Shelter from the Storm
Disaster Planning Toolkit for Office-Based Practices

Disasters can leave your practice out of business and unable to serve patients. But many practitioners do not feel that they have the time, knowledge, or tools to develop an emergency plan for their practice. This streamlined toolkit was designed for health care practice personnel who need clear steps to initiate an emergency planning process.

The toolkit contains training materials and worksheets that guide you step by step from assessing your risks, selecting key emergency response roles, developing some basic tools for disaster response and recovery, and practicing your plans.

Center for Public Health Preparedness
1 University Place
Rensselaer, NY 12144
phone: 518-486-7921
e-mail: cphp@albany.edu
www.albany.edu/sph/cphp

Center for Public Health Preparedness
SCHOOL OF PUBLIC HEALTH
UNIVERSITY AT ALBANY State University of New York
Getting started

Introduction for the emergency preparedness coordinator

Contents

• Who should be our emergency preparedness coordinator?
• First things to do:
  - Review the toolkit
  - Clarify expectations
  - Identify existing plans
• Technical notes

Who should be our emergency preparedness coordinator?

• This toolkit assumes that nearly all staff in the practice will participate at some time.
• But a critical role is played by what we’ll call the emergency preparedness coordinator.
• Emergency preparedness coordinator responsibilities:
  - Manages the overall project of developing a plan
  - Ensures planning activities move ahead, are documented, and are coordinated with other processes in the practice.

Who should be the emergency preparedness coordinator?

• Someone who:
  - Can manage a project over weeks and months (organize documents, meetings, and follow-up activities)
  - Can build a team
  - Can work with key managers or staff that direct others
  - Can appreciate the many areas of the practice’s operations, such as patient care, computer technology, finances, etc., and work with staff who know those areas
  - Can commit the time and energy to the project
• It may not be an obvious person that comes to mind, such as the senior physician, partner, or manager.
• They may have the seniority and leadership, but their skills and times may be committed to day-to-day management or patient care.

Are you the Emergency Preparedness Coordinator for your practice?

Then keep reading!
First things to do:

As the coordinator or leader for this emergency readiness process, first:

- **Relax**: No need to panic.
- All the materials and activities in this toolkit may seem overwhelming at first.
- Don’t worry, it’s broken into small steps.
- (And no degree in rocket science is required.)

First things to do:

- **Review the toolkit**
- Clarify expectations
- Identify existing plans

Technical Note:

Guide to Symbols

- A checkbox indicates action: A box to check off on your to-do list, such as a group exercise or planning activity.

- The handouts icon indicates that there are worksheets, handouts, or other files in the toolkit that you should use.

1) Review the toolkit

- Get familiar with the overall process
- Learn the process so you can keep everyone on track, rather than jumping around and losing direction
- In group discussions, many ideas come up.
- For ideas that don’t fit with the agenda or you can’t address immediately, put it in the “waiting room”.
  - Write it down on a separate board, piece of paper, or sticky notes.
- For each step, identify who should participate and what material you need provide.

2) Clarify expectations

Preparing any organization for emergencies takes time and involves several people.

For you and anyone involved in the leading this process, clarify with your boss and coworkers:

- How much time should you commit?
- Is this an extra work item?
- Should it be completed during regular hours? And if other work be reduced?
- How much authority do you have to involve others, direct planning activities, or spend money?
- Will it be added to your official duties, job title, or job description?
3) Identify existing plans

- Your organization may already have plans that help you deal with disasters, emergencies, and other crises
- You may not be aware of them
  - Ask around and look around
  - Some may be labeled "emergency plan"
  - Many may just be signs or memos about procedures to follow when something "bad" happens

Existing Plans to Look for

- Evacuation plan
- Fire protection plan
- Safety and health program
- Security procedures
- Memos about medical emergencies
- Environmental policies
- Finance and purchasing procedures
- "Snow day" or other facility closing policy
- Hazardous materials plan
- Employee manuals
- Risk management plan
- Insurance program
- Mutual aid agreements
- Other plans?

Why find existing plans?

- Learn from previous hazards assessments
- See who has been involved (from names on documents or asking around)
- Prevent duplication
- Use as existing example of both good or bad plans
- File for reference
- Save the embarrassment of learning about them from coworkers in later steps!

Contents

- Who should be our emergency preparedness coordinator?
- First things to do:
  - Review the toolkit
  - Clarify expectations
  - Identify existing plans

Next: Technical notes

Thank you!
# Identify existing plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Location</th>
<th>Person/group in charge</th>
<th>Date it was last updated</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

**Type of Plan:**
- Common examples include:
  - Evacuation plan
  - Fire protection plan
  - Safety and health program
  - Security procedures
  - Environmental policies
  - Insurance program
  - Finance and purchasing procedures
  - “Snow day” or other facility closing policy
  - Hazardous materials plan
  - Employee manuals
  - Risk management plan
  - Mutual aid agreements

**Location:** Where is it found? Where are copies of it posted? Where is the master copy? This includes both physical and electronic copies.

**Person/Group in charge:** Who created the plan or is charge of updating it?

**Date it was last updated:** At least the year, if available.
Steps in Disaster Preparedness

1. Organize the emergency planning process
2. Assess hazards
3. Improve personal preparedness
4. Assess key resources and activities
5. Build some essential tools
6. Identify key roles and procedures
7. Coordinate with partners
8. Develop a formal emergency plan
9. Train staff to the plan
10. Exercise the plan
11. Make improvements
12. Manage ongoing preparedness program

Complete advanced steps when ready

Start with the foundation
Getting started

Contents

• Emergency planning team purpose and composition

Emergency Planning Team Purpose

• You can’t plan for or respond to emergencies alone
• Others will be more willing to help if they been included in the process from the beginning
• The process requires diverse skills and knowledge, such as:
  • Leadership, organization skills, authority, knowledge of activities in the practice (patient care, office management, equipment)
  • And if you’re counting on team members for their knowledge or expertise in any of these specific areas, make it clear to them wherever possible.
• But they must also bring time and energy to actually get things done

People are Key to Preparedness

• Without staff, stakeholders, patients, and other resources, a medical practice can’t deliver any services or generate any revenue
• Good awareness, education, and inclusion of staff and managers will help them:
  • Understand their importance
  • Provide input
  • Participate in plan development
• Working with others in the practice may be difficult at first, but just writing a plan in isolation will fail.
• You become prepared by working as a team, not by writing a plan.

Emergency Planning Team Composition

• “How many people should be on our team?”
• There is no right answer.
Throughout this process remember:
- Be practical
- Do what works for you and your practice

Emergency Planning Team Composition

- Suggested size:
  - Very small practice: 1-2 people
  - Larger practice: no more than 5 or 6 people
- Enough people to provide energy, diversity of input, and authority to assign task to different personnel in the practice
- Small enough to:
  - Work efficiently (schedule meetings quickly, efficient discussions in person, by e-mail, by phone)
  - Work as one team that is always having one conversation, not separate conversations or sub-committees

Emergency Planning Team Responsibilities

- Emergency planning coordinator:
  - Manages the overall project of developing a plan
  - Ensures planning activities move ahead, are documented, and are coordinated with other processes in the practice.
- Other team members:
  - Provide input to the contents of the plan
  - Usually staffed by key managers or leaders
  - Understand key areas of the practice, such as finances, patient care, staff needs
- Administrative support: scheduling meetings, typing up meeting notes, copying materials
1) Assemble an emergency planning team

- Factors to actively consider:
  - What do they bring?
  - Who do they represent?
  - How available are they?
  - Is the group too big or too small to work?
  - If not in the team, how else should they participate?

Thank you!

Center for Public Health Preparedness
University at Albany School of Public Health
One University Place, Rensselaer, NY 12144-3456
Phone: 518 486-7921
www.albanycphp.org
Forming an Emergency Planning Team

Introduction for the emergency planning coordinator

Contents

Next: Emergency planning team purpose and composition

Emergency Planning Team Purpose

• You can’t plan for or respond to emergencies alone.
• Others will be more willing to help if they been included in the process from the beginning.
• The process requires diverse skills and knowledge, such as:
  – Leadership, organization, skills, authority, knowledge of activities in the practice (patient care, office management, equipment).
  – And if you’re counting on team members for their knowledge or expertise in any of these specific areas, make it clear to them wherever possible.
• But they must also bring time and energy to actually get things done.

People are Key to Preparedness

• Without staff, stakeholders, patients, and other resources, a medical practice can’t deliver any services or generate any revenue.
• Good awareness, education, and inclusion of staff and managers will help them:
  – Understand their importance.
  – Provide input.
  – Participate in plan development.
• Working with others in the practice may be difficult at first, but just writing a plan in isolation will fail.
• You become prepared by working as a team, not by writing a plan.

Emergency Planning Team Composition

• “How many people should be on our team?”
• There is no right answer.
• Throughout this process remember:
  – Be practical.
  – Do what works for you and your practice.

Emergency Planning Team Composition

• Suggested size:
  – Larger practice: no more than 5 or 6 people.
• Enough people to provide energy, diversity of input, and authority to assign task to different personnel in the practice.
• Small enough to:
  – Work efficiently (schedule meetings quickly, efficient discussions in person, by e-mail, by phone).
  – Work as one team that is always having one conversation, not separate conversations or sub-committees.
Emergency Planning Team
Responsibilities

• Emergency planning coordinator:
  – Manages the overall project of developing a plan
  – Ensures planning activities move ahead, are
    documented, and are coordinated with other
    processes in the practice.
• Other team members:
  – Provide input to the contents of the plan
  – Usually staffed by key managers or leaders
  – Understand key areas of the practice, such as
    finances, patient care, staff needs
• Administrative support: scheduling meetings,
  taking minutes, preparing meeting materials

1) Assemble an emergency planning team

• Factors to actively consider:
  – What do they bring?
  – Who do they represent?
  – How available are they?
  – Is the group too big or too small to work?
  – If not in the team, how else should they
    participate?

Shelter from the Storm
Emergency Planning Toolkit

Thank you!
What are we getting into?
Starting a preparedness program
Emergency planning team workshop

Agenda
• What do we already know?
• Structure of the toolkit and preparedness process
• What is emergency preparedness?
• Goals, objectives, and steps of this toolkit
• What is our vision for emergency preparedness?

Next:
What do we already know?
• Structure of the toolkit and preparedness process
• What is emergency preparedness?
• Goals, objectives, and steps of this toolkit
• What is our vision for emergency preparedness?

Group Discussion:
What do we already know?
Among our emergency planning team, ask:
• Do any of us have emergency response experience? What did you learn?
• Do any of us have emergency planning experience? (Hospital, other practices, other tenants in our building.)
  Colleagues can be great sources of advice, recommended reading or web sites, sample documents, etc.
• Keep these people in mind as you go through the process and turn to them for advice.

