

TERMS OF REFERENCE

Field Epidemiology and Training Program - Intermediate Course: Training Management (outsource)

I. BACKGROUND/RATIONALE:

The expansion of Universal Health Care (UHC) consists of several essential components. One of its foundational pillars involves strengthening the Epidemiology and Surveillance Units (ESUs). These units are essential to effectively addressing the dynamic threats of existing and emerging diseases.

In 2021, the Department of Health - Cagayan Valley initiated the Field Epidemiology Training Program Intermediate Course (FETP-IC), with twelve trainees successfully completing the course. The FETP-IC aims to 1. enhance the competencies of public health workers in data collection, analysis, interpretation and communication to support effective decision-making; 2. build the capacity at the subnational level to respond to outbreaks and other public health threats; and 3. foster a network of skilled field epidemiologists with a shared sense of purpose, working to common standards.

Since its inception, the FETP-IC has produced eighty-six (86) graduates from Regions II, Cordillera Administrative Region, CALABARZON, and Region X, thereby ensuring a steady supply of health professionals equipped to address the difficulties posed by diseases of national and global health importance.

The Quezon City Health Department Epidemiology Surveillance Division (QCESD) is organizing the Field Epidemiology Training Program - Intermediate Course (FETP-IC) for Quezon City to sustain this progress. It seeks to improve the caliber of its services by utilizing outside expertise, ensuring that the training is up-to-date and applicable to the changing field of epidemiology and disease monitoring. This multimodal strategy aims to strengthen the region's ability to address public health issues fully. The QCESD works to develop strong and highly qualified health professionals capable of navigating the complex terrain of disease detection and response in support of the larger objectives of Universal Health Care through ongoing training initiatives, cooperative partnerships, and a dedication to continuous improvement.

II. PROJECT DESCRIPTION

FETP-IC is a training that comprises scheduled didactic sessions/workshops fostering the fellows' knowledge of epidemiology based on the identified domains in the FETP course and curriculum and field interval responses as provided in the FETP IC Training Manual. The training comprises lecture series with in-between field investigations and/or on-the-job training activities.

This project aims to engage a qualified Consultant or Consulting Firm to support the Quezon City Epidemiology and Surveillance Division (QCESD) in the professional planning, coordination, implementation, and monitoring of the FETP-IC. The engagement covers the full duration of the program—from its official launch to the final lecture series—ensuring the training is delivered efficiently, effectively, and in alignment with public health priorities of the Local Government of Quezon City.

III. SCOPE OF WORK

The scope of work of the Consultant are as follows:

1. Oversee and manage the conduct, delivery, and implementation of the FETP IC curriculum from lecture series one to five, as detailed on the annex.
2. Coordinate with the QCHD ESU Training Team and Department of Health - Epidemiology Bureau to ensure high-quality deliverables are on track.
3. Review and edit trainee deliverables and conduct system testing through oral/written examination or skills demonstration.
4. Ensures effective liaising among service providers, resource speakers, mentors, master trainers, involved trainees, and other stakeholders.
5. Conducts program implementation review as necessary.

6. Recommend appropriate changes in the contents of the curriculum through a properly written document addressed to QCESD.
7. Consolidate and write the session contents, structured learning experiences, after-activity reports, and other documentation.
8. Present outputs from time to time, to share the progress of activities with QCESD and FETP IC Training Team and certify that the works, tasks, and assignments have been satisfactorily performed within the agreed timeline.

The QCESD Training Team has the responsibility to assist the Consultant/Event Organizing Firm with the following:

1. Ensure smooth conduct of the activity;
2. Decide on matters that relate necessarily to the completion of the course and trainees as stipulated in the FETP IC Module Course
3. Coordinate and facilitate the conduct of the following:
 - Call for application and assessment for acceptance of trainees
 - Assist in the finalization of After Activity Reports and other documentation
 - Conduct post-monitoring of the DPT of the trainees
 - Assist in the accreditation of PRC CPD units of the course. Assist and guide in the program flow of activities

The specifics of the scope of work can be referred to below:

