**Name of code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_/\_\_/\_\_\_\_**

**RAPID RESPONSE TEAMS TRAINING**

**D2.1 Self-Assessment questionnaire**

*Insert here course dates, venue and country*

*Note to course organizers:*

*This self-assessment is a “standard” one. It should be customized based on the final agenda of your RRT training (i.e. assess only the topics you will cover during the training).*

The following questionnaire is based on some of the course’s key learning objectives.

The aim of this questionnaire is to help you in assessing your overall level of knowledge and experience with the key roles and functions of Rapid Response Teams and interventions in the context of a disease outbreak.

The questionnaire is administered prior to the start of the course and upon its conclusion. It is not intended to be a measure of pass / fail regarding the course. You may wish to use the results of the questionnaire (pre-and post) to determine areas for self-development and learning in follow-up to the course.

Individual results will be shared with the assessment team and otherwise remain confidential.

Read carefully each question below and circle the best possible answer unless otherwise instructed. There are 25 questions overall. Please assess your knowledge and experience, on a scale ranging from 1 (very low) to 5 (very high), to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 01. Describe emergency coordination structures and mechanisms in your country. | **1** | **2** | **3** | **4** | **5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 02. Describe where RRTs fit into these national structures/ mechanisms and describe its role. | **1** | **2** | **3** | **4** | **5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 03. Describe the composition of a RRT and role of each member. | **1** | **2** | **3** | **4** | **5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 04. List stakeholders in relation to the activities of RRTs at national and field levels. | **1** | **2** | **3** | **4** | **5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 05. Identify the key information that RRT members should assimilate before deployment to ensure their personal readiness, safety, and situational awareness. | **1** | **2** | **3** | **4** | **5** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 06. Identify the minimum logistics and equipment needed by RRT members for a specific public heath event. | **1** | **2** | **3** | **4** | **5** |

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| --- | --- | --- | --- | --- | --- |
| 07. Apply the 10 steps of outbreak investigation. | **1** | **2** | **3** | **4** | **5** |

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| --- | --- | --- | --- | --- | --- |
| 08. Analyze and interpret data in the context of a disease outbreak, in order to take immediate action. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 09. Identify key information to be included in a situation report (SITREP). | **1** | **2** | **3** | **4** | **5** |
| |  | | --- | |  | | | | | | |
| 10. Identify key information to be included in an investigation report. | **1** | **2** | **3** | **4** | **5** |
| |  | | --- | |  | | | | | | |
| 11. Conduct risk assessment. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 12. Identify tools used for different inputs, outputs and time frames associated with assessing risk for acute public health events. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 13. Apply standard Infection Control and Prevention precautions at all times and for all patients. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 14. Categorize risk based on various scenarios in the context of an outbreak. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 15. Implement additional infection prevention and control precautions in the context of an outbreak, based on risk assessment. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 16. Identify steps and processes for environmental cleaning and disinfection. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 17. Apply key steps for safe collection of blood sample from an Ebola suspected case. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 18. Describe principles of emergency risk communications | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 19. Describe basic principles of social mobilization and community engagement. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 20. Explain how community engagement contributes to stopping the spread of a disease. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 21. Explain how contract tracing can stop the transmission of a disease. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 22. Explain how your work within the RRT can contribute to contact tracing. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 23. Identify the main challenges and barriers towards effective contact tracing. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 24. Describe basic features of the safe, supervised and dignified burials. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |
| 25. Explain how safe burials are critical to stopping the Ebola outbreak. | **1** | **2** | **3** | **4** | **5** |
|  | | | | | |

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