

FOOD TRUCK FIASCO

FACILITATOR'S GUIDE



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WELCOME

This facilitator guide provides information needed to conduct a tabletop exercise based on illnesses originating from a retail source. This scenario centers on the retail sector, focusing on communication strategies between states and their county/local public health jurisdictions when a situation stemming from ill retail workers impacts customers across multiple counties, states, or even countries.

Exercise Goals and Objectives

Overall Goal

Improve jurisdictional preparedness, communications, and response to retail incidents.

Objectives

At the conclusion of this tabletop exercise, you should be able to:

- Understand the importance of internal (interjurisdictional) communications and coordination to react proactively to public health issues.
- Develop and/or review existing external (public) communications in collaboration with other public health partners that provide comprehensive and collaborative ideas, strategies, and solutions to mitigate the public health impact of a potential foodborne illness outbreak or contamination event.
- Describe how the environmental assessment and appropriate measures of control support effective response and action to identified food safety and public health risks.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during situations that may impact public health.
- Apply local, state, tribal, and federal regulations related to human pathogen control in retail establishments that span multiple jurisdictions.
- Utilize established investigation, reporting, and response procedures to manage public health.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during outbreak investigations.

Exercise Expectations

The event you are preparing to conduct is a tabletop exercise. This tabletop exercise is intended to involve key personnel discussing a simulated scenario in an informal setting. You can use the discussion time today to talk about plans, policies, and procedures, and promote functional organization through the

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understanding of authorities, protocols, and response resources that already exist within participants' jurisdictions. This scenario should include participants from state, county, local, territorial, and tribal retail food regulatory agencies, epidemiologists, public information officers, and retail food inspectors. Clinical and food laboratories play a lesser role in this scenario, but their presence or availability for consultation is suggested.

This tabletop exercise is designed to facilitate discussion among various participating entities, such as:

1. EHS – State/Local/Tribal/Territorial environmental health specialists (including those responsible for inspecting retail and foodservice establishments)
2. LPH – Local public health/Epidemiologist
3. SRA – State regulatory agency (including Rapid Response Team (RRT) coordinators)
4. PIO – Public information officers
5. FED – Federal FDA and CDC representatives can be included if the option to include multiple states is selected

Facilitator Expectations

The role of the facilitator is to guide the participants through the tabletop exercise. Your primary responsibilities before and during the exercise include:

1. Read and understand this guide before conducting the tabletop exercise.
2. Be familiar with the objectives of the tabletop exercise and ensure that participants are familiar with these objectives before the tabletop exercise.
3. Understand the exercise evaluation guide (EEG) used to document highlights of the discussions.
4. Thoroughly review the Situation Manual (SITMAN) and accompanying PowerPoint presentation.
5. Thoroughly review the appendix documents that support the narrative of the scenario.
6. Establish and monitor a basic set of ground rules for participants to follow during discussion.
7. Keep the Tabletop Exercise on schedule.
8. Identify the appropriate times for breaks and lunch (if applicable).
9. Facilitate discussions by asking pertinent questions rather than offering your opinions.
10. Keep all discussions focused by bringing the group back on track if the conversation strays from the topic.
11. Encourage interaction among the different groups, as it would be in the real world.

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12. Encourage participants to share their experiences and ideas to learn from one another.
13. Help the small groups during the breakout sessions if they have questions or need clarification on the discussion questions.
14. Identify participants who have relevant and recent experience with scenarios, and encourage them to share with less experienced participants.

It may be necessary for you to interact with and monitor the small groups to make sure they stay engaged; this may include reassigning members to different tables to facilitate a more effective and balanced discussion. Some facilitators have also found it helpful to have someone identified (perhaps the lead planner) to assist with monitoring and guiding the groups when they are in the breakout sessions.

Participant Expectations

The following can be expected of the tabletop exercise participants:

1. Participants should have a working knowledge of retail food investigations through public health, environmental health, and/or local/state/tribal organizations.
2. Participants who have relevant experiences are expected to share those experiences with less experienced participants during the breakout sessions.

Additional Materials

A PowerPoint presentation has been developed to facilitate the tabletop exercise and enhance the learning experience. A situation manual (SITMAN) serves as a reference tool for the participants. A certificate will be printed and presented to participants upon successful completion of the exercise.

Personal Learning Inventory

The Personal Learning Inventory (PLI) is designed to provide participants with a document they can keep, which highlights their major takeaways, improvement ideas, and action items.

PLIs are for the participants' use only and will not be collected; however, they are welcome to share their PLI with others as a record of their learning experience in today's tabletop exercise. Every participant should use the PLI included at the end of the SITMAN during the tabletop exercise to capture important discoveries and issues as they go through the modules. Participants will complete the PLIs at the end of the Exercise and keep them. The PLIs will not be collected.

Evaluation

AFDO has created an online evaluation that can be accessed via a link or QR code in one of the last slides. The survey is available here: <https://www.surveymonkey.com/r/RQSJPMM>.

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Course at a Glance

The approximate total workshop time is 6 hours, including breaks. Times can be adjusted to fit your participants' schedules and needs.

Time	Agenda
9:00 a.m.	Sign-In/Registration (30 minutes)
9:30 a.m.	Welcome to the Day/Introductions (30 minutes)
10:00 to 10:10 a.m.	Exercise Objectives (10 Minutes)
10:10 to 10:20 a.m. 10:20 to 10:50 a.m. 10:50 to 11:20 a.m.	Module 1 (70 minutes) Set up Scenario Module 1 Groups Discuss Their Question Sets Group Report-Outs
11:20 to 11:30 a.m. 11:30 to 11:40 a.m. 11:40 a.m. to Noon	Module 2 (40 minutes) Set up Scenario Module 2 Groups Prep for Their Mock Conference Call All Groups Join the Mock Conference Call
Noon to 1:00 p.m.	Lunch (60 minutes)
1:00 to 1:20 p.m. 1:20 to 1:45 p.m.	Module 2 Continued (45 minutes) Groups Discuss Their Question Sets Group Report-Outs
1:45 to 2:30 p.m.	Module 3 (45 minutes) Wrap Up Group Discussions
2:30 to 2:45 p.m. 2:45 to 3:00 p.m.	Wrap-Up (30 minutes) After-Action Report Evaluations, Certificates, and Close

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Facilitator Guide Icons

When You See This ...	It Means ...
	USE the facilitator's note for guidance.
	REFER the participants to the SITMAN page as indicated.
	SAY what's printed in the SITMAN, present information in the PowerPoint, or provide other instructions.
	ASK question(s) of the participants; encourage share out.
	DISTRIBUTE materials to the participants.
	ASSEMBLE participants into a breakout or smaller group for an activity.
	PLAN and review.

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Preparations: Getting Started

The following items should be provided by the Lead Planner:

(See the Lead Planner Guide for additional resources (projector, microphones, etc.) for conducting an effective course.)

- List of participants and their affiliations
- Tabletop exercise agenda
- One copy of the Situation Manual (SITMAN) for each participant
- Name badge for each participant
- Table tent card for each participant group
- Certificate of Attendance for each participant
- Appropriate audio-visual equipment and meeting supplies (e.g., projector, laptop, screen)
- Copies of the Personal Learning Inventory (located in the SITMAN)

With assistance from the Lead Planner, the facilitator and training team should arrive early (at least 30 and ideally, 60 minutes before the start of the tabletop exercise) to make sure the room is set up properly and that the necessary documents and supplies are available. The facilitator should also check that all equipment is in working order.

A Note About Time Management

As the facilitator, you are responsible for keeping the tabletop exercise on schedule. Running behind schedule and finishing late will distract from the tabletop exercise's goals and may detract from the learning experience. Cutting corners and rushing through the program may have equally negative effects, as the continuity of the learning can be greatly disrupted. Some helpful guidelines for you to consider are:

- Prepare in advance to be familiar with the materials.
- Rehearse the timing of each portion of the training.
- Use the agenda – the timing has been calculated to effectively fit the allotted time frame.
- Manage excessive conversation by asking participants to link their comments to the stated objectives.
- “Park” lengthy discussions in a “Parking Lot” and agree to return to them later (if time permits).
- Questions and concerns that arise in the breakout sessions that cannot be resolved should be recorded in the After-Action Report (AAR).
- Use breaks and lunch to recalculate the agenda timing if there are concerns about veering off course.

