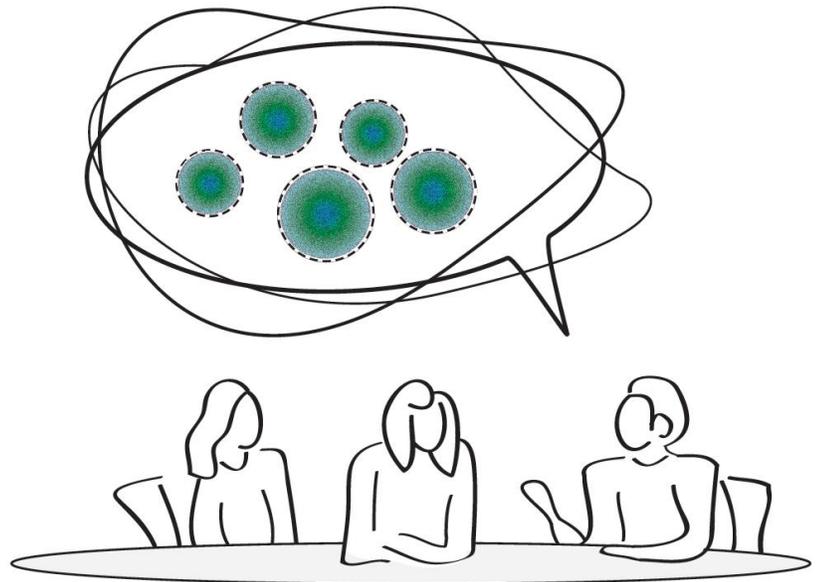


**COMMUNITY
PLANNING SERIES for
PANDEMIC
INFLUENZA
PREPAREDNESS:**

A Series of Multi-Sector
Collaborative Plan Development
Sessions for Local Communities

Center for Hazards Research
& Policy Development
University of Louisville
Louisville, KY
hazardcenter.louisville.edu

LESSON PLANS



**Homeland
Security**



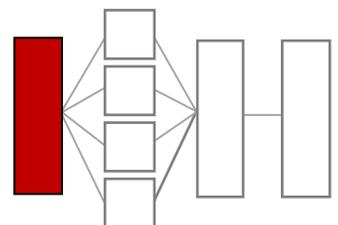
CENTER FOR HAZARDS RESEARCH
AND POLICY DEVELOPMENT
University of Louisville

UNIVERSITY OF
LOUISVILLE
CENTER FOR HEALTH
HAZARDS PREPAREDNESS

1 Preparing to Plan

Session Duration: 2 hours 30 minutes
Participants: Local Representatives from Multiple Sectors

- Q1** What is a pandemic?
- Q2** How can we prepare?
- Q3** Who are the players involved in preparedness?



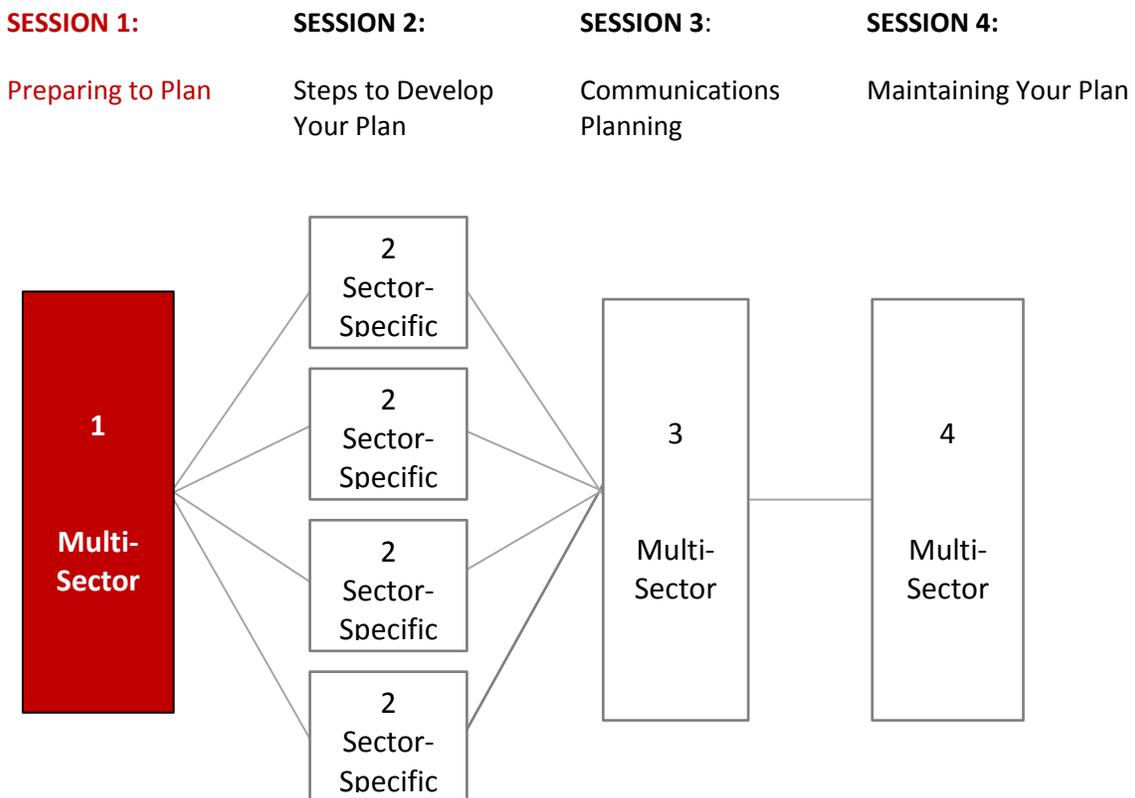
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Introduction

