Eastern Great Lakes Pediatric Consortium for Disaster Response

Avoiding “the Darkest Winter in Modern History”,

Actions to Consider Now



Participant Hand Book

10 September 2020

The Participant Hand Book gives exercise participants, primary investigators, and state officials information needed to engage and participate in the exercise. Some exercise materials are primarily intended for exercise planners, controllers, and evaluators, but the Hand Book is primarily written for exercise participants. All exercise planners and participants may view the Hand Book.

# Participant Checklist

**Note**: Detailed information for each checklist activity is available in the Hand Book.

## Register: Visit [Darkest Winter website](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/) to register for the exercise.

## Pre-Exercise Survey: Complete individual and organizational surveys. Links are available on the [Darkest Winter website](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/).

## Preview Questions: Review exercise questions and scenario on pages 1 through 3 of this Participant Hand Book.

## Review Best Practices: Review videoconferencing best practices at [Best Practices](https://drive.google.com/file/d/0B1UL_r1fjE0zSlE5Mk9fc1liU2s/view).

## Join Webinar: Webinar links are available on the [Darkest Winter website](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/). Please note that Webinar links to individual breakout discussions are also available on the website.

## Exercise: Use the various techniques to participate in the exercise.

## Post Exercise Survey: Complete individual and organizational surveys. Links are available on the [Darkest Winter website](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/).

## Claim Educational Credit:

## CME credit is available thru the [MiCME application](https://ww2.highmarksce.com/micme/index.cfm?do=cnt.page&pg=1010)

## CE credit is available thru the State of Michigan EMS office, a QR code will be available immediately after the exercise to claim credit.

## Key Points of Information: Due to COVID-19 restrictions, exercise planners are innovating a virtual Table Top Exercise. To support the large participating audience, the exercise will be conducted in Zoom Webinar. Unfortunately, Webinar does not host breakout sessions. To attend breakout discussion, participants will need to exit the exercise Webinar, join a breakout Webinar for the discussion, and return to the main exercise Webinar after the breakout session.

## Points of Contact:

Exercise Website: [Avoiding the “Darkest Winter in Modern History”, Actions to Consider Now](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/)

Exercise Email: DarkestWinter@Umich.edu

# Exercise Overview

|  |  |
| --- | --- |
| **Exercise Name** | Avoiding “the Darkest Winter in Modern History”, Actions to Consider Now |
| **Exercise Dates** | 10 September 2020 |
| **Scope** | This exercise is a table top exercise with functional components, planned for five [5] hours to be conducted virtually. Exercise “play” is open to Eastern Great Lakes Pediatric Consortium for Disaster Response (EGLPCDR) members, state and local health departments, community hospitals, EMS and local organizations within the states of Michigan and Ohio.  |
| **Mission Area(s)** | Mitigation, Response, and Recovery |
| **Core Capabilities** | Coordinated response to regional pediatric public health emergency and pediatric surge.  |
| **Objectives** | 1. Strengthen Pediatric Disaster Care Preparedness and Healthcare System Coordination
2. Develop Coordinated Pediatric Disaster Care Capacity
3. Enhance Statewide and Regional Medical Surge Plans
4. Increase and Maintain Healthcare Professional Competency through Development and Delivery of Standardized Training
5. Enhance Situational Awareness of Pediatric Disaster Care Capacity, Capability, and Assess Regional Readiness
 |
| **Threat or Hazard** | Pediatric Surge Related to Public Health Emergency / Pandemic |
| **Scenario** | The exercise features two phases: Reflections and Shelter in Place. In Phase I, participants reflect and identify lessons learned during the COVID-19 pandemic and develop pediatric resource and situational awareness. A surge of pediatric patients in Phase II exceeds critical pediatric resources, requiring participant organizations to conduct shelter in place operations.  |
| **Sponsor** | Eastern Great Lakes Pediatric Consortium for Disaster Response conducts the exercise in support of an Assistant Secretary for Preparedness Response (ASPR) Pediatric Disaster Care Centers of Excellence grant. |
| **Participating Organizations** | Exercise participants will include the six Children’s Hospitals in Michigan and Ohio, state and local health departments and EMS organizations. A wide variety of community and NGO organizations are invited to participate. See Appendix B for a full list of participants.  |
| **Point of Contact** | Ronald Ruffing MD, Chief, Division of Pediatric Emergency Medicine Children's Hospital of Michigan RRuffing@dmc.org |

# How to Participate in the exercise

## Register: Exercise planners are working to collect participant responses from both individual and organizational perspectives. In order to facilitate that goal, we ask that both individual participants and organizations register for the exercise. Please have all participants register as an individual and designate one representative to register on behalf of the organization. For the purposes of this exercise, two or more people acting on behalf of any institution is considered an organization. Registration is available on the [Darkest Winter website](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/) and at the following links:

[Individual Registration Link](https://docs.google.com/forms/d/e/1FAIpQLSdhpvZxhHpOxXdGkwCYiujSeIjXd196eSx5p4e66qOHVJL6Ng/viewform?usp=sf_link)

