## 



Food Related Emergency Exercise Bundle

**(FREE-B)**

**Lead Planner’s Guide**

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# Introduction / Welcome

Welcome to the Food Related Emergency Exercise Bundle(FREE-B) Lead Planner’s Guide.

As the lead planner, you will be responsible for overseeing the planning, operations, logistics and administration of the training events. This guide provides you with all the necessary information to plan, coordinate and execute these events.

## Overview

To protect the health of the American public, it is crucial that we ensure that food products are safe for consumption. Everyone involved in the food chain, from farmer to consumer, has a responsibility to keep the food supply safe.

At any point during production or distribution, food can be contaminated either accidentally (food safety) from employee error or on purpose (food defense) from sabotage, fraud or terrorist activities. Regardless of the circumstances, the US Food and Drug Administration (FDA) Center for Food Safety and Applied Nutrition (CFSAN) and United States Department of Agriculture Food Safety and Inspection Service (USDA FSIS), in collaboration with State and local agencies, work closely to safeguard the American food supply.

Through this working relationship, FDA and USDA FSIS continuously seek new ideas and strategies to reduce human health incidents and to support food defense-related innovation. In light of food defense concerns, it is incumbent that Federal, State, local, Tribal and territorial governments and industry partners understand the roles and responsibilities of all participating entities.

The FDA / CFSAN Food Defense Oversight Team (FDOT) appreciates the support of the representatives from the USDA **Animal and Plant Health Inspection Service (APHIS)** and the USDA FSIS which served as subject experts and provided insight and guidance on the development and refinement of the scenarios.

The FREE-B was also produced in cooperation with the Centers for Disease Control and Prevention.

The FDA FDOT greatly appreciates the efforts put forth by both the Institute of Food Technologists (IFT) and Consolidated Safety Services (CSS) in the creation of FREE-B.

Each tabletop exercise has been designed by a group of subject matter and instructional design experts to provide participants with real-life, plausible food emergency related scenarios. While the scenarios have been simplified in order to present the information in an effective way, the scenarios and the discussion questions have been designed to encourage participant dialogue and surface topics that are critically important to reacting to such incidents. The exercises have also been developed to provide participants with an opportunity to explore important topics like interagency collaboration, jurisdictional issues and risk communication. The information in the scenarios reflects the policies and procedures currently in use and is accurate as of May 2011. If there has been an update to the procedures in your jurisdiction, please be sure to make the group aware of the change and work with the facilitator to ensure that all participants understand the update.

## Overall Objectives of the FREE-B

Conducting any or all of the FREE-B exercises will allow participants to:

* Cultivate their professional skills by learning how to work with dynamic, ad-hoc teams facing food related emergency situations that threaten the safety of the public
* Assess the readiness of their entity (agency, facility, profession, department, authority, etc.) to effectively address a food contamination or animal health situation
* Define their specific role and how their entity interacts with other entities
* Understand the purpose and objectives of Federal, State, local and industry organizations and how each provides resources to address different aspects of food contamination or animal health scenarios
* Take appropriate, timely and effective steps to remediate emergency situations that are caused by intentional or unintentional acts

## Description of Exercises

FREE-B contains the following tabletop exercises:

* **How Sweet it Is(n’t)** – This scenario focuses attention on the regulatory traceback investigation that occurs after standard product testing shows that a food product contains excessive levels of a contaminant, as well as a recall of contaminated food from commerce.
* **Stealthy Situation** – This exercise is a comprehensive scenario and includes the epidemiological investigation, traceback and recall identification and implementation, role of regulatory agencies, and other issues associated with a cluster of illness linked to a foodservice establishment. The food product causing illness is a multi-ingredient product containing both USDA- and FDA-regulated components, and the illness is associated with institutional and foodservice settings in different jurisdictions.
* **Wilted Woes** – This scenario begins with the first reports of human illness and then focuses on the epidemiological investigation process to identify the food vehicle. As the epidemiological process unfolds, the preliminary work on identification of the contaminated food product is introduced.
* **High Plains Harbinger** (APHIS)– This scenario focuses on the investigation of animal disease caused by intentional infection of cattle with Foot and Mouth Disease (FMD) virus, highlighting the various animal agriculture agencies (Federal, State, local, territorial, and Tribal) and their roles and responsibilities, as well as introducing the roles and responsibilities of law enforcement agencies during an animal health emergency.
* **Insider Addition** (FSIS) – This scenario focuses attention on the intentional aspect of contamination of a raw meat product at the processor with a chemical agent, including the various nontraditional organizations and expertise needed to investigate intentional contaminations, the establishment of collaborative processes and roles and responsibilities with the traditional public health and regulatory partners.

Please note that, within this document:

1. *Appendix A* contains a description and stated objectives for each exercise.
2. *Appendix B* contains sample agendas for each exercise.
3. *Appendix C* identifies participants / target audiences for each exercise.
4. *Appendix D* provides question mapping to the stated objectives for each exercise.
5. *Appendix E* describes the scenarios, to assist in the identification of which exercise might best suit the needs of the host entity.
6. *Appendix F* is an example of a master task list for use by the exercise planning committee.
7. *Appendix G* addresses funding opportunities.
8. *Appendix H* contains AAR/IP and EEG information.
9. *Appendix I* is an example of a participant feedback form*.*
10. *Appendix J* is an example of a sign in sheet
11. *Appendix K* is the personal learning inventory.

## Terminology / Acronyms

Following is a list of terminology / acronyms that are used throughout this guide.

* **After Action Report/Improvement Plan (AAR/IP)** – The primary document resulting from an evaluation of the tabletop exercise. The lead evaluator should be designated as the person responsible for creating the AAR/IP and identifying a team to assist with the development of this report. For further definition and details, please see *Appendix H* and review the AAR/IP template included in the ZIP folder.
* **Evaluator(s)** –Representatives chosen by the Planning Team to record the events at each breakout table or group. This person does not participate in the tabletop exercise but captures the essence of the dialog for use in the After-Action Report. They are chosen based on their expertise in the area (e.g., epidemiology, etc.) that they are to observe. There should be one evaluator assigned to each breakout table or group.
* **Exercise Evaluation Guide (EEG)** –Tool used by evaluators to capture the important information and discussions that occur during the tabletop exercise discussion. A template for the EEG is available in the ZIP folder for each of the tabletop exercises. The EEG should be customized by planning teams based on local needs and the items selected from the TCL.
* **Facilitator** – The person who provides leadership to the participants during the presentation of the entire tabletop exercise.
* **Group Leader** – A participant selected to keep each group on track during the breakout sessions. Each table should volunteer a group leader for their table.
* **Group Recorder/Reporter** – A participant selected to record the discussion at each table during the breakout sessions. They also act as the spokesperson during the moderated discussions. Each table should volunteer a group recorder/reporter for their table.
* **Lead Planner** – The person who has overall responsibility for the tabletop exercise, including convening the Planning Team and all pre- and post-exercise needs.
* **Situation Manual (SITMAN)** – A handbook that is given to the participants that contains the scenario, the tabletop exercise schedule, objectives and any supplemental documentation needed.
* **Target Capabilities List (TCL)** – The Target Capabilities List is a companion document to the National Preparedness Guidelines. A copy of the Target Capabilities List is available online at <http://www.fema.gov/pdf/government/training/tcl.pdf>. This list is used to help assess preparedness. Planning Teams should use this list to tailor the Exercise Evaluation Guides for the tabletop exercises.

