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2023 Emergency Preparedness Exercise Design for Community Partners

Workbook and Situation Manual

VDH VIRGINIA DEPARTMENT OF HEALTH

VIRGINIA HOSPITAL & HEALTHCARE ASSOCIATION
An alliance of hospitals and health delivery systems

DEPARTMENT OF CORRECTIONS
Virginia
PUBLIC SAFETY FIRST

VIRGINIA DEPARTMENT OF EDUCATION

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CBERS Training Objectives

By the end of the course, participants will be able to
- **Identify the 8 Steps in Developing an Emergency Preparedness Exercise**
- **Participate in a Table-top Exercise**
- **Describe the public health disease reporting process in Virginia**
- **Identify the steps for developing an After-Action Report**

CBERS Training Topics

Unit 1: Training Exercise Design

Unit 2: "Operation Malevolent Maladies" Tabletop Exercise

Unit 3: Virginia Public Health Disease Reporting Requirements
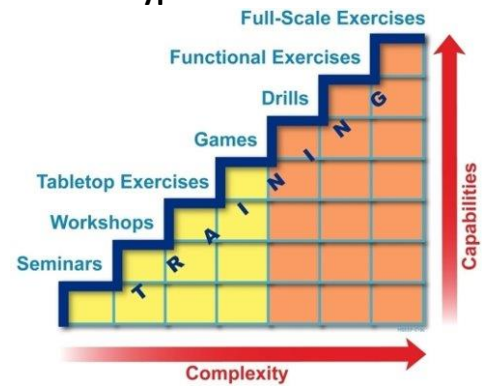
Unit 4: Exercise Evaluation and After-Action Report

Unit 1: Training Exercise Design

Introduction to Training Exercise

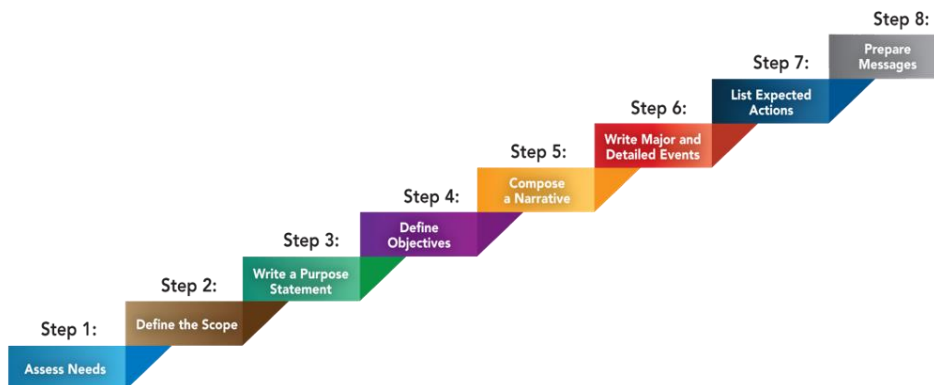- **What is an Exercise?**

Exercise Types

  - **Discussion-based exercises:**
  - **Operations-based exercises:**

- **Exercise Documentation is important**

8 Steps of Exercise Design

Step 1: Assess Needs

Applying Your Learning

Activity 1 – Needs Assessment

Instructions:

Activity Time: 10 minutes

Below is a job aid to help you assess your organization's exercise needs. Use this tool to analyze where you may wish to focus your organization's exercise design efforts. In completing, this needs assessment; you may wish to consult such resources as planning documents, demographic or corporate data, maps, and training records.

1. **Hazards**

   Select the various hazards in your community or organization. What risks are you most likely to face? You can use the following checklist as a starting point. **Note:** If your community has already conducted a hazard analysis that is the best resource.

□	Airplane crash	□	Sustained power failure
□	Dam failure	□	Terrorism
□	Drought	□	Tornado
□	Epidemic (biological attack)	□	Train derailment
□	Earthquake	□	Tsunami
□	Fire/firestorm	□	Volcanic eruption
□	Flood	□	Wildfire
□	Hazardous material spill/release	□	Winter storm
□	Hostage Issue/Active Shooter	□	Workplace violence
□	Hurricane	□	Infectious disease outbreak
□	Landslide/mudslide	□	Other:
□	Mass fatality incident	□	Other:
□	Radiological release	□	Other:

2. **Secondary Hazards**
   What secondary effects from those hazards selected are likely to impact your organization?

□	Communication system breakdown
□	Power outages
□	Transportation blockages
□	Business interruptions
□	Mass evacuations/displaced populations
□	Overwhelmed medical/mortuary services
□	Classroom or school closure
□	Limited access to medical services
□	Modified food distribution processes

☐	Lack of resources and supplies
☐	Other:

3. Hazard Priority

What are the highest-priority hazards?
 # 1 Priority hazard:

 # 2 Priority hazard:

 # 3 Priority hazard:

*Consider such factors as:

- o Frequency of occurrence

- o Relative likelihood of occurrence

- o Magnitude and intensity

- o Location (affecting critical areas or infrastructure)

- o Spatial extent

- o Speed of onset and availability of warning

- o Potential severity of consequences to people, critical facilities, community functions, and property

- o Potential cascading events (e.g., damage to the chemical processing plant, dam failure)

4. Area

What geographic area(s) or facility location(s) is (are) most vulnerable to high-priorities?