[Organizational Registration Link](https://docs.google.com/forms/d/e/1FAIpQLSf3sscXKr_shAd-sm9DjISK2QMOr2eZHajFP5VlGDytG3pc6g/viewform?usp=sf_link)

## Pre-Exercise Survey: To support collection of data from both individual and organizational perspectives, exercise planners request all participants complete an individual pre-exercise survey and one designated representative complete an organizational pre-exercise survey. Please complete the surveys no later than 9 September 2020. Surveys are available at the following links:

[Individual Pre-Exercise Survey](file:///C%3A%5CUsers%5Cdsiwik%5CDesktop%5CExercise%5CDocuments%5C%3A%20https%3A%5Cumich.qualtrics.com%5Cjfe%5Cform%5CSV_b1xHJhubLcnCbAh)

[Organizational Pre-Exercise Survey](https://umich.qualtrics.com/jfe/form/SV_4TJhYuwHQDPFxop)

## Preview Questions: Given that the exercise does not seek to test or validate existing plans, but works to generate information, data, and concepts for use in developing a coordinated regional response to pediatric disaster and surge, exercise planners intend to make all questions and scenarios available to participants beforehand. Exercise facilitators and moderators retain discretion to formulate and ask spur of the moment questions to foster discussion and follow up on pertinent points of observation. Scenarios and questions are outlined below, in the order they will be presented during the exercise. Please review and develop responses to the following questions:

## Ice breaker / Warm up questions:

* Please give a one-word description of the COVID-19 Viral Pandemic
* On an individual, personal level, what have you done different in response to the COVID-19 Pandemic?

## Educational Presentations:

* Are you familiar with the Michigan Burn Coordination Center Model?
* What is a good organization construct for coordination of a regional medical response?
* What psychosocial impacts has the COVID-19 viral pandemic had on children?
* What are supportive practices and techniques for returning children to school?
* How is a duty to plan supply management for disaster or surge circumstances fulfilled?
* How is ethical allocation of resources conducted?
* Will COVID-19 and seasonal influenza season impact each other this winter?
* Do you have easy access to a pediatric disaster electronic library of resources?

## Reflections on COVID-19 Pandemic Experience: As it relates to the COVID-19

## pandemic,

* What worked well at your organization?
* What went wrong?
* What surprised you?
* What would you or your organization do differently?
* In your organization, did command function as anticipated or where new lines of authority required?
* How did the pandemic affect your organization’s command structure: did social distancing force a transition from a consolidated group into a dispersed organization?

## Developing Situational Awareness:

* On a state level, how familiar are you with available pediatric resources in the event of a disaster?

## Shelter In Place:

## 48 Hour Shelter In Place Scenario: At the state level, both Michigan and Ohio declare states

## of emergency, available pediatric bed status is zero, all requests for patient transfer to other facilities

## result in “No”, and every facility must shelter in place for a minimum of 48 hours. Adult medical

## services are in a similar situation, so relief from that domain of medical resources is not an option.

* Where and how do you anticipate receiving event specific situational awareness?
* How and with who do you share situational information?
* What are your sources of information and how is it verified?
* What triggers your organization to stand up an operations or command center?
* What triggers your organization to transition from routine to emergency operations?

**State Agencies and Departments of Health Breakout questions**

* What is the role of the state in the scenario?
* Are there any options for easing restrictions on cross-border telehealth?
* What is the plan for cross-border movement of patients?
* What is the plan for cross-border movement of medical personnel?
* How do you implement equitable distribution of resources?

**Health Care Coalitions Breakout questions**

* What is the role of Healthcare Coalitions in the scenario?
* What is your role in prioritizing inter-facility transfers, who makes the ultimate decision?
* What is your role in coordinating available bed allocation?
* How do you support inter-facility hospital surge when Alternate Care Site is not available?
* How do you deal with high rates of staff no-show?
* How do you implement equitable distribution of resources?

**Children’s Hospitals Breakout questions**

* What can children’s hospitals provide?
* What support can you provide to community hospitals prioritizing of critical ICU resources, both in and out of network?
* What resources would you need from HCC or State?

**Local Hospitals and Community Organizations Breakout questions**

* Transfer of patients is not available, what will your facility do?
* What do community hospitals need?
* In this scenario, what are your expectations of children’s hospitals?

## Report Outs:

* What were the key points and observations of your breakout group discussion?

## Exercise Hot Wash: Evaluating the exercise:

* What went well?
* What are areas for improvement?
* Is conducting a Table Top Exercise on a virtual platform a viable option?

## Exercise:

## Pre-submit Questions: Exercise participants interested in submitting a question for any of the planned topics or scenarios is encouraged to do so. Please submit questions to DarkestWinter@umich.edu.

## Join the Webinar: A link to the Webinar will go live one hour before the exercise. The link, labeled “Main Session: Avoiding the Darkest Winter”, can be found on the right side of the [Darkest Winter webpage](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/). Please join and test connectivity prior to 9:45, be online, and prepared to review a rotating deck of informational slides and questions.

