**7-1-7 Tabletop Activity**   
**Facilitator’s guide**

**Overview**

Use this facilitator’s guide to lead an in-person activity simulating the 7-1-7 target and performance improvement approach for a disease outbreak event. The activity sensitizes stakeholders to the 7-1-7 approach and demonstrates its value. The activity lasts around 85 minutes. Ideally, each small group will have 6-8 participants.

**Using this guide**

This guide includes instructions for the small group facilitators, including answers to the tabletop activity. The guide includes detailed instructions for each step of the activity.

**Agenda**

As a group facilitator of this tabletop activity, you will lead the steps listed in the agenda below for your group.

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| **Step** | **Duration** |
| Brief personal introductions and instructions | 5 min |
| Part 1: Record milestone dates + calculate 7-1-7 performance | 45 min |
| Part 2: Identify bottlenecks, enablers, and actions | 25 min |
| Small group debrief | 10 min |

Use the separate **Facilitator Agenda** document to see suggested timings within each step and monitor your group’s progress. This will help you adjust your facilitation speed in real time if needed.

**Methods for group discussion**

This activity involves individual work and discussions in your small group. Encourage all members to participate in the discussions. If some are dominant or quiet, try gently calling on specific individuals to ensure full and equal group engagement. Your facilitation may be required to balance discussions of disagreements with final explanations to move to the next section*.*

Two key methods for facilitating the small group discussions are – the “post-it notes” method and the “verbal” method. These are described here. Note: if post-it notes are unavailable, use the “verbal” method for all discussions.

“Post-it notes” method

Participants are given “post-it notes” (or cut up pieces of paper and rolls of tape). During certain discussions, they will write short answers (e.g., a date, a number, or phrase) on these post-its. You will need to identify a surface (e.g., wall, flipchart) where they can stick their post-its. You and the group can then use the answers to help guide the discussion, especially by picking out differences/similarities in the responses. If available, use different post-it colors for different answers (e.g., for a 7-1-7 milestones discussion, ‘blue’ for emergence date, ‘yellow’ for detection date, ‘green’ for notification date).

When selecting a location to place the post-its, make sure there is enough space to create separate sections on the surface if participants add post-its for multiple answers (e.g., emergence, detection, notification intervals). Write a heading with your marker for each category (e.g., on a flipchart) if possible.

The post-it method helps you, as the facilitator, to quickly assess the group's understanding of the assignment. Since they will respond simultaneously, no one's answers are guided by or influenced by someone else's.

“Verbal method”

The whole discussion is done verbally based on the answers written by participants in their Assessment Tool. Here is an example for how to facilitate a discussion using this method when assessing a milestone date:

* *Ask someone to volunteer to say the date and their reason for selecting this date*
* *Ask if anyone disagrees. If there is disagreement, encourage a brief discussion about the different rationales for the date selections*
* *Guide the group toward the answers provided in this guide.*

**Materials needed**

Each participant and facilitator needs a Participant Guide, an Assessment Tool, and a pen or pencil. Each facilitator will also need a copy of this Facilitator Guide, the Facilitator Agenda, and the 7-1-7 Milestone Reference Guide. The Lead Facilitator will give you these materials for your group.

If the “post-it notes” method is selected for interactive discussions, each small group will also be given: 1) several sticky post-it note packets (or cut up pieces of paper + rolls of tape), a place to stick completed post-its (e.g., wall, flipchart), and a marker for the facilitator.

**Facilitator instructions and tabletop activity answers**

The main steps of the tabletop activity (introductions, Parts 1 and 2 of the activity, and debrief) are described in detail in this section.