The “Preparing to Plan” session is one of four sessions that make up the **Community Planning Series for Pandemic Influenza Preparedness**, a plan development facilitation toolkit developed by the University of Louisville Center for Hazards Research and Policy Development. The toolkits provided in these series are intended to equip local preparedness professionals with the tools necessary to facilitate informative and interactive learning sessions on how to prepare pandemic plans for multiple sectors from both an internal and external (community) perspective.

The sequence of the four sessions is such that participants will become familiar with preparedness planning concepts, the elements of a sound pandemic plan, and how to go about facilitating an internal pandemic plan development process. The sessions are intended to be held over the course of several months, allowing participants to take back what they’ve learned during each session for further implementation. Through the discretion of the facilitator, sessions may incorporate additional time for “working sessions” or “check-in points” that allow participants to ask questions and address issues and gaps as they develop their plans.

The flowchart below demonstrates the breakdown of each session according to the session target audience:



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Session 1. Preparing to Plan

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- 1.1 Lesson Plan
- 1.1 Presentation Template*
- 1.1 Participant Handout

1.2 Video Presentation: Preparing for a Pandemic

- 1.2 Lesson Plan
- 1.2 Presentation Template*

1.3 Panel Discussion: Meet “Who’s Who” in Preparedness Planning

- 1.3 Lesson Plan
- 1.3 Presentation Template*
- 1.3 Panelist Instructional Sheet
- 1.3 Participant Handout

1.4 Lecture: Gearing Up to Develop Your Plan

- 1.4 Lesson Plan
- 1.4 Presentation Template*

**Presentation handouts (6 slides per page) are located with the hard copy of your facilitator toolkit. To access an electronic copy of the presentation templates, see the electronic version of the facilitator toolkit.*

1.0 Lesson Plan: Preparing to Plan

What is a pandemic? How can we prepare? Who are the players?

SESSION DURATION: 2 hours 30 minutes

STYLE/FORMAT:

1.1	1.2	1.3	1.4
Lecture 20 min	Streaming Video 30 min	Panel Discussion 70 min	Lecture 20 min

DESIGN:

The “Preparing to Plan” session will introduce multi-agency community leaders to pandemic influenza planning topics, the levels of authority and players involved in preparedness, and the importance of developing a hazard preparedness plan. This half-day session will be led with an introductory lecture followed by an introductory video for pandemic flu preparedness. For the purpose of familiarizing participants with state, regional, and local preparedness professionals, a panel discussion will give a glimpse into the roles and responsibilities of these professionals and how those roles relate to pandemic preparedness and response. Lastly, in preparation for the “Steps to Develop Your Plan” session (2.0), the facilitator will introduce the outline of a pandemic plan; an outline that participants will receive to take “home” and familiarize themselves with its structure.

FACILITATOR TYPE:

The “Pandemic Flu Preparedness Plan Development Series” should be facilitated by a state, regional, or local Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning. The SME should play a prominent role during each of the four (4) sessions, and should remain a key point of contact for participants throughout the planning series that will be held over the course of several months. Duties of the facilitator include but are not limited to: Session coordination, lecture delivery, group activity facilitation, panel discussion moderation, working group facilitation, and provision of technical assistance.

SESSION GOALS:

- ❖ Ensure participants understand the purpose of the planning guidance.
- ❖ Outline the planning guidance format, structure, and subject areas.
- ❖ Introduce participants to online tools and resources.
- ❖ Explain expectations of session participants for the plan development process.
- ❖ Introduce participants to local preparedness professionals and their roles and responsibilities during a pandemic.
- ❖ Introduce participants to Session 2.0 – “Steps to Develop Your Plan.”

