice or procedure will you integrate in your curriculum development because of your participation in this webinar?

Summary:

- As a result of the workshop, participants plan to engage more intentionally with academic partners around curriculum development.
- One attendee noted plans to initiate discussions during quarterly grant reviews to better align educational needs and expectations.
- Although not directly involved in academia, another participant expressed interest in sharing group feedback through CEPH-accredited channels to inform broader curriculum improvements.
- Some participants are still determining how best to apply the insights gained.

6. Are there any other strengths or challenges of the webinar that you would like to share?

Summary:

- Participants praised the workshop for its inclusive environment and effective pacing.
- They appreciated that everyone had the opportunity to be heard, which contributed to a collaborative and engaging atmosphere.
- Despite the workshop covering a substantial amount of content, the structure allowed for meaningful participation and thoughtful sharing throughout.

The feedback was overwhelmingly positive. All respondents (100%) indicated they would recommend this workshop to others. Additionally, all respondents agreed that the session improved their understanding of IPC content in schools of public health and helped them recognize strategies for building and sustaining academic practice collaborations.

Open-ended responses included participant reports of gaining practical skills in facilitating brainstorming and partnership mapping. They valued the concept mapping activity for exposing silos across IPC, academic and workforce development. This insight helped underscore the importance of alignment and collaboration across sectors.

In terms of application, participants expressed intentions to engage more deeply with academic partners, bringing IPC-focused feedback into CEPH-accredited discussions and considering integration strategies in curriculum planning, even for those not directly involved in education. Participants also praised the inclusive, well-paced format of the session, noting that the structure fostered open discussion and authentic participation. Overall, the evaluation suggests that despite the small group size, the workshop delivered high value through thoughtful facilitation, practical tools and collaborative dialogue to support IPC integration into workforce development and education.

Debrief Notes

This information is based on the Debrief Notes, in Appendix A. It reflects subjective discussion between team members which took place immediately after the end of the workshop:

- **Attendee Data:** 55 interested; 43 registered, 9 attended.
- **Survey Availability:** The evaluation survey will be available for a 1-week post-event on the Attendee Hub.

What Went Well

- **High Engagement:** All 9 attendees actively participated, contributing to rich, in-depth discussions. Eight participants stayed for the full 3 hours.
- **Intimate Group Size:** Small group size created space for all voices to be heard and encouraged authentic conversation.
- **Effective Icebreaker:** Helped set a collaborative tone and fostered learning among participants.
- **Workshop Pacing:** The session felt smooth and well-timed despite the 3-hour length.
- **Facilitation Strategy:** The journey from concept mapping to PPP (People, Products, Processes) framework to actionable next steps were effective and well-structured.
- **Intentional Centering Exercise:** Helped frame the session in a way that felt safe and supportive.
- **Strong Technical Support:** Technical issues were minimal and well-handled (e.g., remote clicker delay).
- **Real-Time Integration:** Patricia's live synthesis of participant input into the concept map and PPP exercise enhanced engagement in and understanding of the process.
- **Storytelling:** Participants shared real-life experiences via chat and voice, enhancing peer learning.

Areas for Improvement

- **Access Issues:**
 - Some participants had trouble locating the workshop link.
 - Workshop resources (on Google Drive) were inaccessible due to firewall restrictions.
- **Scheduling Barriers:**
 - Time of day (midday on a Friday) may have impacted attendance despite high interest (55 interested, 43 registered, 9 attended).
- **Participant Interaction:**
 - Participants expressed interest in contributing to the concept map— consider enabling co-building or interactive tools in future.
- **Communications:**
 - Missed opportunity for a same-day reminder email with embedded link.
 - Need an easier way to add events to calendars (e.g., calendar invites from confirmation).
- **Virtual Modality Limitations:**
 - Some noted the format may have been more engaging in person for participants to join into the exercises directly.

Additional Reflections

- The workshop allowed for critique of the MPH structure, with a particular focus on practicum improvement-looking back at course work that was most practical now in the workforce.
- Participants emphasized the need for connectors—such as NNPHI—to bridge academic and practice communities.
- There's interest in creating a scaffolded system for practicum opportunities, including scenario-based learning, training, and evaluation methods.

Recommendations based on debrief:

1. Improve Communication and Access

- Send automated reminder emails the day of the event, with direct links and calendar attachments.
- Provide alternative access to resources (e.g., downloadable PDFs or Dropbox) to avoid Google Drive firewalls.

2. Enhance Interactivity

- Incorporate shared digital whiteboards or editable maps (e.g., Miro, Jamboard, shared Cmap) so participants can co-create in real time.
- Offer “viewer” and “editor” roles for key tools used in the workshop.

