

COURSE SYLLABUS

Course number: PubH 7200-119 #89146

Course title: Designing, Conducting and Evaluating Tabletop Exercises for Public Health Preparedness, Response and Recovery

Credits: 1.5

Course meeting times:	TBA
Instructor:	Kristine Moore, MD, MPH Jill DeBoer, MPH Michael T. Osterholm, PhD, MPH
Address:	Center for Infectious Disease Research and Policy (CIDRAP)
Office phone:	612-626-6770
Fax:	612-626-6783
Email:	kristinemoore@comcast.net jdeboer@umn.edu mto@umn.edu
Office hours:	By appointment

I. Course Description

This course is designed to provide public health professionals and other community officials with information to design, conduct, and evaluate tabletop exercises. Tabletop exercises are excellent tools to 1) assess public health preparedness, response, and recovery capabilities and 2) evaluate incident command and management structures.

During the course, participants will learn the essential steps in developing and evaluating tabletop exercises through didactic sessions and case studies. In addition, participants will observe a real tabletop exercise that involves an incident on the University of Minnesota campus. Participants will then break into small groups and work as teams to develop an exercise and methods of evaluation. On the final day of the course, each team will orally present the key elements of their exercise to the class.

The class will be limited to 24 participants. For the development of a tabletop exercise, participants will be assigned to one of four teams comprised of six members each.

II. Learning Objectives

At the end of this course, participants will be able to:

1. Identify the different types of exercise and compare them.
2. Demonstrate an understanding of the purposes and benefits of conducting exercises.
3. Conduct a needs assessment prior to designing a tabletop exercise.
4. List the key components of a tabletop exercise.
5. Describe the fundamental steps and key decisions involved in designing, facilitating, and evaluating a tabletop exercise.
6. Demonstrate the ability to design and evaluate a tabletop exercise.

III. Methods of Instruction and Work Expectations

Course instruction will be through observation of a tabletop exercise, lectures, case studies, handouts, readings, and discussion. Participants will be expected to read course materials, work with a team to develop a tabletop exercise and an evaluation tool for the exercise, present the exercise to the class, participate in discussion of all team exercises, and complete several written assignments.

The written assignments are:

1. Write a brief report after observing the tabletop exercise (due within one week after the end of class).
2. Provide a written copy of the exercise and evaluation tool presented to the class (due within one week after the end of the class).
3. Write a short essay on the last day of class (topics for the essay will be provided to participants).

Course grading will be determined on the basis of:

- Participation in class discussion (20 points; 10% of grade)
- Written tabletop exercise and oral presentation of the exercise (100 points, 50% of grade; written exercise due one week after the last day of class)
- Methods for evaluating the exercise, including a written evaluation tool (20 points; 10% of grade; due with the exercise one week after the last day of class)
- Report on observations of the tabletop exercise (30 points; 15% of grade)
- Essay response (30 points; 15% of grade)

IV. Grading

1. **Grading Criteria:** This course is offered A/F or S/N

- A/F letter grade will be determined by total effort as follows:

A = 90-100%	(4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- =	
B+ =	
B = 80-90%	(3.0) Represents achievement that is significantly above the level necessary to meet course requirements.
B- =	
C+ =	
C = 70-80%	(2.0) Represents achievement that meets the minimum course requirements.
C- =	
D+ =	
D = 60-70%	(1.0) Achievement below minimum course expectations but sufficient to be awarded credit.
D- =	
F = below 60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

- S/N option must complete all assignments to a C- level (70%):

S	Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing score (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

2. **Grading Option** - Students may change grading options during the initial registration period or during the first two days of the term. **The grading option may not be changed after the second day of class.**
3. **Course Incomplete** - An incomplete grade is permitted only in cases of extraordinary circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.
4. **Scholastic Dishonesty** - This course follows the University of Minnesota Board of Regents' policy on student conduct and scholastic dishonesty which can be found at:
<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>

A grade of "F" or "N" for the entire course will be assigned for scholastic dishonesty as defined in the policy and will be reported to the Office of Student Judicial Affairs
<http://www.sja.umn.edu/>

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in an "F" or "N" grade for this course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity:
<http://cisw.cla.umn.edu/plagiarism/uofmpolicies.html>

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/>. In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you received credit in another course unless by prior agreement with the instructor. Building on a dissertation or final project is acceptable.

If you have any questions, consult the instructor.

V. Course Withdrawal

School of Public Health Students may withdraw from a course **through the second day** of the course without permission. No "W" will appear on the transcript. After the second day, students are required to do the following:

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.