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| **Brief personal introductions and instructions** | | |
| **Introductions** 3 minutes | Do:   * Introduce yourself by sharing:   + Your name   + Your role as group facilitator   + Your affiliation   + Your role at work * Ask each group member to introduce themselves similarly (name, affiliation, role). | |
| **Instructions**  2 minutes | Do:   * Distribute the Participant Guide and 7-1-7 Assessment Tool to participants if they have not already received it in their participant packets.   Say:   * We will conduct a tabletop activity applying 7-1-7 to a fictitious disease event and country. We are simulating Measles in Epistan. * This tabletop activity uses the same scenario sent by email before this workshop. * The objectives of this activity are to:   + Identify and record 7-1-7 milestone dates.   + Calculate 7-1-7 performance based on the detection, notification, and response intervals.   + Identify bottlenecks/enablers and translate them into actions for performance improvement. * The activity will be conducted in two parts, followed by a group debrief. * We will do our best to answer your questions. We will include challenging questions in a “parking lot” to be addressed in plenary.   Do:   * Respond to essential questions participants have about conducting the activity. If you do not know the answer, ask the Lead Facilitator. * Do not spend long on answering questions at this stage. For broader discussion questions, ask the participants to wait to see if the question is answered during the activity, and if not, the question can later be added to the “parking lot” to be discussed in plenary. | |
| **Part 1: Record 7-1-7 milestone dates + calculate 7-1-7 performance** | | |
| **Read the scenario and record the 7-1-7 milestone dates individually**  18 minutes | | Say:   * In this part of the tabletop activity, we will use the 7-1-7 Assessment Tool to record milestone dates from the scenario and calculate 7-1-7 performance. We will do this in a few steps, with discussions along the way. * In the next 18 minutes, please individually read the scenario in the Participant Guide and complete Step 1 of the Assessment Tool. Step 1 includes two tables for dates. Note: to determine the ‘date of early response completion’ in the ‘Milestones’ table, first fill out the ‘Early Response Actions’ table. * You may have questions about some of the definitions used for 7-1-7. Don’t worry – we will discuss these throughout the activity. * When you are finished with Step 1, please put your pens down. We will discuss the answers to Step 1 as a group when most or all of you have your pens down. Do not worry if you have not completed Step 1 by the time we begin the discussion – you can still participate actively.   Do:   * Allow participants to pair up to read together if they wish. This can help if some participants know English (or whichever language the tabletop activity is translated into) better than others. |
| **Dates of emergence, detection, and notification**  8 minutes | | Say:   * We will first discuss the dates of emergence, detection, and notification. * Please write your answers for emergence, detection, and notification dates on the different post-it notes provided. * Use the \*[insert color]\* post-it for emergence, \*[insert color]\* for detection, and \*[insert color]\* for notification.  [Choose and say a different color for each “\*[insert color]\*” to designate a different color post-it for each interval]. * Stick the post-it notes \*[here]\*  [Show where participants should stick post-it notes for each of the 3 intervals]. * Once you are done, we will discuss the responses. * [Wait until participants are back in their seats] * Let’s start with the “date of emergence”.   Do:   * Begin by discussing the post-it note responses by interval. For example, look at the post-it notes for the “emergence” intervals. If there are different dates, pick two (one correct answer [see table below] and one incorrect answer) and ask for volunteers to explain their rationale. * Encourage a brief discussion about any disagreements.   + Not: date of detection is not based on lab confirmation – this is a common point of confusion. Lab confirmation is included as an early response action. * Guide the group towards the answers in the key below as you facilitate. * Engage as many group members in providing answers as possible, including by gently calling on some if needed. Facilitation may be required to balance discussions of date disagreements with final explanations in order to move to the next milestone.   **Answer Key**   |  |  |  | | --- | --- | --- | | Milestone | Date | Narrative/Rationale | | Date of emergence For non-endemic diseases: date on which the index case or first epidemiologically linked case first experienced symptoms | **Nov 30** | Her **symptoms started** on 30 November. | | Date of detection Date the event is first recorded by any source or in any system | **Dec 8** | The clinical team suspected measles and **completed a case investigation form on** 8 December. | | Date of notification Date the event is first reported to a public health authority responsible for action | **Dec 9** | On 9 December, the attending physician **called the district surveillance officer** about the suspected measles case. | |