3. Reconsider Scheduling

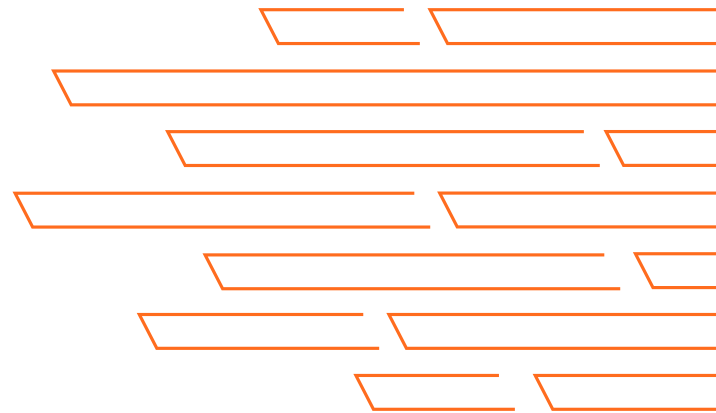
- Schedule future sessions at alternative times (e.g., early morning or late afternoon, day other than Friday) or conduct a poll during registration.
- Explore offering a recorded option or brief asynchronous follow-up activity for registrants who couldn't attend.

4. Bridge Academic–Practice Gaps

- Use NNPHI's role to develop a connector framework, helping link students, educators, and public health employers.
- Co-design a practicum toolkit or planning template that aligns academic competencies with real-world IPC skills.

5. Design for Modality

- Consider hybrid delivery options or local partner-hosted in-person workshops for greater impact.
- Assess which elements of the session would benefit from hands-on interaction or face-to-face collaboration.



Recommendations

This recommendation section does not include improvements for webinar and workshop logistics as these are contained in the debrief notes.

From Workshop 1:

These are some of our recommendations based on the feedback from the webinar, “Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control in and Out of the Classroom”

- ▶ **Strengthen Academic-Practice Collaboration**
- ▶ **Expand and standardize IPC Curriculum Content**
- ▶ **Foster a Learning Community Around IPC Education**

Overview:

- NNPHI is uniquely positioned to help bridge the gap between academic and practice partnerships.
- NNPHI could initiate ongoing discussions between academic programs and public health-healthcare partners during routine meetings to align IPC training with workforce needs.
- NNPHI could facilitate opportunities for public health students to engage in IPC- related fieldwork or internships to address the identified gap in hands-on experiences and raise awareness of IPC career pathways (e.g. model CSTE interns, CDC apprenticeships).
- NNPHI could support the development of shared competency frameworks and curricula modules (e.g. USF, IU) that can be adapted across public health, nursing, and other health programs to ensure consistency. Additionally, NNPHI could promote cross-listing of IPC-focused courses across schools of public health to broaden exposure.
- NNPHI could establish a community of practice (CoP) or working group to continue to explore ways to integrate IPC into public health training, share lessons learned and sustain cross-sector momentum.

From Workshop 2:

These are some of our recommendations based on the feedback from “Workshop 2: Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice”

- ▶ **Strengthen NNPHI’s Connector Role**
- ▶ **Reinforce Systems Thinking in IPC Curriculum**
- ▶ **Strengthen Curriculum and Practicum Alignment across Sectors**

Overview:

- Participants shared that they needed a connector to help facilitate practice and academic partnerships.
- NNPHI could formalize a connector framework that supports the communication and collaboration between academia, public health agencies and healthcare around IPC workforce needs.
- NNPHI is uniquely positioned to champion embedding interdisciplinary systems thinking frameworks like the “Systems Approach” in this workshop into public health coursework to prepare students for collaborative problem solving. NNPHI could provide training to faculty and partners on how to implement systems thinking approaches and use frameworks like PPP in curriculum design or integrate concept mapping into IPC courses.
- NNPHI could develop a practicum planning toolkit co-designed by academic and practice partners that include competency alignment, scenario-based learning examples and evaluation templates for IPC education.
- NNPHI could also promote structured pathways for practicum opportunities.

Appendices



Appendix A

Webinar-Workshop Products

Chat Injects

To support interaction online, facilitators prepared “chat injects”, or chunks of pre-written text that could be rapidly dropped into the workshop chat thread while presenting.

Webinar

Before the Webinar Starts

Welcome to the Webinar. Let’s kick things off by getting to know each other a bit. In the chat, tell us where you’re joining from. Then scroll through the responses and drop an emoji if you’ve ever been to any of the places mentioned! Let’s light up the chat and see how far we’re reaching today.