Contents of the Toolkit
• Slides can be used as slide shows, handouts, or reading for individuals to use on their own.
• Worksheets:
  For each workshop, provide copies to each person present so they can note their ideas down.
  Keep one clean copy to fill out at the end of group exercises or discussions. That copy can serve as the meeting minutes or a list of the best ideas that everyone agrees on.
  Keep these copies for later reflection or planning steps! Many will be incorporated in your emergency plans.
Structure of the Toolkit

- The preparedness pyramid diagram shows the emergency readiness process presented in this toolkit.
- Each step presents key concepts to learn and activities to complete.
- With practice you may be able to skip around.
- But newcomers to emergency preparedness will benefit from the structure.
- Tip: Keep moving through the steps. No step is every totally complete or perfect. The process is more important.

Agenda

- What do we already know?
- Structure of the toolkit and preparedness process
- What is emergency preparedness?
- Goals, objectives, and steps of this toolkit
- What is our vision for emergency preparedness?

What is emergency preparedness?

- A simple definition:
  - Preparedness is anything that helps us deal with emergencies or disasters.
- Fancier definition:
  - Preparedness is the development of plans and capabilities for effective disaster/emergency response
- Technical definition:
  - Preparedness is the range of deliberate, critical tasks necessary to build, sustain, and improve the capability to prevent, protect against, respond to, and recover from emergencies. It includes plans, procedures, policies, training, and equipment
- Often called "readiness"

Examples of emergency preparedness

- Plans: For responding after a major earthquake
- Procedures: for evacuation, reaching staff at home, or backing up data before or after an earthquake
- Policies: requirements for regular earthquake drills
- Training: First aid, CPR, evacuation drills, workshops
- Equipment: Fire extinguishers, telephones

What is emergency preparedness?

- Emergency preparedness is a state of mind:
  - Of individuals
  - Of teams
  - Of an entire organization
- Emergency preparedness is a process
  - It is not a one-time activity or even series of activities
  - Any document, or equipment, or training is just a tool
- The best tool is an aware and prepared team
Aspects of Emergency Preparedness

• Manage the process of preparing for emergencies
• Deal with crisis situations
• Look after the stakeholders of the practice
• Manage the communication process
  – Especially with the outside world through enquiries from the general public, media interactions and the protection of community or business images

What is the ultimate goal of the preparedness process?

• For any collaborative project, it is important to have a vision to follow.
• An example vision for preparedness:
  “Our practice is ready for emergencies in both our office and our community so that we can reduce injury to staff during and emergency, stay in business and continue serving our patients.”

Agenda

• What do we already know?
• Structure of the toolkit and preparedness process

Next: What is emergency preparedness?
• Goals, objectives, and steps of this toolkit
• What is our vision for emergency preparedness?

Is it hard to get prepared for emergencies?

Many challenges are experienced as organizations try to prepare for emergencies:
• We’re busy with our regular work
• Not everyone agrees on what the dangers are, or what to do about them
• Money is tight
• It’s hard to decide which emergencies to plan for
• We don’t know everything about every hazard

But don’t panic: This toolkit is designed to help you overcome these challenges.

Goals for this Toolkit (1)

To overcome some of the challenges to preparing for emergencies, this toolkit is intended to:
• Provide a few simple steps to work through with co-workers.
• Help our team build confidence in emergency planning.
• Provide materials to engage co-workers in the process.

Goals for this Toolkit (2)

• The toolkit should help us consider the needs of:
  – Staff
  – Family/households of staff
  – Patients
  – Partners/owners
  – Other leaders in the practice
  – Other key stakeholders we identify
  – Common government/industry guidelines
Specific Objectives for this Toolkit

At the end of the process you should be able to:
- Identify major hazards that may disrupt our organization
- Assess your vulnerability to those hazards
- Build some basic tools to help your organization respond to many types of emergencies
- Identify the value of preparing for emergencies at home
Need for a Vision Statement

• To answer the questions like:
  – “Why do we need to prepare for emergencies?”
  – “What good are these emergency planning sessions?”
• Simple statement of why you and others should contribute to your emergency preparedness activities
• **Not** to impose your vision on others, but to engage others in a shared vision and experience
• Enroll others so they can see how their own

Using your Vision Statement

• Carry it forward into training materials and discussions
• Answer those questions of “Why are we doing this?” and “What are we aiming for?”
• Others can share it with more people that they try to recruit to the emergency preparedness activities: co-workers, family members, even patients
• Get to know coworkers through discussions of the vision

Discussion: What is our vision for a prepared practice?

• How ready are we for emergencies right now?
• What do we want to achieve? What can we actually achieve, given other priorities?
• How much time and effort will others be able to commit?
  – 5 hours a week? 1 hour every two weeks? For the next month? For the next year?
  – Who can commit more or less time? Partners, physicians, nurses, administrative staff?
• How motivated will our coworkers be?
  – Not motivated, even resistant
  – Somewhat motivated
  – Very motivated (such as by recent emergencies in the practice, community, or news)
• What is our vision of a prepared practice?

Example Vision for Preparedness

“Our practice is ready for emergencies in both our office and our community so that we can reduce injury to staff during an emergency, stay in business and continue serving our patients.”

Thank you!
What are we getting into?
Starting a preparedness program

Emergency preparedness team workshop

Agenda

Next: Identify what we already know

- Review structure of the toolkit and preparedness process
- Define disaster preparedness
- Review goals, objectives, and steps of this toolkit
- Discuss our goals for this disaster preparedness process

Group Discussion: 
What do we already know?

Among our emergency preparedness team, ask:
- Do any of us have emergency response experience?
- Do any of us have emergency planning experience? What did you learn?
- Do we know people in other organizations that have experience with emergency planning? (Hospital, other practices, other tenants in our building.)
  - Colleagues can be great sources of advice, recommended reading or web sites, sample documents, etc.
- Keep these people in mind as you go through the process and turn to them for advice.

Contents of the Toolkit

- Slides can be used as slide shows, handouts, or reading for individuals to use on their own.
- Worksheets:
  - For each workshop, provide copies to each person present so they can note their ideas down.
  - Keep one clean copy to fill out at the end of group exercises or discussions. That copy can serve as the meeting minutes or a list of the best ideas that everyone agrees on.
  - Keep these copies for later reflection or planning steps! Many will be incorporated in your emergency plans.

Structure of the Toolkit

- The preparedness pyramid diagram shows the emergency readiness process presented in this toolkit.
- Each step presents key concepts to learn and activities to complete.
- With practice you may be able to skip around.
- But newcomers to emergency preparedness will benefit from the structure.
- Tip: Keep moving through the steps. No step is every totally complete or perfect. The process is more important.
Structure and Process of the Toolkit

See handouts

Agenda

- Identify what we already know
- Review structure of the toolkit and preparedness process
- Define disaster preparedness
- Review goals, objectives, and steps of this toolkit
- Discuss our goals for this disaster preparedness process

What is disaster preparedness?

- A simple definition:
  - Preparedness is anything that helps us deal with emergencies or disasters.
- Fancier definition:
  - Preparedness is the development of plans and capabilities for effective disaster/emergency response
- Technical definition:
  - Preparedness is the range of deliberate, critical tasks necessary to build, sustain, and improve the capability to prevent, protect against, respond to, and recover from disasters. It includes plans, procedures, policies, training, and equipment
  - Often called “readiness”
- Source: Partly adapted from FEMA and Dept of Homeland Security

Examples of disaster preparedness

- Plans: For responding after a major earthquake
- Procedures: for evacuation, reaching staff at home, or backing up data
- Policies: requirements for regular earthquake drills
- Training: First aid, CPR, evacuation drills, workshops
- Equipment: Respirators, fire extinguishers, telephones, food and water

You can’t point at disaster preparedness

- Disaster preparedness is a state of mind:
  - Of individuals
  - Of teams
  - Of an entire organization
- Disaster preparedness is a process
  - It is not a one-time activity or even series of activities
  - Any document, or equipment, or training is just a tool
- The best tool is an aware and prepared team

Aspects of Disaster Preparedness

- Manage the process of preparing for disasters
- Deal with crisis situations
- Look after the stakeholders of the practice
- Manage the communication process
  - Especially with the outside world through enquiries from the general public, media interactions and the protection of community or business images

(Source: modified from Heath, in: Hiles, 2007.)
What is the ultimate goal of the preparedness process?

• For any collaborative project, it is important to have a goal to follow.
• An example goal for preparedness:
  “Our practice is ready for disasters in both our office and our community so that we can reduce injury to staff during a disaster, stay in business and continue serving our patients.”

Agenda

• Identify what we already know
• Review structure of the toolkit and preparedness process
  Next: Define disaster preparedness
  • Review goals, objectives, and steps of this toolkit
  • Discuss our goals for this disaster preparedness process

Is it hard to get prepared for disasters?

Many challenges are experienced as organizations try to prepare for disasters:
• We’re busy with our regular work
• Not everyone agrees on what the dangers are, or what to do about them
• Money is tight
• It’s hard to decide which disasters to plan for
• We don’t know everything about every hazard
• Developing disaster plans seem complicated
  But don’t panic: This toolkit is designed to help you overcome these challenges.

Goals for Using this Toolkit (1)

To overcome some of the challenges to preparing for disasters, this toolkit is intended to:
• Provide a few simple steps to work through with co-workers
• Help build confidence in disaster planning
• Provide materials to engage co-workers in the process

Goals for Using this Toolkit (2)

• The toolkit should help us consider the disaster preparedness needs of several groups of people:
  – Staff
  – Family/households of staff
  – Patients
  – Partners/owners
  – Other leaders in the practice
  – Other key stakeholders we identify
  – Common government/industry guidelines

Specific Objectives for this Toolkit

At the end of the process you should be able to:
• Identify major hazards that may disrupt our organization
• Assess your vulnerability to those hazards
• Build some basic tools to help your organization respond to many types of disasters
• Identify the value of preparing for disasters at home
• Identify key leadership roles in disasters
The process we will use:
1. Organize the emergency planning process
2. Assess hazards
3. Improve personal preparedness
4. Assess key resources and activities
5. Build some essential tools
6. Identify roles
7. Coordinate with partners
8. Develop a formal emergency plan
9. Inform and train staff to the plan
10. Exercise the plan
11. Improve plans, training, resources
12. Maintain the preparedness process for continuous improvement

Foundation:
• Assembling the tools we’ll use
• Assembling the team we’ll need
• Discussing where we want to go

Advanced steps:
• More complicated activities
• They may appear overwhelming right now
• Only begin if or when we are ready
• For now, focus on the essential steps that anyone can complete

Agenda
• Identify what we already know
• Review structure of the toolkit and preparedness process
• Define disaster preparedness

Next:
• Review goals, objectives, and steps of this toolkit
• Discuss our goals for this disaster preparedness process

Need for a Goal Statement
• To answer the questions like:
  – “Why do we need to prepare for disasters?”
  – “What good are these disaster planning sessions?”
• Simple statement of why you and others should contribute to your disaster preparedness activities
• Not to impose your goals on others, but to engage others in a shared vision and experience
• Enroll others so they can see how their own
Using your Goals Statement

- Carry it forward into training materials and discussions
- Answer those questions of “Why are we doing this?” and “What are we aiming for?”
- Others can share it with more people that they try to recruit to the disaster preparedness activities: co-workers, family members, even patients
- Get to know coworkers through discussions of the goals

Discussion: What are our goals for a prepared practice?