SESSION OBJECTIVES:

After completing this session, participants will be able to:

- ✓ Understand and discuss the purpose of the planning guidance.
- ✓ Describe “what is pandemic flu, planning, and preparedness?”
- ✓ Demonstrate an understanding of the summit format, structure, and subject areas.
- ✓ Understand where to locate online planning tools and resources.
- ✓ Participate in the session based on the described participant roles and expectations.
- ✓ Become familiar with the local “players” involved in local pandemic flu preparedness.
- ✓ Demonstrate an understanding of expectations for the Session 2.0 “Steps to Develop Your Plan”.

NAVIGATING THE SESSION

The following toolkits will provide you with the materials needed to organize and coordinate your session:

- 1.0 Session Agenda Template
- 1.0 Session Coordination Checklist
- 1.0 Session Interest Flyer
- Series Sign-in Sheet Templates

The following matrix lists toolkits that are needed to successfully facilitate this session:

	TOPIC	DURATION	FACILITATOR MATERIALS	PARTICIPANT MATERIALS
1.1*	Introduction to Planning Guidance	20 minutes	1.1 Lesson Plan 1.1 Presentation Template	1.1 Participant Handout
1.2	“Business Not As Usual: Preparing for a Pandemic”	30 minutes	1.2 Lesson Plan 1.2 Presentation Template	
1.3	Meet “Who’s Who” in Preparedness Planning	70 minutes	1.3 Lesson Plan 1.3 Presentation Template 1.3 Panelist Instructional Sheet	1.3 Participant Handout
1.4	Gearing Up to Develop Your Plan	20 minutes	1.4 Lesson Plan 1.4 Presentation Template	Sector-specific plan outlines: <ul style="list-style-type: none">• General or Multi-Sector• Public Sector• Business and Private Sector• School Administration• Health and Medical Field

SESSION 1: Preparing to Plan

<< Time >>
<<Location>>
<<Address>>
<<City, State Zip Code>>

8:30-9:00 **Registration**

9:00-9:20 **Introduction to Planning Guidance**

<< Presenter Name >> << Title >>

9:20-9:50 **“Business Not as Usual: Preparing for a Pandemic”**

Video Presentation

9:50-10:00 *Break to convene discussion panel*

10:00-11:10 **Meet “Who’s Who” in Preparedness Planning**

Panel Discussion

<< Local Health Department Representative>>
<< Local Red Cross Representative >>
<< Local Hospital Representative >>
<< Local Behavioral Expert >>
<< Local School Safety Officer >>
<< Other Relevant and Knowledgeable Local Representatives>>

11:10-11:30 **Gearing Up to Develop Your Plan & Closing Remarks**

Lecture

11:30 **Adjourn**

Planning Sessions brought to you by:

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1.0 Session Coordination Checklists

Session Planning Checklist

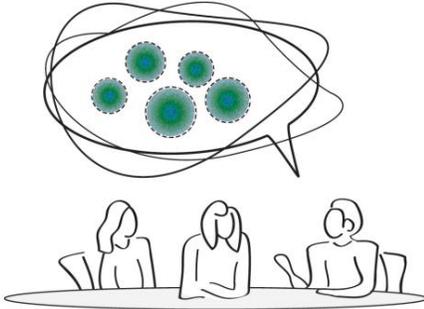
Task:	Complete by:	Responsible:	Comments:
<input type="checkbox"/> Schedule Session date and location			Date Scheduled:
<input type="checkbox"/> Planning Meeting <input type="checkbox"/> Discuss state of preparedness <input type="checkbox"/> I.D./secure event venue <input type="checkbox"/> Select participants <input type="checkbox"/> Review and approve agenda			Invite professionals that will participate in the "panel discussion".
Outreach <input type="checkbox"/> Distribute Interest Flyers and Agenda <input type="checkbox"/> Final follow-up for RSVP			By email, phone, and/or fax
Continuing Education credit opportunities <input type="checkbox"/> Pre-approval <input type="checkbox"/> Post-workshop submittal <input type="checkbox"/> Print certificates, sign-in sheets and other paperwork			Determine applicable continuing education offerings according to locality.
Presentation Development <input type="checkbox"/> Adapt and insert local information to PowerPoint Templates.			Use photos and other visuals when able.
Pre-Workshop <input type="checkbox"/> Confirm availability of AV equipment <input type="checkbox"/> Binder materials: Obtain and prepare materials and handouts for participants, including CDC checklists <input type="checkbox"/> Print name tags with names and affiliations <input type="checkbox"/> Print Sign-in Sheet from RSVP list			AV Equipment needed: Laptop, projector, projector screen, internet access, speaker system
During Workshop <input type="checkbox"/> Set up resource table with printed handouts <input type="checkbox"/> Set up registration table			Assign 1 -2 people for check-in and to distribute name tags and participant folders
Post-Event <input type="checkbox"/> Clean-up <input type="checkbox"/> Send follow-up email to participants with additional resource locations and contacts for technical assistance.			Return handouts to binders; distribute continuing education certificates; submit required continuing education paperwork