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- If the training is scheduled for more or less time than the suggested time frame, plan a new agenda in advance.

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INTRODUCTION SLIDES

Slide 2: Opening Remarks

Food Truck Fiasco

A Tabletop Exercise

**USE:**

The facilitator should welcome everyone and introduce himself/herself to the participants.

**SAY:**

Welcome, everyone, to today's training. My name is... Today, you'll be part of a tabletop exercise focused on a foodborne illness in the retail sector.



Thank you so much for taking the time to attend the exercise. We hope to make this a valuable learning experience for you.

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Slide 3: Agenda

Agenda

- 9:30-10:00 Welcome & Intro
- 10:00-10:10 Exercise Objectives
- 10:10-11:20 Module 1
- 11:20-12:00 Module 2
- 12:00-1:00 Lunch Break
- 1:00-1:45 Module 2 (cont.)
- 1:45-2:30 Module 3/ Wrap-up
- 2:30-2:45 After Action Report
- 2:45-3:00 Evaluations, Certificate, Close



**SAY:**

Here is today's agenda. We will provide time for breaks and lunch. Each module and subsequent discussion will vary in allotted time based on the amount of content, but we will stick roughly to this schedule.

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Slide 4: Funding Acknowledgement

Funding Acknowledgement

- The development of this exercise was supported by the Food and Drug Administration (FDA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award [FAIN] totaling \$500,000 with 100 percent funded by FDA/HHS.
- The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, FDA/HHS or the U.S. Government.



SAY:

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Slide 5: Acknowledgements, cont.

Acknowledgements (continued)

- Thank you to the volunteer subject matter experts
 - Kemi Oni (Iowa Department of Health)
 - Brad Deacon (Michigan Department of Agriculture and Rural Development)
 - Kelly Kline (Pennsylvania Department of Agriculture)
 - Jason Bashura (PepsiCo R&D)
- Developed by AFDO and Food Safety Strategy, LLC







 **SAY:**

This training was developed by AFDO with support from the Food Safety Strategy and volunteer subject-matter experts:

- Kemi Oni [kemmy oh-knee] (Iowa Department of Health)
- Brad Deacon (Michigan Department of Agriculture and Rural Development)
- Kelly Kline (Pennsylvania Department of Agriculture)
- Jason Bashura (PepsiCo R&D)

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Slide 6: Safety and Logistics


	<h3>Safety & Logistics</h3> <ul style="list-style-type: none">• Restroom• Emergency exits• Fire extinguisher, first aid, AED• Breaks and lunch plan 
	<p>USE:</p> <p>Facility Points of Interest: Identify the locations of important places in the building, like the restrooms, emergency exits, snack room or cafeteria, and other places that may be needed by the participants during the tabletop exercise.</p>
	<p>PLAN:</p> <p>Timelines for breaks: Please see the “<i>Course at a Glance</i>” (page 8) agenda to plan breaks and lunch logistics.</p>
	<p>SAY:</p> <p>Our facility restrooms are located _____.</p> <p>Emergency exits can be found _____.</p> <p>In the event of a fire or other emergency, the fire extinguisher, first aid, and AED devices are located _____.</p> <p>During our lunch break, we plan to _____. Snacks and water are/are not provided. Vending machines are/are not on the premises.</p>


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Slide 7: Introductions

Introductions


- Facilitator
- Evaluators (at each table)
- Icebreaker (Name, organization)



**USE:**

Facilitate intros among participants:

- Encourage table team members to introduce themselves.
- Explain that representatives from various entities have been asked to take part in this workshop. Ask participants to introduce themselves by offering their name, agency/organization, and their role.
- Consider including an icebreaker depending on the size of the group. For example, what food do you avoid based on your profession?

**SAY:**

Let's go around the room and introduce ourselves, with your name, agency/company/entity, and your role there.

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Slide 8: Purpose and Scope

Purpose and Scope

- At any point during production or distribution, food can be contaminated.
 - This scenario focuses on roles and actions that occur following confirmed foodborne illnesses in the retail sector.
- It is critical that relevant parties/partners understand the roles and responsibilities of all participating entities during investigations.
 - Communication is key to the efficiency and success of investigations.



SAY:

At any point during production or distribution, food can be contaminated. Here, this scenario focuses on roles and actions that occur following confirmed foodborne illnesses in the retail sector.


It is incumbent that relevant parties/partners understand the roles and responsibilities of all participating entities during investigations. Communication and timeliness are key to the efficiency and success of investigations.


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Slide 9: Exercise Structure

Exercise Structure

- Highly interactive exercise with three learning modules, each with questions and discussion:
 - Module 1: Identification of confirmed illnesses; internal and external coordination and communication
 - Module 2: Prevention plan/public communication strategies and mock conference call
 - Module 3: Scenario conclusion and wrap-up questions



 **SAY:**

This tabletop activity is a highly interactive exercise with three learning modules. Each module includes information about an evolving foodborne illness outbreak and requires participants to evaluate and discuss the evolution of the investigation:

- **Module 1:** Identification of confirmed illnesses; internal and external coordination and communication
- **Module 2:** Prevention plan/public communication strategies
- **Module 3:** Scenario conclusion and wrap-up questions

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Slide 10: Materials

Materials

- Situation Manual
 - Referred to as the "SITMAN"
 - Contains more details than will be presented in each module
 - Appendices



SAY:

This interactive exercise contains several parts to ensure a seamless experience. Here are the different documents that will be made available to you throughout the activity:

- The Situation Manual, or the SITMAN, contains more details than will be presented in each module. Your table group must review this information.
- The SITMAN also includes:
 - Appendices
 - Resource list
 - Acronym list
 - Personal Learning Inventory
 - After-Action Report

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Slide 11: Appendices

Appendices

- Appendix A: Wingz on Wheelz Food truck menu
- Appendix B: Community news article
- Appendix C: DRAFT health department advisory
- Appendix D: CDC pathogen fact sheet
- Appendix E: Resource links
- Appendix F: Acronyms
- Appendix G: Personal Learning Inventory
- Appendix H: After Action Report/IP



SAY:

Here are the appendices in the SITMAN. Use these as resources throughout the day.

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Slide 12: Personal Learning Inventory (PLI)

Personal Learning Inventory (PLI)

- Found at the end of the SITMAN (Appendix G).
- Designed to provide you with a document to capture questions, improvement ideas, and action items.
- For your use only (not collected). You are encouraged to share your PLI with others as a record of your learning experience.
- Add to your PLI throughout the day and refer to it as needed.



REFER:

Personal Learning Inventory Handout



SAY:




The Personal Learning Inventory document, or PLI, is located at the end of the SITMAN as Appendix G. Please find this handout now. This handout is designed to provide you with a document to capture questions, improvement ideas, and action items.

This is for your personal use only and will not be collected. You are encouraged to share your Personal Learning Inventory document with others as a record of your learning experience.

Feel free to add to your PLI throughout the day and refer to it as needed.

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Slide 13: Goal of Exercise

	<h3>Goal of Exercise</h3> <ul style="list-style-type: none">• Provides an overview of actions taken at the local, state, tribal, and territorial levels when a food-related incident occurs• Focuses on the role that key personnel play in multi-jurisdictional communications, containing the problem, and protecting consumers 
<div>USE:<p>Ask participants what expectations they have for this workshop. Include relevant new goals (if time permits).</p></div> <hr/> <div>SAY:<p>This exercise is designed to provide an overview of actions taken at the federal, local, state, tribal, and territorial levels when a food-related incident occurs.</p><p>Our primary focus is upon the role that key personnel play in multi-jurisdictional communications – and how that can lead to a swift and effective reaction to protect public health.</p></div>	

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Slide 14: Exercise Supports

Exercise Supports

- Standard 5: Foodborne Illness and Food Defense Preparedness and Response of the Voluntary National Retail Food Regulatory Program Standards reflect the current policies and procedures and is accurate as of November 2024.
- If there has been an update to the procedure in your jurisdiction, please inform the group of the change and work with the facilitator to ensure all participants understand the update.
- Scenario is hypothetical– ask questions and fill in knowledge gaps as needed.