5. Plans and Procedures

What plans and procedures emergency response plans, contingency plans, operation plans and standard operating procedures (SOPs) will guide your organization's response to an emergency?

6. Capabilities

Which capabilities are most in need of rehearsal? (e.g., what capabilities have not been exercised recently? Where have areas of difficulties occurred in the past?)

7. **Players**

Who (agencies, departments, partners, operational units, personnel) needs to participate in a training exercise? For example:

- o Have any entities updated their plans and procedures?

- o Have any changed policies or staff?

- o Who is designated for emergency management responsibility in your plans and procedures?

- o With whom does your organization need to coordinate in an emergency?

- o What do your regulatory requirements call for?

- o What personnel can you reasonably expect to devote to developing an exercise?

8. **Program Areas**

Mark the status of your emergency program in these and other areas to identify those most in need of exercising.

	New	Updated	Exercised	Used in an Emergency?	N/A
Emergency Plan					
Plan Annex(es)					
Standard Operating					
Resource List					
Reporting					
Notification Procedures					
Mutual Aid Pacts					
Policy/Decision Making					
Coordinating Personnel					
Operations Staff					
Volunteer Management					
Public Information					
Communication Facility					

Warning Systems					
Utility Emergency					
Other:					
Other:					
Other:					
Other:					

9. Past Exercises

If your organization has participated in exercises before, what did you learn from them and what do the results indicate about future exercise needs? Additionally, consider the following questions:

- Who participated in the exercise, and who did not?
- To what extent were the exercise objectives achieved?
- What lessons were learned?
- What problems were revealed, and what is needed to resolve them?
- What improvements were made following past exercises, and have they been tested?

Step 2: Define the Scope

Defining the Scope = Setting realistic limits

Scope includes:

Step 3: Write a Purpose Statement

Purpose statement: A broad statement of the exercise goal

Activity 2 – Define Exercise Scope and Write Purpose Statement

When selecting a tabletop exercise, define the scope, and write a statement of purpose using the below information.

1. Consider highest priority hazards (major and secondary)

2. Consider geographic areas/locations of greatest vulnerability to these hazards

3. Consider agencies/departments/organizational /units involved

4. List below the entities that have a significant role in emergency management/response. Then, enter check marks in any columns that apply.

Agency/Organization/Unit	Limited experience with major emergencies	New plans, staff, or organizational structure not yet exercised	Problems revealed in prior exercises

1. Types/levels of personnel that you want to have in the exercise:

    *   Policymaking (elected officials, chief operating officers, department heads)
    *   Coordination (managers, EOC representatives, department deputies)
    *   Operations (field personnel, headquarters staff level)
    *   Public representatives (media, public information officers, general public)

- Other: _____

2. Types of operations/functions that you want participants to engage in (e.g., notification and evacuation):

3. Degree of stress, complexity, and time pressure that the exercise should have:

	High	Medium	Low
Stress			
Complexity			
Time Pressure			

4. All the elements together define your scope:

Exercise:
Scope**:**
Type of Emergency:
Location:
Capabilities:
Organizations and Personnel:
Exercise Type:

5. Define Scope and Writing Purpose Statement Examples:

- **Define Scope**: *"In a 90-minute Tabletop Exercise participants will review and discuss emergency preparedness and response and recovery actions in a relaxed and non-threatening manner."*
- **Purpose Statement:** *"The Purpose of the 2023 CBERS Tabletop (TTX) is to provide a learning environment for participants to discuss organizational emergency preparedness and response plans and procedures in response to a disaster that affects their facility/organization and the communities they serve."*

Activity 2 — Define Exercise Scope and Purpose Statement (Continued)

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Step 4: Define Objectives

SMART Guidelines for Exercise Objectives	
Specific	Objectives should address the five **Ws: who, what, when, where, and why**. The objective specifies what needs to be done with a timeline for completion.
Measurable	Objectives should include numeric or descriptive measures that define quantity, quality, cost, etc. Their focus should be on observable actions and outcomes.
Achievable	Objectives should be within the control, influence, and resources of exercise play and participant actions.
Relevant	Objectives should be instrumental to the mission of the organization and link to its goals or strategic intent.
Time-Bound	A specified and reasonable timeframe should be incorporated into all objectives.

Activity 3 – Developing Objectives

Instructions:

Activity Time: 10 minutes

1. Complete Activity 3 – Developing Objectives worksheet.

For the exercise for which you developed a statement of purpose earlier in this module, write three objectives and identify the responsible organization/agency/work unit. Use the SMART system.