	Specifics	Expected Outputs
Production and Concept	<ul style="list-style-type: none"> • The firm shall conceptualize and develop the learning delivery/methodology to ensure the delivery of learning objectives. This includes initial meetings with the mentors. This shall be communicated to the QCESD Training Team for approval, and to discuss and meet mutual agreements 	<ul style="list-style-type: none"> • Provision of Minutes of the Meeting containing Key Agreements on development of training curriculum • Reviewed and Approved Training Curriculum by QCESD

<p>Management of the Activity: Lecture Series</p>	<p>Close coordination with the QCESD Training Team regarding status and updates for the said activity must be initiated by the Firm. The firm shall oversee and manage the implementation and the conduct of the approved training module. This includes managing coordination, scheduling, facilitation, invitations, and confirmation of the FETP IC training team along with mentors and resource speakers. Additionally, the Firm is responsible for preparing the training venue and maintaining close communication with the QCESD Training Team for activity status and updates. Moreover, the Consultant is required to furnish printed programs to all designated participants/guests. An online platform that allows the virtual attendance of guests and participants in all the proceedings shall also be provided by the Firm.</p>	<p>Compiled lecture materials/ exercise in the google drive properly labeled: Year, Day (), Lecture Series No (). Name of Activity/Topic. Name of Lecturer</p> <p>Recordings of online lectures</p> <p>Attendance sheets, pretest, handouts/manuals</p>
<p>Documentation and Submission of Requirements</p>	<p>The Consultant shall prepare and submit two hard copies of the comprehensive documentation (narrative report of the activity per day using the standard form of the QCHD with issues and concerns consolidated presentations of resource speakers-fifteen days after the activity to the QCHD</p> <p>All technical documents, reports, communication plans, and prototype materials shall be submitted to the QCESD Training Team which shall be the sole owner of the output and has all the rights to the finished products. The QCESD Training Team must give its consent for any usage that involves the duplication, citation, or reference of the papers and resources.</p> <p>Technical documentation includes the following:</p> <ul style="list-style-type: none"> - narrative report of the activity using the After Activity Report standard form of the QCHD to include issues and concerns, agreements, other observations - consolidated presentations of resource speakers/lecturers - videos/photos - all reports/outputs of the trainees 	<p>Two hard copies of:</p> <ul style="list-style-type: none"> - Technical Documentation for Lecture Series 1 and 2, and Field work Interval (ESR reports, and weekly surveillance report)

The Consultant will be responsible for conducting and completing the preparation and management of all logistical needs, training needs, and arrangements relating to the conduct and implementation of the FETP-IC lecture series. The training activity is considered complete only after all the required documents from the trainees are submitted and the Quezon City Health Department provides a Notice of Acceptance to the consultant.

IV. PROJECT STANDARDS AND REQUIREMENTS

Key personnel - quantity and qualifications

The Consultant shall provide the following key staff positions:

Personnel	General Experience	Relevant Experience
Master Trainer	Graduate of Bachelor's Degree in Medicine, Nursing or any Health Science	One (1) Master Trainer who completed the Field Epidemiology Training Program – Advance Level. With at least five (5) years experience as Master Trainer
Mentors	Graduate of Bachelor's Degree in Medicine, Nursing or any Health Science	Seven (7) Mentors who completed the Field Epidemiology Training Program – Basic, Intermediate or Advance Level.
Administrative Staff	Graduate of Health Allied Courses or its equivalent	Two (2) administrative staff with Training Related to Public Health

Program Design and Delivery

- The training shall follow the official FETP-IC Training Manual provided by Epidemiology Bureau, with some modifications as reviewed and approved by QCESD, including:
 - Didactic sessions based on the FETP curriculum
 - Workshops and mentorship sessions
 - Field investigation activities
- Lecture series must incorporate interactive learning approaches, including group discussions, case studies, simulations, and field work integration.
- Training must be inclusive of both medical and non-medical health professionals (at least 15 fellows).
- The program duration, schedules, and modules must be reviewed and approved by QCESD prior to implementation.

