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## Context

### Goal

- Train all New York City Department of Health and Mental Hygiene staff (N=6400) on the agency's core public health functions (core), its Incident Command Structure (ICS), and the Point of Dispensing (POD) Process.

### Training Objectives

- Increase all employees' understanding of
  - Role of each work unit in agency's core public health functions.
  - Employees' roles before, during, and after an emergency (i.e., ICS).
- Increase Medical/Clinical ICS employees' understanding of the POD process.

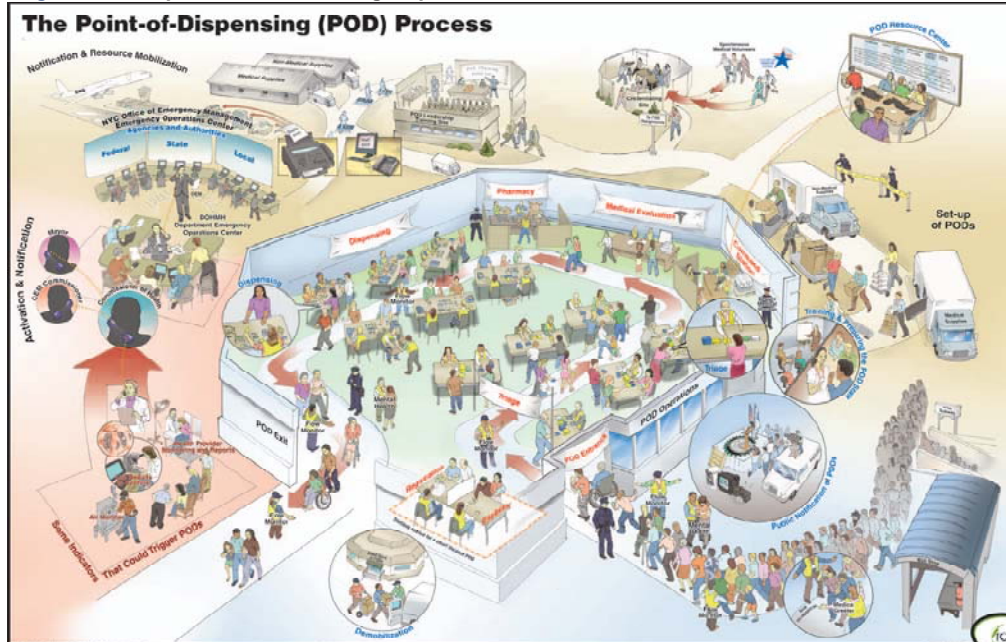
## Challenge

- Train all staff within a 10-month period.
- Cover content in short, engaging lessons.
- Present content in an interactive way for maximum retention.

## Solution

- Worked with Root Learning® and agency experts to develop a visual map for each learning issue (see Fig. 1).
- Designed method with 6 elements: data, Socratic dialog, card exercises, group interaction, visual metaphors, facilitator.
  - Participants look at the visual and discuss it.
  - Conversation is prompted by questions from the facilitator or contained in the exercises.
- Planned 18 half-day sessions for core and ICS and 9 all-day sessions for core, ICS and POD.
- Identified and trained 75 facilitators (40 used on a regular basis).
- Randomly assigned staff from a variety of programs, functions, and organizational levels to table of 8-10.

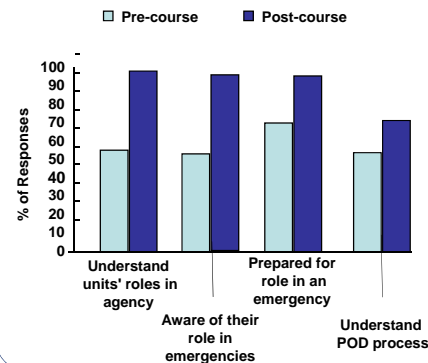
Figure 1. Example of Visual Learning Map



## Results

- Trained 5500 individuals (86% of agency staff) in 1 year.
  - 32 half-day sessions, 36 all-day sessions.
- 95% of participants rated course as excellent or good.
- Participant knowledge of subject matter increased in all topics (see Fig. 2).
- Visual map method was adopted to train >800 school nurses on diabetes management.

Figure 2. Results of training using visual maps.



## Lessons Learned

- Number of training sessions required of each facilitator contributed to burnout.
- This learning method is not an effective way to reach:
  - Staff who are hearing or visually impaired.
  - Individuals who prefer to learn with limited interaction with others.
  - Individuals who are illiterate or not fluent in English.
- Additional training sessions may be required to accommodate field staff and clinicians.

## Conclusions

- Use of visual maps and discussion is effective in presenting potentially "dry" content in an engaging way.
- This learning method is useful in training large numbers of staff in a short time.
- The success of this method relies heavily on the recruitment of reliable, talented and committed facilitators.
- Training using visual maps is effective in fostering conversation among diverse groups, including those with different educational backgrounds, titles, and ranks.

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