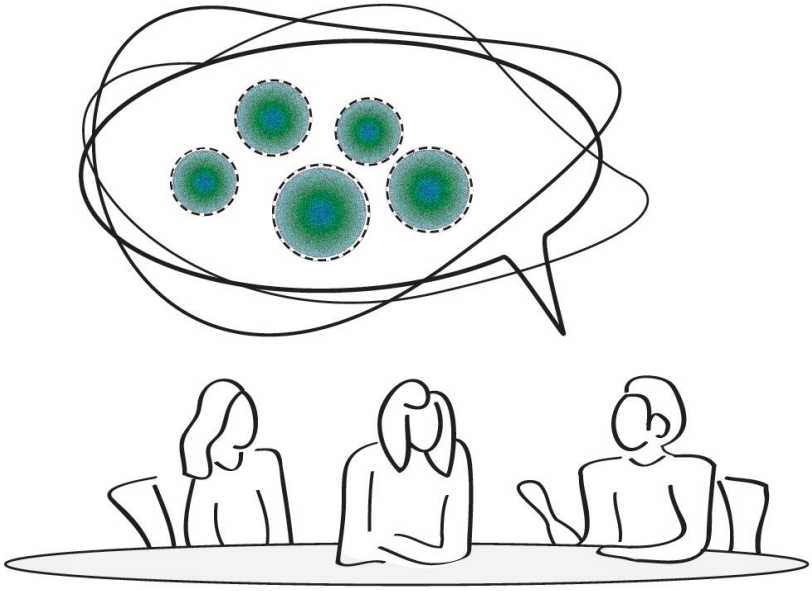
LESSON PLANS

COMMUNITY PLANNING SERIES for PANDEMIC INFLUENZA PREPAREDNESS:

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

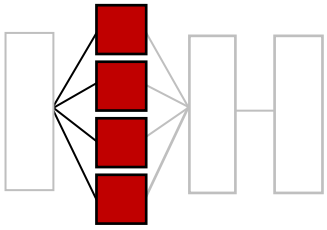


Center for Hazards Research
& Policy Development
University of Louisville
Louisville, KY
hazardcenter.louisville.edu

2 Steps to Develop Your Plan

DURATION: 2 hours
PARTICIPANTS: Sector-Specific Local Representatives

Q1 How do we plan?
Q2 What information do we need for our plan?
Q3 Who should be involved?



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Introduction

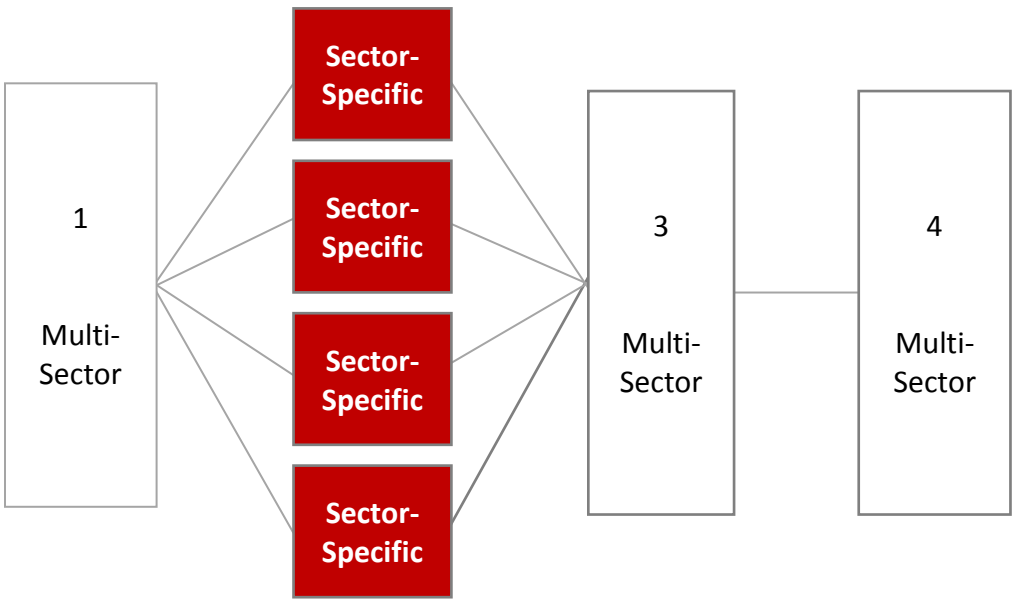
The "Steps to Develop Your Plan" Session is the second of four sessions that make up the **Community Planning Series for Pandemic Influenza Preparedness**, a plan development facilitation toolkit developed by the University of Louisville Center for Hazards Research and Policy Development. The toolkits provided in these series are intended to equip local preparedness professionals with the tools necessary to train local community leaders on how to develop pandemic plans for multiple sectors from both an internal and external (community) perspective.

