Document F2

Focus Area 2 Worksheet: Necessary Resources

CIFOR Council to Improve Foodborne Outbreak Response

Detect • Investigate • Control • Prevent

Focus Area 2: Necessary Resources

To help you understand what is included in this Focus Area, review the following goals and keys to success.

GOALS FOR NECESSARY RESOURCES:

Agency/jurisdiction has ready access to personnel, supplies, equipment, documents, and references necessary to initiate a rapid and effective outbreak response.

KEYS TO SUCCESS FOR NECESSARY RESOURCES:

"Keys to success" are activities, relationships, and resources that are felt to be critical to achieving success in a Focus Area. Determining whether an agency/jurisdiction has a particular key to success in place is somewhat subjective. Metrics, such as measures of time (e.g., rapidly, timely, and quickly), have not been defined. Your Workgroup should provide its own definitions for these terms, as is appropriate for your agency/jurisdiction, and use its best judgment in deciding whether a particular key to success is fully or partially in place.

Outbreak response team

- o Agency/jurisdiction has access to staff with knowledge and experience in epidemiology, environmental health, the laboratory, health education, and communications to help in the response to an outbreak.
- o Agency/jurisdiction has a designated outbreak response team with expertise in epidemiology, environmental health, and the laboratory.
- o Outbreak response team members have been trained in the agency's/jurisdiction's outbreak response protocols and their individual and combined roles.
- o Staff have access to and familiarity with standardized documents used in an outbreak response, including reporting forms, questionnaires, and disease-specific information sheets.

Surge capacity

- o Available resources allow agency/jurisdiction to continue other necessary (core) functions during an outbreak response.
- o Agency/jurisdiction anticipates gaps in resources and identifies sources to fill those gaps before an outbreak occurs (e.g., obtaining epidemiologic support from the state public health agency, identification of outside laboratories to provide support in large outbreaks).

Making changes

- o Agency/jurisdiction conducts a debriefing among investigators following each outbreak response and refines outbreak response planning based on lessons learned.
- o Agency/jurisdiction has performance indicators related to the resources necessary for successful outbreak response and routinely evaluates its performance in this Focus Area.

List the persons participating in the discussion of this Focus Area and list their affiliations.

1. DESCRIBE YOUR CURRENT ACTIVITIES AND PROCEDURES IN THIS FOCUS AREA.

Considering the keys to success on the previous page, describe your agency's/jurisdiction's current activities and procedures in this Focus Area. Refer to written protocols, if available, and materials related to ongoing efforts in capacity development or quality improvement (e.g., FDA Retail and Manufactured Food Regulatory Program Standards). As you list current activities and procedures related to this Focus Area, indicate those that might need work to improve your agency's/jurisdiction's response to foodborne disease outbreaks.

Activity/Procedure	Needs Improvement? ✓
	☐
	☐
	☐
	☐
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	☐
	☐

2. PRIORITIZE CIFOR RECOMMENDATIONS TO ADDRESS NEEDED IMPROVEMENTS.

Having identified activities and procedures in need of improvement, review the CIFOR recommendations related to this Focus Area (listed below). Rate the priority for implementing each recommendation based on its likely impact on foodborne outbreak response at your agency/jurisdiction and available resources. Use a scale of 1to 5 to rate each recommendation (1 = Low priority for implementation and 5 = High priority for implementation). If a recommendation is already in place in your agency/jurisdiction, check the appropriate box. If a recommendation is not relevant to your agency/jurisdiction, select N/A. **Refer to the hyperlinked section number following each recommendation to view the recommendation as it appears in the CIFOR *Guidelines*.**

	Already in place	Priority for Implementation or Improvement (LOW – HIGH)
Outbreak response team		
Determine the composition of the outbreak response team before an outbreak occurs. (3.2.1)	☐	1 2 3 4 5 N/A
Use teams that include expertise in epidemiology, environmental health, the laboratory, health education, and risk communication to respond to outbreaks. Members may come from different programs within an agency or different agencies. (3.2.2)	☐	1 2 3 4 5 N/A
Designate a team leader to help set and enforce investigation priorities, coordinate activities associated with the investigation, and communicate with agency decision makers and other agencies and organizations. (3.2.2.1)	☐	1 2 3 4 5 N/A
Recruit additional team members with other areas of expertise depending on the unique characteristics of each outbreak. (3.2.2.6)	☐	1 2 3 4 5 N/A
Establish a dedicated emergency response unit if the population is large enough and the number of foodborne disease outbreaks is high enough. (3.2.3.1)	☐	1 2 3 4 5 N/A
Ensure that members of the outbreak response team know each other. (3.6.2.2)	☐	1 2 3 4 5 N/A
Ensure all outbreak response team members have a common understanding that the primary goal for outbreak response is to implement control measures as quickly as possible to prevent illness. (3.2.3.4)	☐	1 2 3 4 5 N/A
Pre-assign specific tasks to team members based on their knowledge and skills before an outbreak occurs. (3.2.1)	☐	1 2 3 4 5 N/A
Ensure that team members (and other professional staff) understand the laws and legal authority needed to conduct an outbreak response and can demonstrate competence in applying those laws and legal authorities. (3.8) (9.0.2)	☐	1 2 3 4 5 N/A
Provide continuing education to members of the outbreak response team so that they can maintain and improve skills in their specialty. (3.2.3.4)	☐	1 2 3 4 5 N/A