Logistics and Documentation

- The Consultant shall ensure the following logistical support is in place:
 - Preparation of training venue, accommodation and meals
 - Materials, presentations, and handouts (soft and printed copies)
 - Attendance sheets, pre- and post-tests, evaluation forms, and training certificates
 - Submission of a Training Implementation Plan, and upon completion of Activity Reports
- The Consultant shall ensure proper documentation and filing of:
 - Photographs, minutes of workshops, summary of evaluations, and activity proceedings
 - Field reports and mentorship notes per fellow

Monitoring, Reporting, and Communication

- The Consultant shall provide regular progress updates to QCESD (weekly/monthly, as agreed).
- A Designated Focal Person from the Consultant's side must liaise with QCESD for coordination, technical clarifications, and troubleshooting.
- Monitoring and evaluation tools must be developed and used to track learning outcomes, participation, and field application of competencies.

V. PROJECT DURATION

The project will run upon the issuance of the Notice to Proceed and will cover a full cycle of didactic sessions/workshops interspersed with field investigations and/or on-the-job training activities, in accordance with the FETP-IC Training Manual, until December 31, 2026.

VI. APPROVED BUDGET FOR THE CONTRACT

The Approved Budget for the Contract (ABC) is Three Million Nine Hundred Ninety-Nine Thousand Nine Hundred Ninety Pesos (Php 3,999,990.00), inclusive of all applicable government taxes, and shall include all remunerations, cost or profits arising from or in relation to the services rendered in connection with and/or in preparation for this engagement, such as data purchases, focus group discussions, small group seminar presentations, and other meetings.

VII. BIDS EVALUATION METHODOLOGY

For the purpose of procuring the services of Consultant/Contractor for this undertaking. The Revised IRR of the Republic Act 9184 shall govern. An "Instruction to Bidders" (ITB) shall be issued detailing the requirements and procedures as provided in the RIRR, which includes the following:

- a. Quality-Cost Based Evaluation Procedure
 - i. The technical proposal together with the financial proposal shall be considered in the evaluation of consultants. The technical proposals shall be evaluated first using the criteria in Section 33.2.2 of this IRR. The financial proposals of the consultants who meet the minimum technical score shall then be opened.
 - ii. The financial and technical proposals shall be given corresponding weights with the financial proposal given a minimum weight of fifteen percent (15%) up to a maximum of forty percent (40%). The weight of the technical criteria shall be adjusted accordingly such that their total weight in percent together with the weight given to the financial proposal shall add to one hundred percent (100%). The exact weights shall be approved by the HoPE upon the recommendation of the BAC and indicated in the Bidding Documents. The BAC shall rank the consultants in descending order based on the combined numerical ratings of their technical and financial proposals and identify the Highest Rated Bid.
 - iii. The HoPE shall approve or disapprove the recommendations of the BAC within two (2) calendar days after receipt of the results of the evaluation from the BAC.
 - iv. After approval by the HoPE of the Highest Rated Bid, the BAC shall, within three (3) calendar days, notify and invite the consultant with the Highest Rated Bid for negotiation in accordance with Section 33.2.5 of this IRR, except for the financial proposal under item (c) thereof.
- b. Shortlisting Requirements
 - i. Minimum Eligibility Score
The minimum Eligibility Score is 70%.
 - ii. Number of Consultant/s to be Shortlisted
The BAC shall draw up the short list of consultants from those who have been determined as eligible in accordance with the provisions of this IRR. The number of short listed consultants, which shall be determined in the pre-procurement conference, shall consist of three (3) to seven (7) consultants, with five (5) as the preferable number. For this particular consultancy, only three (3) consultants will be shortlisted. Should only one (1) or less than the required number apply for eligibility and short listing, pass the eligibility check, and/or pass the minimum score required in the short listing, the BAC shall consider the same. The shortlisted bidders shall then be required to pay the fee for the Bidding Documents, if applicable, subject to the provisions of Section 17.4 of this IRR.
- c. Eligibility Evaluation
 - i. Criteria and Rating System
The Eligibility criteria and rating system for short listing of consultants:
 1. Applicable experience of the consultant and members in case of joint ventures, considering both the overall experiences of the firm or, in the case of new firms, the individual experiences of the principal and key staff, including the times when employed by other consultants;
 2. Qualification of personnel who may be assigned to the job vis-à-vis extent and complexity of the undertaking; and
 3. Current workload relative to capacity

ii. Weights for Each Criterion

Criteria	Weight
Experience of Consultant	50%
Qualification of Personnel	30%
Current workload relative to capacity	20%
Total	100%

d. Technical Evaluation

i. Criteria and Rating System

The technical proposals of consultants shall be evaluated based on the following criteria and using the corresponding numerical weights indicated in the Bidding Documents:

1. Quality of personnel to be assigned to the project which covers suitability of key staff to perform the duties of the particular assignments and general qualifications and competence including education and training of the key staff;
2. Experience and capability of the consultant which include records of previous engagement and quality of performance in similar and in other projects; relationship with previous and current clients; and, overall work commitments, geographical distribution of current/impending projects and attention to be given by the consultant. The experience of the consultant to the project shall consider both the overall experiences of the firm and the individual experiences of the principal and key staff including the times when employed by other consultants; and
3. Plan of approach and methodology with emphasis on the clarity, feasibility, innovativeness and comprehensiveness of the plan approach, and the quality of interpretation of project problems, risks, and suggested solutions.

ii. Weights for Each Criterion

Criteria	Weight
Quality Personnel	50%
Experience and capability of consultant	30%
Plan Approach and Methodology	20%
Total	100%

iii. Passing Score

The minimum Technical Score is 70%

e. Calculation of Rating

i. Weights for Technical and Financial

1. The financial proposal of Consultant / Contractor who meet the minimum technical score shall be opened; and
2. In identifying the Highest Rated Bid, the Technical Proposal shall be given a weight 85% while the Financial Proposal shall have 15%.

VIII. BASIS OF PAYMENT

Progressive Billing

15% Upon submission, approval and acceptance of the Production Concept or Training Implementation Plan

60% Upon submission of the activity report of the first lecture series

15% Upon submission of the activity report of the fourth lecture series

10% Upon submission of the activity report of the fifth lecture series and provision of the certificates for the trainees

IX. TERMINATION OF CONTRACT

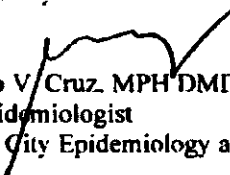
The award, implementation, and termination of the contract shall be governed by the provisions of Section 71 of the IRR of Republic Act No. 12009.

Termination may be initiated by either party due to delays, force majeure, insolvency, breach of obligations, or unlawful acts. The procedures for termination, including verification, notice, response, and final decision, shall conform to the processes detailed in Annex "I" – Termination of Contracts of the same IRR.

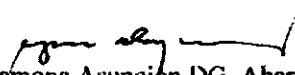
Prepared by:


Johned N. Mendoza
Data Controller III
Quezon City Epidemiology and Surveillance Division

Approved by:


Rolando V. Cruz, MPH DMD, PHSAE
City Epidemiologist
Quezon City Epidemiology and Surveillance Division

Noted by:


Ramona Asuncion DG. Abarquez, MD, MPH
City Government Department Head III
City Health Officer
Quezon City Health Department

ANNEX

LEARNING OUTCOMES	TOPICS TO BE DISCUSSED	SPECIFIC OBJECTIVES OF THE TOPICS OR SUBTOPICS
Provide an overview of the process of personal and interpersonal growth of public health workers and identify behaviors and ways to manage such behaviors for a successful outcome	<p>Personal Development</p> <p>Personal Leadership</p>	<ul style="list-style-type: none"> • Interpret the behavioral styles of each participant • Describe personal skills and styles • Explain personal values, passion, and interests • Discuss adaptability to each behavioral style • Identify behaviors and ways to manage such behaviors for a successful outcome
Define the concept of maturity levels, its building blocks, characteristics, levels of progression, and key result areas	Local Health Systems Maturity Levels (LHS-ML) and RA 11223 UHC Law (AO 2020-0037)	<ul style="list-style-type: none"> • Understand the legal bases of the LHS-ML • Identify the components of LHS-ML and the key Result Areas (KRAs)
Apply basic concepts of epidemiologic methods and public health surveillance	Introduction to Epidemiology and its Basic Principles	<ul style="list-style-type: none"> • Define epidemiology • Explain key principles of epidemiology • Describe primary applications of epidemiology in public health surveillance • Identify core epidemiologic functions
	Introduction to Public Health Surveillance	<ul style="list-style-type: none"> • Define public health surveillance • Recite the components of the surveillance cycle • Enumerate the purposes and uses of surveillance • Differentiate the types and methods of surveillance • Understand the legal bases of public health surveillance
	Philippine Integrated Disease Surveillance and Response - Epidemic-prone Diseases Case Surveillance (PIDS-EDCS)	<ul style="list-style-type: none"> • Explain the scope, goal, and objectives of PIDS-EDCS • Describe the fundamental surveillance process • Enumerate and discuss the different steps in the PIDS-EDCS surveillance cycle • Identify notifiable diseases listed in PIDS-EDCS using case definitions • Determine the appropriate specimen collection methods and reporting forms to use when a notifiable disease is detected • Familiarize with the variables in the Case Investigation Forms
	PIDS- Event-based Surveillance and Response (ESR)	<ul style="list-style-type: none"> • Enumerate the rationale and objectives of ESR • Define a health event • Explain the core processes of ESR • Accomplish the appropriate ESR reporting form with accuracy
	Ethics in Public Health Surveillance and Epidemiological Research	<ul style="list-style-type: none"> • Demonstrate understanding of the ethical principles and requirements relative to public health surveillance and research