The sequencing 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.

Since the planning needs of each sector will vary, Session 2 should be broken up into sector-specific events according to the number of sectors involved in your planning series.

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

SESSION 1:	**SESSION 2:**	**SESSION 3**:	**SESSION 4:**
Preparing to Plan	Steps to Develop Your Plan	Communications Planning	Maintaining Your Plan



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Session 2. Steps to Develop Your Plan

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- 2.#.1 Lesson Plan*
- 2.#.1 Presentation Template**
- 2.#.1 Plan Outline

2.2 SWOT Discussion: Pandemic and Our Capabilities

- 2.2 Lesson Plan
- 2.2 Presentation Template
- 2.2 Participant Handout

** Please note, the "#" sign is a placeholder for the sector-specific session options 1-5. 1) General or Multi-Sector, 2) Public Sector Agencies, 3) Business Sector, 4) School Administration, and 5) Health and Medical Field. Facilitators must refer to the sector-specific toolkits and materials provided in electronic format for more information.*

***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.*

2.0 Steps to Develop Your Plan

How do we plan? What information do we need for our plan? Who should be involved?

SESSION DURATION: 2 hours 30 minutes

STYLE/FORMAT:

2.#.1	2.2
Lecture 50 min	Group Activity 70 min

DESIGN:

The "Steps to Develop Your Plan" Session is designed to introduce participants to the components and processes of developing a pandemic influenza preparedness plan. The first hour of the session will be in lecture format, followed by a group activity that will challenge participants to reflect on their preparedness capabilities and actions taken during H1N1. The completion of this session will send participants back to their organizations with a blueprint of information that is needed for developing their organization's preparedness plan. Lastly, a short lecture on utilizing the plan outline will give participants a glimpse into the next session which will focus on communications planning across multiple sectors.

FACILITATOR TYPE:

The "Pandemic Flu Preparedness Plan Development Series" should be facilitated by a state, regional, or local Subject Matter Expect (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 main point of contact for participants throughout the planning series. Duties of the facilitator include but are not limited to: Session coordination, lecture delivery, group activity facilitation, panel discussion moderation, and working group facilitation.

SESSION GOALS:

- Introduce key concepts, components, and methods that are important for the development of a pandemic flu preparedness plan for your specific sector.
- Inform on how to create and influenza preparedness team to facilitate the plan development process.
- Provide a forum to examine preparedness strengths, weaknesses, opportunities, and threats.

SESSION OBJECTIVES

- ✓ Discuss important concepts, components, and methods that are important for the development of a pandemic plan.
- ✓ Identify who might comprise an internal and external influenza preparedness team.
- ✓ Describe the process of developing plans to educate employees and stakeholders about pandemic preparedness and response.
- ✓ Critically discuss sector-specific preparedness capabilities for a flu pandemic.

SESSION OPTIONS:

This session is intended to be catered to a sector-specific audience and should be adapted accordingly. For this curriculum, we were able to develop modules for four sector-specific areas: Business and Private Sector, Healthcare and Medical Fields, Schools (K-12), and the Public Sector (Continuity of Operations Planning). For the needs of other groups that are not covered in this curriculum, it is intended that the "General or Multi-Sector" introduction to pandemic planning & coordination may be adapted and adjusted accordingly. Please refer to the following lesson tables to reference the appropriate materials needed for your session.