REFER:

Standard 5



SAY:




This exercise has been based on the policies and procedures contained in the *Standard 5: Foodborne Illness and Food Defense Preparedness and Response of the Voluntary National Retail Food Regulatory Program Standards* and is accurate as of November 2024.

If there has been an update to the procedure in your jurisdiction, please make the group aware of the change and work with me, as your facilitator, to ensure that all participants understand the update.

Remember that the scenario presented here is hypothetical and may contain some assumptions in the process of managing an outbreak. Embrace the information presented and stay focused on the roles and responsibilities of each group member.

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Slide 15: Exercise Objectives

	<h3>Exercise Objectives</h3> <ul style="list-style-type: none">• After this exercise, you will be able to:<ul style="list-style-type: none">• Understand the importance of internal (interjurisdictional) communications and coordination to react proactively to public health issues.• Develop and/or review existing external (public) communications in collaboration with other public health partners that provide comprehensive and collaborative ideas, strategies, and solutions to mitigate the public health impact of a potential foodborne illness outbreak or contamination event. 
<p> USE:</p> <p>You might consider engaging your audience by playing “Popcorn” for each of the learning objectives. One participant is selected to read the first learning objective, then they say, “Popcorn!” and pick someone else in the room to read the second.</p>	
<p> SAY:</p> <p>We will be focusing on these learning objectives as part of our exercise today. Team members will discuss the importance of:</p> <ul style="list-style-type: none">• Understanding internal (interjurisdictional) communications and coordination to react proactively to public health issues.• Developing and/or reviewing existing external (public) communications in collaboration with other public health partners that provide comprehensive and collaborative ideas, strategies, and solutions to mitigate the public health impact of a potential foodborne illness outbreak or contamination event.	

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Slide 16: Exercise Objectives, cont.

Exercise Objectives (continued)

- Describe how the environmental assessment and appropriate measures of control support effective response and action to identified food safety and public health risks.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during situations that may impact public health.






SAY:

Describe how the environmental assessment and appropriate measures of control support effective response and action to identified food safety and public health risks.

Work collaboratively to deploy the responsibilities of each agency/discipline and implement proactive solutions.

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Slide 17: Exercise Objectives, cont.


	<h3>Exercise Objectives (continued)</h3> <ul style="list-style-type: none">• Apply local, state, tribal, and federal regulations related to human pathogen control in retail establishments that span multiple jurisdictions.• Utilize established investigation, reporting, and response procedures to manage the public health risks. <div data-bbox="1055 724 1226 819"></div>
	<p>ASK:</p> <p>Ask participants what expectations they have for this workshop. Include relevant new objectives (if time permits).</p>
	<p>SAY:</p> <p>Apply local, state, tribal, and federal regulations related to human pathogen control in retail establishments that span multiple jurisdictions.</p> <p>Utilize established investigation, reporting, and response procedures to manage the public health risks.</p> <p>You will be presented with an arrangement of questions for discussion at the end of each module. Not all the questions will apply to every group, but all discussion questions align with these learning objectives to focus your learning and practice today.</p>


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Slide 18: Exercise Rules of Engagement

Exercise Rules of Engagement

- Open, low-stress, and non-public learning environment is not intended to set precedents.
- Listen to and respect the varying viewpoints of all the other participants.
- Scenario is plausible and the events occurred as presented.
 - Suspend your disbelief, and feel free to discuss differing policies and procedures during the breakout discussions.



**SAY:**

This exercise has been created to be an open, low-stress, and non-public learning environment. It is NOT intended to set precedents.

Please remember to listen to and respect the varying viewpoints of all the other participants in your table teams and among the other groups.


Assume the scenario depicted in this exercise is plausible, and the events unfold as described. Don't fight the scenario. Engage with an open mind and feel encouraged to explore varying policies and procedures during the breakout sessions.


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Slide 19: Exercise Guidelines

Exercise Guidelines

- Commit to applying learnings from today's activities to your job/function and sharing key learnings with colleagues
- Teamwork is vital
- Have fun!




**SAY:**

The purpose of this exercise is to apply your learnings from today's activities directly to your job/function. Remember to share key ideas and questions with your colleagues. The PLI handout can help you keep track of important items for later.

Remember that teamwork and communication are vital for a successful exercise. Be sure to work together to share ideas and welcome different perspectives and methods to accomplish the goals. Say what you mean, and mean what you say.

Most importantly, remember to have fun during this process.

**ASK:**

Are there any questions that I can answer about the approach to this tabletop exercise?


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Slide 20: Exercise Players (Tabletops)

Exercise Players (Tabletops)

- Roles
 - Environmental health specialists (EHS)
 - Managers
 - Field staff
 - Laboratories (LL)*
 - Clinical
 - Food
 - Epidemiologists (LPH)
 - State regulatory agencies (SRA)
 - Rapid response team
 - Public information officers (PIO)
 - FDA & CDC representatives (FED)

*Clinical and food laboratories play a lesser role in this scenario, but their presence or availability for consultation is suggested.



USE:

Determine outliers: If any participant does not fit in with one of these categories, then consider where it is best to seat them during the sign-in process based on interest or prior experience.

SAY:

This exercise includes various roles in the management of and response to a foodborne outbreak. Here is a summary of the different positions that may be present with us today:

- Environmental Health Specialists (EHS) who are either managers or field staff
- Epidemiologists (LPH)
- State regulatory agencies (SRA), including a Rapid Response Team if the state has one
- Public information officers (PIO)
- *If applicable:* FDA & CDC representatives (FED)
- Laboratories, both clinical and food, will play a lesser role in this scenario, but their presence and availability for consultation are suggested, even if they do not have a table.

ASK:

Is there anyone joining us today whose position does not fall into one of these categories?

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Slide 21: Roles and Responsibilities

Roles and Responsibilities

- **Participant:** Respond to the scenario based on first-hand, experiential knowledge; current plans and procedures of individual entity, agency, or jurisdiction; and insights from training and experience.
- **Evaluator:** Record discussion highlights at each breakout table; don't participate but capture the dialogue for the After Action Report.
- **Facilitator:** Lead the exercise, provide situation updates, and moderate discussions. Provide additional information and resolve questions as needed. Key officials may also assist as subject matter experts.



USE:

Table Evaluators: Confirm that an evaluator is present for each breakout table or group.



SAY:

Everyone here has a role in this exercise. To create a successful practice exercise, the following roles and responsibilities have been created to support the many parts of this interactive activity:

- The **Participant** will respond to the scenario based on their first-hand, experiential knowledge; current plans and procedures of their individual entity, agency, or jurisdiction; and insights from training and experience.
- The **Evaluator** will record the highlights of the discussion at each breakout table. They don't participate in the exercise but capture the essence of the dialogue for use in the "After Action Report."
- The **Facilitator** (that is me) leads the exercise, provides situation updates, and moderates discussions. I will help by providing additional information and resolving questions as needed. I welcome the support and assistance of key officials who can serve as subject-matter experts during the exercise.

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Slide 22: Roles and Responsibilities (cont.)

Roles and Responsibilities (continued)

- **Group discussion leader:** Representative from each table (volunteered by the group) who leads the group.
- **Group recorder:** Representative from each table (volunteered by the group) who ensures that the group discussions are kept on time, and records the key themes discussed at the table.
- **Group reporter:** Person who is responsible for reporting out during the large group dialogue.



SAY:

Each table will also require the following roles to manage and document discussions:

- The **Group Discussion Leader** is a table volunteer who will lead the group at each table.
- The **Group Recorder** is a table volunteer who will ensure that the table group discussions are kept on time and record the key themes discussed at the table.
- The **Group Reporter** is responsible for reporting during the large group dialogue.

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Slide 23: Remaining Questions/Comments

Remaining Questions/Comments

- Any questions before we begin?
- Are the expectations clear?



ASK:

What questions can I answer about the logistics, roles, and/or expectations for this exercise?



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MODULE 1 – INITIAL INVESTIGATION AND PUBLIC HEALTH RESPONSE

Slide 24: Module 1 – Initial Investigation and Public Health Response

Module 1: Initial Investigation & Public Health Response

- Presentation of Scenario — 10 min
- Work Session (in breakout groups), answering questions — 30 min
- Module Debrief (whole group) — 35 min






PLAN:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **10 minutes only**. Remind the participants that additional details are in the SITMAN.