# PLANNING and OPERATIONS

## Exercise and Participant Identification

By design, tabletop exercises involve key personnel discussing simulated scenarios in an informal setting. Tabletops can be used to assess plans, policies and procedures.

To help you identify the appropriate participants for the FREE-B exercise you have chosen to use, and to assist in developing your audience, please see the *Appendix A* (Scenario Descriptions, Objectives and Durations)and *Appendix E (Participant identification).* Note that each exercise focuses on a different aspect of addressing a food-related or animal health emergency. FREE-B is assembled to be used either as a complete set or as individual training sessions to meet local needs.

To assist with clarifying and identifying the roles and responsibilities of the lead planner, facilitator, evaluator and participants, the following descriptions are provided.

## Lead Planner’s Roles and Responsibilities

In addition to some of the tasks identified in the master task list (*Appendix F)*, the lead planner’s primary duties are to:

* Identify and coordinate a Planning Team
* Determine the focus of the training based on the Targeted Capabilities’ List and Exercise Evaluation Guides
* Determine which combination of the five products are needed and applicable for your jurisdiction or area of responsibility
* Create a timeline and budget for the tabletop exercise(s)
  + Should you wish to seek federal funding, please review *Appendix G* for information and material about the Department of Homeland Security (DHS) funding requirements and guidelines
  + See what state and/or local funding may be available for conducting such an exercise
* Identify and invite exercise participants (based on capabilities, objectives and desired outcomes for your jurisdiction)
* Select a site/date for the tabletop exercise
* Identify and help the facilitator(s) prepare for the tabletop exercise
* Coordinate the logistics of the tabletop exercise
* Identify wrap up questions to be used at the end of the tabletop exercise
* Identify a team of evaluators and ensure that the lead evaluator has the tools needed to coordinate the development of the AAR/IP
* Conduct all follow up activities after training is completed (*Appendices A, C and D*)
* Analyze and follow up on feedback forms
* Distribute AAR/IP

## Exercise Planning Team Roles and Responsibilities

To help lead planners achieve success with the implementation of these tabletop exercises, a master task list outlining the major responsibilities is provided in *Appendix F*. It is important, but not required, that lead planners are trained in or familiar with the principles of HSEEP.

It is highly recommended that lead planners convene and serve as the leader of the exercise planning team. The planning team should be composed of key leaders from your jurisdiction and represent the jurisdiction’s various agencies, stakeholders and subject matter experts. For each tabletop exercise, suggested participant groups are recommended, and it may be beneficial to include representatives from these groups on the planning team. If you are seeking DHS funding and following HSEEP methodology, please visit <https://hseep.dhs.gov/support/VolumeII.pdf> for specific recommendations on the composition of the planning team and job descriptions for each planning team member.

**Note:** The lead planner and Planning Team are responsible for reviewing the Target Capabilities List and identifying items that should be covered and assessed during the tabletop exercise. Once these have been identified, the lead planner should ensure that the EEGs are customized, as needed

## Facilitator’s Roles and Responsibilities

The role of the facilitator is to guide the participants through the entire training session. It is preferred, but not required, that the facilitator be knowledgeable in food-related emergency response situations.

It is important that the facilitator be familiar with the following expectations prior to conducting a tabletop exercise contained within the FREE-B**:**

**Prior to the event:**

* Read and understand the Facilitator’sGuide prior to conducting the tabletop exercise.
* Be familiar with the objectives of the exercise.
* Work with the lead planner to ensure that participants are familiar with the objectives of the tabletop exercise.
* Have a copy of the EEG and understand what is expected of the evaluators.
* Thoroughly review the SITMAN and accompanying PowerPoint presentation.

**Day of the event:**

* Establish and monitor a basic set of ground rules for participants to follow during discussion.
* Keep the tabletop exercise on schedule.
* Facilitate discussions by asking pertinent questions rather than offering opinions.
* Keep all discussions focused by bringing the group back on track if the conversation strays from the topic.
* Encourage interaction among the different groups as they would in the “real world.”
* Encourage the participants to share their experiences and ideas so that they can learn from one another.
* Help the small groups during the breakout sessions if they have questions or need clarification of the discussion questions.
* Identify participants that have relevant and recent experience with scenarios such as this and encourage them to share with less experienced participants.
* Lead the group in a wrap-up discussion based on the questions identified by the lead planner; be flexible with the content of the questions – if there were key issues raised, be sure to revisit them during the wrap-up segment.

## Evaluator’s Role and Responsibilities

Evaluators are typically non-participant representatives from the various organizations involved in this tabletop exercise (e.g., public health official, food inspector, epidemiologist or law enforcement). They should understand the learning objectives, know how to observe the discussion, what to look for, what to record and how to analyze the collected data. The lead planner will provide each evaluator with a copy of the EEG for use on the day of the tabletop exercise.

The completed EEGs are used by the lead evaluator to create the AAR/IP. A template is provided in the ZIP folder. Evaluators should be sure to record:

* Identified issues
* How decisions are made
* Roles and responsibilities
* Coordination and cooperation issues
* Recommendations from the group

## Participant’s Role and Responsibilities

Participants should represent a broad array of viewpoints and professional responsibilities so they can adequately address the tabletop exercise objectives and provide value to the group dialogue. This group could include:

* Public Health Services/Inspectors
* Private sector (industry, consumers, medical professionals)
* Federal/State and local agencies
* Law enforcement and first responders

Recommended participants for each of the tabletop exercises are listed in the corresponding situation manuals and Facilitator’s Guides. For assistance identifying participants for each of the tabletop exercises, please see *Appendix C.*

Participants are expected to have a working knowledge of their standard operating procedures, Memorandum of Understanding (MOUs), Memorandum of Agreement (MOAs) or other interdisciplinary mechanism(s) used for food contamination or animal health investigations

Have relevant experience and share those experiences with less experienced participants during the breakout sessions

## Customization of the Guidelines

**SITMAN Customization**

The Planning Team should review the entire list of questions provided in the SITMAN and choose or provide those that are most appropriate to the confirmed participants. A wide variety of questions have been provided; however, not all of the questions will be appropriate for all participant groups and will be dependent on the TCLs to be assessed as determined by the Planning Team.

NOTE: To ensure that all of the stated learning objectives are addressed during the discussion, please select at least one question from each objective to present during the course of the exercise. The tables in *Appendix D* map each question to one or more objectives. These tables should be referenced in the question selection process. The planning team should also add questions that are jurisdiction-specific and will enhance the participants’ experiences.

A timeline is provided and may be provided to participants at the discretion of the planning team.

**Wrap-Up Questions**

In order to ensure that all participants have an opportunity to discuss what they learned through their participation in the tabletop exercises, a list of suggested wrap-up questions has been developed. It is the lead planner’s responsibility to select the specific questions for the facilitator to use during the wrap up discussion. Many of the wrap-up questions for the scenarios are the same and are listed below. Some scenarios also include scenario-specific wrap-up questions. The use of these questions also helps to facilitate discussion that can be used to develop the After-Action Report. Additionally, based on the scenario you select, you may want to add or suggest additional wrap-up questions that will enhance the learning experience.

