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Tuberculosis Data, Impact Assessment  
and Communications Hub



## **TB DIAH Tuberculosis Contact Investigation (TBCI) for Frontline Workers: Online Course FACILITATOR GUIDE**

Finding people with Tuberculosis (TB) and starting them on appropriate treatment is among one of the major challenges in ending TB. COVID-19 has also had a devastating impact on global TB efforts. In 2020, around 4 million TB cases were missed. To respond to these challenges, the online course *TB Contact Investigation (TBCI) for Frontline Workers* was developed by the TB Data, Impact Assessment and Communications Hub (TB DIAH) project, funded by the United States Agency for International Development (USAID). The course presents essential information about TB contact investigation needed by frontline healthcare providers, public health staff, and community health workers to strengthen TBCI practices.

### **PURPOSE OF THIS GUIDE**

This guide aims to help program managers and healthcare providers in high-priority countries support frontline workers as they complete the TBCI for Frontline Workers online course. The guide covers a brief description of e-Learning and its advantages, an orientation to the TBCI course, and how to facilitate the learning experience.

### **INTRODUCTION TO E-LEARNING**

Online courses, also known as e-Learning, are training materials offered over the Internet and accessible on computers or mobile devices (smartphone or tablet) with an internet connection.

Offering training online instead of in a traditional face-to-face setting provides several **advantages**, including:

- ✓ Reduced time away from work
- ✓ Content and learning assessments standardized for all learners
- ✓ Increased flexibility, allowing learners to control when they are engaged with the content, for how long and from where, and how much time they spend to master the material
- ✓ An opportunity for self-directed refresher training for frontline workers, when needed.

### Challenges can include:

- ✓ Learners may be uncomfortable with the technology or have problems with internet connections
- ✓ Learners may lack motivation to complete the course
- ✓ Learners may feel isolated and miss exchanging ideas with an instructor and other learners.

As a facilitator, you can help mitigate these challenges, as is discussed below.

## OVERVIEW OF THE TBCI FOR FRONTLINE WORKERS ONLINE COURSE

TBCI for Frontline Workers is available on the website <https://training.tbdiah.org>. The course is intended for frontline healthcare providers, public health staff, and community health workers who conduct TBCI. Lessons may also be downloaded on mobile devices for completion offline by using the Moodle Mobile application

Course content is divided into five modules:

1	The Basics of TB (3 Parts)	40 minutes
2	Basics of TB Contact Investigations (2 Parts)	45 minutes
3	Steps in TB Contact Investigation (2 parts)	50 minutes
4	Communication Skills and Ethics (2 parts)	45 minutes
5	TBCI Data, Monitoring and Evaluation	25 minutes

### The online course is composed of:



Navigation guides for taking the course on a computer or a mobile device



An introductory video to the course



A pretest for assessing what learners already know about the topics covered in the course



Five modules that each include:

- ✓ Learning objectives that tell the learner what they will know and/or be able to do when they complete the module
- ✓ Narrated content slides that advance automatically
- ✓ Interactive practice questions or exercises
- ✓ A glossary of terms, downloadable resource documents, and a read-along transcript of the narration
- ✓ A summary
- ✓ A quiz that measures mastery of the learning objectives.

#### NOTE ABOUT MODULES

- ✓ Modules may be completed in any order, but learners must begin with part one of any multi-part module. For frontline workers with limited prior experience and knowledge of TB, it is advisable to start with Module 1 and work through the modules in order.
- ✓ Completion of a module is based on viewing all required slides. There is no requirement to pass the end-of-module quizzes to move forward with the course.
- ✓ Learners may work through the course modules as individuals or in small groups.



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A post-test that is available once a learner has completed all five modules. The passing grade is 80%. A learner may retake the test if they do not pass.



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A course evaluation that is available to learners who pass the post-test.



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A Certificate of Completion that may be downloaded and printed once a learner passes the post-test and completes the course evaluation

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*\* Program managers should encourage frontline workers to complete the course and earn a certificate to use as an additional qualification to work in TBCI programs.*

## HOW TO FACILITATE LEARNING

As a facilitator you will support learning. Whether helping an individual or working with a group, your main roles will be to:

- ✓ Orient frontline workers to the e-Course, help them register on the website and enroll in the course, and help them access technical support (i.e., IT Helpdesk) if needed
- ✓ Gather and share local TBCI tools (i.e., CI interviewing, recording, and reporting forms) as well as policies and procedures that should be followed where your learners work. Plan how you will disseminate these to the learners.
- ✓ Promote discussions about the contents of the training and how it applies to the work duties of the learners.
- ✓ Encourage and monitor progress in completing the course and provide reminders and support when needed.