Community Planning Series for Pandemic Flu Preparedness

SESSION 1: PREPARING TO PLAN

<< Date and Time >>

<< Location >>



www.communitypandemicprep.org

By attending these sessions, you will:

- Become equipped with the knowledge, tools, and resources needed to develop a pandemic preparedness plan for your represented organization.
- Have the opportunity to build collaborative relationships with other organizations that are working to develop their pandemic plans.
- Have the ability to “check-in” at each session and receive support during the course of your plan development process.

What is the “Community Planning Series for Pandemic Flu Preparedness”?

The series is a set of four interactive educational sessions that will introduce local community leaders to the pandemic influenza plan development process:

- << Date >> **Session 1: Preparing to Plan**
- << Date >> **Session 2: Steps to Developing Your Plan**
- << Date >> **Session 3: Multi-Sector Communications Planning**
- << Date >> **Session 4: Tips on Maintaining Your Plan**

Which topics will Session 1 cover?

Session 1 Topics:

- What is Pandemic Influenza?
- How do we prepare for a pandemic?
- Learning “Who’s who” in local preparedness planning.

Continuing education credits offered:

<< Credit >>
<< Credit >>

During Session 1, community leaders from multiple sectors of <<Location>> will join together and participate in the “kick-off” of the Community Planning Series for Pandemic Flu Preparedness. At this time participants will be introduced to a variety of planning topics focused on pandemic flu and all-hazards preparedness planning.

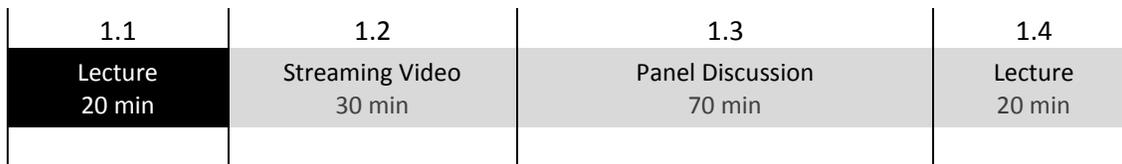
Are you interested in attending? If so, please contact:

<< Name, Title >>
<< Organization >>
<< Phone >>
<< email >>

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1.1 Introduction to Planning Guidance

What is the Planning Series? How will it help my community prepare?



DURATION: 20 minutes

INSTRUCTOR TYPE: A *local* Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning.

GOAL: Introduce participants to planning guidance and the history of hazards.

OBJECTIVE: Describe and discuss how to utilize planning guidance and demonstrate an understanding of the relevancy of pandemic and all-hazards preparedness planning. Gain familiarity with other participants and Session instructor.

Topics to Be Covered

1.1	Presentation Topics
	Introduction
	Title Slide
	Sponsor Credits
	Instructor Introduction
	Overview: Plan Development Series
	Outline: Session 1
(E)	Participant Introductions
	Participant Objectives
	Preparedness Planning and History
	Threats that warrant preparedness planning
	Types of Natural Disasters
(L) (E)	History: Local Natural Hazard Events
(L) (E)	History: Local Effects of H1N1
	Who can be affected by pandemic?
	Assumptions: Planning Series
	Definition: Preparedness
	Why plan for a pandemic?
	Overview of Planning Guidance
	Community Planning Guide
	Community Plan Development Curriculum
(L)	Community Web Portal
	Continuing Education Credit Hours

Participant Introductions (E) = Engage

Additional questions to engage the audience:

What do you hope to gain from this session and series? What has your organization done so far to plan? What do you think are the community's needs for pandemic preparedness?

History of Local Hazard Events

Additional questions to engage the audience:

Who can guess the total cost of damages from natural disasters *locally* in the past 5 years? What do you think was our largest natural hazard event in the past 5 years?

Tips on keeping it local: (L) = Local

- ❖ Insert local photos and images into presentations.
- ❖ Use local examples of disaster events.
- ❖ Share local facts and figures when data is able.

What is Influenza (flu) Pandemic?

According to the U.S. Department of Health and Human Services¹, a pandemic is a global disease outbreak. An influenza pandemic occurs when a new influenza A virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide. A pandemic is determined by spread of disease, not its ability to cause death.



Characteristics and Challenges of a Flu Pandemic

1. Rapid Worldwide Spread

- When a pandemic influenza virus emerges, its global spread is considered inevitable.
- Preparedness activities should assume that the entire world population would be susceptible.
- Countries might, through measures such as border closures and travel restrictions, delay arrival of the virus, but cannot stop it.