		<ul style="list-style-type: none"> • Describe the governance structure and role of an ethics review board • Identify circumstances in which public health surveillance activities should possibly undergo formal ethics review • Identify the scope of activities that could qualify as research during emergency response and would normally require research ethics review
	Collecting Surveillance Data	<ul style="list-style-type: none"> • Identify the reportable diseases or conditions in the area of assignment • Explain the difference between passive and active data collection • Describe basic data collection methods • Summarize the rationale for zero reporting • Describe the limitations of reporting systems and ways to improve reporting
	Case Definition and Line listing	<ul style="list-style-type: none"> • Describe what a case definition is • Describe the use of a consistent case definition is important for surveillance • Determine if a patient meets a case definition • Enter data into a line list
	Data Management	<ul style="list-style-type: none"> • Understand the basics of MS Excel • Work with cells and sheets • Use formulas and functions • Work with data • Do pivot tables and table shells • Create automated surveillance memos or dashboards
	Summarizing Data	<ul style="list-style-type: none"> • Calculate and interpret: <ul style="list-style-type: none"> ○ Measures of Central Location ○ Measures of Frequency ○ Measures of Disease Frequency
	Displaying Data	<ul style="list-style-type: none"> • Select table, graph, or map that is appropriate for the data and communication objective • Create graphs using MS Excel
	Interpreting Data	<ul style="list-style-type: none"> • Describe and interpret summarized data • Describe the use of thresholds when analyzing surveillance data • List possible reasons for an observed increase in reported cases
Apply skills and knowledge in strengthening the capacity to investigate and respond to outbreaks and other public health threats in collaboration and coordination with other stakeholders/regions	Role of Laboratory in Public Health	<ul style="list-style-type: none"> • Understand specimen collection, storage, and transport • Understand the laboratory referral system
Determine the knowledge and skills of public health workers in data collection, analysis, interpretation, and communication.	<p>Creating Presentations Using Microsoft Powerpoint</p> <p>Technical Report Writing: Weekly Surveillance Reports and Epidemiologic Reports Using IMRD</p>	<ul style="list-style-type: none"> • Learn how to use themes and background styles, add pictures and clip art, modify charts and lists, and do more to create standout presentations • Learn basic principles of effective report writing • Gain ideas on how to write and produce scientific reports • Know the structure used in writing or creating a weekly surveillance report and an investigation report using IMRD method

