



Hunter College of  
the City University  
of New York  
Brookdale Center  
for Healthy Aging  
and Longevity



## Adult Care Emergency Preparedness Exercise Toolkit Overview

Adult Care Emergency Preparedness Exercise Toolkit Overview



### WEBINAR SESSION 3: REVIEW

JUNE 23, 2011 – 11:00AM

**PRESENTER:**

**MATTHEW KHALED, MPA, CEM  
PROJECT COORDINATOR, EMERGENCY PREPAREDNESS  
THE BROOKDALE CENTER FOR HEALTHY AGING &  
LONGEVITY**



## Agenda

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- Webinar Session 2 Recap
- The Exercise Process
  - Exercise Evaluation and Follow up
  - HSEEP Hot Wash
  - US Army After Action Review Process
  - The Experiential Learning Cycle: What/So What/Now What
- Wrap Up



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## WEBINAR SESSION 2 RECAP



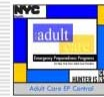
## The Exercise Process – Exercise Logistics

### Documents and Logistics

- ✓ Facility Disaster Plan
- ✓ Scenario
- ✓ Major Events List and Expected Actions
- ✓ Notepad and pens or recorder
- ✓ PowerPoint (optional)

### Participants

- ✓ Facilitator (i.e. leader staff meetings)
- ✓ Scribe (i.e. capture minutes from the meeting)
- ✓ Staff



## The Exercise Process



**Seminars** (e.g. in-service training on disaster plan)

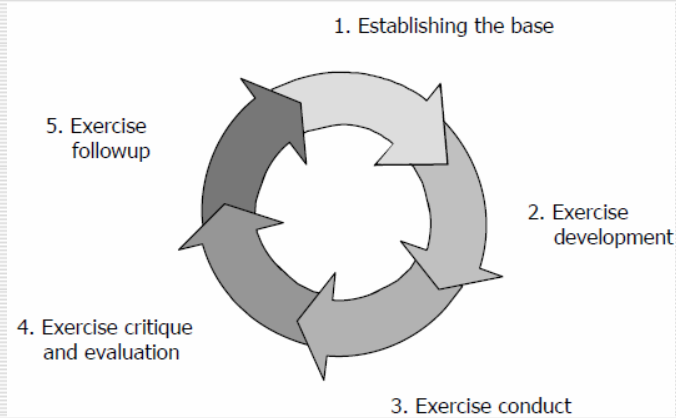
**Tabletops** (e.g. verbal walkthrough of your plan at a series of staff meetings)

**Drills** (e.g. fire drill, mobilization exercise, medication/vital records transport to alternate site, physical walkthrough of your plan)



## The Exercise Process

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## THE EXERCISE PROCESS



## The Exercise Process – Exercise Evaluation

### Select an Evaluator

Skills	Attributes
<ul style="list-style-type: none"><li>▪ Appropriate technical expertise in evaluation</li><li>▪ Communication skills, both verbal and written</li><li>▪ Organizational ability</li><li>▪ Ability to see the relationship between events and objectives</li><li>▪ Ability to adjust to rapidly changing situations</li></ul>	<ul style="list-style-type: none"><li>▪ “People skills,” sensitivity</li><li>▪ Objectivity</li><li>▪ Self-motivation</li><li>▪ Willingness to help</li><li>▪ Honesty and integrity (reports facts truthfully, keeps information confidential)</li><li>▪ Familiarity with the plan</li></ul>



## The Exercise Process – Exercise Evaluation

### Exercise Evaluation

A checklist for exercise evaluation with five options: Excellent, Very good, Good, Average, and Poor. The 'Excellent' option is checked with a red checkmark.

- Excellent
- Very good
- Good
- Average
- Poor



# The Exercise Process – Exercise Evaluation

**Evaluator Checklist**

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_  
 Location: \_\_\_\_\_

Objective No.: \_\_\_\_\_ Function Being Evaluated: \_\_\_\_\_

Objective: \_\_\_\_\_  
 Performance Criterion (B): \_\_\_\_\_

**Points of Review:**  
 Please answer the following: Y = Yes, N = No, NA = Not Applicable, NO = Not Observed

	Y	N	NA	NO
1.				
2.				
3.				
4.				

Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# The Exercise Process – Exercise Evaluation

**Narrative Summary**

Objective Number: \_\_\_\_\_ Criterion Number: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Location: \_\_\_\_\_

**Issue:**  
 A specific statement of the problem, plus, or procedure that was observed.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Discussion:**  
 A discussion of the issue and its specific impact on operational capability.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Corrective Action Recommendation:**  
 Recommended course(s) of action to improve performance or resolve the issue to improve operational capability.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## The Review Process



✓ Reviewing What You've Done: *The After Action Report*

1. United States Army After Action Review Process
2. HSEEP *Hot Wash* Minutes
3. Experiential Learning Cycle



# THE EXERCISE PROCESS – US ARMY AFTER ACTION REVIEW

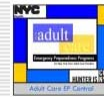


# The Exercise Process – US Army AAR

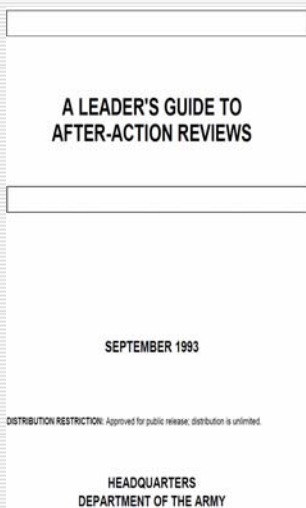
## United States Army After Action Review Process