Also, remember to include:

- Action, stated in observable terms
- Conditions
- Standards

Activity 3 (Continued)

Exercise Objectives
Objective #1:
Objective #2:
Objective #3:

Step 5: Compose a Narrative

Narrative: A brief description of the scenario events that have occurred up to the exercise beginning.

Activity 4 – Outline a Narrative

Instructions:

Activity Time: 10 minutes

1. Complete Activity 4– Outline a Narrative worksheet.

Narrative Outline
Event:
How fast, strong, deep, and dangerous:
How you found out:
Response made:
Damage reported:
The sequence of events:
Current time:
Warning:
Location:
Relevant weather conditions:
Other factors that would influence emergency procedures:
Predictions:

Step 6: Write Major and Detailed Events

Major Events

Detailed Events

Step 7: List Expected Actions

Types of actions:

- **Verification**

- **Consideration**

- **Deferral**

- **Decision**

Expected Action- Actions taken by an organization or individual to meet an objective

Activity 5 – Write Major and Detailed Events

Instructions:

Activity Time: 10 minutes

1. Complete Activity 5 – Write Major and Detailed Events worksheet.

First, review the objectives that you developed earlier. With these objectives in mind, write two major events that would follow the narrative events. Then, for each major event, write two detailed events that can occur. Then, complete the Expected Actions Planning Sheet that follows.

Events and Actions Planning Sheet				
Objective	**Major Events**	**Detailed Events**	**Expected Actions**	**Organizations Involved**
		1. 2.		
		1. 2.		

Activity 5 – Write Major and Detailed Events (Continued)

For each detailed event listed on the previous page, identify the expected action, the organization responsible, and the objectives it addresses.

Expected Actions Planning Sheet

Detailed Event	Expected Action	Organization/Unit	Objectives

Step 8: Prepare Messages

Messages:

Message Variables:
- Message source-Who

- Transmission method-How

- Message content-What

- Recipient-To Whom

- These variables influence the action taken-To what Effect?

Composing a Message:
- Begin with an expected action

Activity 6 – Compose Tabletop Exercise Message

Instructions:

Activity Time: 10 minutes

1. Complete Activity 6 – Develop a message for your Tabletop Exercise

Your Message:

Messages # _____

Time: _____

To:

From:

Message: _____

Tabletop Exercise Message Example

The following example illustrates another tabletop exercise design approach—a single narrative with messages. This plan focuses the players on more specific responses to problems through the use of printed messages. The facilitator would present the entire narrative, and then distribute the messages to specific players for discussion.

<table>
<tr><td colspan="2" align="center">Tabletop Plan-Example (Message Approach)</td></tr>
<tr>
<td>Objectives:</td>
<td>Participants will demonstrate the ability to:

1. Coordinate effective evacuation.
2. Establish and maintain shelters for evacuees.
3. Coordinate round-the-clock field operations.
4. Ascertain safety levels are needed to allow reentry into affected areas.</td>
</tr>
<tr>
<td>Players:</td>
<td>
□ City/County Manager
□ Emergency Manager
□ Law Enforcement Representative
□ Fire Services Representative
□ Health/Environmental Representative
□ Public Works Director
□ Public Information Officer
□ Volunteer Shelter Coordinator</td>
</tr>
<tr>
<td>Narrative:</td>
<td>Steady rain has been falling in the region due to a moisture-laden low-pressure system. Early into the storm, the National Weather Service (NWS) issued a Flood Watch. Within 10 hours after the rain began to fall, the NWS issued a Flood Warning for low-lying areas along small streams. Some roads had to be closed and a small number of residents had to be evacuated along overflowing streams located northwest of the city.

Sixteen hours have elapsed since the rain began. Based on reports from designated citizens with rain gauges, total rainfall across the jurisdiction ranges from 4.1 to 4.7 inches. The soil has reached saturation point, causing extensive runoff. Designated river spotters, water level gauges, and/or electronic river rise warning devices indicate that the river has risen to a dangerous level.

The 24-hour forecast calls for continued rainfall, with a clearing trend possible. Based on these data, the NWS issues a Flood Warning for areas along the river basin. Police report additional road closings due to high water, and a couple dozen more residents have be e n evacuated. Water levels are rising steadily, as a driving rain continues to fall. It is now 3:00 p.m. The Emergency Operations Center has been opened and the staff has been assembled.</td>
</tr>
</table>

Operation Maligned Maladies Tabletop Exercise

Situation Manual

2023 Community-Based Emergency Response Seminar Series

This Situation Manual (SitMan) provides exercise participants with all the necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but players may view other materials that are necessary to their performance. All exercise participants may view the SitMan.