| **Dates of early response actions**  6 minutes | | Say:   * We will now discuss the dates for each early response action. We will then come back and discuss the date of completion of the early response actions. * For this part, we will discuss the answers verbally based on what you have written in the Assessment Tool for the early response action dates. * Let’s start with the date for “Initiate investigation or deploy investigation or response team”.   Do:   * Ask a volunteer to say the date and their reason for selecting this date. * Ask if anyone disagrees. If there is disagreement, encourage a brief discussion about the different rationales for the date selections. * Do this for each of the seven early response actions. * Guide the group towards the answers provided in the table below. Actively facilitate disagreements to stay on track for time since there are several dates to review.   **Answer Key**   |  |  |  | | --- | --- | --- | | Milestone | Date | Narrative/Rationale | | Initiate investigation or deploy  investigation/response team | **10 Dec** | On 10 December, the **district response** **team initiated contact tracing** of Ms. A’s contacts **and started active surveillance of health workers** at the district hospital. | | Conduct epidemiologic analysis and initial risk assessment | **12 Dec** | On 12 December, the district rapid response team (RRT) **completed its initial epidemiological investigation…** | | Obtain laboratory confirmation of the outbreak etiology | **12 Dec** | On 12 December, **the laboratory confirmed the specimen was positive for measles** **and directly notified the national PHEOC.** | | Initiate appropriate case management and infection prevention and control (IPC) measures in health facilities | **15 Dec** | Starting 15 December, **the national RRT conducted an infection prevention and control (IPC) facility assessments** and **measles case management training.** | | Initiate appropriate public health countermeasures in affected communities  (Facilitator note: Date of early response completion) | **19 Dec** | On 19 December, the incident manager sent the Minister of Health **a vaccine requisition order for the WHO to support a rapid vaccination campaign in affected communities.** | | Initiate appropriate risk communication and community engagement (RCEE) activities | **18 Dec** | The combined team of the national and district RRT **began risk communication and community engagement activities** on 18 December…the Minister gave a press briefing, with a subsequent release of a national advisory on the **confirmed outbreak**… | | Establish a coordination mechanism | **12 Dec** | Today is 12 December. **The PHEOC was activated today…** | |
| **Date of early response action completion**  2 minutes | | Ask:   * Based on these early response action dates, what is latest date on which all applicable 7-1-7 early response actions occured?   Do:   * Ask a volunteer to say the date and their reason for selecting this date. * Ask if anyone disagrees. If there is disagreement, encourage a brief discussion about the different rationales for the date selections. * Guide the group towards the answer provided in the answer key below.   **Answer Key**   |  |  |  | | --- | --- | --- | | Milestone | Date | Narrative/Rationale | | Date of early response completion Date on which the last of the applicable early response actions occured | **Dec 19** | Last early response action occured on 19 Dec (Initiate appropriate public health countermeasures in affected communities)  On 19 December, the incident manager **sent the Minister of Health a vaccine requisition order for the WHO to support a rapid vaccination campaign in affected communities.** | |
| **Calculate 7-1-7 performance individually**  6 minutes | | Say:   * Now that we are in agreement on the milestone dates, please individually calculate the three 7-1-7 metrics using Step 2 of the Assessment Tool. These three metrics together form the 7-1-7 target. * You will have 6 minutes for this section. Please put your pens down when you are done with the calculations. * We will discuss the answers to Step 2 as a group when most or all of you have your pens down. Do not worry if you have not completed Step 2 by the time we begin the discussion. |
| **Discuss the 7-1-7 target**  5 minutes | | Say:   * We will now discuss the metrics calculations and whether the target was met. * Please write your answers for the timeliness metrics in number of days and whether the target was met or not (write yes or no) for the emergence, detection, and notification intervals on the different post-it notes provided. For example, if you calculated the “detection” interval to take 3 days and you believe this met the detection target, you would write “3 / yes” on the post-it. * Use the \*[insert color]\* post-it for emergence, \*[insert color]\* for detection, and \*[insert color]\* for notification.   [Choose and say a different color for each “\*[insert color]\*” to designate a different color post-it for each interval].   * Stick the post-it notes \*[here]\*  [Show where participants should stick post-it notes for each of the 3 intervals]. * Once you are done, we will discuss the responses. * [Wait until participants are back in their seats]. * Let’s start with the “date of emergence”.   Do:   * Refer to the answer key below. * Begin by discussing the post-it note responses by interval. For example, look at the post-it notes for the “emergence” metric. If there are different numbers, pick two (one correct answer [see table below] and one incorrect answer) and ask for volunteers to explain their rationale. * Encourage a brief discussion about any disagreements. * Calculations are based on the difference between dates (e.g., Aug 3 – Aug 1 = 2 days). * Guide the group towards the answers in the table below as you facilitate.   **Answer Key**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Interval** | **Calculation** In days | **Timeliness** In days | **Target**  In days | **Met target?** Yes/No | | **Detection** | Difference between dates of emergence and detection | **8** Dec 8 – Nov 30 | **7** | **No** | | **Notification** | Difference between dates of detection and notification | **1** Dec 9 – Dec 8 | **1** | **Yes** | | **Response** | Difference between dates of notification and completion of the last early response action | **10** Dec 19 – Dec 9 | **7** | **No** | |
| **Part 2: Identify bottlenecks, enablers, and actions** | | |