- The student must send an email to the SPH Student Services Center (SSC). The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor and instructor). A "W" will be placed and remain on the student transcript for the course.
- After discussion with their advisor and notification to the instructor, students may withdraw until the end of the second day of class. There is no appeal process.

VI. Disabilities

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the term. All discussions remain confidential. For further information contact the University of Minnesota Disability Services website at <http://ds.umn.edu/> or call 612-626-1333 (V/TTY).

VII. Course Text and Readings

There is no text for this course. Readings include the following published articles available from the listed websites. Students should go to the websites via the link provided to download the materials required for this course.

***Copies of journal articles are not supplied unless specified.**

To access the articles with a PMID number, go to the PubMed website at

<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>

Type in the PMID number listed on the course materials, click the go button

This takes you to a citation page, click on the author name

This takes you to the abstract page, click on the journal title button

This takes you to the full journal article

To access all other articles, go to the U of MN libraries website at

<http://www.lib.umn.edu/articles/ej.phtml>

Type in the journal title in the "Search For" box, click the go button

This takes you to a list of possible journal titles, click on the title you want

This takes you to a search form, fill in citation information, click the go button

You will be prompted to login with your X.500 number and password

This will take you to the journal and the abstract of the article

Find on the page where it says Full Text or PDF (it is different for each journal), click on that and the full text will open

Readings:

- Andress K. A postevent smallpox mass vaccination clinic exercise. Disaster Manag Response. 2003 Apr-Jun;1(2):54-8.
(This will be provided on the first day of class.)

- Columbia University School of Nursing Center for Health Policy. Defining Emergency Exercises: A working guide to the terminology used in practicing emergency response in communities and public health agencies. (January, 2004)
<http://cpmnet.columbia.edu/dept/nursing/institutes-centers/chphsr/index.html>
- Doxtator LA, Gardner CE, Medves, JM. Responding to pandemic influenza: a local perspective. *Can J Public Health*. 2004 Jan-Feb;95(1):27-31.
(This will be provided on the first day of class.)
- Hoffman RE, Norton JE. Lessons learned from a full-scale bioterrorism exercise. *Emerg Infect Dis*. 2000 Nov-Dec;6(6):652-3.
- Inglesby TV, Grossman R, O'Toole T. A plague on your city: observations from TOPOFF. *Clin Infect Dis*. 2001 Feb 1;32(3):436-45. Epub 2001 Jan 29.
PMID: 11170952
- Lurie N, et al. Local variation in public health preparedness: lessons from California. *Health Aff (Millwood)*. 2004 Jan-Jun;Suppl Web Exclusives:W4-341-53.
PMID: 15451958
- O'Toole T, Mair M, Inglesby TV. Shining light on "Dark Winter". *Clin Infect Dis*. 2002 Apr 1;34(7):972-83. Epub 2002 Feb 19.
PMID: 11880964
- Taylor JL, Roup BJ, Blythe D, et al. Pandemic influenza in Maryland—Improving readiness through a tabletop exercise. *Bioterrorism and Biosecurity Journal* (In Press). This article will be provided to students at the beginning of class if it is not available ahead of time.
- US Department of Homeland Security. Top Officials (TOPOFF) Exercise Series: TOPOFF 2: After Action Summary Report for Public Release (December, 2003)
http://www.dhs.gov/interweb/assetlibrary/T2_Report_Final_Public.doc

Additional Resources: Published Articles

- Chi CH, Chao WH, Chuang CC, et al. Emergency medical technicians' disaster training by tabletop exercise. *Am J Emerg Med* 2001;19(5):433-6.
- Henning, KJ, et. al. Health System Preparedness for Bioterrorism: Bringing the Tabletop to the Hospital. *Infection Control and Hospital Epidemiology*, February, 2004, 146-155.
- Osaki, CS. Training for Public Health Emergencies: A bioterrorism preparedness exercise demonstrates the need for interagency collaboration. *Northwest Public Health*, Spring/Summer 2001, 18-20.