Option 1: General or Multi-Sector

Option 2: Public Sector

Option 3: Business and Private Sector

Option 4: Health and Medical Field

Option 5: School Districts (K-12)

NAVIGATING THE SESSION

The lesson plan for Session 2 has been developed with an adaptable structure that can accommodate many sectors.

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

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

The following toolkits will provide you with the materials needed to organize, coordinate, and facilitate this session.

Please note, the "#" sign is a placeholder for the above listed Session Options 1-5. For example 2.4.1 signifies Session 3, Option 4 (School Administration), "Steps to Developing Your Plan" Presentation.

	TOPIC	DURATION	INSTRUCTOR MATERIALS	PARTICIPANT MATERIALS
2.#.1	Steps to Developing Your Pandemic Plan	50 minutes	2.#.1 Presentation Template	Sector-specific plan outline
2.2	Pandemic and Our Capabilities: A "SWOT" Discussion	70 minutes	2.2 Presentation Template	2.2 Participant Handout

SESSION 2: Steps to Develop Your Pandemic Plan
Sector Name: <<Enter sector here >>

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

8:30-9:00	**Registration**
9:00-9:50	**Introduction to Planning and Coordination**
	<< Presenter Name >> << Title >>
9:50-10:05	*Break*
10:05-11:05	**Pandemic and Our Capabilities: A "SWOT"* Discussion**
	Group Activity
11:05-11:30	**Closing Remarks and Opportunity for Questions**
11:30	**Adjourn**

**SWOT: Strengths, Weaknesses, Opportunities, Threats*

Planning Sessions brought to you by:

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2.0 Session Coordination Checklists

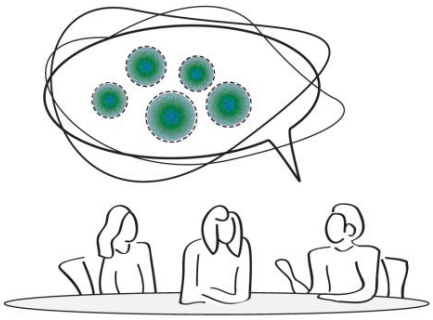
Session Planning Checklist

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

<<Sector Name>>
<< Date and Time >>
<< Location >>



www.communitypandemicprep.org

By Completing the Planning Series 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 who 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 (4) 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 2: <<Sector Name>> cover?

Session 2 Topics:

- How do we plan?
- What information do we need for our plan?
- Who should be involved?

Continuing education credits offered:

<< Credit >>
<< Credit >>

Session 2 is designed to introduce participants to the components and processes of developing a pandemic preparedness plan for << sector name >>. The completion of this session will equip participants with a plan outline that will guide the process for developing an organizational preparedness plan.

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

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

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2.#.1 Lecture: Introduction to Planning & Coordination

Format: Lecture

2.#.1	2.2
Lecture 50 min	Group Activity 70 min

SECTION DURATION: 50 minutes

INSTRUCTOR TYPE A local or regional Subject Matter Expect (SME) from the field of pandemic and/or all-hazards preparedness planning for the targeted sector.

GOALS:

- Introduce participants to planning guidance, and the history of hazards.
- Introduce key concepts, components, and methods that are important for the development of a pandemic flu preparedness plan for your specific sector.
- Inform on how to create and influenza preparedness team to facilitate the plan development process.

OBJECTIVES:

- Identify who might comprise an influenza preparedness team.
- Describe the process of developing plans to educate employees about pandemic preparedness and response.
- Discuss important concepts, components, and methods for the development of a pandemic plan.

Topics to Be Covered:

2.#.1	Presentation Topics
Background	
	Defining an Influenza Pandemic
	Government Policies for Pandemic
L	Existing Plans and Planning Guidance
	Plan Scope and Applicability
	Planning Assumptions
Pandemic Flu & Our Organization	
E	Organizational Profile
	Our Plan Development Process
	Pandemic Planning Team
	Essential Employees and Critical Inputs
	Reducing the Spread of the Virus
	Workplace Policies
	Internal Communications Plan
	Other Sector-Specific Topics

Focusing Inward — E = Engage

The purpose of this session is to take an internal focus from the perspective of one sector and of each organization represented at this session. Engage participants by inquiring about the status of various topics covered during this presentation.