10:05am CT

Welcome to the NNPHI Two-Part Interactive Series-Integrating IPC Into Education and Practice Part 1 Webinar Building Cross Sector Relationships and Curriculum to Support Infection Prevention and Control In and Out of the Classroom. We are so excited you are here!

You can access all the resources here

<https://drive.google.com/drive/folders/1Fd58CjCOKLKt98dc4tE3Gt2-ABLtll8L?usp=sharing>

This includes the presentation slide deck, the resources and interactive workbook.

(Slide 5) Interact with us:

- Please use the chat feature
- When you hear something that resonates with you, type a **W** or **Wow** into the chat.
- **Use the reaction or emoji icons.**
- **Type your questions at any time in the Q & A feature**, we will hold them in a safe place for you to pose during the Q & A section of the presentation.
- Ask for feedback on webinar content or for clarification.

(Slide 6) Interactive Workbook

<https://drive.google.com/drive/folders/1x9ehXOW63qonby4AveVMxwSBwmyL6mHD?usp=sharing>

(Slide 7)

- NNPHI Website: Resources – National Network of Public Health Institutes:
<https://ipc.nnphi.org/resources/>
- CDC Project Firstline: <https://www.cdc.gov/project-firstline/>
- APIC Resources: <https://apic.org/>

(Slide 10)

- Reports
https://drive.google.com/drive/folders/1cH0PeI7cUYXtg4Xiblu_9sXVTW0rqad9?usp=drive_link

(Slide 30)

- Community Discussion Board
 - Three Learning Pathways <https://learningnavigator.thinkific.com/>
- Monthly webinar series
- HOME - Advancing Infection Prevention and Control: Webinar Series
<https://nnphi.cventevents.com/event/7f9c9fc6-f910-4dd3-8840-6a4e0500ff7d/summary?tm=jueUFjjZpjX0oIAvdMGNCvkTNANF8-JhBI6ABQiUNzY>

(Slide 32)

Evaluation: https://healthcc.qualtrics.com/jfe/form/SV_6yC8X5ZZLJWbbL0

Evaluations

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice Panel & Workshop Evaluation

Panel Evaluation

Thank you for attending the Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control In and Out of the Classroom on April 28, 2025. Your feedback is invaluable. Please help us to enhance the experience by participating in the evaluation survey. This survey should take between 5–10 minutes to complete. Thank you for your time and continued contribution.

Please rate your level of agreement for the workshop for questions 1–5 below using the following scale.

1 – Strongly Disagree 2 – Moderately Disagree 3 – Agree 4 – Moderately Agree 5 – Strongly Agree

1. This webinar improved my understanding of infection prevention and control (IPC) content in schools of public health.
2. During the webinar, I recognized strategies to build and sustain successful academic-practice collaborations in my work.
3. I would recommend this webinar to others.

Open text

4. What new knowledge, information and/or skills did you gain from participating in this webinar?
5. What practice or procedure will you integrate in your curriculum development because of your participation in this webinar?
6. Are there any other strengths or challenges of the webinar that you would like to share?
7. Thank you for your completion of this workshop evaluation.

Workshop Evaluation

Thank you for attending the Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice on May 16, 2025. Your feedback is invaluable. Please help us to enhance the experience by participating in the evaluation survey. This survey should take between 5–10 minutes to complete. Thank you for your time and continued contribution.

Please rate your level of *agreement* for the workshop for questions 1–5 below using the following scale.

1 – Strongly Disagree 2 – Moderately Disagree 3 – Agree 4 – Moderately Agree 5 – Strongly Agree

1. During the workshop, I reviewed strategies to build relationships with IPC professionals in my community.
2. During the workshop, I learned to apply components of the Systems Approach Handbook to current challenges in integrating IPC concepts into the current public health curriculum.
3. I would recommend this workshop to others.

Open text

4. What new knowledge, information and/or skills did you gain from participating in this workshop?
5. What practice or procedure will you integrate into your curriculum development because of your participation in this workshop?
6. Are there any other strengths or challenges of the workshop that you would like to share?
7. Thank you for your completion of this workshop evaluation.

Evaluation Results

Part I: Building Cross-Sector Relationships & Curriculum to Support Infection Prevention and Control Webinar Evaluation, April 28, 2025

Legend:

- A.** This webinar improved my understanding of infection prevention and control (IPC) content in schools of public health.
- B.** During the webinar, I recognized strategies to build and sustain successful academic- practice collaborations in my work.
- C.** I would recommend this webinar to others.
- D.** What new knowledge, information and/or skills did you gain from participating in this webinar?
- E.** What practice or procedure will you integrate in your curriculum development as a result of your participation in this webinar?
- F.** Are there any other strengths or challenges of the webinar that you would like to share?