EXERCISE OVERVIEW

Exercise Name	2023 Operation Maligned Maladies Tabletop Exercise
Scope	In a 90-minute Tabletop Exercise, participants will review and discuss emergency preparedness and response and recovery actions in a relaxed and non-threatening manner.
Mission Area(s)	Response

Capabilities	PHEP Capabilities	HPP Capabilities
	Community Preparedness	Foundation for Health Care and Medical Readiness
	Medical Countermeasure Dispensing and Administration	Medical Surge
	Medical Surge	
	Public Health Surveillance and Investigation	
	Non-Pharmaceutical Interventions	

Objectives	Discuss participant knowledge of appropriate internal and external points of contact in response to an emergency that impacts the facility or organization's routine operations in accordance with existing plans, policies, and procedures.

Examine the ability of participants to identify trigger points for escalating notification and response actions in response to an emergency that impacts the facility or organization's operations in accordance with existing plans, policies, and procedures.

Assess the ability of participants to consult their Emergency Operations plans to guide actions and decision-making in response to an emergency that impacts the facility or organization's routine operations.

Examine participants' understanding of the roles and responsibilities of partner organizations in response to an emergency that impacts their community/area of operations in accordance with existing plans, policies, and procedures. |
| **Threat or Hazard** | Infectious Disease Outbreak |
| **Scenario** | Infectious Disease Outbreak |

Sponsor	Virginia Healthcare and Public Health Emergency Management Programs.
Exercise Name	Operation Maligned Maladies
Participating Organizations	Participation consists of community partners with response and mitigation responsibilities during an infectious disease outbreak.
Point of Contact	Aaron Kesecker, MEP, Training and Instruction Supervisor and Exercise Coordinator, Office of Emergency Preparedness, Virginia Department of Health. Office-804-418-5046 aaron.kesecker@vdh.virginia.gov

GENERAL INFORMATION

Exercise Objectives and Core Capabilities

The following exercise objectives in Table 1 describe the expected outcomes for the exercise. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s). The objectives and aligned core capabilities are guided by elected and appointed officials and selected by the Exercise Planning Team.

Exercise Objective	Capabilities
• Discuss participant knowledge of appropriate internal and external points of contact in response to an emergency that impacts the facility or organization's routine operations in accordance with existing plans, policies, and procedures.	Community Preparedness Public Health Surveillance and Investigation
• Examine the ability of participants to identify trigger points for escalating notification and response actions in response to an emergency that impacts the facility or organization's operations in accordance with existing plans, policies, and procedures.	Medical Surge
• Assess the ability of participants to consult their Emergency Operations plans to guide actions and decision-making in response to an emergency that impacts the facility or organization's routine operations.	Emergency Operations Coordination Medical Countermeasures Dispensing and Administration Non- Pharmaceutical Interventions
• Examine participants' understanding of the roles and responsibilities of partner organizations in response to an emergency that impacts their community/area of operations in accordance with existing plans, pol, policies, and procedures.	Community Recovery

Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

- **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.

- **Observers.** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.

- **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

- **Evaluators.** Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, policies, and procedures.

Exercise Structure

This exercise will be a multimedia, facilitated exercise. Players will participate in the following modules:

- **Module 1: Seasonal Indicators**
- **Module 2: Incident Response and Recovery**
- **Module 3: An Added Wrinkle (Take Home Module)**

Each module begins with a multimedia update that summarizes *key events* occurring within that time period. After the updates, participants review the scenario and engage in functional group discussions of appropriate issues. Participants will discuss and answer questions following the scenario. After these functional group discussions, participants will engage in a moderated plenary discussion based on the scenario.

Exercise Guidelines

- This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.

- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.

- Decisions are not precedent-setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.

- Issue identification is not as valuable as suggestions and recommended actions that could improve response efforts. Problem-solving efforts should be the focus.

Exercise Assumptions and Artificialities

In any exercise, assumptions, and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

- The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will be evaluated.

- The exercise scenario is plausible, and events occur as they are presented.

- All players receive information at the same time.

MODULE 1: SEASONAL INDICATORS

November 11, 2023

COVID-19 is an endemic respiratory pathogen that shows moderately cyclic seasonal surges worldwide. These illness surges are caused by SARS-CoV-2. Omicron variants and their descendent lineages can for the most part be predicted through ongoing genomic surveillance and disease forecasting/modeling. A new SARS-CoV-2 TK.4 variant, named 'Tau' was first detected in the United States in September 2023. A couple of months later, surveillance indicators from the Virginia Department of Health show increases in respiratory illnesses occurring across the commonwealth. The uptick in illness activity seems to be driven by the recently identified SARS-CoV-2 Tau sublineage

As of November 11, 2023, TK, together with the TK.4.2.1 sublineage, now accounts for >41% of sequenced clinical isolates in Virginia. The rise of the COVID-19 Tau TK.4.2.1 sublineage is the product of a mix of spike gene mutations that make it more transmissible, including among those who have been previously infected or vaccinated. This variant sublineage demonstrates an increased ability to escape the immune system meaning there is a higher chance of reinfection or breakthrough infections. Preliminary data shows no increase in severity or adverse outcomes compared to previous variant sublineages.