Time Management: Timing is critical. Manage the clock and allow **70 minutes** in total for the entire module, including report-outs.



SAY:

Module 1 describes the details of the scenario where foodborne illnesses are reported to public health officials. Here is our timeline for Module 1.

- I will spend approximately 10 minutes presenting the scenario to everyone.
- When finished, we will begin our Work Session in breakout groups.
- Your table will have 30 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.
- We will share our learnings as a whole group in a Module Debrief for 35 minutes.

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Slide 25: Module 1 – Initial Investigation and Public Health Response

Module 1: Initial Investigation & Public Health Response

- November 12: Location A's public health authorities report two confirmed hepatitis A cases to the state health department.
- Epidemiologist from Location A interviews Patients 1 & 2, who work at Star Wingz Co. in Location B.
- Both individuals recently traveled to Punta Cana in the Dominican Republic and report exhaustion from work due to high event volume.



SAY:

On November 12, public health authorities in **Location A** reported two confirmed cases of hepatitis A to the state health department.

The epidemiologist in **Location A** gathers that the ill individuals (Patients 1 and 2) work at a restaurant, Star Wingz Co. in **Location B**. During the interview process, Patient 1 states that about a month ago, she traveled to a beach resort in Punta Cana, DR (Dominican Republic), for their college's fall break along with Patient 2, who also works at the same restaurant. The two individuals also mention they are exhausted as work has been really busy with lots of events.

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Slide 26: Module 1 – Initial Investigation and Public Health Response

Module 1: Initial Investigation & Public Health Response

- November 13: Location A notifies Location B's health department of the confirmed hepatitis A cases.
- Environmental Health Specialist (EHS) in Location B reviews Star Wingz Co.'s last inspection (which was 4 months ago).
- Previous minor violations noted: uncalibrated thermometers, improper glove use, overflowing grease trap, and chemical storage issues.
- Not due for another inspection for several months.



SAY:

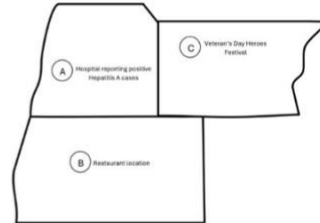
The next day, the health department in **Location A** informed their counterpart in **Location B** of the positive hepatitis A cases involving restaurant food handlers. Star Wingz Co. is under the jurisdiction of **Location B**, and after a quick review of records, it was noted that their last inspection was conducted 4 months ago and had minor deficiencies, including uncalibrated probe thermometers, improper glove use, an overflowing grease trap, and improper storage of cleaning chemicals. They are not yet scheduled for their next inspection.

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Slide 27: Module 1 – Initial Investigation and Public Health Response

Module 1: Initial Investigation & Public Health Response

- Reporter contacts the Health Department in Location C regarding the role of local health departments in regulating food trucks. The reporter notes that a rumor is circulating that food workers hospitalized with hepatitis A were at the Veterans Day Heroes Festival.
- These concerns were raised about food safety at public events due to social media complaints.



USE:

Multi-jurisdictional scenario: You may choose to recap the three locations now involved using the fictitious map on this slide. The map will also be displayed at the conclusion of the module for display during the breakout discussion.

Note: You may choose to utilize real names of locations to tailor the scenario to the audience. The SITMAN and accompanying materials will need a labeled guide to align with **Locations A, B, and C** in the scenario.






SAY:

Later that day, a reporter contacts the health department in **Location C** to provide comments for an article on the role of local health departments in regulating food trucks, festivals, and keeping food safe to prevent foodborne illness outbreaks.

The article is being written in response to community complaints and social media posts about unsafe food handling and preparation at the recent Veterans Day Heroes Festival, asking **Location C** to confirm a rumor that food workers have been hospitalized with hepatitis A (according to their source), who worked the event.

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Slide 28: Table Activity Session #1

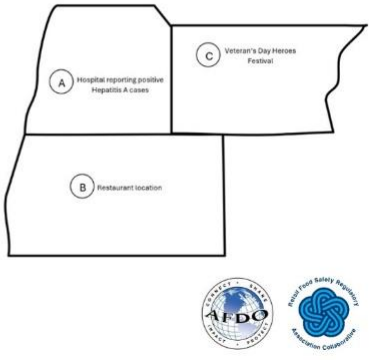
	<h3>Table Activity Session #1</h3> <ul style="list-style-type: none">• Consider the developments while answering assigned questions.• Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.• Record any unanswered assigned questions or participant questions. 
	<p>USE:</p> <p>Review Norms: Remind the participants to listen to and respect the varying viewpoints of other participants.</p> <p>Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.</p>
	<p>SAY:</p> <p>We are now moving into our Tabletop discussion. Consider the developments within the Module 1 scenario while answering the assigned questions. Remember that more details are in the SITMAN and appendices. Suspend disbelief and focus on the facts provided in the Module 1 SITMAN scenario.</p> <p>Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.</p> <p>Module 1 questions are on pages 8-12 of your SITMAN.</p>


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Slide 29: Breakout Session


Breakout Session

- 30 minutes to discuss questions
- 35 minutes for all groups to report




**REFER:**

Refer participants to relevant SITMAN pages.


**PLAN:**

At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion. Manage the clock to keep time.


Give the groups 10-, 5-, and 2-minute warnings.

**SAY:**

Please be reminded that you will have 30 minutes to discuss the assigned questions on Pages 8-10 of the SITMAN. We will then return together as a whole group for 35 minutes for all groups to report out.

**ASK:**

Are there any questions that I can answer prior to moving into your work session?

**ASSEMBLE:**

Have each group report on their discussion. It should focus on the top three items they have discussed and should be important for the whole group to know. For the report-out, alternate the order of the group presentations to avoid having the same group go first or last every time.

Give each group approximately 5 minutes to report out, depending on the number of groups. Manage the clock to keep time. If a group is unable to answer a question, pose it to the whole group and see if an answer can be found. While you are facilitating the report-out, listen for recurring themes and bring up relevant discussion points to the group.

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Unresolved questions should be recorded and later addressed in the After-Action Report.





ASK:

Are there any comments from other participants about the questions and answers reported?

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MODULE 2 – RESTAURANT AND FOOD TRUCK FINDINGS

Slide 30: Module 2 – Restaurant and Food Truck Findings



Module 2: Restaurant & Food Truck Findings


- Presentation of Scenario – 10 min
- Conference Call Prep (in breakout groups) – 10 min
- Group Conference Call – 20 min
- LUNCH
 - 60 minutes
- Work Session (in breakout groups) – 20 min
- Module Debrief (whole group) – 25 min

**PLAN:**

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **15 minutes**.

Remind the participants that additional details are in the SITMAN. You might also do a quick recap of what information we know so far from Module 1.

Time Management: Timing is critical. Manage the clock and allow **1 hour and 45 minutes** in total for the entire module.

**SAY:**

Let's see what happens next. Here is our timeline for Module 2.

- We will spend approximately 15 minutes presenting the scenario as a large group. Then you'll have 15 minutes to prepare with your breakout group for a mock conference call, and then we'll have the 15-minute call.
- After the call, we'll take a break for lunch.
- We will resume after lunch to work on individual breakout questions and share out our learnings.

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Slide 31: Module 2 – Restaurant and Food Truck Findings

Module 2: Restaurant & Food Truck Findings

- Friday, November 15
- Decision was made to conduct inspection of Star Wingz Co.

SAY:

On Friday, November 15, the decision was made to inspect the restaurant. **Location B** EHS conducted the inspection and, during the visit, received notification from the restaurant manager that two employees had been out since their food truck catered a large event on November 9 through 11.