 To attend a breakout discussion, participants will need to exit the exercise Webinar, join a breakout Webinar of their choice, and return to the main exercise Webinar after the breakout session. Links to the sessions can also be found on the right side of the[Darkest Winter webpage](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/)**.** If you are having problems accessing a Break Outs session, log back into the opening session for assistance. Break out options include:

1. State Agencies and Departments of Health
2. Health Care Coalitions
3. Children’s Hospitals
4. Local Hospitals, EMS and Community Organizations

## Bed Reporting: Organizations in Michigan and Ohio that routinely submit bed status reports to state agencies, be prepared to submit a report during the exercise. Before noon, both states will send notification through official communication channels requesting a bed status update. The request will be marked “Exercise”. Please submit a report upon notification.

## Mentimeter: Throughout the day, presentations will be provided using a Mentimeter platform. Mentimeter supports audience interaction and immediate feedback to questions. Please have a second channel of internet access (i.e. smartphone) open to view and respond to presentation questions. A link to the presentation and instructions on how to use Mentimeter will be added to the exercise website as soon as the presentation slide deck is finalized.

## Webinar Q&A and Chat: Similar to traditional Zoom functions, participants will be able to submit questions through the Webinar Chat and Q&A functions. Non-moderator support staff

## will monitor Webinar Chat and Q&A, reviewing and providing questions to the exercise facilitator or discussion moderators.

## Elevation to Speaking Panelist Role: Given the size of the audience and video-conferencing platform limitations, most exercise participants will be in a passive, video-conferencing role. If an individual or organization submits a question via chat or Q&A, the discussion moderator may elevate that individual or organization to an active, speaking role. Please be prepared to address the moderator or panelist if requested to do so.

## Questions and Comments: Once again, given the size of the exercise participant audience and limited time frame, not all chats, questions or comments will be addressed during the exercise. Individual and organizational participants are encouraged to submit questions and comments for inclusion into the exercise record and data base. Forms to submit questions and comments are available on the Darkest Winter Website and here:

[Individual Response and Question Form](https://docs.google.com/forms/d/e/1FAIpQLSe1N88kt7AYw3LXsrEPlzUWPuVyVuIiGo5cENVWZnfOUHjLLg/viewform?usp=sf_link)

[Organizational Response and Question Form](https://docs.google.com/forms/d/e/1FAIpQLSdjVIWNyYRLVZdyUpc40F0jyvh-5F5eZ0swFGcDJsCYw6edcA/viewform?usp=sf_link)

## Post Exercise Survey: Once again, to support collection of data from both individual and organizational perspectives, exercise planners request all participants complete an individual post-exercise survey and one designated representative complete an organizational post-exercise survey. Please complete the surveys no later than 18 September 2020. Surveys are available at the following links:

[Individual Post Exercise Survey](https://umich.qualtrics.com/jfe/form/SV_7V5jXeBUEGVxjP7)

[Organizational Post Exercise Survey](https://umich.qualtrics.com/jfe/form/SV_6Rs9pxROyFRcwxD)

# General Information

## Exercise Goals, Objectives and Core Capabilities

The following exercise goals in Table 1 describe the expected outcomes for the exercise. The goals are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission areas. See Exercise Plan at [ExPlan 253001](https://emscimprovement.center/documents/1001/EGLPCDR_Exercise_Plan__091020_.docx) for additional, detailed exercise information. The goals and aligned core capabilities are guided by ASPR grant guidelines and EGLPCDR senior leadership and selected by the Exercise Planning Team.

| Exercise Goal | Core Capability |
| --- | --- |
| Strengthen Pediatric Disaster Care Preparedness and Healthcare System Coordination | Coordinated regional pediatric response |
| Develop Coordinated Pediatric Disaster Care Capacity | Coordinated regional pediatric response |
| Enhance Statewide and Regional Medical Surge | Coordinated regional pediatric surge |
| Increase and Maintain Healthcare Professional Competency through Development and Delivery of Standardized Training | Coordinated regional pediatric response |
| Enhance Situational Awareness of Pediatric Disaster Care Capacity, Capability, and Assess Regional Readiness | Coordinated regional pediatric response |

Table 1. Exercise Goals and Associated Core Capabilities

## Exercise Purpose

During a disaster or emergency, healthcare delivery capacity and capabilities can become compromised. As recently experienced, viral pandemics can easily overwhelm health systems. In this context, likely hazards for the Michigan and Ohio region are limited infrastructure, resources and expertise dedicated to the pediatric population.

Annual influenza seasons tax healthcare systems across the region and may occur in tandem with other viral outbreaks. Therefore, it is essential to develop regional capabilities to coordinate and respond to pediatric surge conditions.

The purpose of the Darkest Winter TTX is to define the delivery of optimal pediatric clinical care when existing systems are overwhelmed, by enhancing rapid sharing of expertise and assets throughout the region.