A	B	C	D	E	F
Strongly Agree	Strongly Agree	Strongly Agree	The framework to creating a successful program.	Will discuss the opportunity to create a relationship with a school of public health with my leadership.	None

Agree	Agree	Agree			
Moderately Agree	Moderately Agree	Strongly Agree	<p>Mostly I just gained insight into the gaps/inconsistencies in public health education. One insight I gained is that the path to a degree in public health has not traditionally included and sort of practicum involving direct care of patients, so they have not had to have regular TB testing and similar requirements that nursing students face. Also, if public health degrees begin requiring clinical/practicum experience, they might be competing with CNA and nursing students for practicum spots.</p>	<p>We partner with a community college CNA program, whos use our PFL courses as part of their curriculum. We also provide speakers annually for a course that is part of a university MPH program. I think both of these connections provide opportunities to make students aware of jobs in IPC and to give them some insight into the skills needed for those jobs.</p>	<p>This is an audacious move toward a change that is needed in public health. I really believe that IPC should be the foundation of every health career, whether direct care or public health. Each of the speakers share insights into how it might be accomplished, even though the type of sweeping reforms discussed seem unimaginably difficult to accomplish. This feels like a strong step forward.</p>
Moderately Disagree	Moderately Disagree	Strongly Disagree			<p>The strengths is this is great way to understand different ways of infection prevention and control.</p>

Strongly Disagree	Strongly Disagree	Strongly Disagree	Unsure	Currently utilizing infection control practices and policies	None at this time
Strongly Disagree	Strongly Agree	Strongly Agree	How to engage and get buy in from all stakeholders	None at this time but it is helpful for the future	Perhaps provide real time examples
Strongly Agree	Moderately Agree	Strongly Agree	Need to broaden scope of infection control information in public health programs	Share with colleagues	NA
Strongly Disagree	Agree	Agree		Different ways to approach infection control by using well standard company products, properly use of spaces and consideration of safety and infection.	No
Moderately Agree	Moderately Agree	Moderately Agree	It was helpful to understand the timeline that each speaker was working with.		The pacing was consistent and quick. The content flew which I enjoyed!
Strongly Agree	Strongly Agree	Strongly Agree	No comment at this time. Everything was helpful and informative.	Everything	None
Strongly Disagree	Strongly Disagree	Strongly Agree			
Strongly Agree	Strongly Agree	Strongly Agree			
Agree	Agree	Agree			

Respondents n=13

Rating	Q1	Q2	Q3
Strongly Disagree	4	5	7
Moderately Disagree	2	2	1
Agree	2	3	3
Moderately Agree	1	1	0
Strongly Agree	4	2	2

Rating	Q1	Q2	Q3
Strongly Disagree	31%	38%	54%
Moderately Disagree	15%	15%	8%
Agree	15%	23%	23%
Moderately Agree	8%	8%	0%
Strongly Agree	31%	15%	15%

4. What new knowledge, information and/or skills did you gain from participating in this webinar?

- The framework to creating a successful program
- Mostly I just gained insight into the gaps/inconsistencies in public health education. One insight I gained is that the path to a degree in public health has not traditionally included and sort of practicum involving direct care of patients, so they have not had to have regular TB testing and similar requirements that nursing students face. Also, if public health degrees begin requiring clinical/practice experience, they might be competing with CNA and nursing students for practicum spots.
- Unsure
- How to engage and get buy in from all stakeholders
- Need to broaden scope of infection control information in public health programs
- It was helpful to understand the timeline that each speaker was working with.
- No comment at this time. Everything was helpful and informative

5. What practice or procedure will you integrate in your curriculum development as a result of your participation in this webinar?

- Will discuss the opportunity to create a relationship with a school of public health with my leadership.
- We partner with a community college CNA program, whos use our PFL courses as part of their curriculum. We also provide speakers annually for a course that is part of a university MPH program. I think both of these connections provide opportunities to make students aware of jobs in IPC and to give them some insight into the skills needed for those jobs.
- Currently utilizing infection control practices and policies
- NONE AT THIS TIME BUT IT IS HELPFUL FOR THE FUTURE
- Share with colleagues
- Different ways to approach infection control by using well standard company products, properly use of spaces and consideration of safety and infection.
- Everything

6. Are there any other strengths or challenges of the webinar that you would like to share?

- None
- This is an audacious move toward a change that is needed in public health. I really believe that IPC should be the foundation of every health career, whether direct care or public health. Each of the speakers share insights into how it might be accomplished, even though the type of sweeping reforms discussed seem unimaginably difficult to accomplish. This feels like a strong step forward.
- The strengths is this is great way to understand different ways of infection prevention and control.
- None at this time
- Perhaps real time examples
- NA
- No
- The pacing was consistent and quick. The content flew which I enjoyed!
- None