- Develop and write down a statement of your goals for the disaster preparedness process that you’re about to start.
- Ask yourselves:
  - What are we preparing for?
  - What do we want to achieve?
  - What can we actually achieve, given other priorities?
  - What does it mean for us to “be prepared”?
  - Who needs to be involved?

Example Goal for Preparedness

“Our practice is ready for disasters in both our office and our community so that we can reduce injury to staff during a disaster, stay in business and continue serving our patients.”
# Emergency Planning Team

Date:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Notes (relevant duties, experience, etc)</th>
<th>Contact information (phone/email)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What do we know?**

Date:

1. Do any of us have emergency **response** experience? Do any team members have emergency **planning** experience? What did you learn that may help with emergency preparedness here?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Do we know people in other organizations that have experience with emergency planning that might be helpful? (Hospital, other practices, other tenants in our building.)

<table>
<thead>
<tr>
<th>Name of other person</th>
<th>Organization</th>
<th>Notes</th>
<th>Person in our practice that knows them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Goals for Emergency Preparedness

Date:

What are our goals for disaster preparedness in our practice? What do we want to achieve with our disaster planning?

We are preparing for emergencies so that...

Example: “Our practice is ready for disasters in both our office and our community so that we can reduce injury to staff during a disaster, stay in business and continue serving our patients.”

Tips:

Good statements may:
1. Speak about a shared future.
2. Be expressed so that people can see themselves in it.
3. Be compelling and satisfying.
4. Pose clearly stated challenges.
5. Serve as guideposts when the group is uncertain in the future.
6. Not be impossible, impractical, or too risky.
7. Not insult past problems or efforts, even if your new effort is a reaction to past problems and move in new directions.
8. Draw on comfortable language or themes that everyone will relate to.
9. Be easily communicated, because it will be used to educate, inspire, and recruit others.
Our Vision for Emergency Preparedness

Date:

What is our vision for emergency preparedness in our practice? What do we want to achieve with our emergency planning?

We are preparing for emergencies so that…

Example: “Our practice is ready for emergencies in both our office and our community so that we can reduce injury to staff during and emergency, stay in business and continue serving our patients.”

Tips:
A good statement of your vision will:
1. Speak about a shared future.
2. Be expressed so that people can see themselves in it.
3. Be compelling and satisfying.
4. Pose clearly stated challenges.
5. Serve as guideposts when the group is uncertain in the future.
6. Not be impossible, impractical, or too risky.
7. Not insult past problems or efforts, even if your new effort is a reaction to past problems and move in new directions.
8. Draw on comfortable language or themes that everyone will relate to.
9. Be easily communicated, because it will be used to educate, inspire, and recruit others.
What are we worried about? Assess hazards

Preparation workshop/reading for emergency planning team

This slide set contains supplemental information about this step. Please be sure to review all of the other material for this step.

Contents

• Purpose of this step
• About the hazard analysis

Purpose

• Identify hazards in the workplace, community, region, or country that may cause large emergencies that threaten your community or business
• Have a shared discussion about these hazards
• Begin working as a group on emergency planning

Contents

• Purpose of this step
• About the hazard analysis

Conducting the Hazards Analysis

• In the next workshop you will develop a simple hazard analysis for your practice and community
• Before the workshop, it will help if you review a local hazard analysis for your community.
Borrow a Hazard Analysis

- Often available in print or online from others who have considered the hazards in your community:
  - From local or state emergency management agency, local health department, or primary care association

Example:

See handouts

Benefits:
- Provide a good assessment of hazards in your community based on historical events and scientific forecasts
- Starting point for your own discussions about what the local hazards mean for your building, practice, clientele, or staff
- Start a working relationship with community partners

Careful!:
- Don’t just copy someone else’s hazard analysis into your plan
- Discuss it as a team to build a shared view of your hazards and what your emergency preparedness activities are dealing with

Borrow a Hazard Analysis

- Find your state emergency management agency online, through a search engine or FEMA: http://www.fema.gov/about/contact/statedr.shtm
- Look for your state’s hazard vulnerability analysis
  - Varies by state: some post a comprehensive document online, some post web pages/flyers about hazards
- Find your local/county emergency management agency
  - Some have websites and some post a local hazard analysis document
  - Many provide contact information: Call/email, introduce yourself, ask for your local hazard analysis

Borrow a Hazard Analysis

Other common sources of a local hazard analysis
- Public health agencies (state, local)
  - Heavily involved in emergency preparedness
  - Some post hazard analyses online
- Hospitals
  - Nearly all have a hazard analysis in the emergency plans, as required by the state health agency, accrediting bodies, or their insurance agencies
  - Rarely post their hazard analyses online
  - May be willing to share portions with local medical practices
  - Someone in your practice may already have contacts there that you can utilize

Review the materials
- Be ready to share in the hazard analysis workshop (next unit)
  - Informally in discussion
  - Highlights of documents you find
  - Copies of web pages or flyers about hazards from the web sites you found

Thank you!
What are we worried about?
Assess hazards

Preparation workshop/reading for emergency preparedness team

Note: This short slide set contains supplemental information about this step in the toolkit. Please be sure to review all of the other materials included for this step.

Contents

Next: Purpose of this step

• About the hazard analysis

Purpose

• Identify hazards in the workplace, community, region, or country that may cause large emergencies that threaten your community or business
• Have a shared discussion about these hazards
• Begin working as a group on emergency planning

Conducting the Hazards Analysis

• In the next workshop you will develop a simple hazard analysis for your practice and community
• Before the workshop, it will help if you review a local hazard analysis for your community.
Borrow a Hazard Analysis

Example:

• Often available in print or online from others who have considered the hazards in your community:
  – From local or state emergency management agency, local health department, or primary care association

See handouts

Benefits:

– Provide a good assessment of hazards in your community based on historical events and scientific forecasts
– Starting point for your own discussions about what the local hazards mean for your building, practice, clientele, or staff
– Start a working relationship with community partners

Careful!:

– Don’t just copy someone else’s hazard analysis into your plan
– Discuss it as a team to build a shared view of your hazards and what your emergency preparedness activities are dealing with

Borrow a Hazard Analysis

• Find your state emergency management agency online, through a search engine or FEMA:
  http://www.fema.gov/about/contact/statedr.shtm
• Look for your state’s hazard vulnerability analysis
  – Varies by state: some post a comprehensive document on line, some post web pages/flyers about hazards
• Find your local/county emergency management agency
  – Some have websites and some post a local hazard analysis document
  – Many provide contact information: Call/email, introduce yourself, ask for your local hazard analysis

Other common sources of a local hazard analysis

• Public health agencies (state, local)
  – Heavily involved in emergency preparedness
  – Some post hazard analyses on line
• Hospitals
  – Nearly all have a hazard analysis in the emergency plans, as required by the state health agency, accrediting bodies, or their insurance agencies
  – Rarely post their hazard analyses online
  – May be willing to share portions with local medical practices
  – Someone in your practice may already have contacts there that you can utilize

Borrow a Hazard Analysis

• Review the materials
• Be ready to share in the hazard analysis workshop (next unit)
  – Informally in discussion
  – Highlights of documents you find
  – Copies of web pages or flyers about hazards from the web sites you found

Shelter from the Storm
Emergency Planning Toolkit

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York University at Albany Center for Public Health Preparedness
## Key Organizations for Hazard and Emergency Information

Contacts for hazard analysis

<table>
<thead>
<tr>
<th>Organization (Name, address, web site, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>State emergency management agency:</td>
<td></td>
</tr>
<tr>
<td>Local emergency management agency(ies)</td>
<td></td>
</tr>
<tr>
<td>(county, city, town, etc.):</td>
<td></td>
</tr>
<tr>
<td>State public health agency:</td>
<td></td>
</tr>
<tr>
<td>Local public health agency:</td>
<td></td>
</tr>
<tr>
<td>Other local hazard analysis (neighboring</td>
<td></td>
</tr>
<tr>
<td>hospital, health department):</td>
<td></td>
</tr>
</tbody>
</table>
What are we worried about?
Assessing hazards
Staff workshop

Goals of this Session
- Talk about emergencies that can affect our practice or our community
- Identify consequences of emergencies
- Identify who is affected if we suffer an emergency
- Identify which hazards are high priority for us
- Identify what our practice might do in a large community disaster

Agenda
- Need for disaster planning
  - Kinds of hazards
  - Consequences of emergencies
  - Others affected if we suffer an emergency
  - Hazards we are most worried about
  - Our role in emergencies
  - Review and next steps

What if...
- One of our key customers has a disaster?
  - What is the impact on us?
  - What should we do to support their recovery?
  - What can we do to minimize the disruption to our practice?
- One of our major suppliers has a disaster?
  - What is the impact on us?
  - What should we do to support their recovery?
  - What can we do to minimize the disruption to our practice?
- One of our external services fails? (Answering service, billing service, web service provider, etc.)

What makes a crisis a crisis?
- Missing or uncertain (unreliable) information
- Little time in which to act or respond
- A threat to people or to resources valuable to people
- The resources required to resolve the situation exceed the available resources
**Possible Consequences**
- Patients do not get treated.
- Patients cannot pay their bills.
- Contracts need to be postponed or terminated.
- Supplier cannot deliver critical products or services.
- Revenue projects cannot be achieved because patients, suppliers, and partners cannot meet their commitments.

(Adapted from Hamilton, In: Hiles, 2007)

**Goals for Preparedness**
- What are we trying to achieve?
- Example goal for a prepared practice:
  
  "Our practice is ready for disasters in both our office and our community so that we can reduce injury, stay in business and continue serving our patients."

