

Access the recorded webinar here:

<https://register.gotowebinar.com/recording/8848224572376907011?assets=true>

Access speaker bios here:

<https://files.asprtracie.hhs.gov/documents/tracie-netec-highly-pathogenic-resources-webinar-speaker-bios.pdf>



T R A C I E
HEALTHCARE EMERGENCY PREPAREDNESS
INFORMATION GATEWAY

Highly Pathogenic Infectious Disease Training and Exercise Resources Webinar

March 5, 2020

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ASPR TRACIE: Three Domains



- Self-service collection of audience-tailored materials
- Subject-specific, SME-reviewed “Topic Collections”
- Unpublished and SME peer-reviewed materials highlighting real-life tools and experiences



asprtracie.hhs.gov



- Personalized support and responses to requests for information and technical assistance
- Accessible by toll-free number (1844-5-TRACIE), email (askasprtracie@hhs.gov), or web form (ASPRtracie.hhs.gov)



1-844-5-TRACIE



- Area for password-protected discussion among vetted users in near real-time
- Ability to support chats and the peer-to-peer exchange of user-developed templates, plans, and other materials



askasprtracie@hhs.gov

<https://asprtracie.hhs.gov/infectious-disease>



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John Hick, MD
Hennepin Healthcare & ASPR Moderator

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Webinar Objectives/ Setting Stage

- Seventh joint ASPR TRACIE and NETEC webinar discussing resources, lessons learned, best practices, and key considerations when conducting a training or exercise related to highly infectious diseases
- This webinar features:
 - Discussion-based and operations-based exercises related to Ebola or other special pathogens
 - Exercise templates for Regional Ebola & Other Special Pathogen Treatment Centers and Regional Partners



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Michelle Schwedhelm, MSN, RN, NEA-BC
Executive Director, Emergency Management & Biopreparedness,
Nebraska Medical Center; Program Director, NETEC

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A background image showing a group of healthcare workers wearing white protective suits, hoods, and face shields, smiling at the camera. The image is slightly faded to allow the text to stand out.

National Ebola Training and Education Center Mission

To increase the capability of the United States public health and health care systems to safely and effectively manage individuals with suspected and confirmed special pathogens

For more information

Please visit us at www.netec.org
or email us at info@netec.org

- **Create, conduct, and maintain a comprehensive suite of onsite and online education courses and helpful resources and tools**
- **Develop a repository for resources, announcements, links to key information, and exercise templates at netec.org**
- **Provide technical assistance to public health departments and healthcare facilities**
- **Create a research infrastructure across the 10 regional ETCs**

Assessment

Empower hospitals to gauge their readiness using

Self-Assessment

Measure facility and healthcare worker readiness using

Metrics

Provide direct feedback to hospitals via

On-Site Assessment

Education

Provide self-paced education through

Online Trainings

Deliver didactic and hands-on simulation training via

In-Person Courses

Technical Assistance

Onsite & Remote Guidance

Compile

Online Repository of tools and resources

Develop customizable

Exercise Templates based on the HSEEP model

Provide

Emergency On-Call Mobilization

Research Network

Online Repository

Built for rapid implementation of clinical research protocols

Develop Policies, Procedures and Data Capture Tools to facilitate research

Create infrastructure for a **Specimen Biorepository**

Cross-Cutting, Supportive Activities

NETEC eLearning Center

courses.netec.org

NETEC Just-in-time videos

YouTube: The NETEC

Join the Conversation!



theNETEC



@theNETEC



@the_NETEC



theNETEC

Use hashtag: #NETEC

Website

netec.org

Repository

repository.netecweb.org

Email

info@netec.org

Technical Assistance

Onsite & Remote Guidance

Develop customizable
Exercise Templates
based on the HSEEP model

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Emergency On-Call Mobilization

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The screenshot shows the NETEC repository website. The header includes the NETEC logo and navigation links: REPOSITORY HOME, DISCOVER, DEVELOP, IMPLEMENT, and EXPLORE. There is a search bar and a language selector (US, FR). Below the header, a filter instruction states: "Filter the ENTIRE repository: Choose a Subject OR a Type of Item below from the buttons to sort all resources. OR Choose Search Items Q: to filter one collection or perform complex queries." The "Subjects" section lists buttons for: PHYSICAL INFRASTRUCTURE, INFECTION CONTROL, TRAINING AND EXERCISES, EMERGENCY MANAGEMENT, PRE-HOSPITAL, INTAKE AND INTERNAL TRANSPORT, TREATMENT & CARE, PERSONNEL MANAGEMENT, LABORATORY, WASTE MANAGEMENT, DECEDENT MANAGEMENT, RESEARCH, GENERAL, ELEMENTOS EN ESPAÑOL, and CONTENU FRANÇAIS. The "Types of Items" section lists buttons for: EXERCISE TEMPLATES, VIDEO, ONLINE COURSE, WEBINAR, PUBLICATION, CHECKLIST, GUIDE, PROTOCOL, HYPERLINK, and IN PERSON COURSE. Below these, it says "BROWSE ITEMS (378 TOTAL)" and "BROWSE ALL. Browse by Tag Search Items Q". A pagination bar shows "1 of 38". A "Sort by:" dropdown is set to "Title". The first result is "NETEC - Online Course - Infection Control for Special Pathogen Isolation" by NETEC, dated 2019-02-22. The second result is "The Impact of High-Level Isolation Units Beyond High-" by Jennifer Andonian et al.