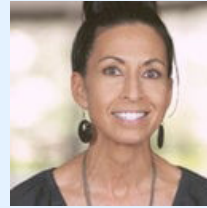
Facilitators



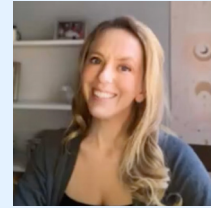
Dr. Sarah D. Matthews



Madelyn Gustafson



Dr. Danielle Landis



Dr. Patricia Bockelman

Panelists



Shandy Dearth



**Dr. Christine
McGuire-Wolfe**



Letty Kluttz

Part II: Equipping the Future Workforce by Integrating Infection Prevention and Control Workshop Evaluation, May 16, 2025

Legend:

- A.** During the workshop, I reviewed strategies to build relationships with IPC professionals in my community.
- B.** During the workshop, I learned to apply components of the Systems Approach Handbook to current challenges in integrating IPC concepts into the current public health curriculum.
- C.** I would recommend this workshop to others.
- D.** What new knowledge, information and/or skills did you gain from participating in this workshop?
- E.** What practice or procedure will you integrate in your curriculum development as a result of your participation in this workshop?
- F.** Are there any other strengths or challenges of the workshop that you would like to share?

A	B	C	D	E	F
Strongly Agree	Strongly Agree	Strongly Agree	Insights into how other jurisdictions are working with community partners in infection prevention.	Not sure yet	
Strongly Agree	Agree	Moderately Agree			
Strongly Agree	Strongly Agree	Strongly Agree	I gained confidence in my ability to guide a brainstorming session and gained a plan for where to start mapping connections.	In our quarterly grant review with academic partners, I will initiate discussions of curricula. I will try to communicate what we need from them and listen to what they need from us.	Thank you for working to allow all to be heard.
Agree	Moderately Agree	Moderately Agree	Concept mapping was a great activity that uncovered siloed and duplicative efforts in the IPC/academia/workforce spaces.	Although I am not in the academic space directly, I'd love to share some of the group's feedback through CEPH-accredited channels.	The pacing was great. There was a lot of content, but everyone consistently shared their thoughts, which made for a great workshop environment.

Respondents n=4

Rating	Q1	Q2	Q3
Strongly Disagree	3	2	2
Moderately Disagree	0	1	2
Agree	1	1	0
Moderately Agree	0	0	0
Strongly Agree	0	0	0

4. What new knowledge, information and/or skills did you gain from participating in this workshop?

- Insights into how other jurisdictions are working with community partners in infection prevention
- I gained confidence in my ability to guide a brainstorming session and gained a plan for where to start mapping connections
- Concept mapping was a great activity that uncovered siloed and duplicative efforts in the IPC/ academia/workforce spaces