**Agenda**
- Need for disaster planning
- Kinds of hazards
- Consequences of emergencies
- Others affected if we suffer an emergency
- Hazards we are most worried about
- Our role in emergencies
- Review and next steps

**What are we worried about?**
- Hazards to us and our community:
  - A hazard is any event, object or situation that can cause damage, injury, or death.
- Hazards that impact our practice:
  - Major incidents that cause serious injury or death
  - Interrupt our business and keep us from easily returning to normal operations

**Common Workplace Hazards**
- Utilities failures
  - Electricity, telephone, water, sewage, heating/air conditioning (local or regional; short or extended)
- Technological
  - Equipment failure, cybercrime, network/communications failure
- Facility incidents
  - Fire
  - Water pipe breakage
- Personal
  - Loss of key employees, supplier, or customer
  - Illness, death, stranded while traveling

**Natural Hazards**
- Diseases (especially emerging or re-emerging infectious diseases)
- Hurricanes
- Wildfires
- Floods
- Windstorms
- Earthquake
- Winter weather
- Volcanoes
Human-Made Hazards
- Hazardous materials:
  - Fixed site (manufacturing plant, power plant, industrial area, harbor, pipeline)
  - Transportation (road, railroad, water)
  - Mass casualty incidents (road, air, trail, boat, sports/entertainment venues)
  - Dam failure
  - Nuclear power plant, dirty bombs, nuclear blasts

Civil Issues
- Terrorism
  - Using many of the human-made hazards (explosion, chemical, biological), or threatening to use them.
- Riot/civil disturbance
- Strike/labor stoppage/picketing
- Security risks (shooter)

Scales of Emergencies
Organizational emergencies
  Power failure, fire, security issue

How Disasters May Affect Our Practice
- Disaster in the community
  - Practice may have a role in responding (provide care, detect disease outbreak, educate patients)
  - Practice may become directly affected (physical damage, infectious disease)
  - Staff or family members affected and practice in turn affected
- Disaster in the practice (fire, flood, violence)

Emerging and Re-Emerging Infections
- A special concern for health care workers
- Infections not previously recognized also appear ("Emerging infections")
- Forgotten infections reappear ("Re-Emerging infections")
  
Examples:
- Ebola, 1976
- HIV/AIDS
- BSE & Variant CJD, ca. 1986
- Hantavirus pulmonary syndrome, 1993
- Nipah, 1998
- West Nile, US, multistate, 1999
- SARS 2003
- Influenza

Global Examples of Emerging and Re-Emerging Infectious Diseases
Travel Brings Diseases Anywhere

Travelers from industrialized areas to developing areas 1983 (WHO)

Houston’s Katrina Experience

Lessons:
- Health care organizations and public health system must support each other, being ready to both send or receive staff and resources.
- Another community’s disaster can quickly become your community’s adversity, with short and long-term impacts.
- Planning together, training together and conducting drills and exercises together saves lives.

Source: desVignes - Kendrick 2007

Group discussion: Past emergencies

- What disasters has our community seen?
- Identify 3 to 5 events
- Think of emergencies in the last:
  - Year
  - 5 years
  - 10 years
  - 50 years

Consequences of Emergencies

- Patients do not get treated.
- Patients cannot pay their bills.
- Staff may not get paid.
- Contracts need to be postponed or terminated.
- Supplier cannot deliver critical products or services.
- Revenue projects cannot be achieved because patients, suppliers, and partners cannot meet their commitments.

Agenda

- Need for disaster planning
- Kinds of hazards

Next: Consequences of emergencies

- Others affected if we suffer an emergency
- Hazards we are most worried about
- Our role in emergencies
- Review and next steps

Source: desVignes - Kendrick 2007

Why prepare for emergencies?

- Protect people and equipment
- Avoid or prevent some risks entirely
- Reduce disruption, confusion and stress from other risks
- Minimize financial loss
- Liability: We need to provide a safe environment for staff and patients
- Planning before an emergency improves recovery after an emergency
- Risks for communities or business vary, so plans need to be customized

Requirements to Prepare (1)

- Occupational safety and health regulations
- HIPAA requirements to protect patient data
- Environmental regulations
- Life and safety statues (Fire codes)
- Seismic safety codes
- Joint Commission standards
- State requirements: health department emergency preparedness grants and guidelines
- Federal requirements: Federal Bureau of Primary Health Care if you receive Department of Health and Human Services funding
- Liability: We need to provide a safe environment for staff and patients

Requirements to Prepare (2)

Contracts with other organizations
- Including patients, suppliers, major employers in the community, etc.

Review contracts closely:
- May require performance of contract, no matter what
- Contracts may require a continuity plan that is tested and reliable
- Even if a contract is negated by extreme circumstances (force majeure) you could still lose business partners, suppliers, and clients
- Plaintiff attorneys can be very creative when drawing up “common law” obligations and duties
- Consider corporate policies (where applicable)

Agenda

- Need for disaster planning
- Kinds of hazards
- Consequences of emergencies
- Others affected if we suffer an emergency

Next: Others affected if we suffer an emergency

- Hazards we are most worried about
- Our role in emergencies
- Review and next steps

Many Stakeholders

- Patients / Customers
- Shareholders / partners / owners
- Suppliers / business partners
- Staff
- Utilities
- Our Practice
- Landlord
- Government regulatory agencies
- Insurance companies
- Creditors
- Employers
- Family / members
- Stakeholders
- A medical practice is important to many people for care, income, and other connections
- Stakeholders: Anyone involved in our practice that “holds a stake” in it
- Any of these people can be affected if our practice has an emergency
- Some may need careful management during response and recovery
- Some organizations may have expectations for our practice in a major community disaster
  - Public health, emergency management, hospitals, elected officials
**Group discussion:** Who do we matter to?

- Who would be most affected if our practice suffers an emergency?

  **Consider:**
  - Patients (or certain groups of patients)
  - Staff
  - Staff members’ families who depend on their paycheck
  - Shareholders/partners/owners
  - Others who have direct or indirect investment in the practice
  - Suppliers
  - Service providers (billing, software, answering service)
  - Creditors
  - Government regulatory agencies
  - Building owner, maintenance, or security personnel
  - Insurance companies

**Agenda**

- Need for disaster planning
- Kinds of hazards
- Consequences of emergencies
- Others affected if we suffer an emergency
- Hazards we are most worried about
  - Our role in emergencies
  - Review and next steps

**Hazards are Local**

- Not every community faces the same mix of hazards and risks
  - Climate and earthquake zones
  - Proximity to the seacoast or a major river
  - Local industrial activity
  - Presence or lack of transportation hubs can affect the likelihood of risks associated with each type of hazard

- People, buildings, or organizations may have different strengths and weaknesses

- Every community and organization needs to assess local hazards and their impact.

**Damage comes in different forms**

- Costs:
  - Dollars
  - Work completed, such as number of patients seen

- Types of Costs:
  - Direct costs (destroyed equipment)
  - Indirect costs (lost patients, higher insurance premiums)
  - Intangible costs (lost reputation, stress on personnel)
  - Avoided costs / Savings (supplies not purchased because no patients are treated)

**Group Exercise: Hazard Assessment**

- Conduct a simple hazard assessment to identify which hazards we should worry the most about.

- Think about hazards that could affect our community and practice.

- For each hazard, rank how likely it is to happen and how much damage it could do.
  - Tip: Discuss each but move quickly. After you rank several you will get better at it.

- After ranking all, review the list. Are the rankings for each hazard about right, relative to the other hazards?

**Group Exercise: Hazard Assessment**

- Example: if you live in sunny southern California

- Earthquakes:
  - Chance of happening: 5
  - Damage: 5
  - = 5

- Winter storms:
  - Chance of happening: 1
  - Damage: 1
  - = 1

- Results: you consider earthquakes a high risk (5/5), but winter storms a low risk (1)
Roles in Community Disasters

- Inform and educate clients and community about a disaster and how to stay safe
- Detection and reporting of disease outbreaks
- Service to special or underserved populations that other health care organizations or government agencies have trouble reaching
  - Undocumented workers, seasonal farm workers, migrant workers, homeless people, residents of public housing
  - Health care workers are often trusted, familiar, frontline source of information and services

Roles in Community Disasters (1)

1) Keep our practice open to maintain active call system for your own patient triage; provide risk communication messages in coordination with the overall community response plan
   - Example: during a major flood or other major weather event
2) Keep our practice open to accept emergency-related care as directed by community response plan
   - Example: serve as secondary triage site or overflow site from local hospital emergency department (ED)

Roles in Community Disasters (2)

3) Close our practice and send staff elsewhere for duty as directed by community response plan
   - Example: serve as surge staff for hospital or staff center at an on-site shelter
4) Close our practice completely, directing both planned and emergency patients to other sites for care via instructions left on practice site answering machine, with an answering service, or via another mechanism.

Group discussion: Our roles in emergencies

- For the top 3 to 5 hazards you identified:
- What could our practice do?
- What is our role?
Agenda

- Need for disaster planning
- Kinds of hazards
- Consequences of emergencies
- Others affected if we suffer an emergency
- Hazards we are most worried about
- Our role in emergencies

Next: Review and next steps

Review of this Session

- Many kinds of emergencies can happen
- Our practice is important to many people
- It is important that our practice be ready for emergencies
- Our practice has important roles to play in responding to emergencies

Future Sessions

- Being prepared at home
  - So your home is safer
  - So you can be ready to respond to emergencies at work or in the community
- Organizing our emergency response:
  - Identifying the many emergency resources we have to work with
  - Building some basic emergency response tools
  - Identifying critical activities
  - Identifying role (who does what?)

Emergency Preparedness Process

1. Foundation
   - Build the emergency planning process
2. Essential steps
   - General plan
   - Risk assessment
   - Hazard identification
   - Rely on local plans
   - Prepare response
   - Identify critical activities
   - Identify role (who does what?)
3. Advanced steps
   - Improve plans, training, exercises
   - Plan and train staff to be plan
   - Develop a formal emergency plan
   - Coordinate with partners
4. Inform and train staff
5. Exercise the plan
6. Improve plans, training, resources
7. Maintain the preparedness process for continuous improvement

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
## Past Disasters

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Impact on community or practice</th>
<th>Current staff who were present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Stakeholders Assessment

Who are we important to? Who is important to us?

<table>
<thead>
<tr>
<th>Name of group, organization</th>
<th>Why are they important to us?</th>
<th>Why are we important to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Basic hazard assessment

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Chance of happening (0 to 5)</th>
<th>Damage it could do (0 to 5)</th>
<th>= Risk Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common emergencies:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building fire</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Burst pipe</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td><strong>Natural disasters:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flood</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Earthquake</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Winter storm</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Heat wave</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Hurricane</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Disease outbreak</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Other natural disasters</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td><strong>Other types of hazards:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous materials accident</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>(from an industrial site or transportation route)</td>
<td></td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Nuclear power plant accident</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Terrorism</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Workplace violence</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Computer or network failure</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td><strong>Other hazards:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
</tbody>
</table>
Roles for Our Practice in Community Disasters

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Potential roles Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advanced Hazards Analyses

• Many authors and fields have come up with different ways to analyze hazards.
  – Probability and impact
  – Financial
  – Highly technical
• You or coworkers may be interested in trying a slightly more complex hazard analysis.

Advanced Probability Analysis

• More suggested hazards to analyze
• More complex system for scoring
  – History of the hazard in your area
  – Vulnerability to it
  – Maximum threat of worst-case scenario
  – Probability of it occurring

Financial Impacts of Disasters

• Your emergency planning team, partners, or financial personnel may be interested in more numeric assessments of the impact of emergencies.
• The follow tools suggest slightly more advanced methods for estimating the financial impact.
• Emergency planning is important for many reasons, but practice managers are especially concerned with finances. Revenue affects the ability to employ staff, deliver services, and keep the doors open.