Explore our repository for vital information

Technical Assistance

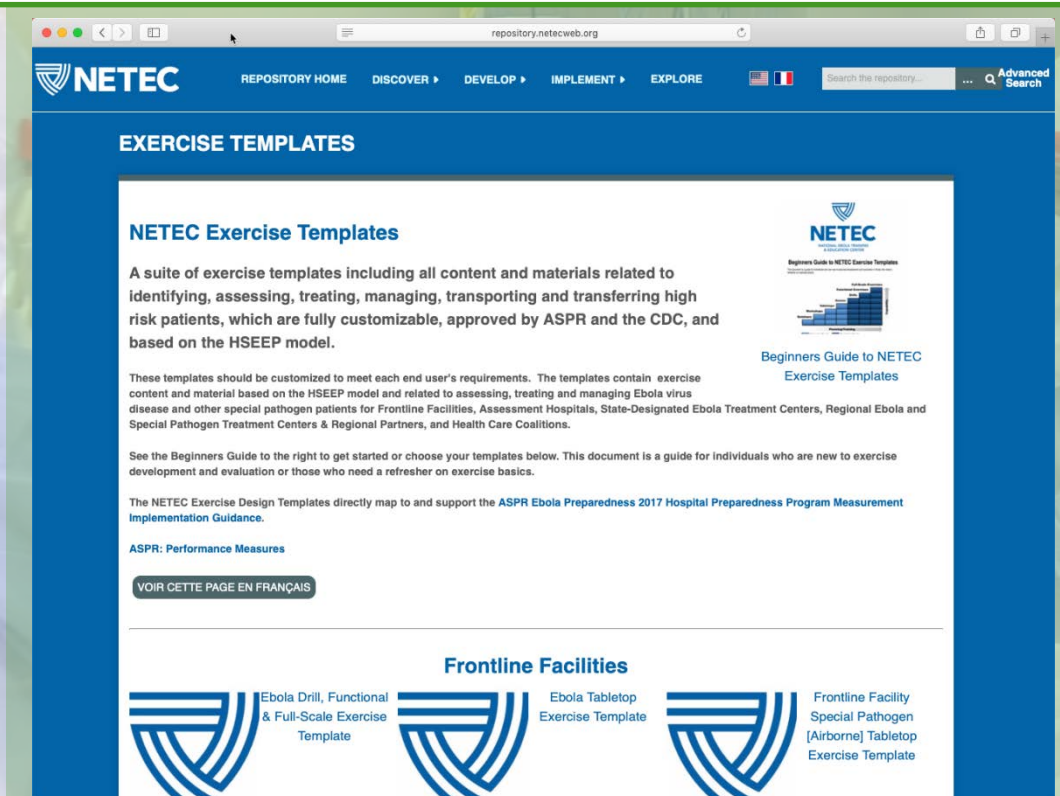
Onsite & Remote Guidance

Develop customizable
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of tools and resources

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Access NETEC exercise templates

COVID-19

Dashboard

Key Updates

CDC & WHO Guidance

Training Resources

Preparedness Resources



COVID-19 Resources

COVID-19

Dashboard

Key Updates

CDC & WHO Guidance

Training Resources

Preparedness Resources

Key updates:

- On January 30, the World Health Organization determined the rapidly spreading outbreak constitutes a Public Health Emergency of International Concern. On January 31, 2020, the U.S. Department of State issued [a travel advisory](#), Level 4: Do not travel to China due to the novel coronavirus first identified in Wuhan, China. On February 19, 2020 the CDC issued travel health notices for [Hong Kong](#) and [Japan](#) at Level 1: Watch. On February 20, 2020 the U.S. Department of State issued [a travel advisory for Hong Kong](#), Level 2: Exercise Increased Caution, due to the novel coronavirus first identified in Wuhan, China (COVID-19) ([U.S. Department of State](#)).
- On January 27, 2020, CDC again updated its interim [travel health notice](#) for this destination to provide information to people who may be traveling to Wuhan City and who may get sick. The travel notice was raised to a Level 3: Avoid Nonessential Travel advising travelers that the CDC recommends that travelers avoid all nonessential travel to China ([CDC](#)).
- On 10 January, WHO published a range of interim guidance for all countries on how they can prepare for this virus, including how to monitor for sick people, test samples, treat patients, control infection in health centres, maintain the right supplies, and communicate with the public about this new virus ([WHO](#)). The CDC is continuing to publish updated guidance on the evaluation of Patients Under Investigation (PUI) for COVID-19 ([CDC](#)).
- On 31 December 2019, the WHO China Country Office [was informed](#) of cases of pneumonia of unknown etiology (unknown cause) detected in Wuhan City, Hubei Province of China. A novel coronavirus (2019-nCoV) [was identified](#) as the causative virus by Chinese authorities on 7 January ([WHO](#)).