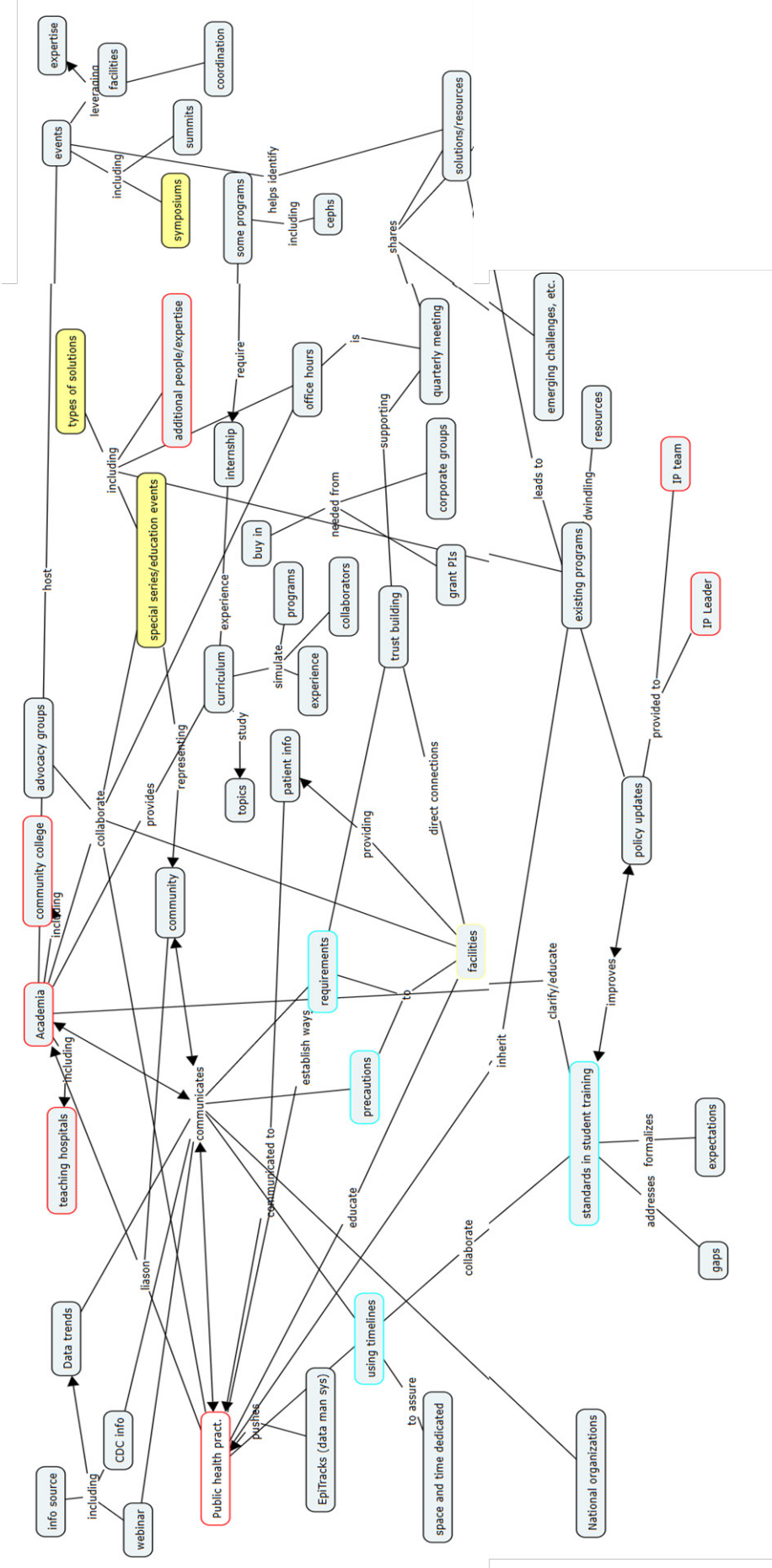
5. What practice or procedure will you integrate in your curriculum development as a result of your participation in this workshop?

- Not sure yet
- In our quarterly grant review with academic partners, I will initiate discussions of curricula. I will try to communicate what we need from them and listen to what they need from us.
- Although I am not in the academic space directly, I'd love to share some of the group's feedback through CEPH-accredited channels

6. Are there any other strengths or challenges of the workshop that you would like to share?

- Thank you for working to allow all to be heard
- The pacing was great. There was a lot of content, but everyone consistently shared their thoughts, which made for a great workshop environment.

Workshop 2 Concept Map



Appendix B

ASPPH Conference Products

Pivot Plan

HCC, Inc. designed a plan to shift from in-person delivery of the workshop to online delivery. This “pivot” required far more than transferring the information into digital formats. HCC, Inc. workshops (whether live, virtual, or mixed mode) always include the following:

- ✓ Welcoming atmosphere so that all participants feel comfortable sharing, encouraged to participate, and valued as members of the public health community.
- ✓ Engaging interactions, taking seriously affordances of space and place. This means that activities around a common shared table will be translated into other activities (such as collaborative whiteboarding online).
- ✓ Respect for physical limitations. No one should spend hours sitting still at a desk. Whether live or virtual, workshops must include opportunities to take breaks and move.
- ✓ Evidence-based expertise, coming from the facilitator’s examples and research as well as through opportunities to hear from participants who share their own valued insights.
- ✓ High-value experiences for every participant. Everyone deserves to walk away from a workshop empowered and encouraged to do the good work of public health.

Consequently, live workshops will look and feel different than virtual counterparts, even when the themes and objectives are identical.

The following archives the original ASPPH Conference workshop, including strategies for live facilitation and products.

For example, HCC, Inc. used virtual color-coding to assure personalization. They designed chat injects to maximize the platforms for engagement. They leveraged virtual break-out rooms for small-group discussions to improve interaction. They used real-time questions to assess understanding, with multiple facilitators monitoring text questions and comments. These approaches are designed to make the most of the learning context.



Figure 1. Pivoting to respond to the delivery change from in-person to virtual required HCC, Inc. to convert methods.