The United States Army's After Action Review (AAR) Process revolves around four questions. According to Army guidelines, roughly 25 percent of the time should be devoted to the first two questions, 25 percent to the third, and 50 percent to the fourth. The four questions are:

1. What did we set out to do?
2. What actually happened?
3. Why did it happen?
4. What are we going to do next time?



# The Exercise Process – US Army AAR



## UNITED STATES ARMY GUIDELINES FOR CONDUCTING AFTER ACTION REVIEWS

DO	DON'T
Schedule AARs shortly after the completion of an activity	Conduct AARs without planning
Make reviews routine	Conduct reviews infrequently or irregularly
Collect object data wherever possible	Allow debates to bog down when establishing the facts
Use trained facilitators	Allow dominating leaders to run AARs
Establish clear ground rules: <ul style="list-style-type: none"> <li>• Encourage candor and openness</li> <li>• Focus on things that can be fixed</li> <li>• Keep all discussions confidential</li> </ul>	Base performance evaluations or promotions on mistakes admitted in AARs
Proceed systematically: <ol style="list-style-type: none"> <li>1. What did we set out to do? } 25% of time</li> <li>2. What actually happened? }</li> <li>3. Why did it happen? (25% of time)</li> <li>4. What are we going to do next time? (50% of time)</li> </ol>	Permit unstructured, meandering, disorganized discussions
Involve all participants in discussions	Allow senior managers or facilitators to dominate discussions
Probe for underlying cause-and-effect relationships	Criticize or fault individual behavior or performance
Identify activities to be sustained as well as errors to be avoided	Conclude without a list of learnings to be applied in the future



## THE EXERCISE PROCESS – HSEEP HOT WASH



## The Exercise Process – HSEEP Hot Wash

### Homeland Security Exercise and Evaluation Program (HSEEP)

The HSEEP is a capabilities and performance-based exercise program which provides a standardized policy, methodology, and terminology for exercise design, development, conduct, evaluation, and improvement planning. This process generates a report called a **Hot Wash**.

HSEEP outlines four discussion points that can be used to guide the review process:

1. Expectations – what were the expectations that participants identified concerning the exercise?
2. Outcomes – what positive outcomes were identified while participating in the exercise?
3. Issues – what issues were raised as a result of the exercise?
4. Other – was there anything else that the participants noticed?

#### HOT WASH MINUTES

[Full Exercise Name]  
[Exercise Name Continued]

Hot Wash Minutes  
[Hot Wash Date]

#### Overview

**Date and Location.** [Jurisdiction] hosted the [Full Name of Exercise] on [Date]. Attendees included representatives from:

[List Agencies and Organizations]

**Hot Wash.** At the exercise's conclusion, exercise controllers, evaluators, and players from [Functional Area/Agency] met briefly to discuss the exercise. Discussion primarily focused on player expectations, exercise outcomes, and issues for improvement.

#### Discussion Points

**Expectations.** Players identified their expectations concerning the exercise.

[List Expectations]

**Outcomes.** The following positive outcomes of conducting the exercise were identified:

[List Outcomes]

**Issues.** The following issues were raised by the exercise:

[List Issues]

**Other.** The planning group also noted the following:

[List Notes]



# THE EXERCISE PROCESS – THE EXPERIENTIAL LEARNING CYCLE *WHAT? SO WHAT? NOW WHAT?*



## The Exercise Process – Experiential Learning Cycle

**What?**

**Unifying the EXPERIENTIAL LEARNING CYCLE to Guide the Review Process**

These simple questions structure the experiential learning approach to identifying core sample use cases:

- What?** Looking back on the experience (collective observations). Begin with an opportunity for participants to share together their experiences and their feelings about it. Encourage them to comment on what happened and on personal observations, as individuals and as a team. What were their thoughts, experiences, feelings, hopes, and concerns?
- So what?** Interpreting the experience (collective observations). If they participate have summarized their experiences, they can find meaning through comparing their experiences and formulating core concepts out of the experience. During this phase, bring experiences into dialogue with that is relevant to the specific goal of your exercise, training or drill.
- Now what?** Applying the experience for change (action experimentation). This final phase is about recognition of learning or what to use about the future. The experience may provide reflection, insight, or an ongoing commitment to continue addressing the issue. It should not simply have the knowledge, skills, and attitudes developed through the exercise, training or drill can be applied or transferred to other areas of work through questions such as: What are you going to do with what you have experienced and learned? In what ways are the lessons of the exercise changed by the experience in the exercise?

Only a range of reflection approaches and activities that are appropriate for different styles of learning and skills. These may include:

- Individual reflection, including group discussions, dialogues with supervisors and experts, role plays, or other experiential experiences.
- Written reflection, including worksheets, surveys and evaluation forms.
- Action reflection, including training and learning activities, action or projects.