CDC and WHO Guidance



[Q&A on coronaviruses](#)



[Criteria to Guide
Evaluation of Patients
Under Investigation
\(PUI\) for 2019-nCoV](#)



[Interim Healthcare
Infection Prevention
and Control
Recommendations for
PUIs for 2019-nCoV](#)

COVID-19

Dashboard

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COVID-19 Resources

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COVID-19 Resources

COVID-19

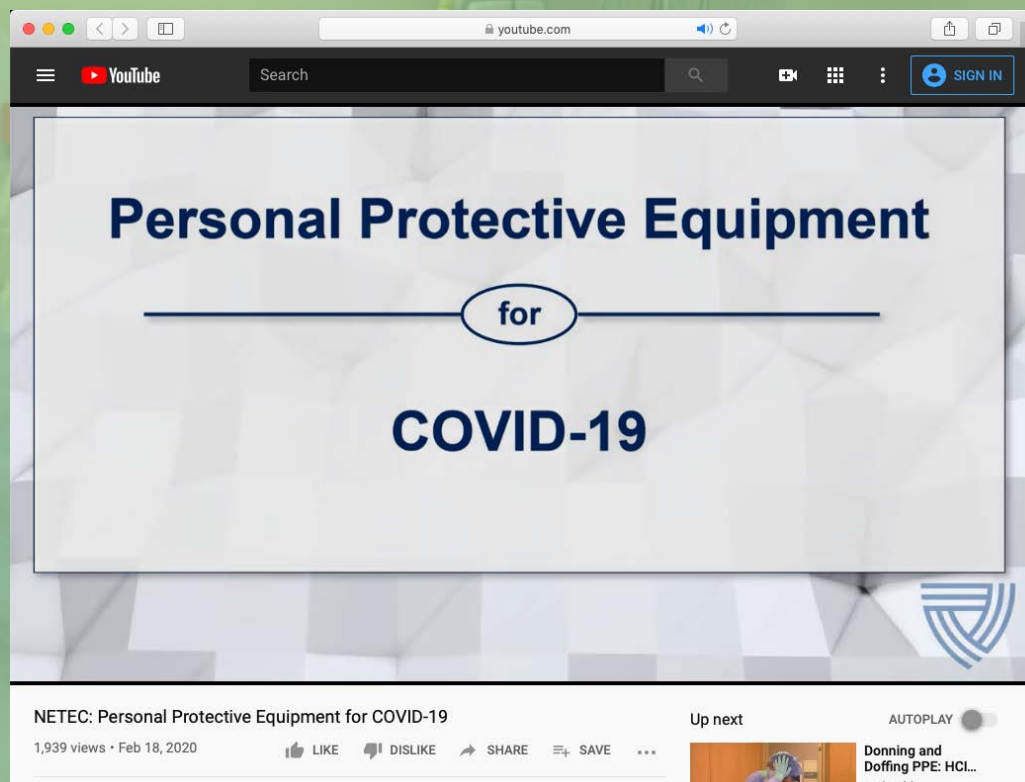
[Dashboard](#)

[Key Updates](#)

[CDC & WHO
Guidance](#)

Training Resources

[Preparedness
Resources](#)



YouTube

COVID-19

Dashboard

Key Updates

CDC & WHO
Guidance

Training Resources

Preparedness
Resources

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Updated February 14, 2020

COVID-19 PPE: Donning and Doffing



Items Required

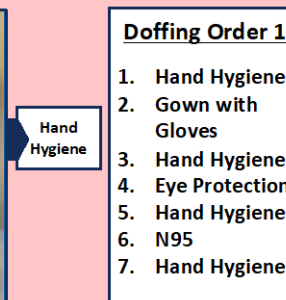
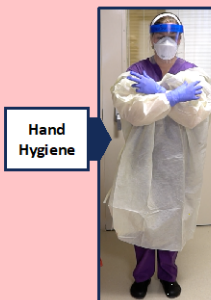
Gown – standard isolation
N95 Respirator
Eye protection - Face shield or goggles
Gloves

Hand
Hygiene



Donning Order

1. Hand Hygiene
2. Gown
3. Respirator
4. Eye Protection
5. Gloves



Doffing Order 1

1. Hand Hygiene
2. Gown with
Gloves
3. Hand Hygiene
4. Eye Protection
5. Hand Hygiene
6. N95
7. Hand Hygiene

Doffing Order 2

1. Hand Hygiene
2. Gown
3. Gloves
4. Hand Hygiene
5. Eye Protection
6. Hand Hygiene
7. N95
8. Hand Hygiene

Downloadable Resources

NETEC is Here to Help

NETEC will continue to build resources, develop online education, and deliver technical training to meet the needs of our partners

Ask for help!

