Training in Infectious Disease Epidemiology through the Emerging Infections Program Sites

Duc J. Vugia, James I. Meek, Richard N. Danila, Timothy F. Jones, William Schaffner, Joan Baumbach, Sarah Lathrop, Monica M. Farley, Melissa Tobin-D’Angelo, Lisa Miller, Lee H. Harrison, Nancy M. Bennett, Paul R. Cieslak, Matthew L. Cartter, Arthur L. Reingold

One objective of the Emerging Infections Program (EIP) of the US Centers for Disease Control and Prevention is to provide training opportunities in infectious disease epidemiology. To determine the extent of training performed since the program’s inception in 1995, we reviewed training efforts at the 10 EIP sites. By 2015, all sites hosted trainees (most were graduate public health students and physicians) who worked on a variety of infectious disease surveillance and epidemiologic projects. Trainee projects at all sites were used for graduate student theses or practicums. Numerous projects resulted in conference presentations and publications in peer-reviewed journals. Local public health and health care partners have also benefitted from EIP presentations and training. Consideration should be given to standardizing and documenting EIP training and to sharing useful training initiatives with other state and local health departments and academic institutions.

Author affiliations: California Emerging Infections Program (EIP), California Department of Public Health, Richmond, California, USA (D.J. Vugia) and University of California, Berkeley, California, USA (A.L. Reingold); Connecticut EIP, Yale School of Public Health, New Haven, Connecticut, USA (J.I. Meek), and Connecticut Department of Public Health, Hartford, Connecticut, USA (M.L. Cartter); Minnesota EIP, Minnesota Department of Health, St. Paul, Minnesota, USA (R.N. Danila); Tennessee EIP, Tennessee Department of Health (T.F. Jones) and Vanderbilt University (W. Schaffner), Nashville, Tennessee, USA; New Mexico EIP, New Mexico Department of Health, Santa Fe, New Mexico, USA (J. Baumbach), and University of New Mexico, Albuquerque, New Mexico, USA (S. Lathrop); Georgia EIP, Emory University School of Medicine (M.M. Farley), Atlanta Veterans Affairs Medical Center (M.M. Farley), and Georgia Department of Public Health (M. Tobin-D’Angelo), Atlanta, Georgia, USA; Colorado EIP, Colorado Department of Public Health and Environment, Denver, Colorado, USA (L. Miller); Maryland EIP, Johns Hopkins University, Baltimore, Maryland, USA (L.H. Harrison); New York EIP, University of Rochester Medical Center, Rochester, New York, USA (N.M. Bennett); Oregon EIP, Oregon Health Authority, Portland, Oregon, USA (P.R. Cieslak).

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The Emerging Infections Program (EIP), funded by the Centers for Disease Control and Prevention (CDC), is a national network for population-based surveillance and epidemiologic studies of emerging infectious diseases in the United States. Since its inception in 1995, the EIP has grown from 4 initial sites to its current network of 10 sites involving state health departments (California, Colorado, Connecticut, Georgia, Maryland, Minnesota, New Mexico, New York, Oregon, and Tennessee) and collaborators in academic institutions, local health departments, health care facilities, and clinical laboratories, as well as in CDC and other federal agencies (1). One of the objectives of the EIP is to “Provide training opportunities in infectious disease epidemiology…” (2). Training opportunities were to be based on EIP activities, primarily active or enhanced surveillance and applied research on the prevention and control of emerging infectious diseases, most of which fall under the rubrics of invasive bacterial diseases, foodborne diseases, influenza, and health care–associated infections (1). Because there has been no dedicated funding or standard guidelines for the EIP training objective, each site has determined what training to provide, to whom, and how.

Most EIP sites are directed by a partnership of co-directors from a state health department and a local/regional school of public health or school of medicine, to maximize the strengths of both institutions. Many senior EIP staff at state health departments hold voluntary faculty appointments at their local schools of public health or medicine. In addition, each EIP site collaborates extensively with its local health departments, health care facilities, clinical laboratories, and other nearby academic institutions. We contacted all 10 EIP sites to ascertain the extent of training performed during the first 2 decades of the program and develop recommendations for further improving these activities as the program moves forward.

EIP Trainees and Training Opportunities

By the 20th year of the EIP, all 10 sites had hosted a variety of trainees. Not all sites have consistently documented all training activities, but adequate information was available.
to provide an overall picture of the types of trainees and the spectrum and depth of their activities. Trainees have included undergraduates; graduate students (candidates for master of public health [MPH], doctor of public health, doctor of philosophy, and doctor of medicine degrees); postgraduate fellows; medical residents or infectious disease fellows; CDC Epidemic Intelligence Service officers; and laboratory personnel. Most trainees came from local schools of public health or medicine, but many also came from distant institutions (including international). Connecticut EIP trainees, for example, have come from 18 different colleges and universities, with most from the Yale School of Public Health.