2. Health Care Systems Overloaded

- Most people have little or no immunity to a pandemic virus. Infection and illness rates soar. A substantial percentage of the world's population will require some form of medical care.
- Nations are unlikely to have the staff, facilities, equipment and hospital beds needed to cope with large numbers of people who suddenly fall ill.
- Death rates are high, largely determined by four factors: the number of people who become infected, the virulence of the virus, the underlying characteristics and vulnerability of affected populations and the effectiveness of preventive measures.
- Past pandemics have spread globally in two and sometimes three waves.

3. Medical Supplies Inadequate

- The need for vaccine is likely to outstrip supply.
- The need for antiviral drugs is also likely to be inadequate early in a pandemic.
- A pandemic can create a shortage of hospital beds, ventilators and other supplies. Surge capacity at non-traditional sites such as schools may be created to cope with demand
- Difficult decisions will need to be made regarding who receives antiviral drugs and vaccines.

4. Economic and Social Disruption

- Travel bans, closings of schools and businesses and cancellations of events could have major impact on communities and citizens.
- Care for sick family members and fear of exposure can result in significant worker absenteeism.

¹ Source: U.S. Department of Health & Human Services. Derived from: www.flu.gov/pandemic/about/ on January 10, 2012.

Seasonal Flu versus Pandemic Flu

Seasonal Flu	Pandemic Flu
Outbreaks follow predictable seasonal patterns; occurs annually, usually in winter, in temperate climates	Occurs rarely (three times in 20th Century)
Usually some immunity built up from previous exposure	No previous exposure; little or no pre-existing immunity
Healthy adults usually not at risk for serious complications; the very young, the elderly and those with certain underlying health conditions at increased risk for serious complications	Healthy people may be at increased risk for serious complications
Health systems can usually meet public and patient needs	Health systems may be overwhelmed
Vaccine developed based on known flu strains and available for annual flu season	Vaccine probably would not be available in the early stages of a pandemic
Adequate supplies of antivirals are usually available	Effective antivirals may be in limited supply
Average U.S. deaths approximately 36,000 per year	Number of deaths could be quite high (e.g., U.S. 1918 death toll approximately 675,000)
Symptoms: fever, cough, runny nose, muscle pain. Deaths often caused by complications, such as pneumonia.	Symptoms are same as those for the seasonal flu, but may be more severe and complications more frequent
Generally causes modest impact on society (e.g., some school closing, encouragement of people who are sick to stay home)	May cause major impact on society (e.g. widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings)
Manageable impact on domestic and world economy	Potential for severe impact on domestic and world economy

History of Flu Pandemics

Flu pandemics have occurred throughout history. There have been four since 1918, each with different characteristics. For more information: visit www.flu.gov/pandemic/history/index.html.

1918-1919 – H1N1 “Spanish Flu”

Illness from the 1918 flu pandemic, also known as the Spanish flu, came on quickly. Some people felt fine in the morning but died by nightfall. People who caught the Spanish Flu but did not die from it often died from complications caused by bacteria, such as pneumonia.

During the 1918 pandemic:

- Approximately 20% to 40% of the worldwide population became ill
- An estimated 50 million people died
- Nearly 675,000 people died in the United States

Unlike earlier pandemics and seasonal flu outbreaks, the 1918 pandemic flu saw high mortality rates among healthy adults. In fact, the illness and mortality rates were highest among adults 20 to 50 years old. The reasons for this remain unknown.

1957-1958 – H2N2 “Asian Flu”

In February 1957, a new flu virus was identified in the Far East. Immunity to this strain was rare in people younger than 65. A pandemic was predicted. To prepare, health officials closely monitored flu outbreaks. Vaccine production began in late May 1957 and was available in limited supply by August 1957.

In the summer of 1957, the virus came to the United States quietly with a series of small outbreaks. When children returned to school in the fall, they spread the disease in classrooms and brought it home to their families. Infection rates peaked among school children, young adults, and pregnant women in October 1957. By December 1957, the worst seemed to be over.

Most influenza—and pneumonia—related deaths occurred between September 1957 and March 1958. Although the 1957 pandemic was not as devastating as the 1918 pandemic, about 69,800 people in the United States died. The elderly experienced the highest rates of death.

1968-1969 – H3N2 “Hong Kong” Flu

In early 1968, a new flu virus was detected in Hong Kong. The first cases in the United States were detected as early as September 1968. Illness was not widespread in the United States until December 1968. Deaths from this virus peaked in December 1968 and January 1969. Those over the age of 65 were most likely to die. The number of deaths between September 1968 and March 1969 was 33,800, making it the mildest flu pandemic in the 20th century. The same virus returned in 1970 and 1972.