- ➔ Send questions to info@netec.org - they will be answered by NETEC SMEs
- ➔ Submit a Technical Assistance request at [NETEC.org](https://netec.org)

Additional Resources

NETEC COVID-19 Information

- <https://repository.netecweb.org/exhibits/show/ncov/ncov>

CDC

- <https://www.cdc.gov/novelcoronavirus>

WHO

- <https://www.who.int/westernpacific/emergencies/novel-coronavirus>



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NEW Emergency Management Online Course

- Elements of Discussion-Based and Operations-Based Exercises for Ebola and Other Special Pathogens
 - Homeland Security Exercise and Evaluation Program (HSEEP) overview
 - Develop, conduct & evaluate exercises
 - After Action Report / Improvement Plan (AAR / IP) process
- CEUs
 - 1.15
- courses.netec.org

Why Exercise?

- Ready or not, patients will present
- Practice makes...permanent (Dale Carnegie)
- Practice (Merriam-Webster)
 - Exercise (skill(s)) repeatedly to improve proficiency

Homeland Security Exercise and Evaluation Program (HSEEP)

- Set of fundamental principles for exercise programs
- Common approach
 - Program management
 - Design & development
 - Conduct, evaluation & improvement planning
- Updated, January 2020



Exercise Types

- Discussion-Based
 - Workshops
 - Tabletops (TTX)
- Operations-Based
 - Functional
 - Full-Scale (FSE)



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Discussion-based Exercises

- Seminars
- Workshops
- Games/Simulations
- **Tabletops (TTX)**

Ten Steps to Exercise Design/Development



- 1) Establish exercise planning team
 - 2) Assess needs
 - 3) Define scope & purpose statement
 - 4) Define objectives
 - 5) Compose scenario
 - 6) Determine major and detailed scenario events
 - 7) List expected actions
 - 8) Develop pre-exercise materials
 - 9) Conduct Exercise
 - 10) Evaluate Exercise
- Using the example of the current COVID epidemic, lets create a high level TTX

1. Establish Exercise Planning Team

- Planning an exercise requires a different tasks from designing the exercise to facilitating, and evaluating
- Exercise Planning Team should be composed of a multidisciplinary team who will be responsible for:
 - 1. Developing exercise objectives, scenario, sequence of events
 - 2. Develop pre-exercise materials
 - 3. Help conduct pre-exercise training sessions
 - 4. Help determine exercise participants, evaluators, facilitator(s)

2. Assess Needs

- What needs assessments are already done in your facility, community, or jurisdiction for infection control and public health?
- Utilize existing emergency management structures or meetings to determine the needs of your local partners.
- Survey or interview partners.

3. Define Scope & Purpose Statement

- Put realistic limits to exercise. You can't practice all operations in the context of all hazards using all agencies in an area that includes all possibilities
- Purpose statement will flow from scope and encompass the global issue to be exercised.

4. Define Objectives

- A description of the performance expected from the participants that will demonstrate their competence
- S.M.A.R.T.
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound

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

5. Compose Scenario

- Who?
- What?
- Where?
- When?
- How?
- Why?

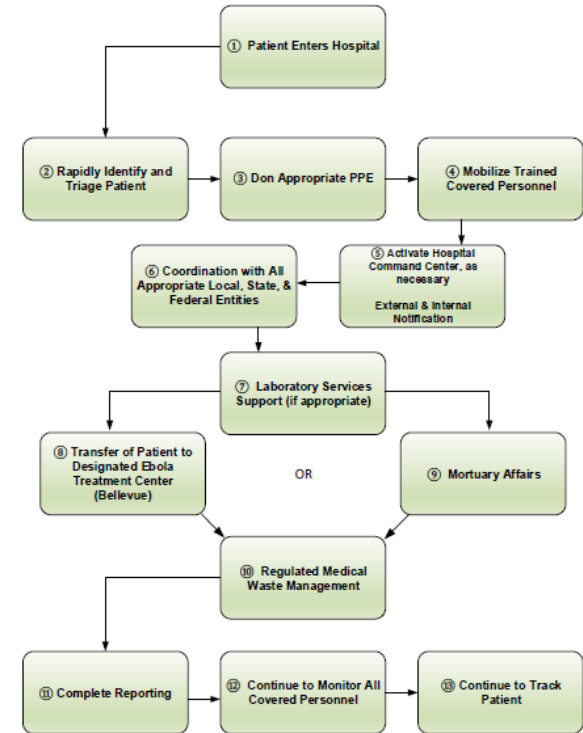


6. Determine Major & Detailed Events

- 0800 patient arrives in Emergency Department.
- 0805 patient is asked about fever/cough/rash and asked to put on mask and perform hand hygiene by triage nurse.
- 0808 patient is asked about travel or contact
- 0810 patient is isolated in prepared negative airflow room by triage nurse and ID team is notified.
- 0815 local health department is notified of patient.
- And so on...
- Based on the major and detailed events that have been identified, develop discussion questions that can be presented at the tabletop exercise.