## Participant Roles and Responsibilities

The term *participant* encompasses many groups of people. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

* **Exercise Participants.** Exercise participants are personnel who: 1) actively consider questions and scenarios in response to controller injects, 2) answer Mentimeter questions when posed, 3) submit questions vis Zoom chat and/or Q&A functions and 4) complete pre and post exercise surveys. Due to audience size and videoconferencing bandwidth limits, the majority of exercise participants will be in a passive listening role for the duration of the exercise.
* **Panelists**. Completing all the same activities as Exercise Participants, Panelist have an active talking role during the exercise. Based upon subject matter expertise, pre-identified participants will be elevated to a panelist role, allowing for direct participation in discussions. Moderators retain discretion to elevate any exercise participant to a panelist role based upon chat and Q&A input.
* **Moderators**. Pre-selected exercise planners will open, host, and facilitate breakout discussions. In addition, moderators will monitor and field questions submitted by chat and Q&A.
* **Facilitator.** Serving as the overarching exercise host, the facilitator 1) welcomes participants, 2) explains exercise objectives, format and procedures, 3) introduces presenters, 4) facilitates transitions between exercise activities and 5) solicits end of exercise Hot Wash.
* **Controllers.** Controllers plan and manage exercise, set up and operate the virtual platform, moderate large and small group discussions, present questions for response, and inject scenarios where necessary. Controllers direct the pace of the exercise and provide key data to participants. In addition, they issue exercise material to players as required, monitor the exercise timeline, and urge active participation of all participants.
* **Evaluators.** Evaluators assess and provide feedback on designated functional areas of the exercise.
* **Support Staff.** The exercise support staff includes individuals who perform administrative and logistical support tasks during the exercise (e.g., webinar management, time keeping).

## Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to achieve the exercise goals and objectives. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation.

### Assumptions

Assumptions constitute the implied factual foundation for the exercise and, as such, are assumed to be present before the exercise starts. The following assumptions apply to the exercise:

* Whether personally or professionally, all participants have relevant COVID-19 experience to contribute to the exercise.
* A combination of annual influenza season plus viral outbreak can create a patient load that exceeds pediatric infrastructure, resources and expertise in the region. The exercise scenario is plausible, and events may occur as presented.
* Exercise simulation contains sufficient detail to allow players to react to information and scenarios presented.
* Organizations are responsible for establishing and maintaining internal communication systems and platforms as necessary to participate in the exercise.
* The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will not be evaluated.

### Artificialities

During this exercise, the following artificialities apply:

* As a Proof of Concept demonstration exercise, the event does not seek to test and validate existing plans and operations. Rather, the exercise generates information and data for use in developing a coordinated regional response to pediatric disaster and surge.
* Prior knowledge of exercise questions, injects and scenarios does not hinder exercise outcomes. Prior knowledge serves to refine and improve the data and information collected.
* Although presented as a pediatric specific scenario, relief from resource constraints cannot be found in adult medical systems, facilities or supply chains. Assume non-pediatric systems and resource are equally stressed and unavailable to assist pediatric disaster response.
* For the purposes of focusing the exercise on a specific resource scarcity, a single medical condition with definitive resource and care requirements is injected in order to create a uniform problem for participants to address.

# The Exercise

## Exercise Timeline

The Darkest Winter TTX is a 5-hour exercise scheduled on Thursday, September 10 from 10:00 AM -3:00 PM. See appendix A for a complete exercise timeline.

Links to join the Zoom Webinar links will “go live” at 9:00am on 10 September 2020. The links are available on the [Darkest Winter exercise webpage](https://emscimprovement.center/domains/preparedness/aspr-pediatric-disaster-care-centers-excellence/about-eglpcdr-center-excellence/eglpcdr-virtual-pediatric-exercise/). Beginning at 9:45am, in the lull before the exercise begins, a slide deck will present on the Webinar with two interactive questions.

Note: All times are Eastern Time Zone.

# Exercise Logistics

## Safety

Exercise participant safety takes priority over exercise events. The following general requirements apply to the exercise:

* Home station organizations are responsible for providing a safe and secure environment for exercise participants. Any safety concerns must be immediately reported in accordance with home station organizational policies and procedures.
* The exercise will occur virtually to support social distancing preventive measures due to an ongoing viral pandemic. Home station organizations are responsible to implement appropriate public health measures at their locations.