2009-2010 – H1N1 “Swine Flu”

In the spring of 2009, a new flu virus spread quickly across the United States and the world. The first U.S. case of H1N1 (swine flu) was diagnosed on April 15, 2009. By April 21, the Center for Disease Control and Prevention (CDC) was working to develop a vaccine for this new virus. On April 26, the U.S. government declared H1N1 a public health emergency.

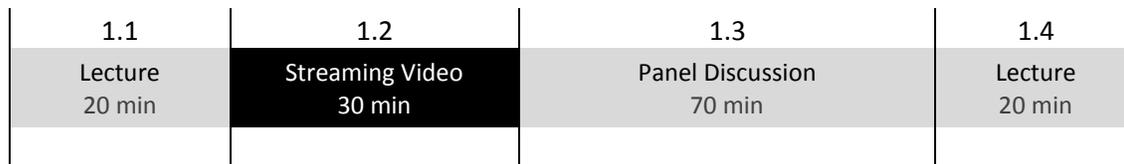
By June, 18,000 cases of H1N1 had been reported in the U.S.A total of 74 countries were affected by the pandemic. H1N1 vaccine supply was limited in the beginning. People at the highest risk of complications got the vaccine first.

By November 2009, 48 states had reported cases of H1N1, mostly in young people. That same month, over 61 million vaccine doses were ready. Reports of flu activity began to decline in parts of the country, which gave the medical community a chance to vaccinate more people. 80 million people were vaccinated against H1N1, which minimized the impact of the illness.

The CDC estimates that 43 million to 89 million people had H1N1 between April 2009 and April 2010. They estimate between 8,870 and 18,300 H1N1 related deaths.

1.2 Video Presentation: Preparing for a Pandemic Flu

Why create a plan for pandemic? What are key considerations in planning?



DURATION: 30 minutes

INSTRUCTOR TYPE: A local Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning.

GOALS: Introduce participants to pandemic flu, the various levels of authority for preparedness, and the importance of creating a preparedness plan for pandemic.

OBJECTIVES: To discuss pandemic preparedness experiences, share impressions of the film, and identify disease containment strategies as shown in the film.

Topics to Be Covered:

1.2	Presentation Topics
Introduction to Video	
	Title Slide "Business Not As Usual: Introduction to Pandemic Planning"
	Instructor Introduction
	Pandemic v. Seasonal Flu
	Seasonal Flu Facts
	Pandemic Flu Facts
	Flu Epidemics of the 20 th & 21 st Century
	H1N1 (Swine Flu)
	Seasonal Flu Natural History
(E)	Levels of Preparedness
	World Health Organization
	Centers for Disease Control and Prevention
	Guidance and Checklists for Pandemic
	Federal Emergency Management Agency
"Business Not As Usual: Preparing for a Pandemic Flu"	
(E)	Follow-up Questions
	<i>Continue to Panel Discussion</i>

History of Flu Epidemics (E) = Engage

Does anyone have a connection to someone that was affected by the 1918 Spanish Flu?

Levels of Preparedness

Has anyone in the room utilized guidance or participated in trainings from: FEMA? CDC? WHO? If so, ask would you mind sharing a few words about your experience?

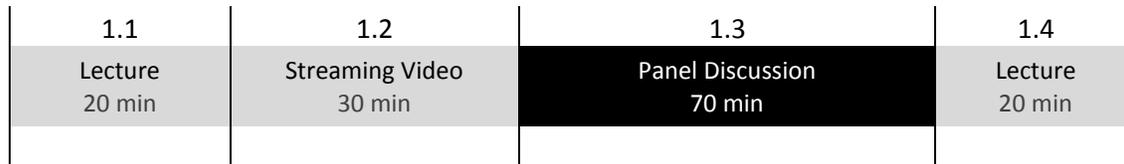
Video follow-up questions

Additional questions to engage the audience:

What was the main point you took away from this film? What were some of the disease containment strategies mentioned in the film that will be relevant to your organization during a severe pandemic? (Write out on a white-board or flip-chart paper to refer to later)

1.3 Panel Discussion: Local Preparedness

Who is involved? What do they do? How can they help me?



DURATION: 70 minutes

DESIGN: This moderated panel discussion will involve multiple experts that play roles in pandemic and all-hazards preparedness planning. With handouts and/or other presentation visuals, panelists will be asked to answer a series of questions about their organizational role and responsibilities in the case of a pandemic flu or other all-hazard events. In designing your community's panel discussion, the following lesson plan should be adapted to fit your community's specific learning needs.

GOALS: Provide an introduction to pandemic preparedness planning at the local level and familiarize session participants with the "players" involved in pandemic planning and response.