| **Identify bottlenecks, enablers, and actions individually**  5 minutes | | Say:   * In this second half of the tabletop activity, we will use the Assessment Tool to help us identify and record bottlenecks, enablers, and actions based on the scenario and the 7-1-7 milestone dates and calculations from the previous part. * In the next 5 minutes, please individually complete Steps 3 and 4 of the Assessment Tool. * Consider bottlenecks and enablers for the intervals whether or not the target was met. * Note that we want to get to actionable root causes of the bottlenecks and enablers. For simplification in this activity, we have not provided as much detail as would likely be available, immediately or through investigation, in the real world. * The “5 whys” approach can help you identify root causes. Once you have selected a bottleneck or enabler, ask “why” up to 5 times until you have identified a root cause. * When you are finished, please put your pens down. We will discuss the answers as a group when most or all of you have your pens down. Do not worry if you have not completed Step 1 by the time we begin the discussion – you will still be able to actively participate in the discussion. |
| **Discuss the bottlenecks and enablers**  10 minutes | | Say:   * Let’s first discuss the bottlenecks and enablers you have identified for each 7-1-7 interval. * Please write down a few of the key bottlenecks and/or enablers you identified for the emergence, detection, and notification intervals on the post-it notes provided. Try to summarize each one in a few words. * Use the \*[insert color]\* post-it bottlenecks and the \*[insert color]\* for enablers.  [Choose and say a different color for each “\*[insert color]\*” to designate a different color post-it for bottlenecks vs enablers. * Stick the post-it notes \*[here]\* * [Show where participants should stick post-it notes for each of the 3 intervals (detection, notification, response)]. * Once you are done, we will discuss the responses. * [Wait until participants are back in their seats] * Let’s start with\_\_\_\_\_ [select a bottleneck to discuss from the post-its].   Do:   * Refer to the suggested answer key below. * Begin by discussing the post-it note responses by interval (e.g. look at post-it for detection). * Invite the participants to help you group the bottlenecks into key categories, and you can re-stick the post-it notes into these categories. * Guide the group towards the answers in the key below as you facilitate, while engaging with answers they have stated that are not in the table.   **Answer Key**   |  |  |  | | --- | --- | --- | | **Interval** | **Bottlenecks**  Factors that prevented timely action.  Identify max 3, if applicable. | **Enablers** Factors that enabled timely action.  Identify max 3, if applicable. Document for advocacy and to demonstrate impact. | | **Detection** | * Lack of clinical suspicion despite presence of diagnostic feature of measles * Limited awareness of surveillance guidelines for priority diseases | * Quick action by clinical team once measles was suspected | | **Notification** |  | * Recent surveillance refresher training for clinical staff on escalation and reporting protocols | | **Response** | * Lack of funding for fuel * Specimen transport delays/challenges * Lab confirmation delays/challenges * Delay in translation of materials | * Quick deployment of rapid response team and | |
| **Discuss immediate and longer-term actions**  10 minutes | | Say:   * Now let’s discuss the immediate and longer-term actions you would like to propose for these key bottlenecks. * Remember to choose actions that address the identified bottlenecks. * Let’s start with  \*[pick a key bottleneck identified in the last step and state it here].   Do:   * Ask a volunteer to share an immediate and/or longer-term action to address the first key bottleneck * Ask if others agree, and if they have any additional thoughts. * Go through the bottleneck list from the previous step and try to elicit immediate and longer-term actions for each major bottleneck. * The answers in the key below can be used as a guide for the discussion, but participants will likely have various other answers as well.   **Answer Key:**   |  |  |  |  | | --- | --- | --- | --- | | **Interval** | **Bottlenecks** | **Immediate actions** | **Longer-term actions** | | **Detection** | * Limited clinical awareness of surveillance guidelines for priority diseases | * Disseminate case definitions to health facilities * Ensure surveillance guidelines are in place | * Secure sustainable financing for training of national and subnational health workers on surveillance guidelines * Conduct refresher trainings on key case definitions for facility-level health workers | | **Notification** | --- | --- | --- | | **Response** | * Lack of funding for fuel * Specimen transport delays/challenges * Lab confirmation delays/challenges * Delay in translation of materials | * Discuss availability and protocols for rapid release of funds to RRTs * Prioritize rapid translation of materials | * Secure sustainable financing  for laboratory system  (including transport) * Pre-translation of core public health messaging into commonly spoken languages |   Say:   * For simplicity in this tabletop activity, we have only discussed the actions themselves. When conducting 7-1-7 for an actual outbreak, more detailed implementation considerations are defined for immediate and longer-term actions, including processes and accountability. * For example, the Assessment Tool includes fields for the “Responsible authority”, target start and end dates for the actions, and where longer-term actions can be incorporated into planning and funding opportunities. |
| **Debrief** | | |
| **Debrief**  10 minutes | | Say:   * Now that you have completed the tabletop activity, we hope that you understand the 7-1-7 target and performance improvement approach. * For the next several minutes, we would like to discuss the following questions with this group:   + What are some of your key insights or takeaways of the 7-1-7 approach?   + What part of the 7-1-7 approach did you find interesting or useful?   Do:   * Ask a volunteer to answer one of these questions * Engage as many group members in providing answers as possible, including by gently calling on some if needed. |

**Thank you for your** **facilitation! The small group facilitation of the tabletop activity is now completed.**