## Site Access

### Security

Measures to implement and maintain security of the virtual video conferencing platform include:

* Just in time delivery of connectivity links to the virtual platform. Links will be made public 30 minutes before use.
* Limiting participation in large group discussion to select panel members with the audience in a passive listening role
* Onsite AV/IT support to address disruptions occurring on the platform
* Moderated break out discussions
* Dedicated monitoring of conversations to identify disruptive participants
* Moderator muting of disruptive participants
* Moderator removal from the meeting of disruptive participants
* Recording of virtual discussions
* Collection of participant commentary and feedback in accessory platforms not critical to exercise management

# Educational Credit

## Continuing Medical Education (CME)

Continuing Medical Education credit for the exercise is available from the University of Michigan Medical School through the [MiCME](https://ww2.highmarksce.com/micme/index.cfm?do=att.withdrawalSubmission&style=0&attendeeID=20306&abstractID=3021) platform. "The University of Michigan Medical School designates the Darkest Winter Table Top Exercise, live activity for a maximum of 4.75 AMA PRA Category 1 Credit(s)*™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity. Participants interested in claiming CME credit should:

1) Create an account in [MiCME](https://ww2.highmarksce.com/micme/index.cfm?do=cnt.page&pg=1010), <https://ww2.highmarksce.com/micme/index.cfm?do=cnt.page&pg=1010>

2) Select “Find CME Activities”,

3) Search “Darkest Winter”

4) Select “View course page” at the bottom of the exercise description

5) Register and

6) Complete a post activity survey in MiCME (you will receive an auto-generated reminder).

*The University of Michigan Medical School is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. The University of Michigan Medical School designates this live activity for a maximum of xx AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.*

## EMS Continuing Education(CE)

The State of Michigan Bureau of EMS, Trauma and Preparedness has approved the Darkest Winter exercise for Continuing Education credit. Participants are eligible for Special Considerations, Peds Medical for 1 hour and Operations: Emergency Preparedness for 3 hours. Participants interested in claiming CE credit should scan QR code presented on the last slide of the day. Participants can also request the QR code by sending an email request to DarkestWinter@umich.edu.

The State of Ohio has a policy of reciprocity for neighboring states award of EMS CE credits. Participants from Ohio interested in claiming CE credit should follow the same procedures for Michigan participants as outlined above.

# Appendix A: Exercise Schedule

 **Note: All times are Eastern Time Zone**

# Appendix B: Acronyms

| **Acronym** | **Term** |
| --- | --- |
| ASPR | Assistant Secretary for Preparedness and Response |
| DHS | U.S. Department of Homeland Security  |
| EGLPCDR | Eastern Great Lakes Pediatric Consortium for Disaster Response |
| ExPlan | Exercise Plan |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| SME | Subject Matter Expert |
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# Appendix C: Pediatric Information and Resources

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| Ambulatory Care | [John Hopkins Guidance for Patients Confirmed to Have COVID-19 (with or without symptoms) AttendingAmbulatory Clinics or Facilities](https://www.aamc.org/system/files/2020-08/hca-clinicalguidance-Johns%20Hopkins%20Medicine%20Removal%20of%20COVID-19%20Isolation%20Precautions%20for%20Ambulatory%20Patients-8-10-20.pdf) |
|   | [AAP: Guidance for Providing Pediatric Well Care](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/guidance-on-providing-pediatric-well-care-during-covid-19/) |
|   |   |
| Behavioral Health | [Social and Mental Health Issues](https://emscimprovement.center/domains/hospital-based-care/pediatric-readiness-project/readiness-toolkit/systems/#SocialandMentalHealthIssues) |
|   | [Behavioral Health](http://lapedsready.org/wp-content/uploads/2017/03/Behavioral-Health-Template.pdf) |
|   | [Mass General: COVID Pedi Mental Health Resources](https://www.massgeneral.org/children/coronavirus/) |
|   | [National Center for School Crisis and BereavementCOVID Resources](https://www.schoolcrisiscenter.org/resources/covid-19-pandemic-resources/) |
|   | [ACES Aware COVID Resources](https://www.acesaware.org/) |
|   | [Child Health Development Institute COVID 19 Resources](https://www.chdi.org/our-work/health/educating-practices-community-epic/educating-practices-covid-19-trainings-and-resources/) |
|   | [Alliance for the protection of children: Covid](https://alliancecpha.org/en/COVD19) |
|   | [Mitigating Impact of COVID on At-Risk Children](https://pediatrics.aappublications.org/content/146/1/e20200973) |
|   |   |
| Childcare | [COVID19 & Head Start Webinars](https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/ohs-covid-19-updates) |
|   | [ACF Office of Child Care: Disaster Resources](https://www.acf.hhs.gov/occ/resource/child-care-resources-for-disasters-and-emergencies) |
|   | [VOAD: Child Care Aware](https://www.childcareaware.org/) |
|   |   |
| COVID Training All Disciplines | [CDC TRAIN Covid Resources](https://www.train.org/main/search?query=covid) |
|   | [HHS/ASPR COVID Clinical Rounds](https://echo.unm.edu/covid-19/sessions/hhs-aspr-clinical-rounds) |
|   | [NETEC Webinar Series COVID-19](https://netec.org/education-and-training/) |
|   | [OPEN Pediatrics](https://www.openpediatrics.org/) |
|   |   |
| Crisis Care | [EMS.GOV Crisis Care Guidance](https://www.ems.gov/pdf/Federal_Guidance_and_Resources/Crisis_Standards_of_Care/COVID-19_Considerations_for_EMS_Crisis_Standards_of_Care.pdf) |
|   | [ASPR TRACIE Crisis Standards of Care Technical Report](https://files.asprtracie.hhs.gov/documents/aspr-tracie-ta-crisis-standards-of-care-infectious-disease-planning-3-17-2020.pdf) |
|   | [Hastings Center: Ethics Resources on the Coronavirus(Covid-19)](https://www.thehastingscenter.org/ethics-resources-on-the-coronavirus/) |
|   | [NA1:B25ational Academies: Rapid Expert Consultation on Staffing Considerations for Crisis Standards of Care forthe COVID-19 Pandemic (July 28, 2020)](https://www.nap.edu/read/25890/chapter/1) |