Emergency department and urgent care visits for all respiratory illnesses have increased by 265% over three weeks. Laboratory surveillance show increases in the percent positivity of COVID-19 testing over the same three-week period, and wastewater PCR testing also shows an increasing trend in viral detections. A representative sampling of these positive specimens from around the state tested by whole genome sequencing has confirmed that the dominant variant sublineage is TK.4.2.1.

Weekly ED and Urgent Care Visits for Respiratory Illness - Virginia
June 03, 2023 to November 11, 2023
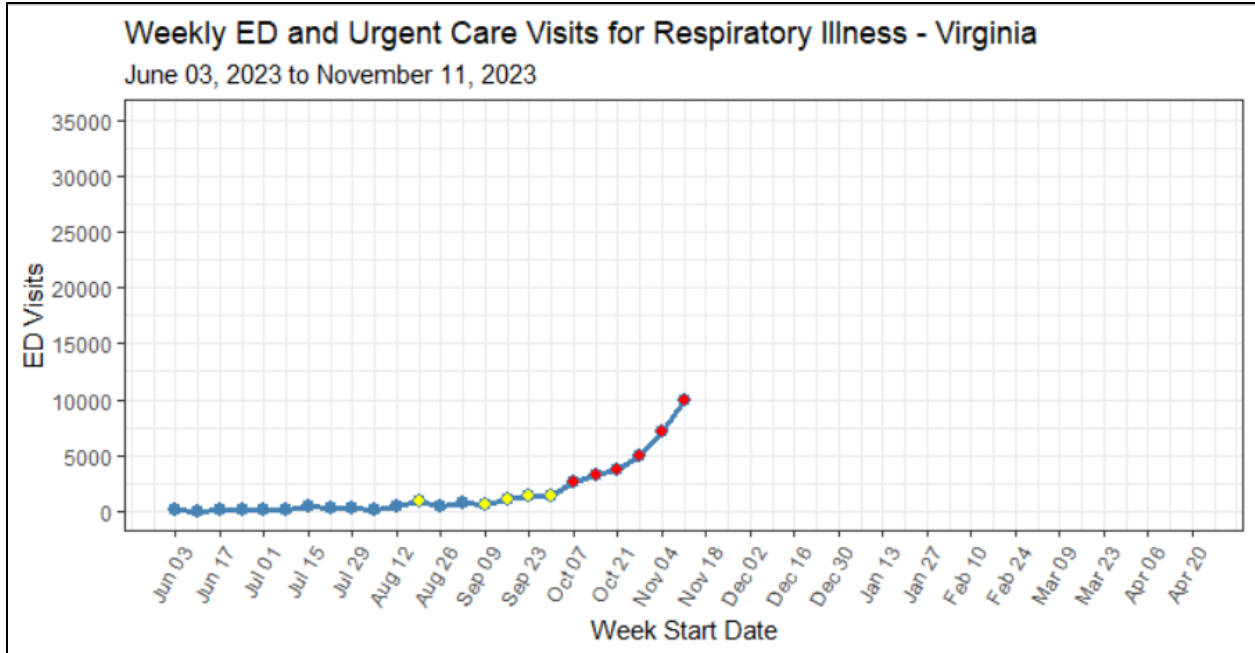
Module 1 Discussion Questions:

For All Participants

- Describe administrative and clinical steps you would take to prepare.
- Who is responsible for communications, supplies (including PPE), staffing, clinical decisions, waste management, etc.?
- How do you ensure appropriate reporting to licensing and public health?
- What policies and procedures should be reviewed within your organization?
- What critical supplies and PPE would you inventory? When would you consider ordering additional supplies? How would you stay informed about supply chain issues and shortages?
- What are you communicating to staff, employees, patients, inmates, residents, students, families, and volunteers? How is this communication taking place?
- What infectious disease and mitigation protocols (such as masking, face protection, virtual options, etc.) would you plan to implement and when?
- Is your responding staff trained on the occupational health & safety measures needed during the response? Are they up-to-date on PPE & health-related certifications/measures?
- Has your facility participated in an outbreak exercise or situation? If so, what did you learn from the exercise that can be applied to this scenario?

For Nursing Homes/Hospitals and other Residential Facilities

- What conversations should be happening between nursing homes, other residential facilities, and hospitals before the start of the respiratory season?

For Home Care/Hospice/PACE

- How will you continue to provide care to your patients if you experience staff shortages?

For Dialysis/Surgery Center/Behavioral Health

- What are your procedures if staff and patients cannot travel in to get their treatment or procedures?

For Public Health

- What is public health's role and what considerations are needed at this point in the season?

For Schools

- Do policies or procedures that are in place for infectious disease outbreaks address decisions to cancel large school events or after-school activities (sports, clubs, etc.)?