Additional Resources: Online Manuals

- Federal Emergency Management Agency (FEMA): Emergency Management Institute: Exercise Design. Available online at: <http://training.fema.gov/EMIWeb/IS/is1391st.asp>
- US Department of Homeland Security (DHS). National Incident Management System (March, 2004) Available online at: www.dhs.gov

- George Washington University Institute for Crisis, Disaster, and Risk Management. Medical and Health Incident Management (MaHIM) System (December, 2002). Available online at: <http://www.gwu.edu/~icdrm/MaHIM%20V2%20final%20report%20sec%202.pdf>
- US Department of Homeland Security Office of Domestic Preparedness. Homeland Security Exercise and Evaluation Program - Volume I: Overview and Doctrine (March, 2003) Available online at: <http://www.ojp.gov/odp/docs/hseep.htm>
- US Department of Homeland Security Office of Domestic Preparedness. Homeland Security Exercise and Evaluation Program - Volume II: Exercise Evaluation and Improvement (October, 2003) Available online at: <http://www.ojp.gov/odp/docs/hseep.htm>

Additional Resources: Training Programs

- Federal Emergency Management Agency (FEMA) Emergency Management Institute. Comprehensive Exercise Curriculum (CEC) and Master Exercise Practitioner Program (MEPP). Available online at: <http://training.fema.gov/EMIWeb/CEC/HomePage2.htm>

Additional Resources: Other Documents or Web Sites

- National Bioterrorism Civilian Medical Response Center. Strategies for Incident Preparedness: A National Model (2003) (Designed to aid community hospitals, medical clinics and other healthcare organizations in planning, coordinating and exercising for large-scale medical emergencies arising from mass casualty events across the United States.) <http://www.cimerc.org/content/publications.html>
- Homeland Security Council. Planning Scenarios: Executive Summaries (July, 2004) (The Homeland Security Council-in partnership with the Department of Homeland Security, the federal interagency, and state and local homeland security agencies-has developed fifteen all-hazards planning scenarios for use in national, federal, state, and local homeland security preparedness activities.) <http://www.globalsecurity.org/security/library/report/2004/hsc-planning-scenarios-jul04.htm>
- Columbia University Mailman School of Public Health Center for Public Health Preparedness & Columbia University School of Nursing Center for Health Policy (April, 2004) Exercises and Drills: Design and Evaluation Resources (Bibliography) <http://cpmcnet.columbia.edu/dept/nursing/institutes-centers/chphsr/>
- Association of State and Territorial Health Officers. Exercising the Strategic National Stockpile: Lessons Learned and Tools for Application (January, 2004) <http://www.astho.org/pubs/Exercisingthestockpile.pdf>
- North Carolina Center for Public Health Preparedness. Preparedness Center Training Site: Tabletop Exercises http://www.sph.unc.edu/nccphp/training/all_materials/am_tabletop.htm
- RAND Corporation. Technical Report: Public Health Preparedness in California: Lessons Learned from Seven Health Jurisdictions (August, 2004) <http://www.rand.org/publications/CT/CT227/>
- Department of Defense. Improving Local and State Agency Response to Terrorist Incidents Involving Biological Weapons. (September, 2000) http://www2.sbcom.army.mil/hld/downloads/bwirp/bwirp_interim_planning_guide.pdf

VIII. Course Outline

<i>Date</i>	<i>Time</i>	<i>Content/Activity</i>
Monday, 5/23	1:00-5:00	<ul style="list-style-type: none"> • Welcome and introductions (1:00-1:20) • Overview of exercises (1:20-2:20) • Break (2:20-2:30) • Overview of exercises-continued (2:30-3:00) • The exercise planning process (3:00-4:15) • Review of team assignments/Divide into design teams (4:15-5:00)
Tuesday, 5/24	1:00-5:00	<ul style="list-style-type: none"> • Designing scripts to address your objectives/Strategic use of data injects (1:00-2:15) • Exercise evaluation and follow-up (2:15-3:00) • Break (3:00-3:10) • Facilitating a tabletop exercise (3:10-3:45) • Background for U of M tabletop exercise/Exercise logistics (3:45-4:30) • Design team time (4:30-5:00)
Wednesday 5/25	1:00-5:00	<ul style="list-style-type: none"> • Observation of U of M tabletop exercise (1:00-4:00) • Break (4:00-4:15) • Discussion of observations (4:15-5:00)
Thursday 5/26	8:00-5:00	<ul style="list-style-type: none"> • Class discussion (8:00-8:30) • Lessons from the field: State and local level exercises (8:30-10:30) • Team time: Develop a tabletop exercise and evaluation tool (10:30-5:00)
Friday 5/27	1:00-4:00	<ul style="list-style-type: none"> • In-class essay (1:00-1:35) • Break (1:35-1:45) • Team 1 presentation (1:45-2:15) • Team 2 presentation (2:15-2:45) • Team 3 presentation (2:45-3:15) • Team 4 presentation (3:15-3:45) • Wrap-up and course evaluation (3:45-4:00)