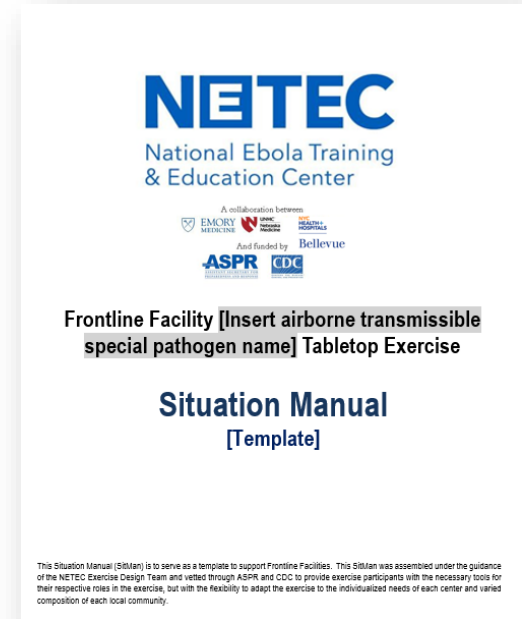
7. List Expected Actions

- Triage nurse asks appropriate travel history questions and escorts patient to the prepared negative airflow room.
- Nurse escalates clinically.
- Clinicians don appropriate PPE to perform patient assessment.
- Clinician contacts ICP/ID team as per protocol.
- Clinician makes internal and external notifications as per protocol.



8. Develop Pre- Exercise Materials

- Situation Manual (SitMan)
- Exercise Evaluation Guides (EEG)
- PowerPoint Presentation (as needed)
- Player training and orientation
- Facilitator orientation
- Evaluator orientation
- Other preparation



9. Conduct Exercise

Methodologies:

- Plenary
 - Conducted in large room
 - Active facilitation
 - No small group discussions
- Breakout
 - Divided into small groups
 - Players grouped by role/function/responsibility



10. Evaluate Exercise

- Conduct hot wash
- Collect exercise evaluation guides (EEGs)
 - Rate exercise objectives and associated critical task
- Assists in the development of the After Action Report

Notification Procedure								
Evaluator Name _____	<table border="1"> <thead> <tr> <th>Ratings Key</th> </tr> </thead> <tbody> <tr> <td>P – Discussed without Challenges</td> </tr> <tr> <td>S – Discussed with Some Challenges</td> </tr> <tr> <td>M – Discussed with Major Challenges</td> </tr> <tr> <td>U – Unable to be Performed</td> </tr> <tr> <td>NA – Unable to Observe</td> </tr> </tbody> </table>		Ratings Key	P – Discussed without Challenges	S – Discussed with Some Challenges	M – Discussed with Major Challenges	U – Unable to be Performed	NA – Unable to Observe
Ratings Key								
P – Discussed without Challenges								
S – Discussed with Some Challenges								
M – Discussed with Major Challenges								
U – Unable to be Performed								
NA – Unable to Observe								
Evaluator E-mail _____								
Phone _____								
Objective 1: Test notification processes, communication with, and coordination of activating the [insert BCU Team] (including support departments) upon identification of a second patient confirmed with Ebola Virus Disease (EVD)								
Associated Critical Tasks	Observation Notes and Explanation of Rating	Rating						
Time it takes for notification to rostered staff of identification of second patient								
Time it takes for the on-call team to report to the unit upon notification of a second incoming patient.								
Notifications are provided to appropriate personnel regarding second patient. <ul style="list-style-type: none"> Internal stakeholders (including support departments) External stakeholders (including state and local health departments) 								
Evaluate [insert RESPTC name] to coordinate transportation arrangements, and safely and effectively receive a patient with confirmed Ebola virus disease (EVD) for evaluation, treatment and admission within an appropriate time frame								
Exercise the notification and communication processes between local, state, and federal public health, EMS, healthcare delivery system partners, assessment centers, ETCs,								

3

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Associate Professor of Emergency Medicine, Harvard Medical School

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Using Operations-Based Exercises

- Two main types of operations-based exercises:
 - Functional Exercises
 - Full-Scale Exercises
 - Drills also count



Functional Exercises

- Test participants' ability to command and communicate in an emergency or other unusual event
 - Typically focus on the decisions, actions, and communications of Command Staff and other leaders in an incident
 - Conducted to test a hospital's, or a community's, ability to share information and to respond together effectively and in a coordinated fashion using the procedures and systems available to them for information-sharing