L = Local

Inventorying Plans to Cross-Reference:

- Use examples from existing local plans.
- Make plan documents accessible to participants for referencing.

2.#.1 Pandemic Plan Outlines

By developing pandemic plans in alignment with other community organizations from multiple sectors, you will not only be able to establish collaborative relationships for preparedness, but you will have the support for plan facilitation that is needed to develop a sound pandemic plan at an organizational and community level.

Pandemic plan outlines have been developed for the following sectors:

Option 1: General or Multi-Sector

Option 2: Public Sector

Option 3: Business and Private Sector

Option 4: School Administration

Option 5: Health and Medical Field

The plan outlines are intended to serve as a starting point to assist organizational representatives with the development of a pandemic flu preparedness plan. Each can be tailored to the planning needs of individual organizations and the local community. The outline should serve as supplementary material to continuity of operations plans and other emergency preparedness and response policy documents.

In addition to distributing plan outlines to participants, all of the presentations, lesson plans, and other materials should be shared. By recycling and reusing the session materials, participants will be able to effectively facilitate the development of a pandemic plan for their represented organization.

To determine the structure of the plan outline, we have relied on the use of the U.S. Department of Health and Human Services' "Pandemic Influenza Checklists[i]. As participants work to develop pandemic flu preparedness plans, encourage the leveraging of resources and knowledge from local expert planning groups and other local best practice preparedness documents for cross-referencing. Examples of local experts and reference documents include but are not limited to:

- Local health department representative(s)
- Local health department pandemic influenza preparedness plan
- State health department representative(s)
- State health department pandemic influenza preparedness plan
- Local emergency management agency representative(s)
- Local emergency support function plan(s)
- Local behavioral response groups
- Local or state chapter of the American Red Cross
- Federal guidance and checklists from the U.S. Department of Health and Human Services, the Federal Emergency Management Agency (FEMA), and the Department of Homeland Security (DHS)
- Occupational Safety and Health Administration (OSHA)
- Local Chamber of Commerce
- Local Chapter of the Small Business Association
- Local Chapter of the Association of Contingency Planners

The pandemic plan outlines are broken down into four main sections:

1. Background

The "Background" section introduces the reader to pandemic influenza outbreak, the differences between pandemic and the seasonal flu, the history of pandemic influenza (globally, nationally, and locally), and expectations for future pandemics.

2. Pandemic Flu and Our Organization

Internally-focused, the "Pandemic Flu and Our Organization" section of the plan focuses on organizational efforts to plan for a pandemic. By organizing a team and outlining responsibilities for workplace policies and employee communications, this section will provide documentation and make explicit the efforts that have been taken to reduce the risk of contraction.

3. Pandemic Flu and Our Community

Externally-focused, this section of the plan focuses on organizational efforts to plan collaboratively with other community stakeholder groups for a pandemic. By facilitating an inclusive planning process, organizations will be able to better organize the leveraging of resources and the incorporation of "tried and true" local preparedness best practices.

4. Maintaining our Pandemic Plan

The following questions may be answered in the plan maintenance section: Once the plan is developed, how will it be exercised or updated? How frequently will the planning and implementation team meet to update the plan? Who from the organization will be responsible for attending meetings of external pandemic or emergency planning groups? Will the organization participate in drills or exercises that are internally or externally facilitated? How will continuous communication and education occur among staff and other stakeholders during the regular flu season?

2. 2 Pandemic and Our Capabilities: A "SWOT"[1] Discussion

Format: Introductory Lecture and Group Activity

2.#.1	2.2
Lecture 50 min	Group Activity 70 min

SECTION DURATION: 70 minutes

FACILITATOR TYPE: A local or regional Subject Matter Expect (SME) from the field of pandemic and/or all-hazards preparedness planning for the targeted sector shall facilitate the activity. He/she will guide the participants through the "Sample questions" provided to participants.