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Slide 32: Module 2 – Restaurant and Food Truck Findings

Module 2: Restaurant & Food Truck Findings

Summary of Violations Found at Star Wingz Co. – Location B

• Improper cooler temperature (46°F; food ranged 41°F-47°F)	• No hairnets/restraints worn
• Cross-contamination: raw chicken wings & sauce reuse	• No handwashing reminder signs at sinks
• Poor handwashing practices	• Improperly placed/unmarked pest traps
• Empty soap dispensers in employee & patron restrooms	• Prior water damage from past kitchen fire



**SAY:**

Here is a summary and the findings of the inspection report (conducted by EHS at **Location B**):


Violations

- The cooler where raw meat, vegetables, and other temperature-controlled foods were stored was recorded at 46°F. During the inspection. Product temperatures ranged from 41°F.-47°F.
- Cross-contamination between raw chicken wings and sauces used to prepare wing flavoring (i.e., the sauce contacted raw wings, and the sauce was then reused after cooking).
- Employees were observed handling raw ground beef to make hamburger patties with improper handwashing prior to contacting other foods and utensils.
- Empty soap dispensers were found in employee and patron restrooms.
- No employees were wearing hairnets/restraints during food preparation.
- No sign at the handwashing sink to remind employees to wash their hands.
- There were improperly placed and unmarked pest traps.
- There was prior water damage on the wall from a fire in the kitchen grill.

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Slide 33: Module 2 – Restaurant and Food Truck Findings

Module 2: Restaurant & Food Truck Findings

Menu	
Wingz (6 for \$8; 12 for \$14; 18 for \$20) Choose from our signature sauces: Big City BBQ, Cajun Honey Hot, Honey Sriracha, Classic Buffalo, Spicy Garlic, Lemon Pepper (dry), Ranch (dry), Garlic Parm (dry). Served with celery, carrot sticks. *A cup of ranch or blue cheese \$1 Burgerz <ul style="list-style-type: none">• Plain Jane - \$12 Double beef on a toasted bun• Average Joe - \$13 Double beef with American cheese and bacon• City Slicker - \$16 Double beef, bacon, jalapenos, pepperjack cheese, onion ring, house-made western sauce Freebies: lettuce, tomato, onion, pickle, ketchup, mustard, and mayo upon request Hamburgers cooked rare, medium rare or pink in the middle may be undercooked and are served only upon request (consumption of raw beef may result in foodborne illness). Sidez: Hand cut fries (small) - \$8; Hand cut fries (large) - \$12	<ul style="list-style-type: none">• The food truck, "Wingz on Wheelz" is an extension of Star Wingz Co.• Most food is prepared at the restaurant and then loaded into the truck.• 7 or 8 employees worked the Nov. 9-11 Veterans Day Heroes event.• The truck was primarily staffed by local college students, with some employees having food handler training certificates. 

USE:

Additional details are included in the SITMAN for this portion of the scenario. Please remind participants to read the corresponding pages of the SITMAN before diving into their group discussions.

REFER:

The menu shown on this PPT slide is located in Appendix A.

SAY:

Because the restaurant manager mentioned ill workers were also involved in the festival their food truck attended, additional information for Wingz on Wheelz was gathered.

- The Wingz on Wheelz food truck is an offshoot of Star Wingz Co. (located in **Location B**), so that their most popular foods can be prepared and served at events. Wingz on Wheelz made its debut earlier in the year (May) and has catered 15+ events through the summer and early fall. The last big event was the Veterans Day Heroes Festival, November 9-11, in **Location C**. The person in charge did not have access to the event contract and did not have contact information for the festival. A menu of foods served was obtained. (See Appendix A.)
- They have two weekly "resident" locations they also serve – both are parking lots outside of other retail locations in **Location B**. The food truck also frequents farmers' markets and some sporting events (e.g., high school football games, community soccer games) in **Locations A and B**.

Most food preparation occurs at the restaurant and is loaded into the food truck before events.

- Wings are partially cooked at the restaurant, cooled and kept refrigerated (<38°F.) in the truck, fried, and tossed with selected sauce/seasonings per order.

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- o Small cups of blue cheese and ranch dressing, along with bags of celery and carrot sticks, are prepared at the restaurant and loaded onto the truck.
- o Potatoes are cut in advance and cooked by deep frying in the food truck.
- o Hamburger patties are formed at the restaurant and cooked to order in the food truck.
- o Hamburger toppings (cheese, lettuce, tomatoes, onions, bacon) are pre-cooked (bacon) and pre-cut at the restaurant and held under refrigerated temperatures in the food truck.
- The truck has a large handwashing station hooked up to a 30-gallon potable water system with soap and disposable paper towels for food workers.
- The predominant employees of the food truck are local college students, most of whom also work at the restaurant. Several of the students have attended food handler training as part of a vocational program at their school, and certificates can be provided.

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Slide 34: Module 2 – Veterans Day Heroes Event

Module 2: Veterans Day Heroes Event

- Thousands of people from different areas attended the Veterans Day Heroes Festival
 - Hours: 10a-10p Nov. 9, 10a-10p Nov. 10, and 10a-2p Nov. 11
- 8 food trucks served food in a semi-outdoor venue
- No worker roster available for food truck shifts at the festival
- Festival ticket registrations were obtained (limited contact info)
- Some attendees paid at the gate or received free entry (tracking difficult)



SAY:

Because of the involvement of ill food truck workers, EHS in **Location B** followed up by phone with the event organizer for the Veterans Day Heroes Festival, which was hosted in **Location C**. Contact information for the festival organizer was obtained from the event website.




- Festival hours were 10 a.m. to 10 p.m. on Saturday, November 9, and Sunday, November 10, and on Monday, November 11, 10 a.m. to 2 p.m.
- The Veterans Day Heroes Festival reported thousands in attendance from different areas. It was catered by eight different food trucks in a semi-outdoor venue.
- The food truck in question (Wingz on Wheelz) is owned by a restaurant, Star Wingz Co., which has one location in **Location B**. Event volunteers reported seeing 7 or 8 employees working at the food truck throughout the weekend. Several looked “young” (suggested: college or high school students), and volunteers noted that they did not seem to be aware of general good food handling practices and were seen on their cell phones or “goofing off” while patrons waited for their food to be prepared. A roster of all food workers/shifts was not made available to the event organizer.
- Registration emails were obtained for all who purchased tickets for the festival in advance. Full contact information is lacking for all attendees, as some were “comped,” or they purchased tickets at the event gates.


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Slide 35: Module 2 – Community News and Media


Module 2: Community News & Media

- Article published Nov. 17 (see Appendix B) quoting health department spokesperson
- >30 calls and emails to health department in Location C
 - 18 of these individuals complained about a burger and wing truck at the Veterans Day Heroes Festival
- Social media chatter across region (Locations A, B, and C) increased




**PLAN:**

Allow 3-4 minutes for participants to review the community newspaper article located in Appendix B.

**REFER:**

Access the community newspaper article in Appendix B.

**SAY:**

The community newspaper in **Location C** published an article on Sunday, November 17 (see Appendix B), quoting a spokesperson from the health department who discussed regulations governing food trucks and other retail food establishments, and basic food safety practices. The newspaper article triggered over 30 calls and emails to the health department in **Location C**, with 18 individuals complaining about a burger and wing food truck at the Veterans Day Heroes Festival. Social media chatter across the region (**Locations A, B, and C**) has also increased with mentions about the health departments' food safety programs and response to hepatitis A cases, as well as reporters and community sleuths piecing together the events in each jurisdiction over the past week.

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Slide 36: Module 2 – Summary of Social Media Posts

Module 2: Summary of Social Media Posts

- *"Hepatitis? Restaurants need to check their employees for drug use!"*
- *"Rumor has it the food truck workers were sick and still serving food. This is disgusting – where's the accountability?"*
- *"I heard someone got hepatitis A from the burgers at the Veterans event. Is this true?"*
- *"Where was the health department when this food truck was serving unsafe food all weekend? They should have acted sooner!"*
- *"Don't fall for the government's fear tactics! Vaccines aren't necessary for a virus most people don't even catch. Do your research!"*
- *"Health officials failed to protect us from unsafe food, and now they want to fix it with vaccines? No thanks!"*



USE:

The social media posts could be displayed on screen during the breakout for easy reference by teams.







SAY:

The following social media posts are examples of the chatter going around as a result of rumors and the recent community news article.

As you discuss this online activity in your groups, think about how you might determine the validity of the claims, document, and act on any claims made.