Estimating Loss/Damage (1)

• Simple method for estimate loss from a disaster:
Lost business = (Average revenue/patients per hour/day) X (Number of Hours/Days out of business)

Estimating Loss/Damage (2)

Cost (Loss) = Direct costs + Indirect costs + Intangible costs + Avoided costs
• Direct costs: Recovery costs, revenue loss, asset damage, settlement costs, legal and regulatory penalties
• Indirect costs: Protective measures, productivity loss, insurance premium increases, stock devaluation, investor loss
• Intangible costs: Damaged reputation, customer attrition, customer retention costs, lost financing, morale, market position loss, lost asset utilization
• Avoided costs: Avoided costs of doing business (wages paid, supplies not purchased, filing losses, reduced taxes)
Thank you!
This complex hazard assessment uses four variables: History, Vulnerability, Maximum Threat, and Probability.

**General guide to severity ratings:**
- **Low** = 1 to 3 points
- **Medium** = 4 to 7 points
- **High** = 8 to 10 points

**Guide to scores for each variable:**

**History:** record of previous occurrences.
- **Low** = 1 to 3 points based on... 0 - 1 event past 100 years
- **Medium** = 4 to 7 points based on... 2 - 3 events past100 years
- **High** = 8 to 10 points based on... 4 + events past100 years

**Vulnerability:** percentage of population and property likely to be affected under an “average” occurrence of the hazard.
- **Low** = 1 to 3 points based on... < 1% affected
- **Medium** = 4 to 7 points based on... 1 - 10% affected
- **High** = 8 to 10 points based on... > 10% affected

**Maximum Threat:** the highest percentage of population and property that could be impacted under a worst-case scenario.
- **Low** = 1 to 3 points based on... < 5% affected
- **Medium** = 4 to 7 points based on... 5 - 25% affected
- **High** = 8 to 10 points based on... > 25% affected

**Probability:** likelihood of future occurrence within a specified period of time.
- **Low** = 1 to 3 points based on... one incident likely within 75 to 100 years
- **Medium** = 4 to 7 points based on... one incident likely within 35 to 75 years
- **High** = 8 to 10 points based on... one incident likely within 10 to 35 years

**Weight factors:** These values are fixed and do not change for each hazard. They weight each factor (history, vulnerability, etc) according to how important experts believe they are to assessing hazards.

<table>
<thead>
<tr>
<th>Hazards</th>
<th>History</th>
<th>Vulnerability</th>
<th>Maximum Threat</th>
<th>Probability</th>
<th>Total Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common workplace hazards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Telephones</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Climate Control (Heat &amp; AC)</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Data Communication Network</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Natural Disasters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthquakes</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Tornadoes</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Severe Thunderstorms</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Windstorms</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Hail</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>Natural Disasters</td>
<td>x 2</td>
<td>x 5</td>
<td>x 10</td>
<td>x 7</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Snow/Ice/Blizzard/Extreme cold</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extreme Heat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floods/Tidal Surges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wild/Forest/Brush Fires</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Slides / Debris Flows</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sink Holes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sand/Dust Storms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coastal erosion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tsunamis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volcanic Hazards:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blast/lahar (direct hazard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashfall (secondary hazard)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man-Made Risks</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous materials:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed site (manufacturing plant, power plant, industrial area, harbor, pipeline)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation (road, railroad, water)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mass casualty incidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(road, air, trail, boat, sports/entertainment venues)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dam failure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strike/Labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoppage/Picketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrorism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather Related</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Pipe Breakage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lightning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace Violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bomb Threats</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trespassing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Security of Property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>x 2 =</td>
<td>x 5 =</td>
<td>x 10 =</td>
<td>x 7 =</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>--------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Sabotage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudden Death</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious Accident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fatal Accident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardware failures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Servers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desktop PCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop PCs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDAs/Handhelds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virus Protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firewall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telecommunications (phone, internet, other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are we ready in our own lives and at home?
Improve personal preparedness

Leadership reading/workshop

Purpose

- Highlight a few issues related to personal preparedness that practice leaders and managers should be aware of.

Contents

- Benefits of supporting personal preparedness
  - Basic elements
  - Special considerations for leaders

Why Support Personal Preparedness?

- Organizational preparedness depends on individual preparedness demonstrated by staff
- In parallel with planning for your organization:
  - Ensure staff are aware of the steps to ensure the safety of their families
  - Encourage them to prepare their own personal emergency response plans

“Health Care Workers’ Ability and Willingness to Report to Duty”

- A opinion survey found that staff said they were:
- **Most** willing to report during:
  - Snow storm
  - Mass casualty incident
  - Environmental disaster
- **Least** willing to report during:
  - SARS outbreak
  - Radiological event
  - Smallpox epidemic
  - Chemical event
  
(Columbia University, New York City survey, 2005)

“Health Care Workers’ Ability and Willingness to Report to Duty”

- Respondents reported several barriers to reporting to work during a disaster:
  - Ability:
    - Transportation problems
    - Child care
    - Elder care
    - Pet care
  - Willingness:
    - Fear and concern for family and self
    - Personal health problems
  
(Columbia University, New York City survey, 2005)
Personal Preparedness is a Motivator

- A way to show that bosses and co-workers do care about staff and each other as people, not just workers
  - Family and home is more important than work, seniority, and who has the highest degree or title
- Gets staff thinking about preparedness related to something they definitely care about
- Engages staff as piers
  - Engagement more important than “right” answers
  - May engage staff in the practice’s preparedness process for a long time
- Brings a lot of experience to surface
  - Disaster experience that no one has asked about before

Key Elements of Personal Preparedness

- Arrangements for child, elder, and pet care
- Family communication plans, fire escape plans, meeting place/out of state relative contacts as part of their personal preparedness efforts
- “Go Bag” that a person can grab and go with in an emergency, including personal medications, change of clothes, etc.
- Much more addressed in the workshop material provided for this step of the toolkit.

Contents

- Benefits of supporting personal preparedness
- Basic elements

Next: Special considerations for leaders

Emergency “Go Bags”

Variations include bags for:
- Personal needs
- Family
- Children
- Pets
- Elderly
- Professional
- High-rise workers

Contents

- Benefits of supporting personal preparedness
- Basic elements

Next: Special considerations for leaders

Personal Preparedness is Hard

- Simple government or workplace marketing campaigns saying “get ready” may produce few results
- Difficult to get people to go from “Okay, I should prepare” to actually talking to family and friends and making plans.
- In everyday life we may feel “silly” getting talking to friends and family about getting ready for a disaster. (“Chicken Little”.)
Personal Preparedness can be Expensive

- Many people live on small pay checks and/or have dependants who also make low wages
- Many staff make less money or have additional expenses
  - Example: Medical bills for themselves or family that do or did not have health insurance
- They cannot simply go and buy all they need in an emergency stockpile
- Leaders and bosses must be sensitive about different income levels

Buying Household Emergency Supplies on a Budget

- UCLA “10 for 10” emergency supplies shopping list
- “For about $10 a week for 10 weeks, you can start storing enough food for one person during a long period of pandemic.”

Thank you!
Today’s Topics

- Why plan for disasters?
- Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
- Personal Emergency Plan

Today’s Topics

Next:

Why plan for disasters?

- Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
- Personal Emergency Plan

Why do I need emergency plans?

- Disasters can strike with little warning.
- Precious time may be lost if you have not prepared ahead of time for how you and your family will respond.
- Health care workers have an additional responsibility or opportunity to help people in a disaster.
- Your and your family’s routine will be affected.
  - Children, elderly relatives, other family members or dependents, and/or pets if your usual household and family routines are disrupted.

Types of Disasters

- Natural disasters (floods, earthquakes, hurricanes, winter storms, etc.)
- Large-scale accidents (transportation or aviation incidents, hazardous materials incidents, explosions, etc.)
- Terrorism (biological, chemical, or radiological incidents)
- Communicable disease outbreaks

- Your involvement will vary. You may be asked to report for a few hours or several days. Your family may or may not be affected by the emergency itself.
Potential barriers to readiness

- Your **willingness** to participate in disaster response
  - Influenced by safety concerns for family and self as well as confidence in the ability to provide competent help.
- Your **ability** to participate in disaster response
  - Influenced by a number of things such as transportation, personal concerns (childcare, eldercare, pets), and money
- Your community or institution is also counting on your commitment to the health and safety of all residents.
- The information in this workshop will help increase both your ability to respond and your readiness to do so.

Today’s Topics

- Why plan for disasters?
- Family Disaster Plan
  1. Identify likely emergencies in your area
  2. Create a disaster plan
  3. Gather emergency supplies
  4. Practice the plan
- Personal Emergency Plan

How do I start?

Family disaster planning includes four steps:
1) Identify likely emergencies in your area
2) Create a disaster plan
3) Gather emergency supplies
4) Practice the plan

Suggestion: Use three-ring binder to keep track of the information you gather as part of your planning process.

Step 1) Assess your risk

- Understand what could happen in your community.
- You cannot predict some events, but some disasters are more likely to occur where you live.
- How can you find out what these are? Consider:
  - Natural disasters that have occurred in the past
  - Manufacturing facilities located in your community
  - Major transportation routes through your community
  - May be the same as for work, or may be different if you commute a ways.

Contact Your Emergency Management Agency

- In the phone book under emergency management or similar name
- Ask your local library

Assessing your risk

- What kind of warning signals are used in your community, workplace, or your children’s school?
- How will you be notified and how are you supposed to react? Your local emergency services agency* should be able to tell you.
- Some possible warning systems:
  - Sirens
  - Loudspeakers
  - Door-to-door notification
Parents: School or Daycare Emergency Plans

• Ask school officials:
  – How will they notify you about what is happening to your children in the event of an emergency?
  – How will you know if they are safe, where they have been taken if they cannot stay at the school, etc.?
• Ask older children with their own transportation to follow the instructions issued by authorities.
• Floods: The school may be affected differently than your home or workplace, or may not be affected at all.

Today’s Topics

• Why plan for disasters?
• Family Disaster Plan

  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
• Personal Emergency Plan

Step 2) Create your family disaster plan

• Talk with your family about the most likely disasters and emergencies and what each family member should do in each case.
• When talking with children, help them understand the seriousness of planning for the possible emergencies without frightening them. Consider these suggestions:
  – Use language appropriate to their age or level of understanding.
  – Present the information calmly.
  – Do not use scare tactics.
  – Encourage children to ask questions and provide direct answers.
  – Stress that the family needs to work as a team.

Components of a family disaster plan

• Your family disaster plan should include the following, particularly for situations where the family is not together when a disaster strikes:
  – Meeting places
  – Emergency contacts
  – Evacuation plans and escape routes
• As much as possible you should involve all family members in developing the family disaster plan.
  – Help them feel more comfortable with the plan
  – Better able to understand the importance of the

Designate Meeting Places

• One in the neighborhood
  – Near your home for situations such as a fire
  – Example: in front of a specific neighbor’s house or beside the tall tree at the edge of your yard.
• And one outside the neighborhood
  – In case you are unable to return home
  – Examples: school outside your immediate area or a relative’s house in a nearby town
  – Should be reachable by several routes in case normal routes are cut off
  – Everyone should know the address and phone number of the meeting place outside the neighborhood
  – Talk about ways to reach that location, especially for family members who do not have their own transportation.