All 10 EIP sites have had trainee projects that were used for graduate student theses or practicums. At the Connecticut EIP, >190 students received training from 1995 through 2014. Of these, 75 used their experiences to fulfill thesis requirements, and 29 published their work in a peer-reviewed journal. Similarly, at the Minnesota EIP, 116 master’s theses and 7 doctoral theses were written on the basis of EIP data, and at least 15 of these were subsequently published in peer-reviewed literature. Examples of EIP surveillance and epidemiologic projects on which trainees have worked illustrate the wide variety of emerging infectious disease issues and datasets available to trainees (Table). Projects have included site-specific data as well as data from several participating EIP sites.

Undergraduate and graduate students have also been employed on a part-time or short term basis at several EIP sites. These students typically worked on implementing EIP surveillance activities and epidemiologic investigations, including data collection, entry, analysis, and reporting. Many EIP trainees have subsequently entered the public health workforce at the local, state, and federal levels (including CDC and the Food and Drug Administration), and some have become permanent employees at the sites where they trained. Others have gone on for additional study or have taken positions in hospitals and academia.

Symposia/Regional Conferences

Most EIP sites regularly provided scientific presentations, symposia, and updates on emerging infectious diseases to local health care and public health partners. For example, the Minnesota EIP has sponsored 20 annual 1- or 2-day conferences on “Emerging Infections and Clinical Medicine,” with an average of 275 attendees each year. In fall 2014, the Tennessee EIP conducted its 15th Annual Scientific Presentation Day program, hosting ≈300 attendees from across Tennessee, and the California EIP held its 14th annual “Under Surveillance” symposium with 131 attendees from the San Francisco Bay area. In March 2015, the Georgia EIP hosted its 12th Annual EIP Meeting, with ≈230 attendees. Attendees served by these regional conferences have included public health nurses, epidemiologists, laboratorians, hospital infection control practitioners, students, and health care providers.

Examples of Local Training Activities

Connecticut EIP

Connecticut EIP staff from the state health department and Yale EIP co-teach a full semester seminar course, “Investigation of Disease Outbreaks,” for MPH students at the Yale School of Public Health; 257 students took the course during 1999–2014. This popular practical course on applied field epidemiology highlights many of the innovative surveillance and analytic epidemiology methods developed by the EIP network. EIP staff have collaborated with the Connecticut Department of Public Health’s Food Protection Program to provide a variety of training opportunities to local health departments on topics that included foodborne disease surveillance and outbreak detection, investigation, and response. EIP staff have served as speakers at annual statewide environmental health training programs and regional recertification training workshops for local sanitarians. In 2011 and 2013, EIP staff provided training in outbreak response to a multidisciplinary audience comprised of public health nurses, sanitarians, laboratorians,

| Table. Examples of surveillance activities and epidemiologic projects involving trainees, Emerging Infections Program sites, United States, 1995–2014 |

A. Invasive bacterial diseases
   a. Invasive pneumococcal disease
   b. Pneumococcal conjugate vaccine effectiveness
   c. Pneumococcal carriage
   d. Invasive group B streptococcal disease
   e. Invasive group A streptococcal disease
   f. Neisseria meningitidis infections

B. Foodborne diseases
   a. Salmonella infections
   b. Salmonella antibiotic resistance
   c. Shigella infections
   d. Campylobacter infections
   e. Shiga toxin–producing Escherichia coli (STEC), O157, and non-O157
   f. Cryptosporidium infections

C. Health care–associated infections
   a. Methicillin-resistant Staphylococcus aureus (MRSA) infections
   b. Clostridium difficile infections

D. Influenza
   a. Influenza surveillance
   b. Influenza A(H1N1) hospitalizations
   c. Guillain-Barré syndrome surveillance

E. Other diseases or conditions
   a. Unexplained illness and death surveillance
   b. Fungal infection surveillance
   c. Tickborne disease surveillance
   d. Acute/chronic liver disease surveillance
   e. Encephalitis etiology
   f. Human papillomavirus vaccine effectiveness
and epidemiologists, using the Council to Improve Food-
borne Outbreak Response Toolkit (3).

Georgia EIP
Since 2011, the Georgia EIP has offered a 1-year fellow-
ship for infectious disease fellows in their third year at
the Emory University School of Medicine. Under the supervi-
sion of the Georgia EIP co-director at Emory, the fellow
is trained in the use of SAS statistical software and other
analytic tools and is expected to present study results at a
regional or national meeting and submit a manuscript to a
peer-reviewed journal.