1. What is the most important thing you learned today in terms of managing an outbreak that impacts multiple jurisdictions?
2. What information do you need to make informed decisions during such an event? If you don’t have that information, how do you get it or what needs to be done to make a decision without it?
3. How will your organization evaluate your protocols, policies and procedures based on your participation in this exercise?
4. What top three actions should be taken to ensure proper event management based upon what you have learned from this exercise?
5. What went right, and what can you improve on at each stage of the outbreak investigation?
6. What are the roles and responsibilities of the various clinical, public health, regulatory and laboratory communities engaged in this investigation?
7. What could be done through all phases to reduce the time from the first signal to implementation of effective controls to final resolution in order to protect animal/ public health and reduce the economic impact on the entire industry?
8. What are some key lessons related to risk communication that you discussed today? What can you do to ensure that your organization supports a consistent, multi-jurisdictional, science-based message in the event of an outbreak?

## Providing Feedback to FDA

Lead planners are encouraged to provide feedback to the FDA about their experiences using this tabletop exercise and with ideas on additional scenarios. To provide this feedback, please submit the information via email to the Food Defense Oversight Team @ [fooddefense@fda.hhs.gov](mailto:fooddefense@fda.hhs.gov) .

# LOGISTICS and ADMINISTRATION

### Supplies Needed

* Laptop computer and projection equipment for the facilitator’s use
* Markers, pens, paper, flip charts, name tags and table tent cards
* Copies of the participant situation manual (SITMAN)

**Agendas**

*Appendix* B contains the proposed agendas for each scenario. These agendas were developed based on the length of the modules, number of participant groups, and expected interaction. However, the agendas may be modified based on specific needs or time restrictions.

**Items for Facilitator**

The following may be needed by the facilitator:

* An introduction to the specific product the facilitator will be training on and the learning objectives
* Appropriate Facilitator’s Guide
* Tabletop Exercise Agenda
* List of participants and their affiliations
* Copy of the Personal Learning Inventory
* Copy of the participant feedback forms (*Appendix I)* for all participants
* Electronic version (e.g., CD) of the appropriate PowerPoint presentation

The facilitator and the lead planner should arrive one hour prior to the scheduled start time (recommended) to make sure that the room is set up properly and that the necessary documents and supplies are available

## Facility/Setup

You should consider a number of things when selecting, scheduling and setting up a venue:

* Make sure the room is large enough to accommodate the number of people you will have in the group configurations you will need during the discussions. It is recommended that the room is set with “crescent rounds” in order to enable participants to sit in their small breakout groups. It is recommended that you have one table for each participant group and that each table has a maximum of eight people.
* Make sure the room is accessible by all participants, including those with disabilities.
* Find out how to make adjustments to room temperature, lights and other environmental factors that can affect the comfort of the room.
* Locate a place at the venue to keep all of the supplies for the workshop, as well as a place to conduct registration.
* Acquire a list of individuals to contact if you need assistance with the room or any other location(s) to which the facility grants you access.
* If appropriate, the Planning Team may want to generate signs designating the location of important facilities (e.g., meeting room, restrooms).
* If possible, set up the room one day early and test all audio/visual equipment and the multimedia presentation.

When considering seating arrangements, the Exercise Planning Team may want to consider the following:

* Physical seating arrangements – Make sure all participants can see and hear the facilitator.
* Grouping options – When the participant groups are from the same jurisdiction, arrange them by job function. When the groups are from multiple jurisdictions, arranging by job function will provide good discussion. Stealthy Situation has been designed to accommodate groups from multiple jurisdictions.
* The Planning Team should promptly notify all participants in the event of cancellation due to an emergency or inclement weather.

## Audio/Visual (A/V) Requirements

You will need the following equipment for the tabletop exercise:

* Computer with Microsoft PowerPoint 2007, PowerPoint Viewer 2007 or any newer version
* LCD or DLP projector with projection screen
* Microphone and speaker system if presenting to a large group

Some groups might also want to video- or audio-record the tabletop exercise session for future review by participants (or those who were unable to attend). This recording can also be used for later evaluation, development of the AAR/IP and as a transcript of the tabletop exercise. If your planning team is interested in doing this, please be sure to work with your location/venue to ensure that the appropriate equipment is available. Also, be sure to budget for this additional expense.

## Event Notification, Registration and Table/Breakout Identification

You should try to give potential participants as much notice as possible when scheduling an event. While there is not a standard for this, lead planners should try to give at least two or three months notice so that participants can block out the appropriate amount of time on their calendars. A list of tabletop exercise participants should be available for the lead planner and the facilitator at least a day before the tabletop exercise is held. Be sure to include each participant’s name and functional area. A sign-in sheet *(Appendix J)* should be provided at the registration table for participants so that their attendance can be recorded. You may want to provide each participant with a finalized, typed version of the attendance roster of attendees so that they have the names and contact information of the other attendees. At sign-in, direct the participants to their table group as indicated by their personalized table tents.

## Badges and Table Tent Cards

All participants should be provided with a name badge during the sign-in process. The name badge should indicate the participant’s name, agency/organization and the name of the participant group to which they are assigned. This will make it easy to call on the participants by name and identify participants from a particular agency/organization.

Table tents should be placed on the tables prior to the beginning of the tabletop exercise (see table tent file in each scenario’s main ZIP file). The table tents will guide participants to the appropriate location. At sign-in, participants should be directed to the table that is listed on their name badge.

## After-Action Report / Improvement Plan (AAR/IP)

An After-Action Report/Improvement Plan (AAR/IP) *(Appendix H)* is the primary document resulting from an evaluation of your tabletop exercise and consists of two interdependent parts. The AAR portion consists of observations about the tabletop exercise and makes recommendations for post-tabletop exercise improvements. These observations should be documented on the Exercise Evaluation Guide. The Improvement Plan portion identifies specific corrective actions to be taken, assigns those actions to specific individuals or organizations and establishes a time frame for the completion of the assigned actions.

An AAR/IP is an important tool used to evaluate the tabletop exercise, addressing outcomes, strengths, weaknesses and lessons learned, and it helps share that information with the participants. Participants should be informed by the facilitator at the end of the tabletop exercise whenthey should expect to receive this document. They should also be advised that the AAR/IP should be considered a “For Official Use Only” document that should only be shared with those with a need to know. It is recommended that the *draft* AAR/IP be distributed to tabletop exercise participants for review no more than 30 days after the exercise and that the *final* AAR/IP be disseminated no more than 60 days after the exercise is completed. It is recommended that a copy of the Resource Guide be provided to the participants when sending the final AAR/IP following the tabletop exercise. The Resource Guide is a file contained in the ZIP folder and is available at the FREE-B webpage accessible at <http://www.fda.gov/FoodDefense>; each SITMAN also contains scenario-specific resources.

The lead evaluator is responsible for drafting the AAR/IP and sending it to the lead planner for distribution to the attendees. If your jurisdiction plans to seek Federal funding from the Department of Homeland Security (DHS) to carry out any of the exercises contained within the FREE-B, an AAR/IP is required and its structure and content are specified by the DHS. Required format, content, timing and distribution requirements are available from the DHS website at <https://hseep.dhs.gov/hseep_vols/default1.aspx?url=home.aspx> and in (*Appendix H*).

## Federal Funding

If your jurisdiction plans to seek Federal funding from the Department of Homeland Security (DHS) to conduct any of the FREE-B exercises, please note that the FREE-B has been developed using sound instructional design principles that are consistent with Homeland Security Exercise and Evaluation Program (HSEEP) methodology. More details are included in *Appendices G and H*.

# **Appendix A: Scenario Descriptions, Objectives and Durations**

## **How Sweet It Is(n’t)**

This scenario focuses attention on the regulatory traceback investigation that occurs after standard product testing shows that a food product contains excessive levels of a contaminant, as well as a recall of contaminated food from commerce.