Apply basic concepts of epidemiologic methods and public health surveillance	Data Quality	Name and identify data quality issues
Analyze the quality and use of surveillance data in the epidemiology and surveillance units	Problem Analysis Using Fishbone Diagram	<ul style="list-style-type: none"> Analyze a public health problem systematically Identify and organize the root causes of a problem by using a cause-and-effect diagram (fish bone diagram) Differentiate causes between those you do and do not have control over Develop an improvement plan
Increase management effectiveness of data collection and use of public health data for decision-making.	Introduction to Case Investigations	<ul style="list-style-type: none"> List reasons for conducting a case investigation Conduct an interview with a case-patient in a professional manner
	Outbreak Investigation	<ul style="list-style-type: none"> Determine when to investigate an outbreak Develop clear investigation objectives Describe who should be members of an outbreak investigative team Confirm the existence of an outbreak Construct an outbreak case definition Find cases systematically Develop an analysis plan Summarize cases by time, place, and person Develop a hypothesis Discuss ways to evaluate that hypothesis Describe different modes of transmission of communicable diseases Discuss strategies for outbreak control
Apply basic concepts of epidemiologic methods and public health surveillance	Overview of Epidemiologic Study Designs	<ul style="list-style-type: none"> Describe the different purposes of descriptive and analytic studies Describe the main feature that distinguishes analytic from descriptive studies Discuss the essential design features and major advantages/disadvantages of the two main types of analytic studies
Increase management effectiveness of data collection and use of public health data for decision-making.	Concepts of Transmission, Infection, and Disease Occurrence	<ul style="list-style-type: none"> Explain models of disease causation Understand the natural history and spectrum of disease Explain the chain of infection Describe the different modes of transmission of communicable diseases in a population Differentiate the patterns of disease occurrence
Apply skills and knowledge in strengthening capacity to investigate and respond to outbreaks and other public health threats in collaboration and coordination with other stakeholders/regions	Interpretation of Laboratory Results	<ul style="list-style-type: none"> Think critically when interpreting positive and negative test results Interpret laboratory test results in the context of the epidemiological situation Think critically when interpreting the results of an epidemiologic study

Determine the knowledge and skills of public health workers in data collection, analysis, interpretation, and communication.	Technical Report Writing: IMRD	<ul style="list-style-type: none"> • Writing and creating a weekly surveillance report and an investigation report using IMRD method • Gain ideas on how to write and produce scientific reports
	Epi Info 7	<ul style="list-style-type: none"> • Enter and/or import data • Create data summaries and visualizations • Run statistical analysis • Create a questionnaire
Apply skills and knowledge in strengthening capacity to investigate and respond to outbreaks and other public health threats in collaboration and coordination with other stakeholders/regions	Working in Teams	<ul style="list-style-type: none"> • Provide opportunities to know more each other • Experience the process of team development thru team building activities • Define Team • Identify characteristics and guidelines of an effective team • Identify the different stages of team development

Apply monitoring and evaluation frameworks to assess data quality, timeliness, completeness, and the system's overall contribution to public health outcomes.	Surveillance System Evaluation	<ul style="list-style-type: none"> • Explain the differences between monitoring and evaluation in the context of overseeing a surveillance system. • Define indicators as specific metrics used to measure surveillance performance or outcomes, and targets as the desired levels of performance or achievement for those indicators. • Apply relevant indicators to assess how quickly surveillance data are collected and reported, and to evaluate the extent to which data capture all relevant cases or events within a defined geographic area. • Identify and describe actionable steps to improve local public health surveillance
Apply the principles of case-control study design to effectively formulate research questions, select appropriate controls, and analyze data to investigate associations between exposures and health outcomes in public health research contexts.	Case-control Studies	<ul style="list-style-type: none"> • Describe the main features of a case-control study • Explain the differences between and uses of a case-control vs. cohort study • List the advantages and disadvantages of a case-control study • Given data from a case-control study, conduct the appropriate analysis of the data
Analyze and interpret cohort study results, demonstrating proficiency in understanding their application in investigating causal relationships and informing public health policies and interventions.	Cohort studies	<ul style="list-style-type: none"> • Describe a cohort study • Classify studies according to time (retrospective vs. prospective) • List the advantages and disadvantages of cohort studies
Design and implement effective survey methodologies to collect and analyze data on public health issues, including developing survey instruments, sampling strategies, and ensuring data	Survey Method	<ul style="list-style-type: none"> • Define what a survey is • Differentiate between various types of surveys • Become familiar with the steps in conducting a survey • Know the characteristics of a good sample