Functional Exercises

- Common HCID functional exercises may include:
 - Communications between an emergency department and hospital leadership and/or public health officials about how best to manage a patient who has been identified to possibly have an HCID
 - Communications between hospital leaders and/or public health officials and others after a patient with an HCID has been identified and when the patient requires transfer to an Assessment Hospital or a Treatment Hospital
 - Communications among leaders from sending and receiving hospitals, EMS, public health, and others, when a patient with an HCID is being transferred from one hospital to another

Full Scale Exercises

- Typically the most realistic and the most complex of the different kinds of exercises
- Common HCID scenarios that might be tested in a Full-Scale Exercise may include:
 - Arrival of an unannounced patient with HCID symptoms and risk factors of exposure to a hospital or other health care setting
 - Clinical assessment and provision of care for a patient with a suspected or confirmed HCID in an emergency department or specialized care unit
 - Performance of essential laboratory tests to support diagnosis and care for a patient with a suspected or confirmed HCID
 - Management and disposal of waste generated from the care of a patient with a suspected or confirmed HCID
 - Physical transfer of a patient with a suspected or confirmed HCID from one hospital to another

The Exercise Planning Process

- Always begin with the creation of a planning team
- One member should have experience with exercises
- Team needs sufficient expertise to be able to represent the differing departments, institutions, and/or agencies that will be asked to participate in the exercise
- At least one team member should have sufficient expert knowledge to create a realistic and plausible scenario

The Exercise Planning Process

- There are three important documents that support an operations-based exercise:
 - The Exercise Plan, or ExPlan
 - The Controller and Evaluator (C/E) Handbook
 - The Master Scenario Events List (MSEL)

NETEC exercise templates are available to help hospitals and others develop these exercise documents

Setting Objectives

- The planning team should also clearly define what is “in scope” and “out of scope” for their exercise
- As a general rule of thumb, it is advisable to have between 5 and 10 objectives for an operations-based exercise



Evaluating Exercise Outcomes

- The evaluation plan should be designed at the *beginning* of the exercise planning process.
 - Sufficient numbers of evaluators to observe and document exercise play are essential
 - If evaluators are asked to monitor too many actions at once, or if they are asked to evaluate functions in different physical areas, there is again a chance that important observations will be missed
 - Evaluators should be given appropriate tools to support their work

Simulating the Scenario

- Mannikins, medical simulators and actors can all be used when needed
 - Actors should be given clear guidelines on what they can and cannot do and say
 - Exercise players should understand the limits of what medical care and interventions they can provide for the patient, including undressing the patient, performing an exam, and performing procedures
 - If simulated body fluids are to be used to test the participants' skills in cleaning, it is often much easier to use these fluids with a mannequin or a simulator instead of with a live actor.



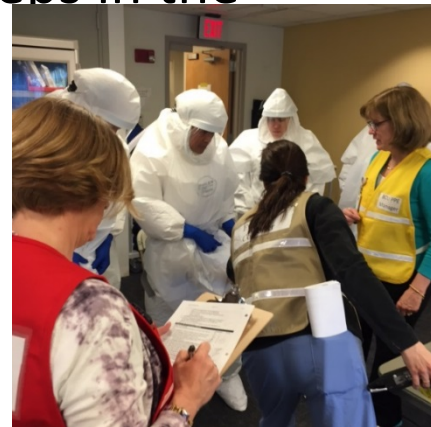
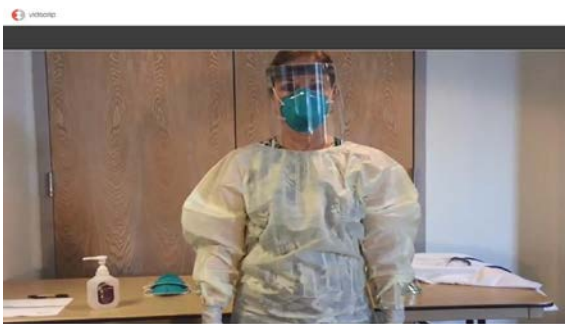
Simulating the Scenario

- Hospitals can practice in actual clinical spaces, mockup sites, or training rooms
 - Effective exercise mockup space should endeavor to exactly mimic the layout and equipment in the real clinical environment



Conducting the Exercise

- Staff *must* don and doff their PPE as they would in a real event
 - Utilize usual checklists and procedures for the hospital, and ensure that no players skip steps in the doffing of PPE in an exercise