### Objectives

At the conclusion of this tabletop exercise, participants will be able to:

* Explain their specific roles and responsibilities in reacting to an unintentional contamination
* Describe the specific risks and consequences of not adhering to the guidelines and procedures for collecting product samples, maintaining chain of custody and conducting analytical product testing in accordance with recognized standards
* Catalog critical information related to the upstream flow of food products from distribution to the source
* Analyze the flow of food products through the upstream distribution system and identify linkages and commonalities that may reveal the root source of contamination
* List the unique challenges inherent in the traceback of food through an international distribution system
* Understand the importance of internal and external communications and dialogue and have ideas about how to improve both in their organization

### Duration

* 6 hours

## **Stealthy Situation**

This exercise is a comprehensive scenario and includes the epidemiological investigation, traceback and recall identification and implementation, role of regulatory agencies, and other issues associated with a cluster of illness linked to a foodservice establishment. The food product causing illness is a multi-ingredient product containing both USDA- and FDA-regulated components, and the illness is associated with institutional and foodservice settings in different jurisdictions.

### Objectives

At the conclusion of this tabletop exercise, participants will be able to:

* Define their role in interacting with a large, diverse team of professionals who must work together to address a complex and urgent food contamination incident.
* Map the process and flow of a food-borne disease investigation from the initial epidemiologic signals through the traceback and recall phases, with periodic public communication.
* Understand the importance of gathering and cataloging critical information needed when making decisions in rapidly developing situations.
* Coordinate your efforts with other professionals engaged in the investigation.
* Use a collaborative approach to efficiently utilize the skills of each agency and discipline and identify proactive solutions.
* Understand the importance of internal and external communications and dialogue and have ideas about how to improve both in your organization.

### Duration

* 2 days, 6 to 7 hours per day

## **Wilted Woes**

This scenario begins with the first reports of human illness and then focuses on the epidemiological investigation process to identify the food vehicle. As the epidemiological process unfolds, the preliminary work on identification of the contaminated food product is introduced. The concurrent activities of both the public health and the regulatory operations from this early stage of investigation are included.

### Objectives

At the conclusion of this tabletop exercise, participants will be able to:

* Understand how an epidemiological investigation unfolds and the roles that various public health agencies play
* Clearly state their role and contribution to an epidemiologic investigation of a foodborne public health incident
* Obtain a working knowledge of the specific roles clinical, public health, regulatory and laboratory communities play when engaged in this investigation
* Apply the step-by-step process used to investigate a public health situation that starts with a few cases of clinical illnesses through to the ultimate identification of the food vehicle
* Define the process for collecting and applying the epidemiologic data related to the identification of the contaminated food product
* Assess the limitations of the public health and regulatory sectors and take necessary actions to address these limitations

### Duration

* 5 hours

High Plains Harbinger   
This scenario focuses on the investigation of animal disease caused by intentional infection of cattle with Foot and Mouth Disease (FMD) virus, highlighting the various animal agriculture agencies (Federal, State, local, territorial, and Tribal) and their roles and responsibilities, as well as introducing the roles and responsibilities of law enforcement agencies during an animal health emergency.

**Objectives**

At the conclusion of this tabletop exercise, participants will be able to:

* Define their own individual specific role to a diverse group of responders by describing their purpose, objectives and expertise
* Describe the different roles of the private veterinary practitioner, public health veterinarian, animal feed and agriculture industry organizations in an animal disease outbreak
* Interact and collaborate with food defense and agroterrorism authorities and various law enforcement agencies in a coordinated manner to conduct a thorough investigation
* Analyze the situation and determine what other resources, if any, are required to successfully complete the investigation of the animal health issues and possible impact on human food

**Duration**

* 7 hours

## Insider Addition

This scenario focuses attention on the intentional aspect of contamination of a raw meat product at the processor with a chemical agent, including the various non-traditional organizations and expertise needed to investigate intentional contamination events, the establishment of collaborative processes and roles and responsibilities with the traditional public health and regulatory partners.

### Objectives

At the conclusion of this tabletop exercise, participants will be able to:

* Articulate their specific roles and responsibilities to other professionals in reacting to an intentional contamination.
* State the purpose of having multiple agencies and assume distinct and sometimes overlapping duties to effectively address and remedy the situation.
* Collaborate with a diverse group of responders that may not have worked together before, such as the media, law enforcement, risk managers, etc.
* Identify other entities or agencies that are needed to properly address the situation but which have not been included on the team.
* Propose comprehensive, collaborative and effective ideas, strategies and solutions to ensure the timely remediation of the contamination event.
* Identify the strengths and development needs of your own agency or department and identify the actions you will take to champion the change required to improve or enhance your team’s ability to respond to a food-related emergency.

### Duration

* 4 hours

# Appendix B: Sample Agendas

Table 1: Sample Agenda for How Sweet It Is(n't)

| **Unit** | **Time** *(Mins.)* | **Pages** *(in SITMAN)* | **Description** |
| --- | --- | --- | --- |
|  |  |  |  |
| Welcome | 30 | 3-5 | * Introductions & Objectives * Logistics & Administration * Facilitator’s Role * Distribution of PLIs |
| Module 1:  Identification of Violative Product | 15  30 | 6-9 | * Presentation of first segment of SITMAN. * Conduct small group discussion related to specific responsibilities. |
| Whole Group Recap of Module 1 | 30 | 9 | * Each group reports on its assessment of the situation and steps to be taken. * Whole group discusses how its work should be coordinated. * Gaps in coverage are identified. |
| Break | 15 |  |  |
| Module 2:  Traceback Investigation | 5  30 | 11-12 | * Presentation of second segment of SITMAN. * Conduct small group discussion related to specific responsibilities. |
| Whole Group Recap of Module 2 | 30 | 12-13 | * Each group reports on its further assessment of the situation and additional steps to be taken. * Whole group discusses how its work should be coordinated. * Gaps in coverage are identified. |
| Break | 15 |  |  |
| Module 3:  Traceforward Investigation and Recall | 5  30 | 14-15 | * Presentation of second segment of SITMAN. * Conduct small group discussion related to specific responsibilities. |
| Whole Group Recap of Module 3 (working lunch) | 30 | 15-16 | * Each group reports on its further assessment of the situation and additional steps to be taken. * Whole group discusses how its work should be coordinated. * Gaps in coverage are identified. |
| Break | 15 |  |  |
| Review & Summary | 45 | 17 | * Use wrap up questions to discuss whole group’s ability to respond to the event. * Document action items and accountability for next steps. |
| Evaluation & Closing | 30 | Handout | * Distribute and collect feedback forms. * Close out exercise. |