To be a good reflection process, goals and feelings to skills. The review process can be designed to your resources, but only should the process itself be assessed, but it should generally include dialogue that is relevant to the experiential learning.

Establishing your expectations that the reflection leads a change to the improvement of the facility. Review plan will allow for the ongoing emergency preparedness efforts with the skills, new knowledge, new skills, attitudes, and perspectives.

### What?

Ask participants to share **what** happened to them during the exercise:

- What did they do?
- What did they observe? Think about?



# The Exercise Process – Experiential Learning Cycle



## So What?

Next, ask participants to ask themselves **so what?**:

- What benefits did they gain from the exercise?
- What did they learn? Relearn?
- How does the experience (if it is a seminar or tabletop) relate to the real world?



# The Exercise Process – Experiential Learning Cycle



## Now What?

Finally, ask participants to consider **now what?**:

- How do they want to do things differently in the future?
- How can you extend the learning you had?
- What steps can you take to apply what you learned?



## The Exercise Process – Exercise Follow Up

### Sample After Action Report Outline

- **Introduction**  
(Main purpose of the report, why it is being submitted, preview of main topics, and a general summary of main problems and recommendations)
- **Statement of the Problem**  
(Purpose of the exercise)
- **Exercise Summary**  
Goals and Objectives  
Pre-exercise Activities  
Participants  
Description of Exercise Scenario
- **Accomplishments and Shortfalls**  
Evaluation Group Findings  
Summary of Post-exercise Debriefing
- **Recommendations**  
Training Needs  
Changes in the Facility Disaster Plan  
Other Corrective Actions

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## The Exercise Process – Exercise Follow Up



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## WRAP UP



## The Exercise Process

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### **Keeping the Debriefing on Track**

The purpose of the debriefing is to examine participant performance. However, participants will often want to critique the exercise itself: It was too long, too short, had too many or too few messages. The goal is to keep the participants on track, focusing on performance as much as possible. Explain that they will have an opportunity later to provide input into exercise design, and then provide an exercise critique form for that purpose at the end of the debriefing.



## Wrap Up - Program Evaluations

The Brookdale Center for Healthy Aging and Longevity  
 Faxback # 212-481-3791 Attn: Matthew Khaleel

**adult care | EP CENTRAL** The Emergency Preparedness Forum  
 for NYC Adult Care Providers  
 Thursday, June 23, 2011, 11am

**Program Evaluation for Webinar Session III**  
 Thank you for completing the evaluation. Your feedback is very important to us.  
 Completion of this evaluation will help us to improve future offerings to meet your needs.

Please, rate each aspect of Session 3 of the Adult Care Emergency Preparedness Exercise Toolkit Overview using the following scale:	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
<b>The webinar:</b>				
1. Met its described objectives/purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provided information that was useful for my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>After participating in this webinar, I learned (or was reminded of)...</b>				
3. The reasons why one would evaluate an exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The different methods for conducting a debriefing session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The importance of documenting the outcomes of an exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The three issues that are involved in implementing change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Please tell us what you thought about the webinar's organization.</b>				
7. The webinar was presented in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The pace of the webinar was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There was adequate time for questions and answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The presenter (M. Khaleel)...</b>				
10. Appeared to be competent in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Appeared to be prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(over)

**CEUs are contingent upon receiving program evaluations by close of business today**



## Wrap Up – Certificates of Attendance

**Certificate of Attendance**

Name of Participant  
 Agency/Facility Name

has attended a webinar on  
*The Adult Care Emergency Preparedness  
 Toolkit Overview Session 1: Plan*  
 conducted on Monday, June 6, 2011  
 presented by  
 The Brookdale Center for Healthy Aging and Longevity  
 of Hunter College/CUNY &  
 The New York City Department of Health & Mental Hygiene

1.0 Continuing Educational Unit (CEU)  
 has been conferred for attending this presentation.

**AGENDA**

**Webinar Moderator:** Matthew Khaleel, MPA, CEM

**Topic:** The Adult Care Emergency Preparedness Toolkit Overview Session 1: Plan

**Objectives:**

- Overview of the Brookdale Center of its Healthy Aging and Longevity of Hunters College
- Provide description of the development of the Adult Care Exercise Toolkit
- Provide overview of the Adult Care Exercise Toolkit
- Describe the exercise process

**10:55 am - 11:00 am** Adult Care Facility Webinar Log-In

**11:00 am - 11:05 am** Administrative

**Welcome**

- Announcements
- Review Agenda
- Introduction of the Guest Speaker

**11:05 am - 11:45 am** Speaker Presentations

- "The Adult Care Emergency Preparedness Toolkit Overview Session 1: Plan"

**11:45 am - 12:00 am** Question and Answer Session and Conference Wrap Up

- Summary of Key Points
- Announcements
- Program Evaluation Reminder

**CEUs are contingent upon receiving program evaluations by close of business today**



## Wrap Up

*“If you don’t write it down, then it never happened.”*  
---Quote from *Debt of Honor* by Tom Clancy, Novelist



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