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Slide 37: Module 2 – Health Department Advisory

	<h3>Module 2: Health Department Advisory</h3> <ul style="list-style-type: none">• Draft language between all three health department supervisors has been circulating about a coordinated media campaign and public announcement (see Appendix C).• Text in BOLD represents debated statements; officials are having difficulty coming to agreement. <div data-bbox="1055 724 1226 819"></div>
	<p>REFER:</p> <p>Access the Public Health Advisory Draft in Appendix C.</p>
	<p>PLAN:</p> <p>Allow 3-4 minutes for participants to review the draft public health advisory in Appendix C. Note that statements in bold are areas where the three jurisdictions are having difficulty coming to a consensus.</p>
	<p>SAY:</p> <p>Draft language has been circulating back and forth from the three health department supervisors and key team members about a coordinated media campaign or public announcement that urges individuals who patronized the Wingz on Wheelz food truck and/or Star Wingz Co. restaurant – including those who attended the Veterans Day Heroes Festival – to contact their local health department for information on the symptoms of hepatitis A and what to do if exposed.</p> <p>This example Announcement Language is included in Appendix C. Portions in bold are highly debated pieces of the statement since the three jurisdictions do not have consensus. Action needs to be taken, but getting on the same page has proven to be difficult.</p>

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Slide 38: Module 2 – Next Steps

Module 2: Pending Conference Call

- URGENT! A meeting invite appears in your inbox for a joint conference call in 10 minutes.
- Action must be taken – come prepared to discuss plans for mitigating and preventing the multi-jurisdictional outbreak.
- State and local (Locations A, B, & C) public health officials are on the invite list (e.g., EHS, Epi, SRA, PIO).
- Spend 10 minutes in your group preparing for the call.



USE:

Post-exercise discussions may cover how each jurisdiction might communicate for after-hours emergencies.



SAY:

An URGENT meeting invite appears in your inbox with a request for a joint conference call this afternoon. It says: “Be ready to discuss plans for mitigating and preventing this multi-jurisdictional hepatitis A outbreak.” From the invite list, you see that everyone in this exercise has been invited to the call.

Spend 10 minutes with your group preparing for this call. Refer to the questions on page 13 of the SITMAN. They are the same for everyone. We’ll then have a mock call, and after lunch, proceed to the questions specific to your group. Are there any questions?

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Slide 39: Summary of Timeline

Summary of Timeline

October: Patients 1 & 2 travel to Punta Cana for fall break where they may have been exposed to hepatitis A

November: Patients 1 & 2 return to work at Star Wingz Co. (Location B)

November 9-11: Veterans Day Heroes Festival (Location C)

November 12: Patients 1 & 2 call out sick from work, reporting exhaustion and illness

November 13: Health department in Location A confirmed its hepatitis A cases and alerted Location B authorities

November 14 (AM): EHS inspected Star Wingz Co., discovering major food safety violations and learning of staff shortages

November 14 (PM): EHS contacted the festival organizer, uncovering a lack of food truck worker records and limited contact information for attendees

Ongoing: Health officials continue investigating potential public exposure and considering contact tracing efforts

AFDO
National Conference

SAY:






Here is a brief overview of the event timeline from reporting to current action before the mock conference call. This same timeline is provided in the SITMAN. [Review the timeline on the slide with participants.]

ASK:

Are there any questions about the timeline of events, or is any other clarification needed before the breakout discussion? Remind participants that additional details are provided in the SITMAN if they need to go back and review how the events unfolded.

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Slide 40: Mock Conference Call

	<h3>Module 2: The Conference Call</h3> <ul style="list-style-type: none">• Who would organize and lead this call?• Spend 20 minutes “on the call,” discussing as a group.   
<div>USE:<p>The goal of this discussion is to share information on decisions made and coordinate plans, so that each group can proceed (after lunch) with their individual breakout sessions.</p></div> <div>SAY:<p>It's now time for our mock conference call.</p><p>Quickly, can each group share which organization they thought would lead this call?</p><p>OK [group most likely to lead the call], do you want to kick things off? We have 20 minutes.</p></div>	

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Slide 41: LUNCH BREAK

Lunch | 60-Minute Break

**USE:**

Remind participants of the facility layout for restrooms, snacks, and water.

**SAY:**






Great work on the mock conference call. That should set your groups up nicely for the second part of this activity after we break for lunch. We will now take a lunch break before continuing with Module 2. Please be sure to return on time, as we will begin promptly at _____ a.m./p.m.

**ASK:**

Are there any questions that I can answer prior to lunch?



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Slide 42: Table Activity Session #2

	<h3>Table Activity Session #2</h3> <p>For the next ~20 minutes:</p> <ul style="list-style-type: none">• Consider the developments while answering assigned questions.• Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.• Record any unanswered assigned questions or participant questions. 
	<p>REFER:</p> <p>Refer participants to relevant SITMAN pages.</p>
	<p>PLAN:</p> <p>At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion. Manage the clock to keep time.</p> <p>Give the groups 10-, 5-, and 2-minute warnings.</p>
	<p>SAY:</p> <p>We are now moving into our Tabletop discussion for 20 minutes. Module 2 questions are on pages 13-20 of the SITMAN. Consider the developments within the Module 2 scenario as well as the information shared by your colleagues on the mock conference call while answering the assigned questions.</p> <p>Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Move through the questions as quickly as possible. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation. If they are not able to answer, skip the question and move on to the next.</p>
	<p>ASK:</p> <p>Are there any questions that I can answer prior to moving into your work session?</p>

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Slide 43: Module 2 – Report Out Session

	<h3>Module 2: Report-Out Session</h3> <hr/> <ul style="list-style-type: none">• 25 minutes for all groups to report <div data-bbox="1055 724 1226 819"></div>
	<p>USE:</p> <p>You may have noticed at this point in the exercise that some participants are more vocal than others. Be sure to encourage participation from all group members. This can be done by calling on individual group members or linking prior conversations and experiences to the comments participants made throughout the day.</p>
	<p>PLAN:</p> <p>Manage the clock to keep time within 25 minutes.</p>
	<p>ASSEMBLE:</p> <p>Have each of the groups report on their discussion. It should focus on the top three items they have discussed, and should be important for the whole group to know. For the report-out, alternate the order of the group presentations to avoid having the same group go first or last every time.</p> <p>Give each group ~5 minutes to report out, depending on the number of groups. Manage the clock to keep time. If a group is unable to answer a question, pose it to the whole group and see if an answer can be found. While you are facilitating the report-out, listen for recurring themes and bring up relevant discussion points to the group.</p> <p>Unresolved questions should be recorded and later addressed in the After-Action Report.</p>
	<p>ASK:</p> <p>Are there any comments from other participants about the questions and answers reported?</p>

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MODULE 3 – CONCLUSION AND WRAP-UP

Slide 44: Module 3 – Conclusions and Wrap-Up

	<h3>Module 3: Conclusions & Wrap-Up</h3> <ul style="list-style-type: none">• Group Discussion — 45 minutes• Followed by<ul style="list-style-type: none">• After Action Report — 15 minutes• Wrap-up (evals, certificates) — 15 minutes 
	<p>PLAN:</p> <p>Timing is critical. Manage the clock and allow 45 minutes in total for the Module 3 wrap-up discussion.</p>
	<p>SAY:</p> <p>Module 3 will be a group discussion based on the outcomes of your group discussions and actions from Modules 1 and 2. We will work through the questions that follow for the next 45 minutes. I encourage everyone to participate in the discussion and share the viewpoints that led you to your conclusion.</p>

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Slide 45: Module 3 – Conclusions

Module 3: Conclusions

Mid-December

Before everyone goes on holiday, the organizational leads from Locations A, B, and C convene to discuss updates to hepatitis A cases in the different locations and determine how the issue could have been better addressed.



SAY:

To wrap up this scenario, and before everyone goes on holiday, the organizational leads from **Locations A, B, and C** will convene to discuss updates to hepatitis A cases in the different locations and determine how the issue could have been addressed better.

Let's think about our conversations and communications, and process critically.

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Slide 46: Module 3 – Group Discussion

Group Discussion

- As part of the overall public health outreach strategy, what percent of event attendees contacted would be considered successful? (e.g., 25%, 50%, 95%)? What percentage might have responded?
- How would additional members of the public who might have been exposed from the food truck and restaurant's other catering activities during that period be contacted? What would be considered a 'successful' contact percentage?
- Are there any novel methods for navigating the challenges of finding and contacting potentially affected members of the public?
- Are there any experiences or lessons learned that you can apply from previous investigations?