Not a good meeting place!
Family Communication Plan

• How your family will contact each other if they are not together when disaster strikes
• It is often easier to make a long distance call than a local call
  – Choose one out-of-area relative or friend to be your "emergency family contact"
  – All family members should call that person and tell him or her where they are if the family is separated during an emergency
  – Be sure the emergency contact person understands what he or she should do if someone calls them

Flood!

• At 8:00 p.m., the National Weather Service issued a flood watch for several counties in your area. It has been raining steadily for more than 24 hours and was expected to continue for at least 6 or 7 more hours.
• Does your family disaster plan cover floods?
• What is one place your family could meet in case of a flood (or other evacuation emergency)?
  – Your family meeting place in case of a flood should be in a place that can be reached by all family members even if some roads are closed.
  – If your family was separated during this flooding emergency, who would each person call?
  – Your family disaster plan should include an emergency contact person outside the area.

Evacuation

• Evacuations are more common than many people realize.
• Hundreds of times each year people are evacuated because of emergencies such as:
  – Transportation or industrial accidents involving hazardous substance spills
  – Wild fires
  – Floods
  – Hurricanes
• Find out how local officials will notify you if you must evacuate.
  – If time allows, local officials may use local radio or TV.
  – In other cases, they may use warning signals or telephone calls.
  – Again, your local emergency services agency can give you this information.
• You may decide to leave your home, school or workplace because you do not feel safe even though there hasn't been an official evacuation order.
• Also be aware of evacuation plans for those places each family member spends a lot of time (schools, daycare, workplaces, etc.) including the evacuation locations for each of those sites.

Evacuation plan

Your evacuation plan should address:
• Escape routes (including alternatives)
• Family communication
• Utility shut-off and safety
• Insurance and vital records
• Emergency supplies
• Special needs
• Caring for animals

Flood Scenario

• By 1:00 PM the next day flooding is occurring. A mandatory evacuation order is issued by officials for all residents in the flood area, which includes your home. You have been at work all morning. You may be needed for emergency response, and/or may not get home for many hours.
• How will your family be notified when and where they have to evacuate?
• How will your family notify you where they have been evacuated?
  a) Call you at work – Telephones may be busy or down, or you may be elsewhere
  b) Call you on your cell phone – May be off, out of power, or unavailable if local circuits are busy.
  c) Call the out-of-town contact - Best choice. When you have a break, you can call that person and get the relevant information.

Insurance and Vital Records

• Understand the provisions for your property, health and life insurance policies
• Store copies of all important papers in a safe place away from your home (safe deposit box, or with your out-of-town emergency contact):
  – Insurance policies
  – Deeds
  – Property records
  – Personal property inventory
  – Will
Utility shut-off and safety

• All responsible family members should know how to shut off the following utilities in the event of certain disasters:
  – Natural gas
  – Water
  – Electricity
• FEMA provides general guidelines that may be modified based by your local utility company.

Today’s Topics

• Why plan for disasters?
• Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
• Personal Emergency Plan

Step 3) Disaster supply kit

• When a disaster strikes:
  – You may not have time to buy essential supplies.
  – You don't know where you will be when an emergency occurs.
• Gather in advance a set of emergency supplies for home, work, and vehicles.
• Store in a place that is easy to access, preferably in a place in your home or garage.
• They should be in suitcases, boxes, or large plastic bins that would be convenient to take with you if you have to evacuate.

Disaster Supply Kits

• Home: There should be enough supplies on hand to last three days for each household member.
• Work: Keep a "grab and go" kit ready in case you are evacuated from work. The kit should include food and water as well as comfortable walking shoes. You might also want a change of clothing.
• Car: Your car kit should include food, water, first aid supplies, flares, jumper cables, a change of clothing, and seasonal supplies (such as a blanket and heavy jacket).

Emergency “Go Bags”

Many people may need a disaster supply kit ready at any time:

• Personal
• Family
• Children
• Pets
• Elderly
• Professional
• High-rise workers

Flood scenario

• If your family has to evacuate, they may be in a shelter or other place away from home for several days.
• If your family includes an infant, what special items do you need to include in the emergency supplies?
  – Diapers, supplies for breastfeeding, baby food, favorite toys or stuffed animals, etc.
• If your family includes children, what items might you want to keep them occupied?
• Access to electricity may be limited. If you take electronic items, be sure you have extra batteries. Also consider books, puzzles, and other small items they can use anywhere.
Special needs

Are there people in your family who have special needs?

- Hearing impaired
- Visually impaired
- Mobility impaired
- Mentally retarded
- Mentally ill
- People with dementia
- People with chronic medical conditions
- Frail elderly
- People who don’t speak English
- People without vehicles

People with special needs may need extra steps to be ready for disasters:

- Medications: Consider having at least a week’s supply
- Special equipment and/or supplies ready to take on short notice
- Special transportation
- Power source for special equipment (What if the electricity goes out?)
- Special food/diet

Pets and Animals

- Make arrangements for boarding
- Gather pet supplies (food, water, blankets)
- Make sure your pet has proper ID and up-to-date veterinarian records (including current shots)
- Provide a pet carrier and leash
- If you have to go to a shelter, you will not usually be able to take your pets (other than service animals).
  - But: In 2006 law requires that state and local

Flood Scenario

- If your family has to evacuate:
  - What provisions have you made for pets?
    - Boarding arrangements
    - Pet supplies (food, water, blankets)
    - Proper ID and up-to-date veterinarian records
    - A pet carrier and leash
  - What provisions have you made for people in your family with special needs? (People with disabilities or frail elderly.)
    - They may need medication, food/diet, equipment, special transportation, or alternative shelters

Today’s Topics

- Why plan for disasters?
- Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
- Personal Emergency Plan

Step 4) Practice the plan

- You can practice and maintain your plan in several ways:
  - Ask family members how they would react in various emergencies (where they would meet, what they would take with them, whom they would call, etc.)
  - Perform an actual evacuation drill
  - Test fire alarms or smoke detectors
  - Replace and update supplies
  - Spend a weekend without electricity
  - Keep a written version of the plan where...
Summary

• A family disaster plan helps you feel reassured in an emergency that affects your institution or community
• The family disaster plan should include these four steps:
  – Find out what kinds of emergencies could affect you and your family
  – Create a disaster plan
  – Gather emergency supplies
  – Practice the plan

Today’s Topics

• Why plan for disasters?
• Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan

Your Personal Emergency Plan

• In a disaster you may not be able to get home if
  – You are injured
  – Your skills or clinic are needed to help respond to the disaster
  – Transportation is disrupted

Your Personal Emergency Plan

• A personal emergency plan includes arrangements for the tasks you normally do while you are away
  – Preparing meals
  – Caring for children (e.g., taking them to school, being there when they get home)
  – Caring for any people with special needs (e.g., giving medicine or other medical care)
  – Caring for pets
  – Doing household chores (e.g., laundry, cleaning, dishes, putting out garbage)
  – Paying bills
  – Buying groceries
  – Driving family members to activities, appointments, etc.
• Which of these tasks must be done and which can wait until you are able to get home?

Develop a Personal Emergency Plan

• At home with your friends, family, and other important people in your life
• Determine who can do your normal duties for:
  – Child care
  – Pet care
  – Elderly patient care
  – Care for other persons you are responsible for
• Keep the information close to you so you can notify them in disasters
  – In your wallet, purse, at work, in your car

Document your Personal Medical Information

• In a disaster you may not be able to access your medical records.
• The CDC has developed a "Keep It With You" Personal Medical Information Form where you can keep track of relevant medical information.
• This can be used by healthcare workers until your medical records can be accessed.
What have we learned?

- Why plan for disasters?
- Family Disaster Plan
  1) Identify likely emergencies in your area
  2) Create a disaster plan
  3) Gather emergency supplies
  4) Practice the plan
- Personal Emergency Plan

Checklist: Am I ready to respond?

Complete these tasks to feel more confident that your family will be safe when disaster occurs.

- Determined the emergencies that are likely in my area
- Established emergency meeting place
- Developed a family communication plan
- Developed an evacuation plan
- Developed plans for any special needs (e.g. disabilities, pets)
- Begun gathering emergency supplies
- Practiced the plan

Group Discussion: Challenges to Preparing at Home

- What will be the hardest part about getting better prepared for emergencies at home?
  - What are two or three things at home that will make it hard to respond to an emergency?

Personal Preparedness Quiz

- Want to test what we learned? Try this quiz.
  - This quiz has five questions.
  - Try to get at least 4 questions correct.

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Your family may not be together when disaster strikes, so plan how you will contact one another and review what you will do in different situations.

Out-of-Town Contact Name:  
Email:  
Telephone Number:  
Telephone Number:  

Fill out the following information for each family member and keep it up to date.

<table>
<thead>
<tr>
<th>Name</th>
<th>Social Security Number</th>
<th>Important Medical Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where to go in an emergency. Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans.

### Home
- Address:  
- Phone Number:  
- Neighborhood Meeting Place:  
- Regional Meeting Place:  

### Work
- Address:  
- Phone Number:  
- Evacuation Location:  

### School
- Address:  
- Phone Number:  
- Evacuation Location:  

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Name</th>
<th>Telephone #</th>
<th>Policy #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacist:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Insurance:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeowners/Rental Insurance:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinarian/Kennel (for pets):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other useful phone numbers: 9–1–1 for emergencies.  
Police Non-Emergency Phone #:  

Every family member should carry a copy of this important information:

<table>
<thead>
<tr>
<th>Contact Name:</th>
<th>Telephone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-Town Contact Name:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Neighborhood Meeting Place:</td>
<td>Meeting Place Telephone:</td>
</tr>
</tbody>
</table>

Dial 911 for Emergencies!
Evacuation Guidelines

When community evacuations become necessary, local officials provide information to the public through the media. In some circumstances, other warning methods, such as sirens or telephone calls, also are used. Additionally, there may be circumstances under which you and your family feel threatened or endangered and you need to leave your home, school, or workplace to avoid these situations.

The amount of time you have to leave will depend on the hazard. If the event is a weather condition, such as a hurricane that can be monitored, you might have a day or two to get ready. However, many disasters allow no time for people to gather even the most basic necessities, which is why planning ahead is essential.

Evacuation: More Common than You Realize

Evacuations are more common than many people realize. Hundreds of times each year, transportation and industrial accidents release harmful substances, forcing thousands of people to leave their homes. Fires and floods cause evacuations even more frequently. Almost every year, people along the Gulf and Atlantic coasts evacuate in the face of approaching hurricanes.

Ask local authorities about emergency evacuation routes and see if maps may be available with evacuation routes marked.