**Table 2: Sample Agenda for Stealthy Situation**

| **Unit** | **Time** *(Mins.)* | **Pages** *(in SITMAN)* | **Description** |
| --- | --- | --- | --- |
| **Day 1** |  |  |  |
| Welcome | 30 | 3-5 | * Introductions * Objectives * Logistics and Administrative * Facilitator’s Role * Distribution of PLI |
| Module 1: Onset of Illness | 10  30 | 6-9 | * Presentation of first segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 1 | 60 | 10-13 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break | 15 |  |  |
| Module 2: Identification of common exposure | 10  30 | 14-17 | * Presentation of second segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 2  (working lunch) | 60 | 17-20 | * Each group reports on its further assessment of the situation and additional steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break / Lunch | 30 |  |  |
| Module 3: Foodservice Investigation | 10  30 | 21-28 | * Presentation of first segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 3 | 60 | 29-31 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| **End of Day 1** |  |  |  |
| **Day 2** |  |  |  |
| Multi-jurisdiction Questions | 45 | 32 | * Discuss issues related to the involvement of multiple jurisdictions |
| Module 4: Agency Collaboration | 10  30 | 33-37 | * Presentation of first segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 4 | 60 | 37-39 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break | 15 |  |  |
| Module 5: Traceback | 20  30 | 40-47 | * Presentation of first segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 5 (working lunch) | 60 | 47-50 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break / Lunch | 30 |  |  |
| Final Assessment | 90 | 51 | * Use wrap up questions to discuss whole group’s ability to respond to the event * Document action items and accountability for next steps |
| Evaluation | 30 | Handout | * Distribute and collect feedback forms * Close out exercise |
| **End of Day 2** |  |  |  |

**Table 3: Sample Agenda for Wilted Woes**

| **Unit** | **Time** *(Mins.)* | **Pages** *(in SITMAN)* | **Description** |
| --- | --- | --- | --- |
| Welcome | 30 | 3-5 | * Introductions * Objectives * Logistics and Administrative * Facilitator’s Role * Distribution of PLI |
| Module 1:  Early Investigation | 30  30 | 6-11 | * Presentation of first segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 1 | 30 | 11-14 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how their work should be coordinated * Gaps in coverage are identified |
| Break | 15 |  |  |
| Module 2:  Later Investigation and Conclusions | 15  30 | 15-19 | * Presentation of second segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 2 | 30 | 19-21 | * Each group reports its further assessment of the situation and additional steps to be taken * Whole group discusses how their work should be coordinated * Gaps in coverage are identified |
| Break | 15 |  |  |
| Final Assessment | 45 | 22 | * Use wrap up questions to discuss the whole group’s ability to respond to the event * Document action items and accountability for next steps |
| Evaluation | 30 | Handout | * Distribute and collect feedback forms * Close out exercise |

**Table 4: Sample Agenda for High Plains Harbinger**

| **Unit** | **Time** *(Mins.)* | **Pages** *(in SITMAN)* | | **Description** |
| --- | --- | --- | --- | --- |
| Welcome | 30 | | 3-5 | * Introductions * Objectives * Logistics and Administrative * Facilitator’s Role * Distribution of PLI |
| Module 1: Pre-Incident | 10  30 | | 6-7 | * Presentation of first segment of SITMAN. * Conduct small group discussion related to specific responsibilities. |
| Whole Group Recap of Module 1 | 30 | | 7-9 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break | 15 | |  |  |
| Module 2:  Early Outbreak | 5  30 | | 10 | * Presentation of second segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 2 | 30 | | 10-12 | * Each group reports on its further assessment of the situation and additional steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Module 3:  Continuing Outbreak | 10  30 | | 13-14 | * Presentation of second segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 3 (working lunch) | 30 | | 15-17 | * Each group reports on further assessment of the situation and additional steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break/Lunch | 30 | |  |  |
| Module 4:  Late Outbreak & Aftermath | 5  30 | | 18 | * Presentation of second segment of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module 4 | 30 | | 19-20 | * Each group reports on its further assessment of the situation and additional steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Wrap up | 45 | | 21 | * Use wrap up questions to discuss whole group’s ability to respond to the event * Document action items and accountability for next steps |
| Closing | 30 | | Handout | * Distribute and collect feedback forms * Close out exercise |

**Table 5: Sample Agenda for Insider Addition**

| **Unit** | **Time** *(Mins.)* | **Pages** *(in SITMAN)* | **Description** |
| --- | --- | --- | --- |
| Welcome | 30 | 3-5 | * Introductions * Objectives * Logistics and Administrative * Facilitator’s Role * Distribution of PLI |
| Module:  Identification of Outbreak | **30**  30 | 6-17 | * Presentation of SITMAN * Conduct small group discussion related to specific responsibilities |
| Whole Group Recap of Module | 60 | 18-23 | * Each group reports on its assessment of the situation and steps to be taken * Whole group discusses how its work should be coordinated * Gaps in coverage are identified |
| Break | 15 |  |  |
| Final Assessment | 45 | 24 | * Use wrap up questions to discuss whole group’s ability to respond to the event * Document action items and accountability for next steps |
| Evaluation | 30 | Handout | * Distribute and collect feedback forms * Close out exercise |

# Appendix C: Participant Identification

The following chart has been created to help you determine the best tabletop exercises(s) to hold in your jurisdiction. The vertical column lists the potential attendees for any of the given scenarios. The horizontal columns list the names of the different scenarios. This chart should be used in conjunction with *Appendix A* and *Appendix D* in the planning process.

| **If you fit this attendee profile…** | **…then you should participate in these tabletop exercises** | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Insider Addition** | **How Sweet it Is(n’t)** | **High Plains Harbinger** | **Wilted Woes** | **Stealthy Situation** |
| Epidemiologists | √ |  |  | √ | √ |
| Public Health/Clinical Practitioners | √ |  | √ | √ | √ |
| Law Enforcement (state & local) | √ |  | √ |  |  |
| Livestock Industry |  |  | √ |  |  |
| Government | √ |  | √ | √ | √ |
| Veterinary Practitioners |  |  | √ |  |  |
| Laboratorians | √ | √ |  |  | √ |
| Emergency Management |  |  | √ |  |  |
| First Responders | √ |  |  |  |  |
| Food Processing Industry | √ | √ |  | √ | √ |
| Regulators | √ | √ |  | √ | √ |
| Foodservice Industry | √ | √ |  | √ | √ |
| Risk Communicators | √ |  |  |  | √ |
| School Officials |  |  |  |  | √ |
| FDA |  | √ |  | √ |  |
| CDC |  |  |  | √ |  |

# Appendix D: Question Mapping

## How Sweet It Is(n’t)

Table 6: How Sweet it Is(n't) Question Mapping for Food Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 4 | 1 | 2,3 | - | - | - |
| Module 2 | 5 | - | - | 2,3 | 1 | 2 |
| Module 3 | - | - | 3 | - | 1,2 | - |

Table 7: How Sweet it Is(n't) Question Mapping for State, Local, Tribal and Territorial Regulatory Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 11 | 1,2,5,6,7,10 | 4 | - | 8,9 | 3 |
| Module 2 | 1,7 | 2,5 | 3 | - | 6 | 4 |
| Module 3 | 2,4,8,9 | - | - | 1 | - | 3,5,6,7 |

Table 8: How Sweet it Is(n't) Question Mapping for FDA

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | - | - | 2 | 1 | - |
| Module 2 | 3 | 1 | - | - | 2,4 | 5 |
| Module 3 | 4 | - | 2 | - | - | 1,3 |

Table 9: How Sweet it Is(n't) Question Mapping for Laboratorians

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 3,4 | 2 | - | 1 | - |
| Module 2 | - | 2,3 | 4 | - | 1 | - |
| Module 3 | 3 | - | - | - | 1 | - |

## Stealthy Situation

Table 10: Stealthy Situation Question Mapping for Private and Public Health Clinical Practitioners, Hospitals and Health Care Providers

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1,2 | - | 4 | - | - | 3 |
| Module 2 | - | 1 | 2 | 3 | - | - |
| Module 3 | 1,3 | - | - | 2 | - | - |
| Module 4 | - | 1 | - | - | - | - |
| Module 5 | - | 2 | - | - | - | 1 |