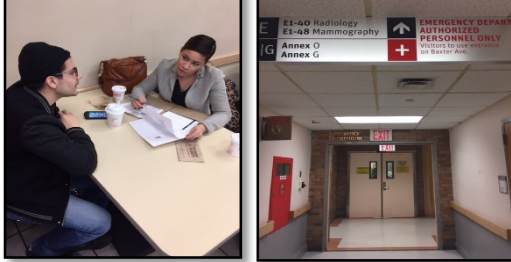


After-Action Reporting

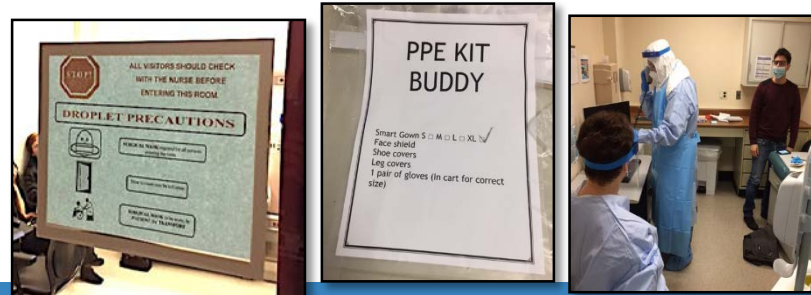
- Every exercise should result in an after-action report (AAR) and an improvement plan (IP).
 - AARs are typically organized according to the objectives of the exercise and the capabilities tested.
 - The Improvement Plan lists all of the changes that are expected to follow conduct of the exercise, and also lists who is responsible for making each change requested.
 - Tracking all of the IP items listed can ensure that preparedness and response for HCIDs improves with each successive exercise

Special Pathogen Mystery Patient Drills

1. Actor Briefing



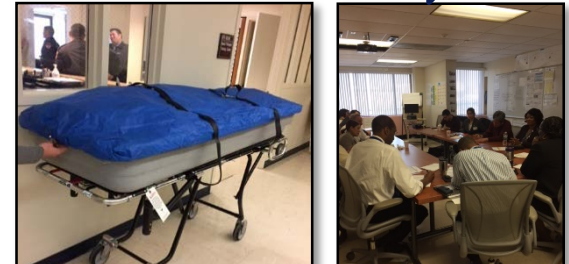
2. Assessment



0 minutes

60 minutes

3. Transport



4. Hotwash

Data Collection Tool

- Drill Time Stamps
- Disease-specific Checklist
- Staff Proficiency on “x” Disease
- Patient Experience

Appendix B: Data Collection Tool

Drill Time Stamps		
Time Stamp Points	Time	Comments
1. Arrival to Registration		
2. Registration to Triage		

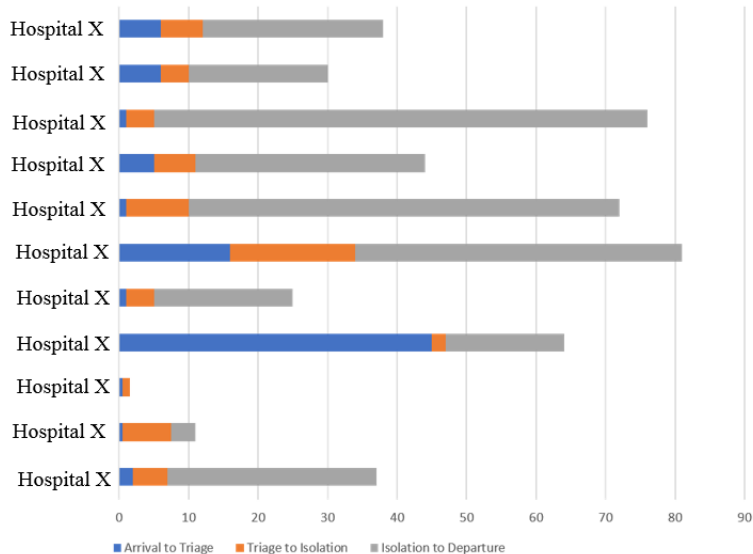
Patient Experience				
Type	Yes	No	Other	Comments
1. No visible cell phone usage or food/drink in reception area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Clerk/Greeter makes eye contact with patient and greets patient with appropriate greeting (i.e. “Good morning”)				
3. Clerk/Greeter’s ID badge is visible				
4. Clerk/Greeter introduces self with appropriate greeting (i.e. “Good morning”)				
5. Clerk/Greeter provides packet of paperwork for completion				
6. At every transition, patient is confirmed (via DOB and name)				

Staff Proficiency on [insert disease name]		
Type	Response: Rate overall response/knowledge on a scale from 1-5, with 1 being least proficient and 5 being most proficient	Comments
Question 1: What is [insert disease name] and how did I contract this disease?		
Answer: disease description		

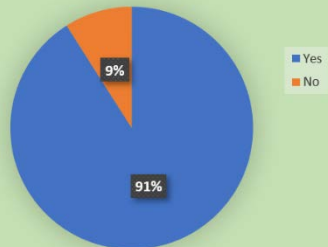
[insert disease name] Checklist				
Type	Yes	No	Other	Comments
1. Signage/Poster at point of entry for [insert disease name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Clerk/Greeter/Triage asks about <ul style="list-style-type: none"> Travel history How long fever/symptoms persists Overnight hospital stays while abroad Been in close contact with someone who is/was recently ill? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. When positive travel history and epidemiological linkage is confirmed, patient offered [insert disease name] testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Educational material (e.g. handout/FAQ) is given to patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Example: Mystery Patient Drills for COVID-19