OBJECTIVES:

- Understand the various roles and responsibilities for pandemic flu and all-hazards preparedness planning.
- Understand the authoritative roles of each organization during a pandemic event.
- Develop familiarity with panelists and understand how each organization can contribute to the development with community pandemic flu preparedness planning.

MODERATOR TYPE: A *local* Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning may provide moderation during the panel discussion. He/she will ask panelists specific questions about pandemic preparedness and response while facilitating discussion and interaction among the audience and the panelists.

PANEL FORMATION: Drawing upon the expertise of panelists can be an excellent way to interactively learn about community roles and helps develop familiarity between the audience members and panelists; who will be crucial points of contact needed for developing a sound pandemic plan.

With the topic identified of pandemic and all-hazards preparedness planning, identify four to six experts from the community whom have specific knowledge or experience in dealing with this issue. Strive for a balanced panel with people from a variety of different backgrounds. Once you've identified potential panelists, invite them to participate, and explain the purpose of your panel discussion. Ask if they have any handouts that can be distributed to participants, and offer to make copies for everyone in attendance.

Consider including panelists from the following organizations and fields for the topic of pandemic preparedness:

Local Representative	Suggested Role	Notes:
Health Department	Preparedness coordinator, epidemiologist, or director	
Local Red Cross Chapter	Disaster Services Coordinator, Instructor	
Hospital/Medical Field	Infectious disease nurse, community engagement personnel	
Behavioral Health Field	Social services, crisis responder	
School (K-12, public or private)	Administrator, safety officer, nurse	
Emergency Management	Emergency manager	

Preparing for the Activity

Minutes	Panel Discussion Sequence
Introduction	
2	Introduce panelists and the topic of discussion. Keep record of key points.
8	Panelist 1 – Introduction
8	Panelist 2 – Introduction
8	Panelist 3 – Introduction
8	Panelist 4 – Introduction
8	Panelist 5 – Introduction
8	Panelist 6 – Introduction
Reflecting on H1N1	
15	Open the floor to questions from the audience. If the audience is short on questions, have some prepared to get the conversation started (refer to “1.3 Panelist Instructional Sheet “for suggested questions).
Conclusion	
5	Summarize the main points discussed and thank panelists and audience for their participation. Direct audience to adapted “1.3 Preparedness Resource Sheet” for panelists if follow-up questions are desired.

To prepare, outline key points and open-ended questions for the panel discussion. See “1.3 Panelist Instructional Sheet” for suggested questions and more detailed instructions.

Breaking down the amount of time allotted per panelist:

Panelists	Minutes Each	Total Time
4	12	48
5	9.5	48
6	8	48

Materials you will need:

- A table and chairs arranged to face the audience.
- Microphones and amplification equipment, if necessary.
- Name tags for each panelist.
- Overhead projector or other projection equipment.

1.3 Panelist Instructional Sheet

Session: Meet “Who’s Who” in Preparedness Planning

TOTAL DURATION: 70 minutes

PANEL DISCUSSION CONTACTS:

Role	Name	Title	Organization	Email	Phone
Moderator	Jane Doe	Preparedness Coordinator	Deer Local Health Department	fawn@email.com	555-5555
Panelist 1					
Panelist 2					
Panelist 3					
Panelist 4					
Panelist 5					
Panelist 6					

Minutes	Panel Discussion Sequence
PART I: Introduction	
2	Introduce panelists and the topic of discussion. Keep record of key points.
8	Panelist 1 – Introduction
8	Panelist 2 – Introduction
8	Panelist 3 – Introduction
8	Panelist 4 – Introduction
8	Panelist 5 – Introduction
8	Panelist 6 – Introduction
PAR	Engaging Panelists beyond the Panel Discussion
15	As you are aware, you were chosen to participate in this panel discussion because, locally, you are known to play an important role in the preparedness planning arena. By providing your contact information as well as other informational materials about preparedness planning at your organization, participants can walk away with content and contacts needed to inform their pandemic flu plans.
Con	
5	

Developing Your Presentation:

To get started on your short introductory presentation, please request a PowerPoint presentation template from the session moderator. Titled “1.3 Presentation Template”, this template will ease preparation time with pre-determined content. Please adapt the content according to your organization.

Instructions: Please use the below questions and listed topics to help guide your participation during the panel discussion.