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| Dashboards and Data (Pediatric) | [Virtual Pediatric System PICU & MISC dashboards](https://www.myvps.org/) |
|   | [AAP Children and Covid State Level](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/children-and-covid-19-state-level-data-report) |
|   | [COVKID Project Tracking Dashboards](https://www.covkidproject.org/) |
|   | [CDC COVID-Net](https://www.cdc.gov/coronavirus/2019-ncov/covid-data/covidview/08142020/percent-ili-visits-age.html) |
|   | [Pandemic Response Data Dashboard](https://www.pandemicresponsedata.org/) |
|   |   |
| ED, Critical & Surgical Care (Pedi COVID) | [COVID-19 for Pediatric Surgeons](https://www.pedsurglibrary.com/apsa/view/PedSurg%20Resource/1884034/all/COVID_19_for_Pediatric_Surgeons) |
|   | [OPEN Pediatrics](https://www.openpediatrics.org/) |
|   | [PIPSQC Covid and Children](http://www.pipsqc.org/RESOURCES/COVID-19-AND-CHILDREN) |
|   | [ACEP COVID-19 Field Guide](https://www.acep.org/corona/covid-19-field-guide/cover-page/) |
|   | [Society of Pedi Nurses Disaster Mgmt](http://www.pedsnurses.org/p/cm/ld/fid%3D220%26tid%3D28%26sid%3D3311) |
|   | [Society of Pedi Nurses COVID Resources](http://www.pedsnurses.org/page/covid-19) |
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| EMS/Medical Transportation | [Michigan EMS COVID-19 Response](https://www.michigan.gov/mdhhs/0%2C5885%2C7-339-73970_5093_28508_76849-520225--%2C00.html) |
|   | [CDC First Responder Guidance](https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-for-ems.html) |
|   | [OHIO EMS COVID Resources](https://www.ems.ohio.gov/#gsc.tab%3D0) |
|   | [National Assoc of EMS Physicians COVID Resources](https://naemsp.org/resources/covid-19-resources/) |
|   | [NHTSA Office of EMS COVID Resources](https://www.ems.gov/projects/coronavirus_covid-19_resources.html) |
|   | [ASPR TRACIE EMS Infectious Disease Playbook](https://asprtracie.hhs.gov/technical-resources/resource/4442/ems-infectious-disease-playbook) |
|   | [Interfacility Transfer Toolkit for the Pediatric Patient](https://emscimprovement.center/documents/374/Inter-Facility_Toolkit_-_7.10.2018version.pdf) |
|   |   |
| Evidenced based Pediatric COVID Guidelines | [DFTB: COVID and Kids Evidence Summary](https://dontforgetthebubbles.com/evidence-summary-paediatric-covid-19-literature/) |
|   | [AAP COVID-19 Overview & Evaluation Pedi Collection](https://www.aappublications.org/cc/covid-19) |
|   | [CHOP Pediatric COVID MIS-C Clinical Pathways](https://www.chop.edu/clinical-pathway/multisystem-inflammatory-syndrome-mis-c-clinical-pathway) |
|   | [NIH COVID Treatment Children](https://www.covid19treatmentguidelines.nih.gov/special-populations/children/) |
|   | [AAP COVID Clinical Guidance](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/) |
|   | [Near4kids COVID Resources and Bundles](https://near4kids.research.chop.edu/preliminary-documents) |