Table 11: Stealthy Situation Question Mapping for School Officials

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1,2,6,7 | 10 | 5,9 | 4 | 8 | 3,11 |
| Module 2 | - | 2,4 | - | - | - | 1, 3 |
| Module 3 | 1, 3 | 2 | - | - | 4 | 5, 6 |
| Module 4 | - | 1 | - | 2 | - | 3, 4 |
| Module 5 | - | 1,3 | - | - | - | 2 |

Table 12: Stealthy Situation Question Mapping for Epidemiologists

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 3,5 | 7,8 | 5 | - | 1,4,6 |
| Module 2 | - | 1,3,6 | 2,7 | 5,8 | 4 | 9,10 |
| Module 3 | 1 | 2,5 | 6 | 3 | 4 | - |
| Module 4 | 2 | - | - | 4 | 1,3 | 5 |
| Module 5 | - | 3 | - | 1 | 2 | - |

Table 13: Stealthy Situation Question Mapping for Federal Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | - | - | - | - | - |
| Module 2 | - | - | - | - | - | - |
| Module 3 | - | - | - | - | - | - |
| Module 4 | - | - | 1 | 3,4 | 2 | 5 |
| Module 5 | 5 | 1 | - | 3,4 | - | 2 |

Table 14: Stealthy Situation Question Mapping for Local, State, Tribal and Territorial Regulatory Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1 | - | - | 2 | 3 | 4 |
| Module 2 | - | 1 | - | - | - | 2 |
| Module 3 | 6 | 4 | - | 1 | 3,5 | 2 |
| Module 4 | - | - | - | 1,2 | 3 | 4,5 |
| Module 5 | 1 | 3 | 2 | - | 4 |  |

Table 15: Stealthy Situation Question Mapping for Foodservice/Processing Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1 | - | 3,4,6,7 | 2,5 | - | - |
| Module 2 | - | 2 | 3 | 1 | - |  |
| Module 3 | - | 1,2,5 | 4 | - | 3 |  |
| Module 4 | - | 3,4 | 2 | 1 | - | - |
| Module 5 | - | 2 | 1 | - | - | 3 |

Table 16: Stealthy Situation Question Mapping Private and Public Laboratorians

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 2 | - | - | 3 | 1 |
| Module 2 | - | 5 | - | 2 | 1,3,4 | - |
| Module 3 | - | 5 | 3,4 | 1 | 2 | - |
| Module 4 | 2 | 1 | - | - | 3 | - |
| Module 5 | - | 3 | - | 1 | 2 | - |

Table 17: Stealthy Situation Question Mapping for Risk Communicators

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1 |  |  | 2 |  |  |
| Module 2 | 2 |  | 1 |  |  |  |
| Module 3 | - | 1 | - |  | 2 |  |
| Module 4 | 2 | - | - |  | 1 |  |
| Module 5 |  | - | 2,3 | 1 |  |  |

## Wilted Woes

Table 18: Wilted Woes Question Mapping for Epidemiologists

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 3 | 6 | 4,5,8 | 9 | 1,7,10 | 2 |
| Module 2 | 6 | 2,4 | 1 | 3 | - | 5 |

Table 19: Wilted Woes Question Mapping for Federal Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 3 | - | - | 4,5 | 1 | 2 |
| Module 2 | 3 | - | 3 | - | 2 | - |

Table 20: Wilted Woes Question Mapping for Food Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 3,5 | - | 1,4 | - | 2 | - |
| Module 2 | - | 1,2,4,6,7,8 | - | 5 | - | 3 |

Table 21: Wilted Woes Question Mapping for State, Local, Tribal and Territorial Regulatory Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 1,2,3 | 5 | - | 4 | - |
| Module 2 | 6,11 | 2,3,4,8,10 | 9 | 1 | 7 | 5 |

Table 22: Wilted Woes Question Mapping for Clinical Practitioners

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 1,2,3,4 | 5 | - | - | - |
| Module 2 | - | 1,2 | - | - | - | - |

## High Plains Harbinger

Table 23: High Plains Harbinger Question Mapping for Emergency Management

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
| --- | --- | --- | --- | --- |
| Module 1 | 3 | 1,2 | - | - |
| Module 2 | - | - | - | 1,2,3,4,5 |
| Module 3 | - | 2,5 | - | 1,3,7 |
| Module 4 | 2,3 | 1 | - | - |

Table 24: High Plains Harbinger Question Mapping for Government Agriculture and Public Health Officials

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
| --- | --- | --- | --- | --- |
| Module 1 | - | 2,3 | - | 1,4 |
| Module 2 | 2 | 1,4,6,7 | - | 3,5,8 |
| Module 3 | - | 1,2,4,6,7 | - | 3,4,5,8,9,10,11 |
| Module 4 | - | 5,8,13 | - | 1,2,6,7,9,10,11,12 |

Table 25: High Plains Harbinger Question Mapping for Government Law Enforcement

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
| --- | --- | --- | --- | --- |
| Module 1 | 2 | 5 | 1,3,4,7 | 6 |
| Module 2 | 1,3 | - | - | 2,4 |
| Module 3 | 1,4,6,7,8 | - | 2,5,9,10,11,12 | 3 |
| Module 4 | 1 | - | 3 | 2 |

Table 26: High Plains Harbinger Question Mapping for Livestock Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
| --- | --- | --- | --- | --- |
| Module 1 | 3,4 | 1,2 | 5 | - |
| Module 2 | 1,2,3 | - | 4 | - |
| Module 3 | 1,2,3,4 | - | - | - |
| Module 4 | 7,9 | - | 1,3 | 2,4,5,6,8 |

Table 27: High Plains Harbinger Question Mapping for Private Veterinary Practitioners

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 |
| --- | --- | --- | --- | --- |
| Module 1 | - | 2,3 | - | 1 |
| Module 2 | 1,2,4 | 3 | - | - |
| Module 3 | 3,4 | 2 | - | 1 |
| Module 4 | 2 | 1 | - | - |

## Mapping for Insider Addition

Table 28: Insider Addition Question Mapping for Local and State Epidemiologists

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 5,6,7 | - | 4 | - | 1 | 2,3 |

Table 29: Insider Addition Question Mapping for First Responders

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1,4 | - | - | - | - | 2,3 |

Table 30: Insider Addition Question Mapping for Food Processing Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 9,10 | 4,8 | - | - | 1 | 2,3,5,6,7 |

Table 31: Insider Addition Question Mapping for Foodservice Industry

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 6 | 1,2,3,7 | - | 4 | - | 5 |

Table 32: Insider Addition Question Mapping for Public and Private Clinical Practitioners

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 2 | - | 4,5 | - | 1,3,6,7 |

Table 33: Insider Addition Question Mapping for Federal Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 3,5,6 | 4,12 | - | 1,7 | 2 |

Table 34: Insider Addition Question Mapping for State, Local, Tribal and Territorial Regulatory Agencies

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 9, 10 | 12 | 1,3,4,6 | 8, 11 | 2,5,7 |

Table 35: Insider Addition Question Mapping for Law Enforcement

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 6,7 | 5 | 1,8 | 2,4 | 3 |

Table 36: Insider Addition Question Mapping for Laboratorians

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | - | 4 | 5 | - | 7 | 1,2,3,6 |

Table 37: Insider Addition Question Mapping for Risk Communicators

|  | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Module 1 | 1 | - | 3 | 4 | 2 | - |