## STEP 1: BECOME FAMILIAR WITH THE COURSE

Familiarize yourself with the TB DIAH eLearning website and the course modules. The website holds everything a learner needs to take the course and keeps track of their progress. Setting up an account for yourself is the best way to do this.

1. Create an account and register on the eLearning portal at <https://training.tbdiah.org> (see links for how to register in the “New to the Site” box and follow the instructions provided). You will need an email address to receive a link to confirm your registration. If you have problems registering, contact [elearning@tbdiah.org](mailto:elearning@tbdiah.org) for help. You will also need to be able to assist your learners who may struggle with the registration process.

If you or one of your learners wants to use a mobile device to take the course, see the instructions for how to download and set up the Moodle Mobile App in the box “Moodle Mobile App.” If you have problems or questions, contact [elearning@tbdiah.org](mailto:elearning@tbdiah.org).

2. Once you have entered the site, enroll in **TBCI for Frontline Workers** from the available courses. To enroll, you may need to enter an enrollment key. If so, the key (a type of password) will be displayed under “Enrollment options.”

Both the registration process and the use of an enrollment key help keep the website safe from hackers.

3. Explore the course website so that you are very familiar with it:
  - a. View the **TBCI Navigation Guide** and Moodle Mobile App Navigation Guide presentations to learn about navigating the website.
  - b. Watch the introductory video **Introducing USAID's e-Learning Course for Tuberculosis Contact Investigation**.
  - c. Take the pretest called **Check Your Knowledge**. A learner isn't expected to do well on the pretest, but it can introduce the content covered in the course. Results from the pretest will help USAID/TB DIAH evaluate the training by comparing pre- and post-test scores. You may need to explain to learners that pretest results are private and confidential and are not used to judge a learner's performance.
  - d. Launch and complete all modules to see how the content is presented, how the module is navigated, and how to use the glossary, notes tab, and download documents from the resource tab. Make sure to exit the modules using the “Exit Activity” button.
4. Notice how once a module part is completed (by viewing all required slides) the website will automatically change its label from “To Do” to “Completed.” This provides an easy way to see which parts of which modules have been completed. The most frequent reason a part won't be marked completed is if there was an internet connection problem.

You may go back to any slide in the module at any time. If you select the option “Would you like to resume where you left off?” you will be taken back to the last slide you viewed. Otherwise, you will be taken back to the beginning of the module.

Look for course activities that are “Restricted.” Read what must occur for the activity to be available (typically, another element of the course is a prerequisite for the restricted activity to become available).

5. On the course homepage, explore the resource library at the bottom of the page that contains course tools, module documents, and general references. From here you may download handouts, module transcripts, etc. You may also download the slides and adapt them along with country-specific policies, procedures, or TBCI SOPs for in-person training.

## **STEP 2: PLAN HOW TO FACILITATE THE COURSE**

1. Identify or request a list of who will be taking the online course. This may be an individual such as a new hire, or a group of frontline workers who play a role in TBCI.
2. If possible, work with your learner(s) to create a schedule for the training, deciding which components of the training should be completed by specific dates. Decide how often you will meet to discuss course contents.

Take into consideration the following:

- ✓ The time needed to complete each module or course component
  - ✓ Availability of internet connection or Wi-Fi. It is unreasonable to expect that a learner will use personal data to complete assignments.
  - ✓ How often learners can discuss what is being learned, with you or with each other
  - ✓ Which course content the learner(s) already knows/performs and which content will be new to them and require more support
  - ✓ Scheduled trips/visits/meetings that can be opportunities to meet with learners or that will affect your availability or your learners' availability to concentrate on the course during the training period
  - ✓ How training will be affected by job responsibilities—online learning increases flexibility, but time during the workday must be made available for learning. It is unrealistic to assume or expect a staff member to use personal time to complete the training.
3. Establish clear expectations and ways to communicate with learners. Decide on the following:
    - ✓ How learners should communicate with you (e.g., email, phone, text, other?); provide your contact information
    - ✓ How quickly they can expect a response from you
    - ✓ Your expectations for participation in discussions. You will want to create a way for learners to work together and discuss course topics with each other. If your learners are located nearby, you may decide to physically meet in person once a week or during regularly scheduled meetings. If your learners are geographically dispersed, you may create a discussion forum through a WhatsApp group chat, a simple webpage with Google Sites, or another way for learners to communicate as a group.
  4. Identify local data/policies/updated technical information. TBCI for Frontline Workers was developed for a global audience, using source documents that were available at the time of development. The TBCI procedures and policies described in the training may be different

from those used in your country or setting. It is your responsibility to provide your learners with country-specific up-to-date guidelines, procedures, policies, and examples that are relevant to their work.

