**Facilitation of a case study**

Case studies can be used to bring a small group of people to a common understanding of a public health problem by going together through a real-life scenario and solving a set of assignments. Case studies can be used on sessions gathering key personnel to discuss simulated emergency situations (referred to as tabletop exercises). By discussing simulated emergency situations, participants are encouraged to think through different aspects of emergency preparedness and response. Engaging with such exercises will allow key personnel to more effectively respond to an emergency when it arises.

This case study is aimed for 6-8 persons and a facilitator. If the number of participants is higher than 10, it is better to divide in 2 groups. This case study is designed for exercises organised in municipalities to gather all actors that would be normally involved in an outbreak investigation. It is especially relevant for municipalities having large numbers of foreign temporary workers, where an outbreak response needs to involve the employers and possibly other municipal services.

The plot is based on a real outbreak investigation, but parts have been fictionalized to protect privacy and address specific learning objectives. The story reflects however a real situation with its challenges and lessons learned. The facilitator can adapt the text to the local context, to include specific actors or refer to current terminology as well as guidelines.

As a rule, a study should have a facilitator, which in practice can be the municipal doctor, or any other actor involved in the outbreak response. Before the case study takes place, the facilitator should:

* Identify relevant participants, i.e. those who would be involved in such scenario if an outbreak would occur in the municipality, to join the exercise;
* Plan the logistics, e.g. book (virtual) meeting room and send invitations to participants;
* Familiarize him/herself with the case study and the time dedicated to each section, considering which questions could be prioritized in their municipality and which could be skipped if the discussions take too much time;
* Try to include both the municipal services and the representatives of major employer of foreign temporary workers;
* Identify which aspects of the case study are relevant for specific participants. For example, the section on calculating attack rates can be more relevant for health personnel, and less relevant for the employer’s representatives.

During the case study the facilitator should ensure that all participants engage in the discussion. Inclusiveness is very important because the case study is designed to stimulate discussions and sharing experiences and ideas, and thus learning from each other.

The facilitator does not need any special background knowledge on the topic of the case study. The answers to all questions for each section are provided as an introduction to the following section. To ensure that participants attempt to solve the assignments themselves, the facilitator should distribute one section of the case study at a time.

**Use of MS Excel for simple data analysis**

The case study includes file with a small dataset, with a line list that also appears in the Word document on pages 16-17. It is not necessary to use MS Excel during the exercise, but it is optional practicing of data analysis during, or possibly after the exercise completion. The tables presented in the case study can be produced in MS Excel using pivot tables.

If you have questions or comments regarding the case study, you can contact us at pawel.stefanoff@fhi.no.