Project Firstline Workshop Activity

Part 1: Panel

Title: Building Cross-Sector Relationships and Curriculum to Support Infection Prevention and Control In and Out of the Classroom

Time: <https://doodle.com/meeting/organize/id/bYrj7yMd>

- **Dry Run:** <https://doodle.com/meeting/organize/id/ej5Xr5vd>

Activity Description: In the post-pandemic landscape, preparing public health students with robust infection prevention and control (IPC) skills is more crucial than ever. Yet, despite increasing demand for IPC knowledge, many public health curricula still lack comprehensive IPC content. This panel will highlight best practices and subject matter experts building essential cross-sector relationships between public health and entities such as hospitals, clinics, long-term care facilities, and social service organizations for the purpose of improving IPC academic content and its applicability in public health practice. These partnerships offer students hands-on exposure to IPC in real-world settings, enhancing their practicum placements and post-graduation career pathways. Recorded panel, Q&A session not recorded.

Objectives:

- Describe the current landscape of infection prevention and control content in programs and schools of public health.
- Understand the cross-sector partnerships used by Indiana University (IU) and the University of South Florida (USF) and how they drive collaboration.
- Recognize key strategies for building and sustaining effective cross-sector partnerships in your own work.
- Apply lessons from IU and USF's experiences to strengthen or develop partnerships within your own organization or sector.

Agenda:

- 1:00–1:05 Welcome
- 1:05–1:15: Overview of Project Firstline and IPC in Schools of Public Health
- 1:15–1:45: IPC SME panel discussion on IPC in the workplace and Schools of Public Health partnerships
 - Christine – USF
 - Shandy – IU
 - Judith –
 - Letty – APIC
- 1:45–2:00: Q&A

Tools: Cvent platform.

Part 2: Workshop

Title: Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice Workshop

Time: <https://doodle.com/meeting/organize/id/bq6OQL3d>

- Schedule dry run with HCC

Agenda:

- 1-1:15: Icebreaker and introductions
- 1:15-1:30: Overview of panel and IPC in Schools of Public Health
- 1:30-1:45: Introduction to the NNPHI Systems Approach Handbook
- 1:45-2:00: Break
- 2:00-3:30: Applying Step 1 of the systems approach for IPC into public health curriculum.
- 2:45-3:30: Apply Step 2 of the systems approach for IPC into public health curriculum.
- 3:30-3:45: Bringing it back to the group
- 3:45-4: Q&A

Activity Description: Building off of the subject matter expert panel, this workshop will lay the foundation for continuing partnerships. Participants will apply concepts from the NNPHI's Systems Approach Handbook to initiate integrating IPC concepts into public health coursework and dive into where academic and practice intersect to drive lasting change. This dual-focus workshop will empower attendees to prepare students and entry level professionals for IPC roles both in the classroom and in practice, creating a learning environment where future professionals are equipped to meet critical IPC challenges in diverse settings.

This workshop is one component of other Project Firstline initiatives like learning pathways, webinars, and future convenings. Attendees will be invited to be a part of the ongoing collaborative work, united by a commitment to transforming IPC education and practice for the future of public health. Join us to be part of a groundbreaking initiative, where collective expertise will inspire lasting curriculum changes and a sustainable IPC education movement. Event not recorded.

Tools: Cvent utilizes Zoom interface for HCC. Participants will utilize Cvent. AV support can organize breakout rooms.

One additional item I forgot to include, here is our draft interest form:

<https://app.smartsheet.com/b/form/04ead02fa0934d399f23da88f3c9debb>

Shared Drive

To support NNPHI access to materials and foster collaboration throughout the development and delivery of the present work, HCC, inc. established a shared drive. The file structure is provided below.

Parent Folder

Shared with me > Building Clinical IPC Trai...

✓

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⛶









ⓘ

Type

People

Modified

Source

Name	Owner	Last mo...	File size	
 Reports	 sarah.matthe...	Feb 12, 2025	—	⋮
 Templates and Primers	 sarah.matthe...	Feb 12, 2025	—	⋮
 Webinar and Workshop PowerPoint Slide Deck	 sarah.matthe...	Apr 23, 2025	—	⋮
 Webinar and Workshop Workbook	 sarah.matthe...	Apr 23, 2025	—	⋮

Facilitator Agenda

National Network of Public Health Institutes: Equipping the Future Workforce by Integrating Infection
Prevention and Control into Curriculum and Practice
March 19, 2025 | 1:00-4:00pm

Prior to Training

- **Two weeks prior to Training (March 7)**
 - Send to potential participants
 - Reminder email with date, location, time, & other details.
 - Pre-Work Survey
 - Link to Resources
- **One day prior to Training (March 18)**
 - Send "welcome" email with date, location, time, & other details.

Confirm Root Set-Up

- Chevron or V Shaped (4-5 chairs per table)
 - Banquet style also would work with chairs around the back side of table.
- Podium with microphone at the front of room
- Table at back of room (observers)
- Table at side of room (facilitators & support)
- Laptop for presentation with power cord.
- Remote mouse for PowerPoint presentations.
- Spare batteries for remote mouse.
- Microphone
- Spare batteries if required.
- All power cords are taped/secured to floor to prevent trip hazards.