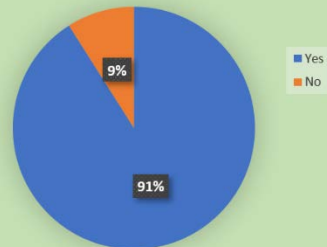
Simulation Time Stamps from Arrival to Triage to Isolation to Departure



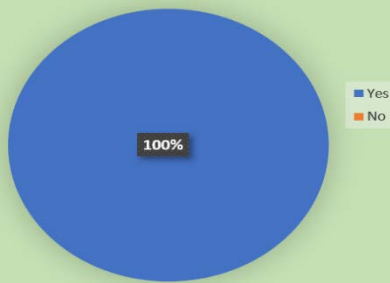
Visible Signage for Travel History + Respiratory Symptoms



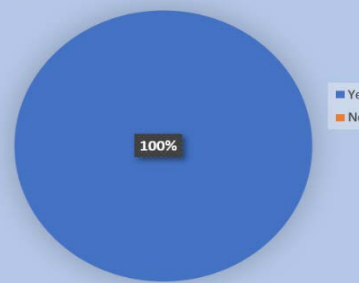
Patient Asked About Travel Outside the Country



Patient Given Mask



Designated Isolation Room Available



NETEC Exercise Resources

6 end-users

- Frontline Facilities
- Assessment Hospitals
- State-Designated Ebola Treatment Centers
- Regional Ebola and Special Pathogen Treatment Centers (RESPTCs)
- Health Care Coalitions
- Regional Transport Plan

2 exercise types

- Discussion-based
- Operations-based

2 exercise options

- Ebola
- Other Special Pathogens (airborne)

- Table 1: Airborne Transmissible Disease Selection**
- Middle Eastern Respiratory Syndrome Coronavirus (MERS-CoV)
 - Severe Acute Respiratory Syndrome (SARS)
 - Highly Pathogenic Avian Influenza (HPAI)
- *This is not an exhaustive list. Other airborne diseases may be substituted.

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NETEC Exercise Templates

■ Special consideration sections:

- Surge management
- Laboratory support services
- Waste management
- Care of a pediatric patient
- Decedent management
- Care of a labor/delivery patient

■ Built-in injects throughout for further food-for-thought

■ Based on HSEEP-model:

- Situation Manual/Exercise Plan
- Exercise Schedule
- After Action Report
- Improvement Plan
- Participant Feedback Form and more

Appendix A: Exercise Schedule

Suggested Time	Activity
Varies	Facilitator/Evaluator Briefing and Registration
20 – 30 minutes	Welcome and Introductory Briefing <ul style="list-style-type: none"> Participant Introductions (Player, Facilitator(s), Evaluators, Observers) Exercise Overview <ul style="list-style-type: none"> Agenda Guidelines Assumptions and Anticipates Evaluation
45 minutes	Exercise 1: Unit Activation: Transport and Patient Care for (Stable or Critical) (Insert airborne transmissible disease name) Patient <ul style="list-style-type: none"> Module 1 Module 2 Module 3
45 minutes	Exercise 2: Admit a Walk-in Patient from State-Designated Ebola Treatment Center's Emergency Department (ED) <ul style="list-style-type: none"> Module 1 Module 2
120 minutes	Exercise 3: Planning for Special Considerations for State-Designated Ebola Treatment Center <ul style="list-style-type: none"> Module 1 Module 2 Module 3 Module 4 Module 5 Module 6
30 minutes	Hot Wash/Closing Remarks/Participant Feedback Forms
Varies	Facilitator/Evaluator Debrief

Improvement Plan

This IP has been developed specifically for (Organization or jurisdiction) as a result of (Exercise Name) conducted on (Date of exercise)

Target Capacity	Intervention for improvement	Responsible Action	Capacity Change ¹	Primary Responsible Organization	Organization POC	Next Date	Completion Date
Target Capacity 1 (Capacity Name)	1 (Issue for improvement)	Intervention Action 1					
		Intervention Action 2					
		Intervention Action 3					
		Intervention Action 4					
Target Capacity 2 (Capacity Name)	1 (Issue for improvement)	Intervention Action 1					
		Intervention Action 2					
		Intervention Action 3					
		Intervention Action 4					

¹ Capacity elements are Planning, Organization, Equipment, Training, or Material.

NETEC Exercise Resources



- NETEC offers exercise support via:
 - Remote technical assistance
 - On-site technical assistance



T R A C I E
HEALTHCARE EMERGENCY PREPAREDNESS
INFORMATION GATEWAY

Moderator Roundtable
John Hick, MD

Unclassified//For Public Use

Question & Answer



For Additional Support

- Contact National Ebola Training and Education Center (netec.org) 
- Contact your NHPP Field Project Officers
- Contact ASPR TRACIE



[ASPRtracie.hhs.gov](https://asprtracie.hhs.gov)



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