For Correction Facilities

- Are policies and procedures in place that address infectious disease issues and potential outbreaks?
- Who is responsible for reporting cases of illness or outbreaks to public health?
- What is the policy for discontinuing in-person visitation and who makes this decision?

MODULE 2: INCIDENT RESPONSE AND RECOVERY

December 16, 2023

The CDC released a preliminary estimate of bivalent mRNA booster dose vaccine effectiveness. Findings from this analysis of national pharmacy testing data show that the August 2023 bivalent mRNA booster dose provided added protection against symptomatic TK/TK.4.2.1 infection *for at least the first 3 months after vaccination* in persons who had previously received 2, 3, or 4 monovalent vaccine doses or bivalent vaccine booster.

Additional CDC analysis found that hospitalization and case-fatality rate estimates were comparable to the Omicron BA.5, BQ.1, and BQ.1.1 sublineages circulating during the winter of 2022. VDH surveillance shows high levels of respiratory illness activity in emergency departments, positive SARS-CoV-2 lab results, and COVID-19 outbreaks reported in long-term care facilities and nursing homes. Anecdotal reports describe an increase in absenteeism at schools and workplaces ranging from normal levels in some isolated parts of the state to 30% in other areas.

 Healthcare facilities are also hearing about shortages of N95 masks and saline due to supply chain management issues. Some facilities have already started rationing supplies, prioritizing those identified as high risk of developing complications. Several hospitals have reported that they are holding admissions in the ER, some for multiple days. Ambulance turnaround times have increased by 250%. Some local jurisdictions report significant impacts on public safety's ability to assist their residents and have asked for hospitals to help address the issues with ambulance turn-around times.

An increase in reported cases of COVID-19 is occurring in your facility with 22% of your staff having been absent due to respiratory illnesses for the last three days. Additionally, one staff member was reported hospitalized due to meningitis.

Weekly ED and Urgent Care Visits for Respiratory Illness - Virginia
June 03, 2023 to December 16, 2023
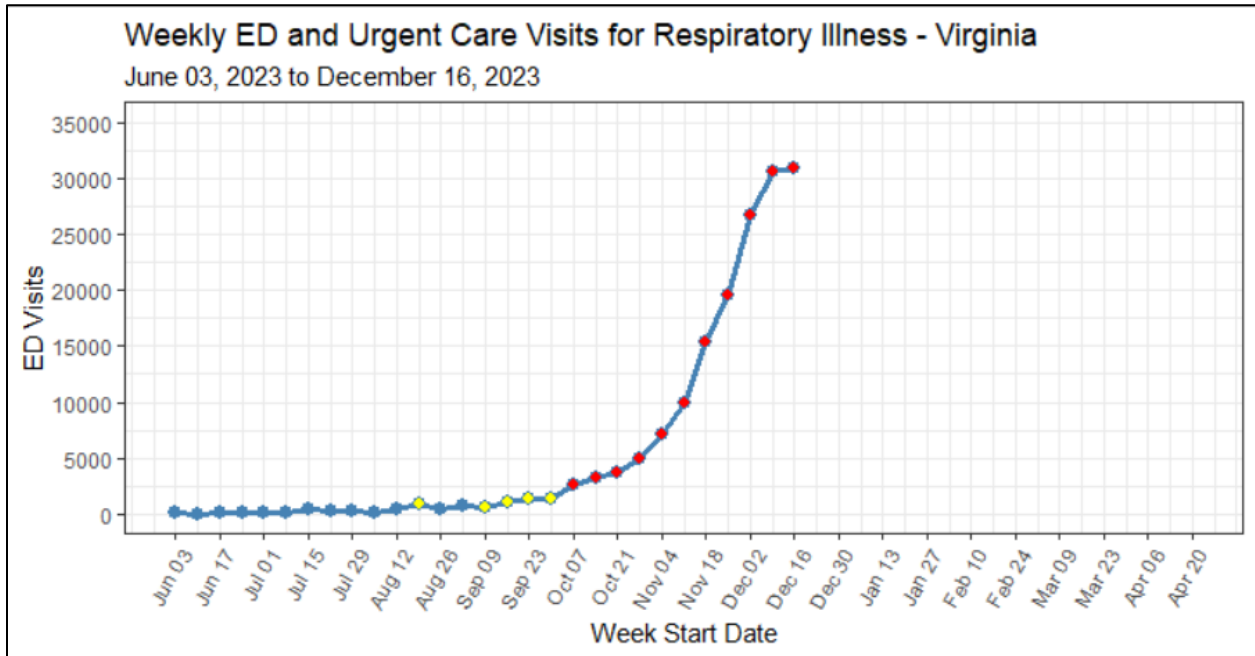
Module 2 Discussion Questions:

For All Participants

- What are your immediate actions, concerns, and priorities for?
  - Administration
  - Clinical
  - Facility Operations
  - Supplies
- When would you activate your Emergency Operations Plan (EOP)? Describe your command structure. How would you maintain continuity of your operations as you experience increased absenteeism?
- When would you reach out to your local health department to report your disease cluster? Who makes that report and what additional steps are you taking to mitigate the spread of disease?
- How would you track and document information for those individuals that are a part of your facility cluster/outbreak?
- What situational information would be helpful to you at this point?
  - How frequently would you need updates?
  - How granular would you need the data?
  - How would you want to receive the information?
- What are you communicating to staff, employees, patients, inmates, residents, students, families, and volunteers at this point?