Evacuation Guidelines

<table>
<thead>
<tr>
<th>Always:</th>
<th>If time permits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep a full tank of gas in your car if an evacuation seems likely.</td>
<td>Gather your disaster supplies kit.</td>
</tr>
<tr>
<td>Gas stations may be closed during emergencies and unable to pump gas</td>
<td></td>
</tr>
<tr>
<td>during power outages. Plan to take one car per family to reduce</td>
<td></td>
</tr>
<tr>
<td>congestion and delay.</td>
<td></td>
</tr>
<tr>
<td>Make transportation arrangements with friends or your local government if you do not own a car.</td>
<td>Wear sturdy shoes and clothing that provides some protection, such as long pants, long-sleeved shirts, and a cap.</td>
</tr>
<tr>
<td>Listen to a battery-powered radio and follow local evacuation</td>
<td>Secure your home:</td>
</tr>
<tr>
<td>instructions.</td>
<td>Close and lock doors and windows.</td>
</tr>
<tr>
<td></td>
<td>Unplug electrical equipment, such as radios and</td>
</tr>
<tr>
<td></td>
<td>televisions, and small</td>
</tr>
<tr>
<td>appliances, such as toasters and microwaves. Leave freezers and refrigerators plugged in unless there is a risk of flooding.</td>
<td></td>
</tr>
<tr>
<td>Gather your family and go if you are instructed to evacuate immediately.</td>
<td></td>
</tr>
<tr>
<td>Leave early enough to avoid being trapped by severe weather.</td>
<td></td>
</tr>
<tr>
<td>Follow recommended evacuation routes. Do not take shortcuts; they may be blocked.</td>
<td></td>
</tr>
<tr>
<td>Be alert for washed-out roads and bridges. Do not drive into flooded areas.</td>
<td></td>
</tr>
<tr>
<td>Stay away from downed power lines.</td>
<td></td>
</tr>
<tr>
<td>Let others know where you are going.</td>
<td></td>
</tr>
</tbody>
</table>

Last Modified: Thursday, 04-Jun-2009 13:33:36 EDT

500 C Street SW, Washington, D.C. 20472
Disaster Assistance: (800) 621-FEMA / TTY (800) 462-7585
Utility Shut-off and Safety

In the event of a disaster, you may be instructed to shut off the utility service at your home.

Below is some general guidance for shutting off utility service. You should modify the information provided to reflect your shut off requirements as directed by your utility company.

Natural Gas

Natural gas leaks and explosions are responsible for a significant number of fires following disasters. It is vital that all household members know how to shut off natural gas.

Because there are different gas shut-off procedures for different gas meter configurations, it is important to contact your local gas company for guidance on preparation and response regarding gas appliances and gas service to your home.

When you learn the proper shut-off procedure for your meter, share the information with everyone in your household. Be sure not to actually turn off the gas when practicing the proper gas shut-off procedure.

If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can, and call the gas company from a neighbor’s home.

CAUTION - If you turn off the gas for any reason, a qualified professional must turn it back on. NEVER attempt to turn the gas back on yourself.

Water

Water quickly becomes a precious resource following many disasters. It is vital that all household members learn how to shut off the water at the main house valve.
• Cracked lines may pollute the water supply to your house. It is wise to shut off your water until you hear from authorities that it is safe for drinking.

• The effects of gravity may drain the water in your hot water heater and toilet tanks unless you trap it in your house by shutting off the main house valve (not the street valve in the cement box at the curb—this valve is extremely difficult to turn and requires a special tool).

Preparing to Shut Off Water

• Locate the shut-off valve for the water line that enters your house.

• Make sure this valve can be completely shut off. Your valve may be rusted open, or it may only partially close. Replace it if necessary.

• Label this valve with a tag for easy identification, and make sure all household members know where it is located.

Electricity

Electrical sparks have the potential of igniting natural gas if it is leaking. It is wise to teach all responsible household members where and how to shut off the electricity.

Preparing to Shut Off Electricity

• Locate your electricity circuit box.

• Teach all responsible household members how to shut off the electricity to the entire house.

FOR YOUR SAFETY: Always shut off all the individual circuits before shutting off the main circuit breaker.
Additional Items to Consider Adding to an Emergency Supply Kit:

- Prescription medications and glasses
- Infant formula and diapers
- Pet food and extra water for your pet
- Important family documents such as copies of insurance policies, identification and bank account records in a waterproof, portable container
- Cash or traveler’s checks and change
- Emergency reference material such as a first aid book or information from www.ready.gov
- Sleeping bag or warm blanket for each person. Consider additional bedding if you live in a cold-weather climate.
- Complete change of clothing including a long sleeved shirt, long pants and sturdy shoes. Consider additional clothing if you live in a cold-weather climate.
- Household chlorine bleach and medicine dropper – When diluted nine parts water to one part bleach, bleach can be used as a disinfectant. Or in an emergency, you can use it to treat water by using 16 drops of regular household liquid bleach per gallon of water. Do not use scented, color safe or bleaches with added cleaners.
- Fire Extinguisher
- Matches in a waterproof container
- Feminine supplies and personal hygiene items
- Mess kits, paper cups, plates and plastic utensils, paper towels
- Paper and pencil
- Books, games, puzzles or other activities for children
Recommended Items to Include in a Basic Emergency Supply Kit:

- Water, one gallon of water per person per day for at least three days, for drinking and sanitation
- Food, at least a three-day supply of non-perishable food
- Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert and extra batteries for both
- Flashlight and extra batteries
- First aid kit
- Whistle to signal for help
- Dust mask, to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Wrench or pliers to turn off utilities
- Can opener for food (if kit contains canned food)
- Local maps
- Cell phone and chargers

Through its Ready Campaign, the U.S. Department of Homeland Security educates and empowers Americans to take some simple steps to prepare for and respond to potential emergencies, including natural disasters and terrorist attacks. Ready asks individuals to do three key things: get an emergency supply kit, make a family emergency plan, and be informed about the different types of emergencies that could occur and their appropriate responses.

All Americans should have some basic supplies on hand in order to survive for at least three days if an emergency occurs. Following is a listing of some basic items that every emergency supply kit should include. However, it is important that individuals review this list and consider where they live and the unique needs of their family in order to create an emergency supply kit that will meet these needs. Individuals should also consider having at least two emergency supply kits, one full kit at home and smaller portable kits in their workplace, vehicle or other places they spend time.
### Disaster Supplies Calendar

**Disaster Preparedness for People with Disabilities**

This Disaster Supplies Calendar is intended to help prepare for disasters before they happen. Using the calendar, you can assemble a disaster supplies kit in small steps over a five-month period. Check off items you gather each week. Remember to change and replace perishable supplies (such as food and water) every six months.

*Source: American Red Cross*

[http://www.redcross.org/services/disaster/beprepared/apendixb.html](http://www.redcross.org/services/disaster/beprepared/apendixb.html)

*Purchase one for each member of household.*

<table>
<thead>
<tr>
<th><strong>WEEK 1–GROCERY STORE</strong></th>
<th><strong>WEEK 2–HARDWARE STORE</strong></th>
<th><strong>WEEK 3–GROCERY STORE</strong></th>
<th><strong>WEEK 4–HARDWARE STORE</strong></th>
<th><strong>WEEK 5–GROCERY STORE</strong></th>
<th><strong>WEEK 6–FIRST AID SUPPLIES</strong></th>
<th><strong>WEEK 7–GROCERY STORE</strong></th>
<th><strong>WEEK 8–FIRST AID SUPPLIES</strong></th>
<th><strong>WEEK 9–GROCERY STORE</strong></th>
<th><strong>WEEK 10–GROCERY STORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 gallon water*</td>
<td>Heavy cotton or hemp rope</td>
<td>1 gallon water*</td>
<td>Patch kit and can of seal-in-air product for the tires of mobility aids</td>
<td>1 can meat*</td>
<td>1 can ready-to-eat soup in assorted sizes</td>
<td>1 gallon water*</td>
<td>Scissors</td>
<td>1 can ready-to-eat soup*</td>
<td>Waterproof portable plastic container (with lid) for important papers</td>
</tr>
<tr>
<td>1 jar peanut butter</td>
<td>2 flashlights with batteries</td>
<td>1 can fruit*</td>
<td>1 can fruit*</td>
<td>1 can juice*</td>
<td>Adhesive Tape</td>
<td>1 can ready-to-eat soup*</td>
<td>Tweezers</td>
<td>Liquid dish soap</td>
<td>Battery-powered radio</td>
</tr>
<tr>
<td>1 large can juice*</td>
<td>Matches in waterproof container</td>
<td>Feminine hygiene supplies</td>
<td>Compass</td>
<td>1 can meat*</td>
<td>Latex gloves</td>
<td>Household chlorine bleach</td>
<td>Thermometer</td>
<td>Household chlorine bleach</td>
<td>Wrenches needed to turn off utilities</td>
</tr>
<tr>
<td>1 can meat*</td>
<td>Leash or carrier for your pet</td>
<td>Paper and pencil</td>
<td>Extra medications or prescriptions marked “emergency use”</td>
<td>Extra vegetables*</td>
<td>Sunscreen</td>
<td>1 box heavy-duty garbage bags</td>
<td>Needle</td>
<td>1 box heavy-duty garbage bags</td>
<td>1080 AM/1520 AM radio and battery pack</td>
</tr>
<tr>
<td>Hand-operated can opener</td>
<td>Extra toothbrush/toothpaste</td>
<td>Map of the area</td>
<td>Laxative</td>
<td>2 rolls toilet paper</td>
<td>Gauze Pads</td>
<td>Antacid (for stomach upset)</td>
<td>Petroleum jelly or other lubricant</td>
<td>Extra eyeglasses (put in first aid kit)</td>
<td>Take your network on a field trip to</td>
</tr>
<tr>
<td>Permanent marking pen</td>
<td>Special food for special diets</td>
<td>Aspirin or non-aspirin pain reliever</td>
<td>Extra hearing aid batteries</td>
<td>Extra vegetables*</td>
<td>Sterile adhesive bandages in assorted sizes</td>
<td>Extra plastic baby bottles, formula, diapers</td>
<td>2 tongue blades</td>
<td>Extra eyeglasses (put in first aid kit)</td>
<td>the gas meter and water meter shut-offs. Discuss when it is appropriate to turn off utilities.</td>
</tr>
<tr>
<td>Pet food, diapers, and baby food</td>
<td>TO DO</td>
<td>1 gallon of water for each pet</td>
<td>TO DO</td>
<td>In case of fire or earthquake.</td>
<td>Sterile roller bandages</td>
<td>TO DO</td>
<td>Place a pair of sturdy shoes and a</td>
<td>1 can ready-to-eat soup (not concentrated)*</td>
<td>Take your network on a field trip to</td>
</tr>
<tr>
<td>TO DO</td>
<td>Complete a personal assessment of your needs and your resources for meeting your needs in a changed disaster environment.</td>
<td>1 gallon of water for each pet</td>
<td>Make a floor plan of your home including primary escape routes.</td>
<td>Extra hearing aid batteries</td>
<td>Extra hearing aid batteries</td>
<td>Place a pair of sturdy shoes and a flashlight by your bed so they are handy in an emergency.</td>
<td>Extra hearing aid batteries</td>
<td>Gown (for personal hygiene)</td>
<td>the gas meter and water meter shut-offs. Discuss when it is appropriate to turn off utilities.</td>
</tr>
<tr>
<td>Date each perishable food item</td>
<td>Identify safe places to go in case of fire or earthquake.</td>
<td>Sterile adhesive bandages in assorted sizes</td>
<td>Identify safe places to go in case of fire or earthquake.</td>
<td>Sterile roller bandages</td>
<td>Extra hearing aid batteries</td>
<td>If blind, store a talking clock and extra white canes.</td>
<td>Needle</td>
<td>Antacid (for stomach upset)</td>
<td>Wrenches needed to turn off utilities</td>
</tr>
<tr>
<td>Extra eyeglasses (put in first aid kit)</td>
<td>Practice a fire drill and earthquake drill with your network.</td>
<td>Sterile adhesive bandages in assorted sizes</td>
<td>Make arrangements for your network to check on you immediately after an evacuation order or a disaster.</td>
<td>Extra hearing aid batteries</td>
<td>Extra hearing aid batteries</td>
<td>If blind, mark your disaster supplies in Braille or with fluorescent tape.</td>
<td>Needle</td>
<td>Antacid (for stomach upset)</td>
<td>Attach a wrench next to the cutoff valve of each utility meter so it will be there when needed.</td>
</tr>
<tr>
<td>Extra medi</td>
<td>Identify safe places to go in case of fire or earthquake.</td>
<td>Sterile adhesive bandages in assorted sizes</td>
<td>Prepare a personal support network who can help you identify and obtain the resources you will need to cope effectively with disaster.</td>
<td>Extra hearing aid batteries</td>
<td>Extra hearing aid batteries</td>
<td>If blind, mark your disaster supplies in Braille or with fluorescent tape.</td>
<td>Needle</td>
<td>Antacid (for stomach upset)</td>
<td>Make photocopies of important papers and store safely.</td>
</tr>
</tbody>
</table>
### Disaster Supplies Calendar