Confirm All Supplies

- Sign-in sheet (name, pre-work survey completed, signature)
- Flipchart pads – one per table & one for front of the room (sticky flipchart pads)
- Name tags with LinkedIn QR code
- Markers
- Pens
- Sticky notes – one pad per table
- Hard candy for the morning – place on table
- Technical assistance
- Printed Workbooks
- Writing pads

Time	Agenda
12:00pm	Information Technology arrives to set up or check set up
12:00pm	Facilitators arrive Review room & facilitator logistics
Welcome	
1:00pm 1:15pm	Sarah Matthews <ul style="list-style-type: none"> Welcome all participants Overview of the workshop, workbook Breathing exercise Introducing other key planning/support team Icebreaker Introduction of Maddie and Caitlin for next session
Workshop	
1:15pm 1:30pm	Madelyn Gustafson & Caitlin Moore – Overview of Project Firstline and IPC in Schools of Public Health
1:30pm 2:15pm	Sarah Matthews moderates panel – IPC SME Panel Discussion on IPC in the workplace and schools of public health <ul style="list-style-type: none"> Letty Kluttz, Senior VPAPIC – Association for Professionals in Infection Control and Epidemiology USF: Christine McGuire-Wolfe IU: Shandy Dearth
2:15pm 2:30pm	BREAK
Workshop Continue	
2:30pm 2:45pm	Patricia Bockelman – Introduction to the NNPHI Systems Approach Handbook <ul style="list-style-type: none"> Whiteboard activity
2:45pm 3:30pm	Patricia Bockelman – Applying Step 1 and Step 2 of the systems approach for IPC into public health curriculum. <ul style="list-style-type: none"> Applying a model (e.g. PPP)

3:30pm 4:45pm	Patricia Bockelman – Bringing it back to the group
3:45pm 4:00pm	Q & A Post Workshop Evaluation
Closing Remarks	
4:00pm	<ul style="list-style-type: none"> • Thank you • Post-Workshop Networking • Staff will be available for any questions
Adjourn	
4:30pm 5:30pm	<ul style="list-style-type: none"> • Hot Wash Meeting • Breakdown/load out

Evaluation Tools

A. Observer Worksheet

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice Observer Worksheet

Thank you for agreeing to be an observer in today's workshop and participate in the after-workshop hot wash.

What were some *successes (what went right)* observed during the workshop? (keep in mind behaviors that showed participant interest, engagement, learning).

What were some of the *challenges (what went wrong)* observed in the workshop? (keep in mind behaviors that showed participant confusion, discomfort, hesitation).

What *areas for improvement* did you observe for future workshops? (keep in mind equipment, training, communication, procedures)

What other thoughts did you have regarding the workshop experience?

What did you hearing was needed (people, products, process) in the IPC space?

B. Hot Wash

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice Hot Wash Worksheet

Thank you for agreeing to be an observer in today's workshop and participate in the after-workshop hot wash.

Were the *right participants* in the room? Who was missing?

- Success – What went right?
- Challenges – What went wrong?
- Areas for Improvement – What can we do better in the future?
- PPP Needs Identified

What other challenges did you have regarding the workshop experience?

C. Evaluation

Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice Workshop Evaluation

Thank you for attending the Equipping the Future Workforce by Integrating Infection Prevention and Control into Curriculum and Practice at the ASPPH Annual Conference on March 19, 2025. Your feedback is invaluable. Please help us to enhance the experience by participating in the evaluation survey. This survey should take between 5-10 minutes to complete. Thank you for your time and continued contribution.

Please rate your level of agreement for the workshop for questions 1-5 below using the following scale.

1 – Strongly Disagree 2 – Moderately Disagree 3 – Agree 4 – Moderately Agree 5 – Strongly Agree

1. This workshop improved my understanding of infection prevention and control in public health schools.
2. During the workshop, I learned about three strategies to build relationships with IPC professionals in my community.
3. During the workshop, I learned to apply components of the Systems Approach Handbook to current challenges in integrating IPC concepts into the current public health curriculum.
4. This workshop provided opportunities for me to participate in resource sharing and networking.
5. I would recommend this workshop to others.
6. (open text) What new knowledge, information and/or skills did you gain from participating in this workshop?
7. (open text) What practice or procedure will you integrate in your curriculum development as a result of your participation in this workshop?
8. (open text) Are there any other strengths or challenges of the workshop that you would like to share?

Thank you for your completion of this workshop evaluation.