# Appendix E: Product Identification

**The number of checkmarks in the table below corresponds to the following:**   
 √ = training need is briefly covered  
 √√ = training need is moderately covered  
√√√= training need is covered in depth

| **If this matches your training needs…** | **…then select one of the checked modules** | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Insider Addition** | **How Sweet it Is(n’t)** | **High Plains Harbinger** | **Wilted Woes** | **Stealthy Situation** |
| Understand and exercise the stakeholder communication network. | **√** | **√** | **√** | **√** | **√** |
| Manage teams from several jurisdictions with different chains of command. | **√√√** | **√** | **√√** | **√√** | **√√√** |
| Delve into risk communication issues to the public. |  | **√√** | **√** | **√** | **√√√** |
| Respond to an on-going incident | **√√** | **√** | **√√√** | **√√** | **√√√** |
| Investigate an intentional event. | **√√√** | **√** | **√√√** | **√** |  |
| Limited time to have all team members together. | **√√** |  |  | **√** |  |
| Understand the complexity of the food supply chain. | **√** | **√** | **√** | **√√** | **√√√** |
| Understand how attributes of the agent impact the urgency of the investigation. | **√√** | **√√** | **√√√** | **√√√** | **√** |
| Appreciate the economic consequences of decision making. |  |  | **√√** | **√√** | **√** |
| Assess an animal health impact. |  |  | **√√√** |  |  |
| Assess the psychological impact of an incident. | **√** |  | **√√** |  | **√** |
| Evaluate the public health impact of an incident. | **√** |  |  | **√√** | **√** |
| Understand the need to continue to supply food to the consumer. |  |  | **√** |  |  |
| Appreciate the complexity and multifaceted nature of investigations. | **√** | **√** | **√** | **√√** | **√√√** |
| Understand the roles and responsibilities across stakeholder groups and appropriate contacts for specific inquiries. | **√√** | **√** | **√√√** | **√√** | **√√√** |
| Understand how data are collected and interpreted. |  | **√** |  | **√√** | **√** |
| Understand traceback investigations. | **√** | **√√√** | **√** | **√** | **√√** |
| Encourage cross- participant education. | **√√** | **√√** | **√√** | **√√** | **√√** |
| Enhance and build relationships with counterparts and stakeholders. | **√√√** | **√√** | **√√√** | **√√√** | **√√√** |

# Appendix F: Master Task List

| **Exercise Planning Tasks** | **Responsible Party** | **Contact Information** | **Date Due** | **Date Completed** | **Remarks** |
| --- | --- | --- | --- | --- | --- |
| 1. **Foundation** |  |  |  |  |  |
| Develop exercise budget |  |  |  |  |  |
| Develop exercise planning timeline |  |  |  |  |  |
| Identify Exercise Planning Team |  |  |  |  |  |
| Schedule first planning conference |  |  |  |  |  |
| 1. **Design and Development** |  |  |  |  |  |
| ***Planning Conferences*** |  |  |  |  |  |
| **Initial Planning Conference (IPC)** |  |  |  |  |  |
| Prepare an invitation to members of the planning team and provide background information. |  |  |  |  |  |
| Modify agenda, presentation and sign-in sheets (if needed based on planning team’s recommendation or local needs). |  |  |  |  |  |
| Determine exercise scope (see *Scope* section below). |  |  |  |  |  |
| Determine exercise scenario. |  |  |  |  |  |
| Determine date for next planning conference. |  |  |  |  |  |
| Identify and invite facilitator. |  |  |  |  |  |
| Assign responsibilities and due dates for tasks. |  |  |  |  |  |
| Identify and confirm location for tabletop exercise. |  |  |  |  |  |
| Develop IPC minutes. |  |  |  |  |  |
| Begin development of exercise documentation (see *Documentation* section below). |  |  |  |  |  |
| **Final Planning Conference (FPC)** |  |  |  |  |  |
| Prepare and send notification to planning team members. |  |  |  |  |  |
| Develop planning conference agenda, briefing and sign-in sheets. |  |  |  |  |  |
| Review all exercise materials, documents and tasks. |  |  |  |  |  |
| Assign responsibilities and due dates for tasks. |  |  |  |  |  |
| Develop FPC minutes. |  |  |  |  |  |
| ***Scope*** |  |  |  |  |  |
| Identify exercise participants. |  |  |  |  |  |
| ***Documentation*** |  |  |  |  |  |
| Develop exercise evaluation packets (including Exercise Evaluation Guides [EEGs]). |  |  |  |  |  |
| Identify questions that the participant groups will address for each module. |  |  |  |  |  |
| ***Exercise Site Areas*** |  |  |  |  |  |
| Designate registration area. |  |  |  |  |  |
| Designate parking area. |  |  |  |  |  |
| ***Logistics*** |  |  |  |  |  |
| Arrange for use of exercise venue (reserve room/use of facility). |  |  |  |  |  |
| Arrange for participant parking at venue. |  |  |  |  |  |
| Arrange for audio/visual equipment (e.g., microphones, screens, projectors). |  |  |  |  |  |
| Arrange for exercise supplies (e.g., pens, markers, flipcharts). |  |  |  |  |  |
| Develop mailing lists (participants, facilitators, Exercise Planning Team). |  |  |  |  |  |
| Invite participants, noting the RSVP date. |  |  |  |  |  |
| Develop name badges, table tents, sign-in sheets and certificate of attendance (for all participants). |  |  |  |  |  |
| Arrange for restrooms. |  |  |  |  |  |
| Provide food and refreshments. |  |  |  |  |  |
| Develop signage. |  |  |  |  |  |
| Arrange for videotaping of exercise (if applicable). |  |  |  |  |  |
| ***Exercise Staffing*** |  |  |  |  |  |
| Determine exercise facilitator requirements. |  |  |  |  |  |
| Coordinate with facilitator re: expectations and process/flow of exercise. |  |  |  |  |  |
| 1. **Conduct** |  |  |  |  |  |
| ***Briefings*** |  |  |  |  |  |
| Customize tabletop exercise PowerPoint (if needed). |  |  |  |  |  |
| ***Documentation*** |  |  |  |  |  |
| Distribute SITMAN to participants. |  |  |  |  |  |
| Distribute exercise evaluation packets to evaluators for review in advance of the tabletop exercise. |  |  |  |  |  |
| Distribute participant feedback forms and PLI. |  |  |  |  |  |
| ***Exercise Control*** |  |  |  |  |  |
| Set up exercise site. |  |  |  |  |  |
| Conduct/facilitate exercise. |  |  |  |  |  |
| Follow exercise agenda and steps detailed in Facilitator’s Guide. |  |  |  |  |  |
| 1. **Evaluation** |  |  |  |  |  |
| ***After Action Review*** |  |  |  |  |  |
| Develop Hot Wash minutes. |  |  |  |  |  |
| Conduct planning team and evaluator debriefing. |  |  |  |  |  |
| Develop draft After Action Report (AAR). |  |  |  |  |  |
| Send draft AAR to Exercise Planning Team for review. |  |  |  |  |  |
| 1. **Improvement Planning** |  |  |  |  |  |
| ***After Action Conference*** |  |  |  |  |  |
| Schedule conference. |  |  |  |  |  |
| Prepare and send invitations. |  |  |  |  |  |
| Conduct After Action Conference. |  |  |  |  |  |
| Finalize AAR. |  |  |  |  |  |
| Develop Improvement Plan (IP). |  |  |  |  |  |
| ***Improvement Planning*** |  |  |  |  |  |
| Share lessons learned, best practices, and successes identified in AAR/IP. |  |  |  |  |  |
| Implement AAR/IP. |  |  |  |  |  |
| Track AAR/IP implementation. |  |  |  |  |  |

Developed by DHS and modified; original available as a MS Word Document at: <https://hseep.dhs.gov/HSEEP_Vols/upl/DocServe.aspx?dload='hseep_Vol4%2fVol+IV+Media%2f1119_Master+Task+List+(DB).doc>

# Appendix G: Funding Opportunities

The following information is provided to give jurisdictions an understanding of the requirements for eligibility to receive DHS funding for emergency planning and response exercises. To become eligible, the DHS requires that a jurisdiction first receives HSEEP training. It also requires the jurisdiction to use DHS’ online Design Development System (DDS) to build an exercise. Building an exercise on the DDS ensures HSEEP compliance and eligibility for (***but is not a guarantee of***) Federal funding.