SAY:

As part of the overall public health outreach strategy, what percentage of event attendees contacted would be considered successful (e.g., 25%, 50%, 95%)? What percentage would you expect to respond to the outreach?

These follow-up questions can also be discussed, if time permits:

- How would additional members of the public who might have been exposed to the food truck and restaurant's other catering activities during that time period be contacted? What would be considered a successful contact percentage?
- Are there any novel methods for navigating the challenges of finding and contacting potentially affected members of the public?
- Are there any experiences or lessons learned that you can apply from previous investigations?

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Slide 47: Module 3 – Group Discussion

Group Discussion

- What would be considered a successful vaccination campaign (e.g., 80% of exposed individuals who are contacted get vaccinated)?
- What types of activities would you anticipate if there had been reported cases resulting from the event?



ASK:

What would be considered a successful vaccination campaign (e.g., 80% of exposed individuals who are contacted get vaccinated)?

What types of activities would you anticipate if there had been reported cases resulting from the event?

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Slide 48: Module 3 – Group Discussion

Group Discussion

- What communication barriers do you foresee in your jurisdiction if a situation such as this one played out in real life?
 - With the general public?
 - With peers and colleagues in other jurisdictions?
- How would the overall response to this foodborne illness outbreak change if no environmental health violations were observed?



ASK:

What communication barriers do you foresee in your jurisdiction if a situation such as this one played out in real life?

- With the general public?
- With peers and colleagues in other jurisdictions?

How would the overall response to this foodborne illness outbreak change if no environmental health violations were observed?


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Slide 49: Recapping Exercise Objectives

Recapping Exercise Objectives

Recapping learning objectives:

- Understand the importance of internal (interjurisdictional) communications and coordination to react proactively to public health issues.
- Develop and/or review existing external (public) communications in collaboration with other public health partners that provide comprehensive and collaborative ideas, strategies, and solutions to mitigate the public health impact of a potential foodborne illness outbreak or contamination event.





SAY:

We are nearing the end of our tabletop exercise. Here is a reminder of our learning objectives. Today we learned how to:

- Understand the importance of internal (interjurisdictional) communications and coordination to react proactively to public health issues.
- Develop and/or review existing external (public) communications in collaboration with other public health partners that provide comprehensive and collaborative ideas, strategies, and solutions to mitigate the public health impact of a potential foodborne illness outbreak or contamination event.

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Slide 50: Exercise Objectives (cont.)

Recapping Exercise Objectives (continued)

- Describe how the environmental assessment and appropriate measures of control support effective response and action to identified food safety and public health risks.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during situations that may impact public health.



SAY:

We also learned how to:

- Describe how the environmental assessment and appropriate measures of control support effective response and action to identified food safety and public health risks.
- Use a collaborative approach to efficiently deploy the responsibilities of each agency/discipline to implement proactive solutions during situations that may impact public health.

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Slide 51: Recapping Exercise Objectives (cont.)

Recapping Exercise Objectives (continued)

- Apply local, state, tribal, and federal regulations related to human pathogen control in retail establishments that span multiple jurisdictions.
- Utilize established investigation, reporting, and response procedures to manage the public health risks.



SAY:

Finally, we learned how to:

- Apply local, state, tribal, and federal regulations related to human pathogen control in retail establishments that span multiple jurisdictions.
- Utilize established investigation, reporting, and response procedures to manage the public health risks.

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Slide 52: Evaluation

To be added.



PLAN:

Give participants approximately 5 minutes to complete the survey, noting that there are a few more things to cover before breaking for the day.



SAY:

Please take about 5 minutes right now to complete the exercise evaluation by clicking the QR code shown.

Your feedback goes to AFDO and is important to make future exercises even more successful.

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Slide 53: Other Activities

Other Activities

- After Action Report and Improvement Plan (AAR/IP)
 - Will be generated (next slide).
 - Your feedback from wrap-up questions will be incorporated.
 - Consider this For Official Use Only and share only with those with a need to know.
- Review your PLI and add final thoughts (do not turn in; PLI stays with you).



DISTRIBUTE:

Feedback Form: Upon collection from the participants, please forward to the Lead Planner.







SAY:

Here are a few housekeeping items as we close out our exercise.

- The After-Action Report and Improvement Plan (AAR/IP) will be generated by the evaluators and Lead Planner, and a draft will be shared in about one month. This is in Appendix H in your SITMAN. Your feedback from evaluations and wrap-up questions will be incorporated. Consider this For Official Use Only and share only with those with a need to know.
- Review your PLI and add any final thoughts. Please do NOT turn in this document; the PLI stays with you.

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Slide 54: After Action Report

	<h3>After Action Report</h3> <ul style="list-style-type: none">• How well would personnel from the exercising jurisdiction and other participating entities have been able to perform the necessary or critical tasks?• What decisions were required, and who should have made them?• Were additional resources required? If so, how should they have been sourced?• Would existing plans/protocols/policies enable the full performance of critical or necessary tasks? Were participants familiar with those documents?• How well did personnel from various entities and jurisdictions coordinate and cooperate to accomplish necessary tasks? Are there agreements in place (among entities, agencies and/or jurisdictions) to support cooperative accomplishment of necessary tasks?• What lessons were learned from the exercise?• What changes/improvements are recommended? 
	<p>DISTRIBUTE:</p> <p>After Action Report: <i>Appendix H in the SITMAN</i></p>
	<p>USE:</p> <p>Judgement, based on time, for which questions to prioritize. Focus on lessons learned and opportunities for change and improvement. Encourage participants to be as specific as possible.</p>
	<p>ASK:</p> <p>There has been an evaluator sitting at each table who will prepare the After-Action Report and Improvement Plan (AAR/IP). Let's spend a few minutes as a group talking about how the plans, protocols, processes, and resources you used worked, and what might need to be developed or re-evaluated based on how the scenario went.</p> <p>Who would like to share one thing that worked well, and one area that you'd like to improve or reconsider?</p>

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Slide 55: Resources

Resources

- Complete list in SITMAN – your situation manual
 - FDA Model Food Code: <https://www.fda.gov/food/fda-food-code/food-code-2022>
 - Integrated Food Safety Centers of Excellence (Food Safety CoEs) : <https://www.cdc.gov/foodsafety/centers/index.html> ; Products developed by CoEs: <https://foodsafetycoe.org/>
 - RRT Best Practices Manual: https://cifor.us/downloads/clearinghouse/2017-RRT-Best-Practices-Manual_FINAL_191216_082235.pdf
 - CIFOR CDC landing page: <https://www.cdc.gov/ncezid/dfwed/food-safety-office/cifor.html>
 - EpiReady: <https://www.neha.org/epi-ready>



SAY:

Here is a list of the resources and professional publications that were involved in the creation of this exercise. You'll find these in the SITMAN Appendix E, as well.

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Slide 56: Thank You and Questions

Thank You and Questions

**DISTRIBUTE:**

Certificates of completion, if applicable.

**SAY:**

It was a pleasure serving as your facilitator today. Thank you to our hosts and organizers of this session, and for your engagement in the exercise today. You are now dismissed. Thank you for coming, and safe travels!

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APPENDIX A: WINGZ ON WHEELS MENU

Wingz

6 pc - \$8

12 pc - \$14

18 pc - \$20

Signature Sauces: Big City BBQ, Cajun Honey Hot, Honey Sriracha, Classic Buffalo, Spicy Garlic, Lemon Pepper (dry), Ranch (dry), Garlic Parm (dry)

Served with your choice of carrot or celery, blue cheese, or ranch

Burgerz

Plain Jane - \$12

Double beef on a toasted bun

Average Joe - \$13

Double beef with American cheese and bacon

City Slicker - \$16

Double beef, bacon, jalapeños, pepperjack cheese, onion ring, house-made western sauce

Freebies: lettuce, tomato, onion, pickle, ketchup, mustard, and mayo upon request

Hamburgers cooked rare, medium rare, or pink in the middle may be undercooked and are served only upon request. (Consumption of raw beef may result in foodborne illness.)