PART 1: Introductions

For the first 50 minutes, each panelist will have time to introduce him- or herself and summarize their role in terms of preparedness planning. Please consider utilizing visuals such as a PowerPoint presentation or handouts to share with the participants. For a PowerPoint template with suggested slide presentation contents, see “1.3 Presentation Template”. Completed presentation slides should be returned to the discussion moderator by << **Date** >>. Below are some questions to be answered during each introduction:

- **Name, Title, Organizational Role**
- **Organizational Profile**
- **Preparedness Policies:**
 - What type of legislation (federal, state, local) drives preparedness and response for your organization?
 - What types of plans do you rely on for implementing emergency procedures (EOP, COOP, etc.)?
 - Do you have a plan in place for pandemic flu? When was it completed/will it be completed?
 - For other (all-hazards) emergencies, what type of procedures do you follow to prepare, respond, and recover?
- **Guidance to Share:**
 - Are there any plan documents or guidance that your organization has produced or utilized that will be beneficial for other organizations that are seeking to complete their pandemic flu preparedness plans?
- **Multi-Sector Preparedness:**
 - How does your organization work with other groups in your local community to prepare?
 - Does your organization conduct drills, or exercises for pandemic or all-hazards preparedness?
 - How can members of the audience or other community organizations get involved?

PART II: Reflecting on H1N1

- Did your organization have a pandemic preparedness plan in place at the time that the H1N1 pandemic affected the nation?
- Overall, do you think that your organization was prepared to respond to this event?
- What were some of the strengths of your organization’s response? Weaknesses?
- Overall, how do you think your local community responded to the H1N1 pandemic threat?
- What were some of the community’s strengths in preparing and responding to the pandemic?
- How do you think the community could have better prepared or responded to the H1N1 pandemic?
- For future pandemics, what do you think is the most important thing a community can do to prepare?

1.3 Pandemic Preparedness Resources

Please utilize the below list of public sector pandemic and all-hazards preparedness contacts and existing planning resources to help you during your organization's plan development process.

	Organization:	Planning Resources:	Contact:
LOCAL	<<Local Health Department>>	<< Pandemic Flu Plan >> << Communications Toolkit >>	Name Title Phone Email Website
LOCAL	<< Local Emergency Management Agency >>	<< Emergency Support Function Plans >> << Continuity of Operations Plan >>	Name Title Phone Email Website
STATE	<< State Public Health Department >>	<< Pandemic Flu Plan >> << State Pandemic Plan Guidance >> << Local Pandemic Plan Templates>>	Name Title Phone Email Website
STATE	<< State Department of Emergency Management >>	<< Emergency Operations Plan >> << State Preparedness Plan Guidance>> <<Local Preparedness Plan Templates>>	Name Title Phone Email Website
FEDERAL	Federal Emergency Management Agency	Individual Preparedness: www.ready.gov Trainings and Exercises: Emergency Management Institute	Name Title Phone Email Website
FEDERAL	Department of Health and Human Services	<ul style="list-style-type: none"> • CDC Pandemic Flu Planning Checklists • Planning Resources for Various Sectors • "FluView", the weekly influenza surveillance report 	Name Title Phone Email Website: www.flu.gov
GLOBAL	World Health Organization	Homepage: http://www.who.int/en/ Global Alert and Response Network: http://www.who.int/csr/en/ Sign-up for WHO email updates: http://www.who.int/about/licensing/rss/en/index.html	General inquiries: info@who.int Media inquiries: http://www.who.int/mediacentre/contacts/en/

1.4 Gearing Up to Develop Your Plan

What is the Pandemic Plan Outline? How do I use it?

1.1 Lecture 20 min	1.2 Streaming Video 30 min	1.3 Panel Discussion 70 min	1.4 Lecture 20 min
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DURATION: 20 minutes

INSTRUCTOR TYPE: A *local* Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning.

GOAL: Introduce participants to the pandemic flu plan outline and reference documents and their file location or availability.

OBJECTIVE: Describe and discuss how to utilize plan outlines.

Topics to Be Covered

1.4	Presentation Topics
	Introduction
	Title Slide
	Instructor Introduction
	Pandemic Flu Plan Outline
	Breakdown of Plan Outline
	Background
(E)	Pandemic Flu and Our Organization
	Pandemic Flu and Our Community
	Maintaining Our Plan
	Navigating the Plan Outline
	Topics Covered in Session 2
	How can we prepare for session 2?
(L)	Existing Plans to Cross-Reference
	Audience Breakdown for Each Session
	Session 2 Dates
	Technical Assistance Contact

(E) = Engage

Pandemic Flu and Our Organization

Additional questions to engage the audience:

Who already has an emergency operations plan or continuity of operations plan? Are there areas of this section that you can tell right now will be easy or hard to fill in the blanks?

Tips on keeping it local: (L) = Local

- ❖ Insert local photos and images into presentations.
- ❖ Take inventory of and reference existing local policy documents and planning resources that best suit your community.
- ❖ Utilize local websites or file-sharing programs that may house reference documents and make available for use by participants when cross-referencing.