- ✓ Discuss how these documents are used
- ✓ Provide local examples, when possible, that illustrate course concepts
- ✓ Refer to local policies and procedures when you are discussing individual classes with your learners
- ✓ Update relevant data, as appropriate
- ✓ Point out where local context and guidelines differs from what is covered in the online modules.

5. Identify topics that should be discussed about the content while you are facilitating the training, prioritizing those that are most relevant to your learners and/or those for which your learners need reinforcement.

For example, if you are facilitating training with a group of colleagues, you could lead them to discuss their experience prioritizing index cases for TBCI after completing Module 2. You might ask “What criteria have they used? How will they use what they have learned in the module on the job?”

Prepare your questions in advance. Ask open-ended questions that promote discussion. For example:

- ✓ How should you protect yourself from infection when you are interviewing a person with TB disease?
- ✓ What are the biggest challenges you have faced when obtaining consent for TBCI?
- ✓ How can we make better use of the data we collect from contact investigations in our facility?

Ask questions that are appropriate for the learners’ level of experience and job requirements.

### **STEP 3: FACILITATE THE COURSE**

Your role as a facilitator of the course means that you will support and encourage your learners to engage with the course content in order for them to improve their performance on the job.

You may be meeting face-to-face with learners or you may be helping learners who do not live or work near you. Establish regularly scheduled telephone calls, Zoom meetings, or other channels of communication (e.g., WhatsApp, email, Telegram, etc.) to provide needed support.

#### **Tips for supporting adult learning include:**

- ✓ Discuss with learners why they are taking the course. What difference will it make in their work?
- ✓ Let learners control the pace of their learning. Be flexible and ready to modify schedules.
- ✓ Create an environment where learners feel free to comment and ask questions. Don’t be judgmental and make sure that all learners are able to contribute to a conversation.

- ✓ Build on what your learners already know and do.
- ✓ Give learners the chance to figure things out for themselves.
- ✓ Give learners the chance to reflect on what they have learned and how they will use their new knowledge and skills.
- ✓ Promote peer-to-peer learning so that learners can support and learn from each other. This also promotes team building among colleagues.
- ✓ Make learning relevant to the learners' work environment by providing national or local guidelines, actual interview forms, and other tools they need to do their jobs, etc.
- ✓ When possible, facilitate practical application of knowledge, attitudes, and skills. You can role-play with learners or have them role play different scenarios together. You can also discuss how they are applying new knowledge and skills as they move through the course. You can ask for real-life examples of challenges they have encountered on the job and facilitate a discussion with the group of ways others have overcome similar challenges.

### PROVIDE TECHNICAL SUPPORT

You won't be able to solve all technical issues, but directing learners to contact [elearning@tbdiah.org](mailto:elearning@tbdiah.org) and making sure their issues are resolved will go a long way to keeping learners on track and engaged in the course. You can also direct them to supervisors or others for questions such as for access to forms, use of data collection tools, etc.

### MOTIVATE LEARNERS AND ENCOURAGE PARTICIPATION

Keeping learners motivated to complete the TBCI for Frontline Workers online course may be your most important task while facilitating the course. You can choose from the following to motivate learners:

- ✓ Communicate clearly and frequently with learners and remind them of important deadlines
- ✓ Have learners choose a "learning buddy" to discuss key points and any questions that arise as they move through the training
- ✓ Ask learners to take on leadership roles during meetings and/or discussions
- ✓ Build community and have some fun while discussing the course
- ✓ Keep discussions focused on real-world applications of the training

Provide lots of positive reinforcement in public. Make learners feel good about what they are learning and the role they play in ending TB! For example, ask learners to print their certificate of completion and share this milestone with others in the facility, program, or on social media.

## STEP 4: FOLLOW-UP WITH LEARNERS

Please continue your support for learners after they complete *TBCI for Frontline Workers*, to the extent possible. For example, you may reach out to learners to find out how they are applying what they have learned and provide help with any questions or challenges they may have.

The course site permits learners to retake modules, as needed, and the Resource Library contains many job aids, reference documents, and other materials that may be useful to learners even after they have completed the course.

Training content may be updated when new evidence and guidance is available—it is important to revisit the modules if and when this occurs.

 <p>For technical support contact</p> <p>TB DIAH <a href="mailto:elarning@tbdiah.org">elarning@tbdiah.org</a></p>	 <p>For course content questions contact</p> <p>Sevim Ahmedov, USAID <a href="mailto:sahmedov@usaid.com">sahmedov@usaid.com</a></p>	 <p>For local or national TBCI questions contact</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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