GOALS:

- Introduce the SWOT Analysis methodology (see "2.2 Participant Packet" for more information about SWOT).
- Provide a forum for participants to discuss preparedness capabilities.

OBJECTIVES:

- Reflect on and discuss pandemic preparedness and response capabilities.
- Identify areas of improvement for pandemic planning processes.
- Document sector-specific SWOT for the purpose of sharing with other diverse sectors during Session 3: Multi-Sector Communications Planning.

PREPARATION: To prepare, review the sample questions provided in the participant packet for your sector and cater the questions to reflect your audience. To localize your presentation templates, provide local examples for each quadrant to share with participants.

	Helpful	Harmful
Internal Origin	Strengths	Weaknesses
External Origin	Opportunities	Threats

In advance to Session 2, share the participant packet with invitees for the purpose of familiarization with the concept of SWOT and the format for the next session.

Materials you'll need:

- ☐ 2.2 SWOT Participant Packet
- ☐ Tables and chairs to accommodate groups.
- ☐ Flipchart paper, markers and tape or an easel for displaying the chart paper.
- ☐ Overhead projector or other projection equipment.

[1] SWOT – Strengths, Weaknesses, Opportunities, Threats.

Topics to Be Covered:

The topics below are sequenced for a 60 minute S.W.O.T. Discussion, with four (4) groups assigned to one (1) quadrant each. If you have more or less time to complete the activity, please refer to the "group breakdown" charts below and chose the :assignment that is most appropriate to your situation.

2.2	SWOT Discussion Sequencing	
Introduction to Activity		**15 minutes**
	Overview	
	What is a SWOT Analysis?	
	How to Complete a SWOT Analysis	
	Review of Sample Questions	
	Recording Your Answers	
	Documents to Help Inform Your Discussion	
	Review Pandemic Definition	
	Levels of Preparedness	
Group Discussion		**35 minutes**
Group Reporting		**30 minutes**
E	Report Strengths	
E	Report Weaknesses	
E	Report Opportunities	
E	Report Threats	
L	Follow-Up on Discussions	

Facilitation Tips: E = Engage

As a facilitator, circulate the room during the activity to address any questions participants may have. Also, encourage participants to circulate the room to see/hear other groups' responses and discussions. Does one group's weakness reveal and opportunity to fill in the gaps through another's strength?

Connecting Multiple Sectors L = Local

Collect responses from each of the sector-specific sessions and combine them. Distribute these documents to multi-sector participants in advance of the third session for review. At the third session, utilize the combined responses to inform an introductory discussion about multi-sector SWOT. This will be useful for identifying opportunities for improvement.

PARAMETERS:

Split groups up according to quadrant (i.e. one group focuses on strengths, one on weaknesses, etc.). In order to do so, divide the total number of participants by four (4) and assign to each area. If your groups are too large for productive discussion, assign additional groups to the same quadrant.

Option	Description of Group Assignments:	# of Groups
1	Open Guided Discussion	No groups
2	Divide by factor category (internal/external or helpful/harmful)	2 groups
3	Divided by quadrant (4)	4 groups
4	Assign multiple quadrants	Numerous

2.2 Participant Handout: SWOT Analysis Discussion

DATE: Click here to enter a date.

Sector: Choose an item.

Purpose: To reflect on and discuss existing and historic organizational and community pandemic preparedness and response capabilities in order to identify areas or improvement for pandemic planning processes.

Duration: 60 minutes

Parameters: Depending on the size of the session, your session facilitator will determine the group assignments as appropriate. Discuss and record your responses. Chose a group representative to report out your responses to larger group of session participants.

What is a SWOT analysis?

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis is an appraisal of an organization's internal strengths and weaknesses and its external opportunities and threats. Internal factors are inherent characteristics of the sector that either bolster or limit its ability to effectively respond. External factors are resources that can be used by the sector to improve its preparedness or pressures or other factors that could limit its ability to prepare or respond.[ii]

	Helpful to achieving the objective	**Harmful** to achieving the objective
Internal Origin Attributes of the Organization	**Strengths**	**Weaknesses**
External Origin Attributes of the organization	**Opportunities**	**Threats**

Once completed, the SWOT analysis can help determine if the information indicates something that will assist organizations in achieving their objectives (a strength or opportunity), or if it indicates an obstacle that must be overcome or minimized to achieve the desired results (weakness or threat).