Specifically, to be eligible, a state/jurisdiction must commit to:

* Conducting an annual “Training and Exercise Planning Workshop.”
* Developing and maintaining a multi-year “Training and Exercise Plan.”
* Conducting its exercises in accordance with HSEEP guidelines, Volumes I-IV.This guidance is available on the HSEEP Web site at <https://hseep.dhs.gov/pages/1001_HSEEP7.aspx>.
* Using the HSEEP Design and Development System (DDS) to build its exercise. The DDS requires information that cannot be hypothetical and must reflect actual jurisdictional information.
* Submitting to DHS an After-Action Report/Improvement Plan (after conducting its exercise). See Appendix H in this guide. The After-Action Report/Improvement Plan guidance provides an example of how to evaluate performance for a hypothetical exercise objective. The example is applicable only to the hypothetical capabilities/objectives that were chosen for illustration of the concept.
* Assigning and tracking the corrective actions taken as a result of implementing recommendations from its Improvement Plan.

For further exercise resources to assist you with HSEEP compliance please go to:

<https://hseep.dhs.gov/support/HSEEP_Compliance_Aid_Final.pdf>

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**Additional potential sources of funding for food and agriculture related exercise and training activities:**

Additional funding opportunities can be found within the DHS Office of Health Affairs Food and Agriculture Readiness Matrix (FARM Toolkit) available online @ [Foodshield.org](http://www.Foodshield.org) .

**HHS Department of Health and Human Services Grants**

* **HHS offers a variety of grant funding and assistance programs. Two funding opportunities with food defense relevance are the Food Protection Task Force Grants and the Innovative Food Defense Program, as administered by the** [FDA’s Division of Federal State Relations](http://www.fda.gov/ForFederalStateandLocalOfficials/ContactUs/default.htm) **in partnership with the Center for Food Safety and Applied Nutrition,** [Food Defense Oversight Team](http://www.fda.gov/fooddefense)**.** <http://www.hhs.gov/grants/index.shtml>

**DHS Grant Funds**

* The Department of Homeland Security provides 13 preparedness grant programs to fund a variety of activities including planning, organization, equipment purchases, training and exercises. . <http://www.fema.gov/government/grant/index.shtm>

**FEMA Grants and Assistance Programs**

* As part of their formula grant awards, States and urban areas receive exercise funding from FEMA National Preparedness Directorate (NPD).

<http://www.fema.gov/government/grant/index.shtm>

# Appendix H: AAR / IP and EEG Information

Information and data collection for the evaluation of discussion-based exercises comes from the information that evaluators record as the exercise takes place. Typically, the evaluator (not to be confused with the group spokesperson or the group recorder) records for each breakout group certain specific information as the discussion is taking place. The kinds of information that evaluators should record include: issues identified, how decisions are made, roles and responsibilities (of participating entities), coordination/cooperation issues and recommendations made by the breakout group.

For the analysis phase of the exercise, evaluators should, as a group, try to address the following facets of the exercise:

* How well would personnel from the exercising jurisdiction and other participating entities have been able to perform the necessary or critical tasks?
* What decisions were required, and who should have made them?
* Were additional resources required? If so, how should they have been sourced?
* Would existing plans/protocols/policies enable the full performance of critical or necessary tasks? Were participants familiar with those documents?
* How well did personnel from various entities and jurisdictions coordinate and cooperate to accomplish necessary tasks? Are there agreements in place (among entities, agencies and/or jurisdictions) to support cooperative accomplishment of necessary tasks?
* What lessons were learned from the exercise?
* What changes/improvements are recommended?

For further information, please visit <https://hseep.dhs.gov/pages/1002_About.aspx#section1> to view the FEMA Homeland Security Exercise and Evaluation Program EEG Library. A template EEG is included in the ZIP folder.

To obtain a template from DHS to develop your After Action Report and Improvement Plan, please visit <https://hseep.dhs.gov/support/AAR-IP_Template%202007.doc>

## 

# Appendix I: Participant Feedback Form

Exercise Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_

Participant Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency / Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I – Recommendations and Action Steps**

1. List the top three best practices identified during this exercise.

1. Based on discussions today, list the top three issues and/or areas that need improvement.

1. Identify the action steps that should be taken to address the issues identified above. For each action step, indicate if it is a high, medium or low priority.

1. Describe the action steps that should be taken in your area of responsibility. Who should be assigned responsibility for each action item?

1. List the policies, plans, and procedures that should be reviewed, revised or developed. Indicate the priority level for each.

**Part II – Exercise Design and Conduct**

1. What is your assessment of the exercise design and conduct?

*Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.*

| # | Assessment Factor | |  | |  | |  | |  | |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. | The exercise was well structured and organized. | 1 | | 2 | | 3 | | 4 | | 5 | |
| b. | The exercise scenario was plausible and realistic. | 1 | | 2 | | 3 | | 4 | | 5 | |
| c. | The multimedia presentation helped the participants  understand and become engaged in the scenario. | 1 | | 2 | | 3 | | 4 | | 5 | |
| d. | The facilitator(s) was knowledgeable about the material, kept the exercise on target and was sensitive to group dynamics. | 1 | | 2 | | 3 | | 4 | | 5 | |
| e. | The Situation Manual used during the exercise was a valuable tool throughout the exercise. | 1 | | 2 | | 3 | | 4 | | 5 | |
| f. | Participation in the exercise was appropriate for someone in my position. | 1 | | 2 | | 3 | | 4 | | 5 | |
| g. | The participants included the right people in terms of level and mix of disciplines. | 1 | | 2 | | 3 | | 4 | | 5 | |

2. What changes would you make to improve this exercise?

*Please provide any recommendations on how this exercise or future exercises could be improved or enhanced.*

# Appendix J: Sign-in Sheet

| Name | Agency / Affiliation | Phone | Email |
| --- | --- | --- | --- |
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# Appendix K: Personal Learning Inventory

This is your Personal Learning Inventory (PLI). Use it throughout the day to record your notes, questions and discoveries. Not only is the PLI a convenient place to capture the significant events of today’s tabletop exercise, it can be highly useful later for documenting your experience and reviewing the key points. The PLI is your personal document and will not be collected by the facilitator or evaluators. This is your personal journal.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tabletop Exercise: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the most important things you learned today?

What are some key follow up items that you will undertake based on your participation in today’s tabletop exercise?

What are some new resources that you learned about that will help you in your daily activities?

General Notes