For Nursing Homes/Hospitals and other Residential Facilities

- What is your resource burn rate for critical resources (PPE, food, meds, linens, staff)?
- How are you rationing or conserving PPE?
- Have you or will you alter staffing models or ratios?
- Have you or will you alter clinical schedules (e.g., postponing elective surgeries)?

For Home Care/Hospice/PACE

- Have you or will you alter clinical schedules (e.g., postponing elective surgeries)?

For Dialysis/Surgery Center/Behavioral Health

- How do you plan to communicate with staff and patients?
- How do you keep enough supplies (consumables) to avoid dialysis disruption during an emergency?
- How do you maintain water treatment for dialysis in times of crisis?
- Do you anticipate having an isolation unit for the dialysis of infected patients?
- How do you continue transportation to the dialysis center for patients?
- Have you or will you alter clinical schedules?

For Public Health

- What is public health's role and what considerations are needed at this point in the season?

For Schools

- What is the most effective way to communicate with your family?
- What additional resources do your families need?
- How would you implement a cleaning program for your schools?
- Can your school remain open for in-person learning with staff shortages?
    - Would schools consider implementing a virtual or hybrid schooling option?
    - How can you meet the staffing needs of your schools?
    - What are the considerations for special needs students?

For Correctional Facilities

- How do you decide to manage staff rotation throughout the facility?
- Would illness in your facility modify staff rotation in any way?
- How do you address vaccine hesitancy in staff? In inmates?

MODULE 3: AN ADDED WRINKLE (TAKE HOME MODULE)

February 3, 2024

Nation-wide and Virginia surveillance data show a decreasing trend in COVID-19 activity. The CDC National Respiratory and Enteric Virus Surveillance System (NREVSS) shows continued activity among other circulating respiratory viruses and VDH influenza surveillance shows a slightly increasing trend in influenza activity. However, COVID-19 seems to be driving the current respiratory season, and with the decreasing activity, issues surrounding supply chain management and ambulance turn-around times have been resolved.

In the last week, five individuals within your facility reported experiencing respiratory symptoms. When they sought medical care, all five tested negative for COVID-19 but positive for flu. Another staff member reported that they tested positive for pertussis, and whooping cough when they went to urgent care for their respiratory symptoms.
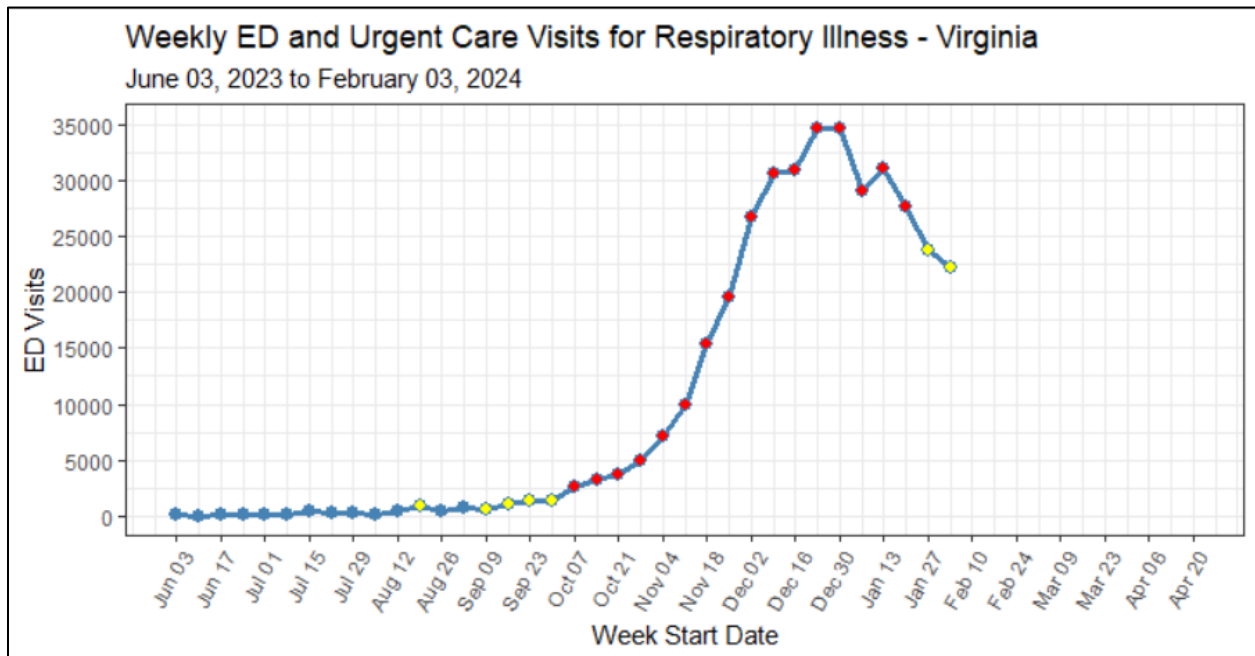
Module 3 Discussion Questions:

- What are your immediate actions, concerns, and priorities?
- What expectations do you have of the health department as you work through back-to-back respiratory outbreaks?
- Do you have policies in place that address the ability to share contact information and other details of cases or exposed contacts linked to an outbreak or cluster associated with your facility?
- When would you stand down your EOP and command structure? How would you capture lessons learned and return to normal operating procedures?
- Are there any other considerations for this module?

Hot Wash…What is it?

- Short debriefing (Usually 30 minutes or less)

- Conducted immediately after exercise

- Players provide their feedback

- Strengths/Weaknesses identified – areas of improvement

Activity 8: "Operation Maligned Maladies" TTX Exercise Hotwash

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For Reporting Requirements

Unit 3 Virginia Public Health Disease Reporting Requirements

- **Code and Regulations**

- **The VDH Website**

- **Virginia's Legislative Information System**

- **Things to Consider in the Code**

- **Reportable Diseases**

- **Who Needs to Report?**

- **Where to Report?**

- **How to Report**

Unit 4 Exercise After Action Reports and Improvements Planning

Why Evaluate the Exercise?

- **Evaluation can identify**

- **Needed improvements in:**

- **Training and Staffing Deficiencies**

- **Equipment Deficiencies**

- **Need for Continued Exercise Development & Overall Preparedness Improvement**

Recording Exercise Observations

If and how_____

Actual time required_____

How_____

Decisions_____

Requests_____

Resources_____

Plans, policies, procedures, or legislative authorities used_____

Any other factors_____

Activity 9: Recording Observations- Completing an Exercise Evaluation Guide

Objective	Strengths	Areas For Improvement
Discuss participant knowledge of appropriate internal and external points of contact in response to an emergency that impacts the facility or organization's routine operations in accordance with existing plans, policies, and procedures.		
Examine the ability of participants to identify trigger points for escalating notification and response actions in response to an emergency that impacts the facility or organization's routine operations in accordance with existing plans, policies, and procedures.		
Assess the ability of participants to consult their Emergency Operations plans to guide actions and decision-making in response to an emergency that impacts the facility or organization's routine operations.		

Examine participants' understanding of the roles and responsibilities of partner organizations in response to an emergency that impacts their community/area of operations in accordance with existing plans, policies, and procedures.		

Exercise Name: "Operation Maligned Maladies Tabletop Exercise"

Exercise Date: _____

Organization/Jurisdiction: _____

After Action Report

AAR includes:

Activity 10: Write an After-Action Report Contribution

Instructions:
- Utilizing the format provided in the workbook, develop an After-Action Report contribution that outlines:
- The objective the input is related to
- Any noted strengths
- The Area for Improvement
- References
- Analysis

Exercise Objective:

| |
| |

Strengths: *(What worked well in relation to the cited objective?)*

| 1. |
| 2. |
| 3. |

Area for Improvement 1: *(Observation statement, should clearly state the problem or gap, it should not include a recommendation or corrective action, those will be documented in the Improvement plan)*

```
```

References: (*List any relevant plans, policies, procedures, regulations, or laws that apply as a potential reference to the area for improvement*)

```
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Analysis: *(Provide a root cause analysis or summary of why this area for improvement occurred, for example, staff not trained, plans not descriptive enough, etc.)*

```
```

Develop Recommendations

Identify Improvements

Activity 11: Develop an Improvement Plan Matrix

Objective: Develop an Improvement Plan based on your exercise outcomes

Instructions: Place Improvement Plan inputs into the template:
- Recommendation
- Corrective Action
- Start Date
- Completion Date (Tentative)

IMPROVEMENT PLAN MATRIX

Recommendation	Improvement Action	Organization POC	Start Date	Completion Date

Additional Training Resources:

- Federal Emergency Management Agency Independent Study Courses [Emergency Management Institute | Independent Study Program (IS) (fema.gov)](#)
  - IS-120c-Introduction to Exercises
  - IS 130-How to be an Exercise Evaluator

- Classroom Courses:
  - L-146-Homeland Security Exercise and Evaluation Program Course (HSEEP)
  - E/L-131-Exercise Evaluation and Improvement Planning
  - E/L 0139-Exercise Design and Development

SCAN TO COMPLETE EVALUATION SURVEY