Sidez

Hand-cut fries (small) - \$8

Hand-cut fries (large) - \$12

Bevz

Water - \$3

Soda - \$4

Seltzer - \$4

Juice box - \$2

Milk - \$2

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APPENDIX B: COMMUNITY NEWS ARTICLE

An article in a community newspaper in **Location C** on Sunday morning highlighted the Veterans Day Heroes Festival event that occurred earlier in the week and noted that there were concerns about undercooked food served to attendees.

From the desk of: Kaitlynn O'Reilly, Journalist

With cheap, chic fare like Baja fish taco bowls and woodfired gourmet pizza, the state's 2,000+ food trucks are rolling into virtually every small town and event. But the burning (or not so burning) question: Is it safe to grab a bite from a truck that cooks for hundreds, maybe even thousands of people in a space that's the fraction of the size of your home kitchen?

Our Community News team was recently on-site for a three-day Veterans Day Heroes Festival. While our focus was on the current state of veterans affairs – and not the food – we couldn't help but ponder this question as a very red, but juicy burger stared one of our team members in the face during the lunch break.

"Food trucks are required to follow strict guidelines, and they are often inspected as frequently as restaurants," a spokesperson from the local environmental health and safety office said. By law, food trucks need a license to operate so the local health department can track them for inspections.

Why this matters to you: Illegal operators tend not to worry as much about cooking and storage temperatures. BUT there is also an element of surprise – for an owner of a food truck – an inspector could drop by at any time. Some sage guidance we received from the county's Health office: "Know that you can always ask to see the license. And if they can't produce it, it's probably best to eat somewhere else."

But how much can a piece of paper assure you that the food you're about to eat won't leave you hugging the porcelain throne overnight? Here are a few red flags that State University Food Safety Program food safety specialist, Dr. Jeffrey Pierce, shared with our reporting team:

"Try to be on the lookout for proper food handling practices – if you can see what is going on behind the ordering window and inside the truck. Things like proper glove use, food that looks to be left out, presence of insects, clean clothing, hair nets/hats, and general cleanliness of the food preparation space – those little practices can make a big difference when it comes to safely preparing food."

After a long, eventful day, it's natural to want to dive right into the food you've ordered. But Pierce also cautions the public to pay attention to the food's temperature. It's not just a bummer to receive lukewarm chow mein. "Temperature problems are one of the most common violations in food trucks," said Pierce.

And (not-so-spoiler alert) – our news team member seems to be just fine after eating his meals on wheels. Interested in seeing what's on tap – and on wheels – at this weekend's local events? Check out the listing of food trucks that will be rolling into your neighborhood over the next few weeks: [link to community calendar].

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APPENDIX C: HEALTH ADVISORY

In your group, discuss which components below you would or would not include in the health advisory. What additional information is missing?

Example of Health Department Advisory: Take Action to Prevent Hepatitis A

If you ate at Star Wingz restaurant located at Location B, or patronized their Wingz On Wheelz food truck between **[there is debate about the date range to include in the notice]**, including at the November 9-11 Veterans Day Heroes Festival in Location C, contact your local health department immediately, as you may have been exposed to hepatitis A. **[There is debate whether they should contact the health department, doctor, other, or if no suggestion should be made.]**

Hepatitis A is a highly contagious viral infection that causes liver inflammation. Symptoms include stomach pain, nausea, fatigue, jaundice, and more. While most recover within two months, it can be life-threatening for older adults or those with other health issues.

A single shot of the hepatitis A vaccine within two weeks of exposure can prevent illness – even if you're unsure about previous vaccination. **[There is debate about this. Some want to omit reference to a vaccination and let the person's medical advisor share this information privately. Others want to hold public vaccination clinics. Others are in between and want to note that there is a vaccine.]** Depending on your age and health, your doctor may also recommend immune globulin (IG), especially for children under 1 year old or those unable to get vaccinated. To prevent the spread of hepatitis A, practice good hand hygiene: wash hands with soap and water after using the bathroom, changing diapers, and before handling food.

Act quickly to protect yourself and others. For more information, contact your local health department @ ##.

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APPENDIX D: HEPATITIS A (HAV) FACT SHEET

Source: Excerpts from CDC - <https://www.cdc.gov/hepatitis-a/about/index.html>

About Hepatitis A

The hepatitis A virus is highly contagious. People who get hepatitis A may feel sick for a few weeks or several months but usually recover completely and do not have lasting liver damage. In rare cases, hepatitis A can cause liver failure and even death. This is more common in older people and people with other serious health issues, such as chronic liver disease.

Since 2016, there have been outbreaks in multiple states caused by person-to-person transmission. These outbreaks have primarily been from person-to-person contact.

Signs and Symptoms

Not everyone with hepatitis A has symptoms. Adults are more likely to have symptoms than children. If symptoms develop, they usually appear 2-7 weeks after exposure. Symptoms usually last less than 2 months, although some people can feel sick for as long as 6 months.

Symptoms can include:

- Dark urine or clay-colored stools
- Diarrhea
- Feeling tired
- Fever
- Joint pain
- Loss of appetite
- Nausea, stomach pain, throwing up
- Yellow skin or eyes (jaundice)

Risk Factors

Anyone who hasn't been vaccinated or previously infected can get hepatitis A. Certain life circumstances and behaviors can also increase your risk of infection.

How It Spreads

Hepatitis A is spread when someone ingests the virus, even in very small amounts. This usually occurs through person-to-person contact or by eating or drinking contaminated food or drink.

Prevention

The best way to prevent hepatitis A is by getting vaccinated. You need to get all the shots in the series to be fully protected. In addition, it's important to practice good hand hygiene, including thoroughly washing hands after using the bathroom, changing diapers, and before preparing or eating food.

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CDC recommends the following groups get vaccinated against hepatitis A:

- All children ages 12-23 months
- All children and adolescents between the ages of 2 and 18 years who have not been vaccinated
- All people, including pregnant people, with increased risk factors for hepatitis A

Screening, Testing, and Diagnosis

A doctor can give you a blood test if you think you have been exposed to HAV.

Treatment and Recovery

To treat the symptoms of hepatitis A, doctors usually recommend resting, eating a well-balanced diet, and making sure you get enough fluids.

Clarifying Misconceptions

Hepatitis A is sometimes difficult to understand, especially the way it spreads and how people recover. Here are a few misconceptions cleared up for you:

- "If I don't have symptoms, I'm not infected."

Many people with hepatitis A do not have any symptoms. Young children are more likely than adults to have hepatitis A without symptoms.

- "If I don't have symptoms, I can't spread the virus to others."

You can still spread HAV to others even if you don't have any symptoms. It's possible to spread HAV up to 2 weeks before you have any symptoms.

- "I can get infected with HAV more than once."

If you have been infected with HAV in the past, you can't get infected again. Once you recover from hepatitis A, you develop antibodies that protect you from reinfection.

What to Expect Long Term

People who get hepatitis A may feel sick for a few weeks or several months but usually recover completely and do not have lasting liver damage.

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APPENDIX E: GLOSSARY

In this appendix, you will find a list of terms used throughout the guide. Use this as a reference for any words with which you are unfamiliar.

- **After-Action Report and Improvement Plan (AAR/IP)** – The final product of an exercise. The After-Action Report and Improvement Plan (AAR/IP) has two components: an AAR, which captures observations and recommendations based on the exercise objectives as associated with the capabilities and tasks; and an IP, which identifies specific corrective actions, assigns them to responsible parties, and establishes targets for their completion. The lead evaluator and the exercise Planning Team draft the AAR and submit it to conference participants before an After-Action Conference. The draft AAR is distributed to conference participants for review no more than 30 days after the exercise is conducted. The final AAR/IP is an outcome of the After-Action Conference and should be disseminated to participants no more than 60 days after exercise completion. The AAR/IP should be treated as a “For Official Use Only” document and shared only with those with a need to know.
- **Module** – A segment within the exercise.
- **Personal Learning Inventory (PLI)** – An accounting of each participant’s learning experience.

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APPENDIX F: ACRONYMS USED

Acronym	Organization
AFDO	Association of Food and Drug Officials
CDC	Centers for Disease Control and Prevention
EHS	Environmental health specialist
FDA	Food and Drug Administration
FERN	Federal Emergency Response Network
PFGE	Pulsed field gel electrophoresis
TTX	Tabletop exercise
WGS	Whole genome sequencing