reliability and validity for informed decision-making.		<ul style="list-style-type: none"> • Explain the advantages and disadvantages of various sampling methods
Effectively plan, execute, and analyze cross-sectional studies, from descriptive epidemiologic studies providing insights into the health status and needs of populations.	Cross-sectional studies	<ul style="list-style-type: none"> • Describe the features of a cross-sectional study • Develop exposure and outcome definitions • Describe uses and limitations of cross-sectional studies
Design, conduct, analyze, interpret, and summarize data from descriptive epidemiologic studies	Epi Info 7	<ul style="list-style-type: none"> • Enter and/or import data • Create data summaries and visualizations • Run statistical analysis • Create a questionnaire
	Questionnaire Design	<ul style="list-style-type: none"> • Enumerate the steps of questionnaire design • Describe the order of questions in a questionnaire • Describe the different types of questions that can be asked on a questionnaire • Describe the common errors in questionnaires and how to avoid them
	Utilizing QGIS	<ul style="list-style-type: none"> • Create maps using QGIS
Apply skills and knowledge in strengthening capacity to investigate and respond to outbreaks and other public health threats in collaboration and coordination with laboratory facility	Specimen collection, storage, and transport	<ul style="list-style-type: none"> • Take into consideration issues when collecting specimen • Determine the appropriate sample, amount and timing of specimen collection per notifiable disease • Determine the appropriate storage environment for specimens collected • Explain the triple packing system • Describe components of PPE • Determine what level of PPE to use based on risk of transmission • Perform donning and doffing of PPE safely

Develop and deliver oral epidemiologic reports to an internal and external audience	Risk Communication and SOCO	<ul style="list-style-type: none"> • Define risk communication • Identify the core capacities of risk communication • Apply the principles of risk communication and community engagement • Develop SOCO
Prepare timely surveillance reports and epidemiologic study findings and deliver effectively to target audience	Oral Presentation: Plan, Prepare, Deliver	<ul style="list-style-type: none"> • Describe the characteristics of a strong presentation • List the steps of the presentation strategy • Describe and organize a presentation using the traditional structure of a technical presentation • Deliver a brief presentation to an audience
	Technical Report Writing: Poster Presentation	<ul style="list-style-type: none"> • Understand to format of scientific posters • Use tips and tools in creating scientific posters
	Presenting to Non-technical Audiences	<ul style="list-style-type: none"> • Develop an informative scientific communication to a non-technical audience • Deliver an informative scientific communication to a non-technical audience
Develop and implement effective teaching, mentoring, and supervision strategies to support the	Teaching and Mentoring	<ul style="list-style-type: none"> • Differentiate teaching, training and mentoring • Apply effective strategies for teaching adults

professional growth and skill development of public health workforce	Effective Supervision	<ul style="list-style-type: none"> • Familiarize participants with the five supervisory skills • Develop participants' supervisory skills • Reflect on what it takes to supervise • Help participants to learn to apply skill and knowledge to their work situations
Develop and implement effective surveillance strategies	Surveillance During Public Health Emergencies	<ul style="list-style-type: none"> • Understand the role of surveillance in public health emergencies: • Identify key components and functions of emergency surveillance systems • Implement surveillance strategies during public health emergencies
Understand the concept and importance of OneHealth and create strategic plans for integrating OneHealth principles into public health initiatives, incorporating best practices for collaboration across health sectors.	OneHealth	<ul style="list-style-type: none"> • Define OneHealth and explain its significance in promoting human, animal, and environmental health. • Discuss the role of interdisciplinary collaboration in OneHealth initiatives

Demonstrate a thorough understanding of the principles and methods used in epidemiologic investigations and effectively communicate epidemiologic findings in a clear, concise, and engaging manner.	Presentation of Epidemiologic Investigation in an Oral Presentation	<ul style="list-style-type: none"> • Present epidemiologic data using appropriate charts, graphs, and tables to facilitate understanding. • Interpret epidemiologic data and articulate the significance of their findings. • Demonstrate the ability to respond confidently and accurately to questions from the panel and audience
Demonstrate an understanding of the principles and methods used in cross-sectional studies and surveys and effectively present data and findings in a clear and visually appealing poster format	Presentation of Special Studies in Poster Presentation	<ul style="list-style-type: none"> • Describe the process of data collection and analysis in cross-sectional studies and surveys. • Interpret and discuss the results of the study, highlighting key findings and their implications. • Design a visually appealing and informative poster, using principles of effective layout and design. • Clearly communicate the key messages of the study to viewers, ensuring that the poster is understandable