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| Family | [Family-Centered Care](https://emscimprovement.center/domains/hospital-based-care/pediatric-readiness-project/readiness-toolkit/systems/#Family-centeredCare) |
|   | [AAP Healthy Children: Parenting in Pandemic](https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Parenting-in-a-Pandemic.aspx) |
|   | [Military One Source:Families COVID Resources](https://www.militaryonesource.mil/family-relationships/family-life/covid-19-resources) |
|   | [CDC: Rural Communities COVID Guidance](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/other-at-risk-populations/rural-communities.html) |
|   |   |
| Health System/Coalition Operations (Pedi) | [Pediatric Overflow Planning Contingency ResponseNetwork](https://www.popcornetwork.org/health-systems-operational-protocols) |
|   | [COVID19 Policy Resources for Children's Hospital](https://www.childrenshospitals.org/covidpolicy) |
|   | [EMSC-ICC: Hospital Pediatric Preparedness](https://emscimprovement.center/domains/preparedness/covid-19-coronavirus/hospital-preparedness/) |
|   | [HHS/ASPR Covid Healthcare Planning Checklist](https://www.phe.gov/Preparedness/COVID19/Documents/COVID-19%20Healthcare%20Planning%20Checklist.pdf) |
|   | [Critical Care for Coronavirus Disease 2019 PerspectivesFrom the PICU to the Medical ICU](https://journals.lww.com/ccmjournal/Abstract/9000/Critical_Care_for_Coronavirus_Disease_2019_.95572.aspx) |
|   | [AAP: Family Presence During COVID](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/family-presence-policies-for-pediatric-inpatient-settings-during-the-covid-19-pandemic/) |
| Health System/Coalition Operations (Pedi) (con’t) | [Interrupting COVID-19 transmission by implementingenhanced traffic control bundling](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7156133/) |
|   | [National Association of State EMS Officials (NASEMSO)Checklist Tool for Pediatric Disaster Preparedness](https://emscimprovement.center/documents/987/NASEMSO_Pediatric_Disaster_Preparedness_Checklist_Tool_2014_final.pdf) |
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| Infection Disease/ Infection Control for COVID | [CDC COVID Infection Control All Settings](https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control.html) |
|   | [Infectious Disease Society of America COVID Guidelines](https://www.idsociety.org/practice-guideline/covid-19-guideline-infection-prevention/) |
|   | [Center for Infectious Disease Research & Policy COVID](https://www.cidrap.umn.edu/covid-19) |
|   | [RED Book COVID Situation and Resources](https://redbook.solutions.aap.org/selfserve/ssPage.aspx?SelfServeContentId=rbo_outbreaks_page_3) |
|   | [Pedi Infectious Disease Society COVID Resources](https://www.pids.org/resources/covid-19.html) |
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| MIS-C | [CHOP Pediatric COVID MIS-C Clinical Pathways](https://www.chop.edu/clinical-pathway/multisystem-inflammatory-syndrome-mis-c-clinical-pathway) |
|   | [CDC MISC MMWR Mar-July 2020](https://www.cdc.gov/mmwr/volumes/69/wr/pdfs/mm6932e2-H.pdf) |
|   | [Lancet MISC In US Children & Adolescents](https://www.nejm.org/doi/full/10.1056/NEJMoa2021680) |
|   | [AAP MISC FAQ & Resources](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/multisystem-inflammatory-syndrome-in-children-mis-c-interim-guidance/) |
|   | [EMSC-II MIS-C Resource Page](https://emscimprovement.center/domains/preparedness/covid-19-coronavirus/multi-inflammatory-syndrome-children-mis-c/) |
|   | [MDHHS: How to Spot Symptoms MIS-C](https://www.michigan.gov/documents/coronavirus/MIS-C_for_EMS_692918_7.pdf) |

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| OB/Perinatal/Postnatal | [UWMC Newborn Nursery COVID-19 Guidance](https://www.aamc.org/system/files/2020-06/hca-clinicalguidance-UofWashNewbornNurseryCOVID-19Guidance-6-19-20.pdf) |
|   | [AAP Breastfeeding Guidance and COVID](https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/breastfeeding-guidance-post-hospital-discharge/) |
|   | [CDC Care for Pregnant Women](https://www.cdc.gov/coronavirus/2019-ncov/hcp/inpatient-obstetric-healthcare-guidance.html?deliveryName=USCDC_946-DM20867) |
|   | [CDC: Care for Newborns](https://www.cdc.gov/coronavirus/2019-ncov/hcp/caring-for-newborns.html) |
|   | [ACOG COVID Resources](https://www.acog.org/topics/covid-19) |
|   | [PREVENT:Pregnant women and vaccine ethics guide](http://vax.pregnancyethics.org/prevent-guidance/) |
|   | [La Leche Feeding in Emergencies](https://www.llli.org/breastfeeding-info/infant-feeding-emergencies-multilingual/) |
|   | [Review: Protecting Breastfeeding during the COVID-19 Pandemic](https://www.thieme-connect.com/products/ejournals/html/10.1055/s-0040-1714277#htmlfulltext) |
|   | [La Leche References Childbirth Breastfeeding & DonorMilk](https://www.llli.org/covid-19-references/) |
|   |   |
| Schools | [Planning Guide for OHIO Schools and Districts](http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US) |
|   | [National Center for School Crisis and BereavementCOVID Resources](https://www.schoolcrisiscenter.org/resources/covid-19-pandemic-resources/) |
|   | [National Association of School Nurses COVID Resources](https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19) |
|   | [Michigan Return to School Roadmap](https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf) |
|   | [FEMA School Emerg Operation Planning Guide](https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf) |
|   | [FEMA Multihazard School Resource Index](https://training.fema.gov/programs/emischool/el361toolkit/siteindex.htm) |
|   |   |
| Sheltering | [National Mass Care Strategy COVID](https://nationalmasscarestrategy.org/category/covid-19/) |
|   | [FEMA: Mass Care/Emergency Assistance PandemicGuide](https://nationalmasscarestrategy.org/mass-care-emergency-assistance-pandemic-planning-considerations-guide/) |
|   | [RED Cross COVID Shelter Training](https://nationalmasscarestrategy.org/covid-19-shelter-training-for-american-red-cross-partners/) |
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| Special Needs | [Ohio Dept of Ed: Students with Disabilities](http://education.ohio.gov/Topics/Reset-and-Restart) |
|   | [Students with Disabilities Compendium of Resources](http://education.ohio.gov/Topics/Reset-and-Restart/Students-with-Disabilities-Compendium-of-Resources) |
|   | [Nebraska COVID Medical Access for the Deaf, Hard ofHearing and Deaf-blind](https://www.nebraskamed.com/sites/default/files/documents/covid-19/guidelines-for-communicating-with-deaf-patients.pdf) |
|   | [NASN List Covid Regarding Federal Guidance](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/2020_03_26_Federal_Guidance_for_Students_with_Disabilities.pdf) |
|   | [Michigan Dept of Education: Special EducationResources](https://www.michigan.gov/mde/0%2C4615%2C7-140-6598_35706-524932--%2C00.html) |
|   | [Mitigating Impact of COVID on At-Risk Children](https://pediatrics.aappublications.org/content/146/1/e20200973) |
|   | [Complex Child COVID Resource Page](https://complexchild.org/editions/covid-info/?utm_source=newsletter&utm_medium=email&utm_content=Complex%20Child&utm_campaign=2020.04.16_CSHCN_Network_Newsletter) |