For pandemic flu, the SWOT analysis exercise can be utilized as a method to examining multi-sector preparedness and response actions at the time of a pandemic flu outbreak. Given the point in time and the most recent pandemic to-date (e.g. H1N1), it will provide a way to critically discuss actions that were taken and methods to improve efforts in the event of a future pandemic.

How to complete the SWOT analysis:

Using the following "SWOT Analysis: Sample Questions", your plan outline, and other pandemic discussion topics, complete your responses for the assigned area(s) of the SWOT and report responses when prompted. This activity is intended to allow the group(s) to critically discuss pandemic preparedness and identify areas of collaboration and improvement within their organization and community.

How results of the SWOT analysis will be used:

Your responses during this activity will be recorded and documented for use during your plan development process. For example, if a specific opportunity is identified for community collaboration, this new "checklist item" will allow your organization to take advantage of this new opportunity by incorporating it into your pandemic plan.

SWOT Analysis: Sample questions

Instructions: Please discuss with your group the following questions as directed by your session facilitator. Write your group's responses in the manner directed by your session facilitator. If you are participating in this exercise as part of the "Community Planning Series for Pandemic Flu Preparedness" please reference your plan outline for more checklist items that may help inform your SWOT analysis responses.

STRENGTHS

Characteristics of the community that give it an advantage over the problem.

- What assets do you currently have in terms of pandemic readiness? Are your employees cross-trained? Have you been in touch with your local health department about what to do to prepare for and respond to a pandemic?
- What resources are available from your organization that would be helpful to the community/ to your workforce during a pandemic?
- What steps have you already taken to increase your readiness for pandemic? Think about what your organization has developed to plan for pandemic?
- During a time of high absenteeism (e.g. during H1N1) how were your organization's response efforts? For your workforce? For your community?

WEAKNESSES

Characteristics that place the community at a disadvantage.

- What could you improve, in terms of emergency and pandemic flu preparedness? Do all of your employees know what your workplace policy is if a pandemic produces high absenteeism?
- In what areas is your organization's emergency preparedness particularly deficient? Does your organization's insurance cover all the types of emergencies you might face? Is the coverage adequate for these emergencies?
- Does your organization practice exercises and drills that can prepare your staff and clients for a pandemic scenario?

OPPORTUNITIES

External chances to make the response adequate for community's needs.

- What opportunities exist that you can take advantage of? Is there a local CERT (Community Emergency Response Team) program or other volunteer emergency planning groups that your organization can team up with?
- Do other sectors or organizations have resources that could help fill in the gaps in your pandemic preparedness plans? Are any of your business associates currently developing emergency plans that you can reference during your own plan development process?
- What local events could provide opportunities for raising employee awareness of pandemic flu preparedness? Does your community have street fairs or seasonal festivals?

THREATS

External elements that could cause problems in responding adequately.

- What obstacles does your organization or community face in terms of planning? Some obstacles could be lack of money or time, low enthusiasm from other employees, etc.
- What are some external threats that might affect your organization's ability to respond? School closures? Other pandemic response measures that might affect your workforce, clients, or organization negatively?
- What difficulties will your organization and/or community face in terms of communicating before, during, and after a pandemic? What other groups may inhibit your ability to effectively communicate with your stakeholder groups?

Represented Sector/Department: _____

Internal Factors:

Strengths	
1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**
Weaknesses	
1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**

External Factors:

Opportunities	
1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**
Threats	
1.	**6.**
2.	**7.**
3.	**8.**
4.	**9.**
5.	**10.**

[ii] "Issue Brief: Pandemic Preparedness in the States: An Assessment of Progress and Opportunity." National Governors Association Center for Best Practices. September 2008. Source: http://transition.fcc.gov/pshs/docs/clearinghouse/best-practices/National_Governors_Association_PANDEMIC_ASSESSMENT_0809.pdf