Outbreak response team (cont'd)	Already in place	Priority for Implementation or Improvement (LOW – HIGH)
Train members of the outbreak response team in the agency's outbreak response protocol and the member's team role. (3.2.3.4)	☐	1 2 3 4 5 N/A
Exercise outbreak response team members together to identify gaps in resources and likely problem areas; ensure that team members can perform their assigned roles in outbreak response and can understand the roles and responsibilities of other team members. (3.2.3.4)	☐	1 2 3 4 5 N/A
Ensure that all team members regularly participate in outbreak investigation and control efforts, even if it means working with another jurisdiction because the team's home jurisdiction does not have many outbreaks. (3.2.3.4)	☐	1 2 3 4 5 N/A
Have support personnel available to make phone calls, answer incoming calls from concerned members of the public, enter data into a database, copy paperwork, and perform other administrative work to assist the outbreak response team. (3.3.2.1)	☐	1 2 3 4 5 N/A
Have legal counsel available to prepare public health orders, review and recommend revisions in agency procedures and control measures, and address other legal concerns. (3.3.2.2)	☐	1 2 3 4 5 N/A
Keep appropriate equipment (3.3.2.3) and supplies (3.3.2.4) ready for use by the outbreak response team at any time.	☐	1 2 3 4 5 N/A
Review supplies regularly (at least twice a year and preferably quarterly) and replace missing or expired materials. (3.3.2.4)	☐	1 2 3 4 5 N/A
Identify standardized outbreak-related forms (e.g., case questionnaires, environmental health assessment forms, laboratory test requisition forms) before an outbreak occurs. (3.3.2.5) (3.5.2.1)	☐	1 2 3 4 5 N/A
Train staff in the use of these standardized forms to ensure proper completion by all members of the investigation team. (3.5.2.1)	☐	1 2 3 4 5 N/A
Obtain tools to analyze outbreak data (e.g., Epi Info, SAS) before an outbreak occurs. (3.5.2.2)	☐	1 2 3 4 5 N/A
Ensure that staff are trained to use these tools. (3.5.2.2)	☐	1 2 3 4 5 N/A
Assemble a reference library with information about foodborne diseases, enteric illnesses, and control measures. When possible, include electronic resources that can be accessed during field investigations. (3.2.3.3)	☐	1 2 3 4 5 N/A
Assemble a list of resource persons who have expertise in specific disease agents and investigation methodologies. (3.2.3.3)	☐	1 2 3 4 5 N/A

Additional ideas:

	Already in place	Priority for Implementation or Improvement (LOW – HIGH)
Surge capacity		
Identify persons who can conduct interviews and provide other support to the outbreak response team during large-scale outbreaks. (3.2.3.2)	☐	1 2 3 4 5 N/A
Develop a contact list and protocol for contacting these persons when needed, including after-hours contact information. (3.2.3.2)	☐	1 2 3 4 5 N/A
Develop job description(s) for these persons. (3.2.3.2)	☐	1 2 3 4 5 N/A
Develop and provide training for these persons. (3.2.3.2)	☐	1 2 3 4 5 N/A
Periodically involve agency staff who might be needed in non-foodborne disease outbreak investigations in foodborne disease outbreak response to assist in preparations for future investigations and to augment foodborne disease response resources when needed. (3.2.3.4)	☐	1 2 3 4 5 N/A
Develop processes for requesting help from other agencies in the response to an outbreak. (3.9)	☐	1 2 3 4 5 N/A
Ask for help in responding to an outbreak earlier rather than later – when the scale of the outbreak seems likely to overwhelm agency resources; when it is known or suspected to be multijurisdictional or to be associated with a commercially distributed product; or when the nature of the outbreak or response is beyond the experience of agency staff. (3.9.2)	☐	1 2 3 4 5 N/A
Ensure that all key staff know the steps necessary in asking for help. (3.9.3)	☐	1 2 3 4 5 N/A
When asking for help, be prepared to share as much information about the outbreak as possible, including the setting of the outbreak, the population at risk, the suspected etiologic agent, the suspected source, and the agencies involved. (3.9.3)	☐	1 2 3 4 5 N/A

Additional ideas:

Making changes		
Conduct a debriefing among members of the outbreak response team and other investigators following each outbreak to identify lessons learned. (3.2.3.4)	☐	1 2 3 4 5 N/A
Refine agency outbreak response preparation and planning (e.g., available resources) based on the lessons learned. (3.2.3.4)	☐	1 2 3 4 5 N/A

Additional ideas:

3. MAKE PLANS TO IMPLEMENT SELECTED CIFOR RECOMMENDATIONS.

For each CIFOR recommendation selected in the previous step (or idea formulated by the Workgroup), identify who might take the lead in implementing the recommendation and the timeframe for implementation (e.g., a specific completion date or whether the change is likely to require short-, mid- or long-term efforts). If certain actions must precede others, make a note of this and adjust the timeframe. In addition, consider factors that might positively or negatively influence implementation of the recommendation and ways to incorporate the recommendation into your agency's/jurisdiction's standard operating procedures.

CIFOR recommendations or other ideas from previous step	Lead person	Timeframe for implementation	Notes (e.g., necessary antecedents, factors that might influence implementation, ways to incorporate the recommendation into standard operating procedures)

Date worksheet completed _____