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| Supply Chain/PPE | [2020 ED Checklist](https://emscimprovement.center/domains/hospital-based-care/pediatric-readiness-project/get-ready-2020/2020-ed-checklist/) |
|   | [CDC Optimize PPE Supply](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html) |
|   | [NETEC COVID Supply Mgt & Inventory Control](https://www.youtube.com/watch?v=S3tzcp8yuJE) |
|   | [Nebraska Medicine: COVID-19 RESOURCES FORPROVIDERS](https://www.nebraskamed.com/for-providers/covid19) |
|   | [FEMA supply chain guide 2019](https://www.fema.gov/sites/default/files/2020-07/supply-chain-resilience-guide.pdf) |
|   | [CDC PPE Burn Rate Calculator](https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html) |
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| Radiology | [Recommendations Pedi COVID Patient Mgt Imaging](https://pubs.rsna.org/doi/full/10.1148/ryct.2020200214) |
|   | [Preparedness COVID and Pediatric Radiology](https://pubmed.ncbi.nlm.nih.gov/32495178/) |
|   |   |
| Respiratory Therapy | [American Association of Respiratory Therapy Resources](https://www.aarc.org/resources/clinical-resources/bilevel-devices-converted-to-ventilators/) |
|   | [Laerdal Open Source Resp Therapy Training](https://laerdal.com/us/products/skills-proficiency/covid-19-respiratory-care-training/) |
|   | [Neonatal-Pediatric Specialist Course (fee)](https://www.aarc.org/education/online-courses/neonatal-pediatric-specialist-course/) |
|   | [HHS: COVID Optimizing Ventilator Use](https://www.hhs.gov/coronavirus/optimizing-ventilator-use/index.html) |
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| Telehealth | [Telehealth and Telecommunications](https://emscimprovement.center/domains/hospital-based-care/pediatric-readiness-project/readiness-toolkit/systems/#Telehealth) |
|   | [Michigan COVID Telehealth Resources](https://www.umtrc.org/resources/covid-19/michigan-covid-19-resources/) |
|   | [Ohio COVID-19 Resources](https://www.umtrc.org/resources/covid-19/ohio-covid-19-resources/?back=resources) |
|   |   |
| Vaccination | [HHS:Childhood Immunization Catch up](https://www.hhs.gov/blog/2020/08/13/now-is-the-time-catch-up-get-ahead-childhood-immunizations.html) |
|   | [CDC COVID-19 and Routine Pediatric Vaccine](https://www.cdc.gov/mmwr/volumes/69/wr/mm6919e2.htm) |
|   | [CDC Flu Vaccine 2020-2021](https://www.cdc.gov/flu/season/faq-flu-season-2020-2021.htm) |
| Vaccination (con’t) | [AAP Children and Co-Infection COVID](https://www.aappublications.org/news/2020/06/10/coronavirusbronchiolitis061020#%3A~%3Atext%3DRoughly%2012%25%20of%20the%20children%2CPediatrics) |
|   | [PA111:B134REVENT:Pregnant women and vaccine ethics guide](http://vax.pregnancyethics.org/prevent-guidance/) |

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| Staying Connected |
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|   | [NIH Disaster Health Info/Emerg Response ToolsEmail listerv](https://public.govdelivery.com/accounts/USNLMDIMRC/subscriber/new?preferences=true) |
|   | **Follow** Western Regional Alliance for PediatricEmergency Management **Twitter @TheWRAPEM** |
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|   | [ASPR-TRACIE](https://asprtracie.hhs.gov/) |