New Mexico EIP
New Mexico EIP staff have helped develop and implement
a curriculum for second-year medical students that provides
a service-learning opportunity in infection control and pre-
vention in outpatient settings. A pilot study conducted in
2013 (and an expanded offering in 2014) involved 19 medi-
cal students with the following results: 1) increased medi-
cal student awareness and knowledge of infection control
practices and their role in the ambulatory care setting, 2)
provided feedback to the practices concerning quality im-
provement recommendations, and 3) increased awareness
among community health settings of best practices in infec-
tion control.

Tennessee EIP
Tennessee EIP staff have provided annual outbreak train-
ing to public health personnel statewide for >14 years.
Training exercises have frequently focused on pathogens
and diseases being monitored by EIP and have included
hands-on training in the evaluation of surveillance systems
and in outbreak detection, investigation, and response.
Trainees have included nurses, epidemiologists, laborato-
rians, and environmentalists, with attendance ranging from
100 to 250 each year. Beginning in 2010, Tennessee EIP
FoodNet staff have conducted a course for MPH students at
Vanderbilt University on public health surveillance, focus-
ing primarily on EIP-related topics.

Training Contributions of EIP Sites
The EIP has made substantial contributions to the training
objective in CDC’s plan to address emerging infectious
diseases in the coming century (2). A strength common to
EIP sites is the level of engagement of the involved health
departments and universities in using epidemiology to ad-
dress practical questions of public health importance. EIP
trainees enjoy the mentorship of academicians and govern-
mental public health practitioners and have a foundation on
which to hone skills in disease surveillance, data systems,
descriptive and analytic epidemiology, and, in many cases,
shaping policy.

The EIP provides a unique opportunity for students at
all levels to experience real-world, applied public health,
in the context of their academic training. Trainees find it
invaluable to participate personally and collaboratively
in all levels of a public health activity, from hypothesis
generation and data collection to data analyses and final
drafting of a report. The training provided by EIP sites is
on-the-job training, usually with a one-on-one mentoring
relationship between trainee and supervisor. Training ca-
pacity is frequently limited by the number of principal in-
vestigators and supervisors available to serve as mentors.
The large amount of time dedicated to working with train-
ees is a testament to the commitment that EIP sites make
to training the next generations of health care and public
health professionals.

Thousands of local public health and health care part-
ners have benefitted from annual local EIP symposia and
presentations. The symposia have provided valuable con-
tinuing education and opportunities for local and state pub-
lic health and health care professionals to meet and share
experiences as they address critical issues in their commu-
nities. The symposia also illustrate how data collected lo-
cally can be used to create national public health policy.

Strengthening and Expanding EIP Training
As the EIP continues to carry out its public health mission,
reevaluating its training objective and building on past suc-
cesses will be essential. Efforts to standardize, network,
and share training opportunities can strengthen and expand
the EIP training objective to benefit future public health
professionals through public health service and research on
emerging infectious diseases.

EIP training activities should be systematically docu-
mented at all sites in a standardized manner, and EIP train-
ees should be asked to provide a formal evaluation of their
training experience. Standardized documentation of these
training experiences will allow future evaluation and po-
tential improvement benefiting trainees and supervisors, as
well as the partner institutions involved. Such objective as-
sessments can be used to document the utility for dedicated
funding to support the training mission of the EIP network.

Several EIP sites have developed additional training
initiatives that involve implementing projects specific to
their site, to the benefit of local public health and health
care students and professionals. Efforts should be made to
share these experiences among EIP sites and with non-EIP
state health departments, many of whom already partner
with local schools of public health or medicine. Expansion
of similar trainings in non-EIP sites could be implemented
with moderate funding support.

In conclusion, EIP sites have contributed, and will
continue to add, to the training of current and future public
health and health care professionals, using EIP population-
based surveillance activities and projects on emerging infectious diseases. Consideration should be given to standardizing and documenting EIP training activities and to sharing useful training initiatives with other state and local health departments and academic institutions. Such efforts can contribute further to the training of the next generation of the nation’s public health and epidemiology workforce.

Dr. Vugia is chief of the Infectious Diseases Branch at the California Department of Public Health and co-director of the California EIP. His research interests focus on infectious diseases and public health.

References

Address for correspondence: Duc Vugia, California Department of Public Health, Infectious Diseases Branch, 850 Marina Bay Pkwy, Bldg P, 2nd Fl, Richmond, CA 94804, USA; email: duc.vugia@cdph.ca.gov

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