**Disaster Preparedness for People with Disabilities**

This Disaster Supplies Calendar is intended to help prepare for disasters before they happen. Using the calendar, you can assemble a disaster supplies kit in small steps over a five-month period. Check off items you gather each week. Remember to change and replace perishable supplies (such as food and water) every six months.

*Source: American Red Cross*

[http://www.redcross.org/services/disaster/beprepared/apendixb.html](http://www.redcross.org/services/disaster/beprepared/apendixb.html)

*Purchase one for each member of household.*

<table>
<thead>
<tr>
<th>WEEK 11–GROCERY STORE</th>
<th>WEEK 12–ANIMAL CARE STORE</th>
<th>WEEK 13–HARDWARE STORE</th>
<th>WEEK 14–GROCERY STORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 large can juice*</td>
<td>Extra harness, leash, ID tags, and food for your service animal and/or pets</td>
<td>Whistle</td>
<td>1 can fruit*</td>
</tr>
<tr>
<td>Large plastic food bags</td>
<td>Litter/pan</td>
<td>Pliers</td>
<td>1 can meat*</td>
</tr>
<tr>
<td>1 box quick energy snacks</td>
<td>Extra water</td>
<td>Screwdriver</td>
<td>1 can vegetables*</td>
</tr>
<tr>
<td>3 rolls paper towels</td>
<td></td>
<td>Hammer</td>
<td>1 package eating utensils</td>
</tr>
<tr>
<td>Medicine dropper</td>
<td></td>
<td>Perforated metal tape (sometimes called plumber's tape or strap iron)</td>
<td>1 package paper</td>
</tr>
<tr>
<td>TO DO</td>
<td></td>
<td>Crow bar</td>
<td>Cups</td>
</tr>
<tr>
<td>Store a roll of quarters for emergency phone calls.</td>
<td>Develop a pet care plan in case of disaster.</td>
<td>Take a first aid/CPR class from your local Red Cross.</td>
<td>Make sure your network and neighbors know what help you may need in an emergency and how best to assist.</td>
</tr>
<tr>
<td>Go on a hunt with your family to find a pay phone that is close to your home.</td>
<td>Make photocopies of all vaccination records and put them in your disaster supplies kit.</td>
<td>Arrange to have your water heater strapped to wall studs using perforated metal tape.</td>
<td>Practice using alternate methods of evacuation with your network.</td>
</tr>
<tr>
<td>Test your smoke detector(s). Replace the battery in each detector that does not work.</td>
<td>Put extra animal harness, leash, and identification tag(s) in your kit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK 15–HARDWARE STORE</strong></td>
<td><strong>WEEK 16–GROCERY STORE</strong></td>
<td><strong>WEEK 17–GROCERY STORE</strong></td>
<td></td>
</tr>
<tr>
<td>Extra flashlight batteries</td>
<td>1 can meat*</td>
<td>1 box graham crackers</td>
<td></td>
</tr>
<tr>
<td>Extra battery for portable radio</td>
<td>1 can vegetables*</td>
<td>Assorted plastic containers with lids</td>
<td></td>
</tr>
<tr>
<td>Assorted nails</td>
<td>1 box facial tissue</td>
<td>Dry cereal</td>
<td></td>
</tr>
<tr>
<td>Wood screws</td>
<td>1 box quick energy snacks</td>
<td>FIRST AID SUPPLIES</td>
<td></td>
</tr>
<tr>
<td>Labels for your equipment and supplies</td>
<td>Dried fruit/nuts</td>
<td>Antidiarrheal medication</td>
<td></td>
</tr>
<tr>
<td>TO DO</td>
<td>TO DO</td>
<td>Rubbing alcohol</td>
<td></td>
</tr>
<tr>
<td>Make arrangements to bolt bookcases and cabinets to wall studs.</td>
<td>Find out if you have a neighborhood safety organization and join it.</td>
<td>Antiseptic</td>
<td></td>
</tr>
<tr>
<td>Label equipment and attach instruction cards.</td>
<td>Develop a disaster supplies kit for your car or van.</td>
<td>Syrup of ipecac and activated charcoal</td>
<td></td>
</tr>
</tbody>
</table>

| WEEK 18–HARDWARE STORE | **WEEK 19–GROCERY STORE** | **WEEK 20–HARDWARE STORE** |
| "Child proof" latches or other fasteners for your cupboards | 1 box quick-energy snacks | Camping or utility knife |
| Double-sided tape or hook-and-loop fasteners (such as Velcro) to secure moveable objects | Comfort foods (cookies, candy bars) | Work gloves |
| Plastic bucket with tight lid | Plastic wrap | Safety goggles |
| Plastic sheeting | Aluminum foil | Disposable dust masks |
| TO DO | Denture care items | 2 blank videocassettes |
| Arrange for someone to install latches on cupboards and secure moveable objects. | Review your insurance coverage with your agent to be sure you are covered for the disasters that may occur in your area. Obtain additional coverage, as needed. | SPECIALTY STORE |
| Put away a blanket or sleeping bag for each household member. | Purchase and have installed an emergency escape ladder for upper story windows, if needed. | Get an extra battery for motorized mobility aids |
| **TO DO** | **TO DO** | **TO DO** |
| Use a video camera to tape the contents of your home for insurance purposes. | Use a video camera to tape the contents of your home for insurance purposes. | Use a video camera to tape the contents of your home for insurance purposes. |
| Make a copy of the videotape and send to an out-of-town friend or family member. | Find out about your workplace disaster plan. | Find out about your workplace disaster plan. |
| Find out about your workplace disaster plan. | Find out about your workplace disaster plan. | Find out about your workplace disaster plan. |

*Specialty Store*
### Calendario de Provisiones En Caso de Desastres

#### Preparación en caso de desastres para las Personas con Discapacidades

Este Calendario de Provisiones En Caso de Desastres intenta preparar a la comunidad en caso de una calamidad. Utilizando este calendario dentro de un periodo de cinco meses, usted podrá ir reuniendo provisiones para una emergencia. Tache el nombre de los productos que compre casa semana. Acuérdese de cambiar o reemplazar los productos que se puedan dañar (tales como comida y agua) cada seis meses.

Tomo de: American Red Cross

http://www.redcross.org/services/disaster/beprepared/apendixb.html

*Compre uno por cada miembro de familia.

### SEMANA 1—SUPERMERCADO
- 1 galón de agua*
- 1 frasco de mantequilla de maní
- 1 lata grande de jugo*
- 1 lata de carne*  
- Un abrelatas de mano
- Un marcador de tinta permanente
- Comida para bebé y para las mascotas

**QUÉ HACER**
- Averigüe que clase de desastres pueden ocurrir en su área.
- Marque cada lata de comida perecedera, utilizando el marcador.

### SEMANA 2—FERRETERÍA
- Lazo de algodón fuerte o de cáñamo
- Cinta de conducto (Duct tape)
- 2 linternas con baterías
- Cerillas en una caja a prueba de agua
- Cinta adhesiva
- Papel y lápiz

**QUÉ HACER**
- Complete una evaluación personal de sus necesidades y sus recursos para tener lo que necesita en caso de un desastre ambiental.

### SEMANA 3—SUPERMERCADO
- 1 galón de agua*
- 1 lata de carne*
- 1 lata de frutas*
- Provisiones para higiene femenina
- Papel y lápiz
- Mapa del área
- Aspirina u otro calmante sin aspirina para el dolor
- Laxantes
- 1 galón de agua para cada mascota

**QUÉ HACER**
- Crear un grupo de personas que le den apoyo para que le puedan ayudar a identificar y obtener los recursos que usted necesita para sobreponerse efectivamente a un desastre.

### SEMANA 4—FERRETERÍA
- 1 juego de parches y sellador de aire para las llantas del sistema de transportación
- Señales resplandecientes
- Compás
- Prescripción extra de medicinas recetadas, marcadas “Sólo para emergencia”

**QUÉ HACER**
- Desarrolle un plan en caso de desastre
- Dé copias de lo siguiente: una lista de información en caso de emergencia, una lista con información médica, una lista de equipo especial relacionado con la discapacidad y un plan personal en caso de desastre.

### SEMANA 5—SUPERMERCADO
- 1 galón de agua*
- 1 lata de carne*
- 1 lata de jugo*
- 1 lata de vegetales*
- 2 rollos de papel higiénico
- Pasta y cepillos dentales extras
- Comida especial para dietas especiales

**QUÉ HACER**
- Planeee rutas de escape de su casa y sitios donde ampararse en caso de un incendio o terremoto.
- Escoja un lugar seguro para protegerse en caso de incendio o terremoto.
- Practique simulacros de incendio o terremoto con las personas que usted ha escogido para su grupo de apoyo.

### SEMANA 6—SUPLEMENTOS DE PRIMEROS AUXILIOS
- Bandas o curitas esterilizadas y adhesivas, en diferentes tamaños
- Nodrizas o ganchitos seguros
- Cinta adhesiva
- Guantes de Latex
- Loción para el sol
- Gaza
- Rollos esterilizados para vendajes
- Pilas o baterías extras para los audífonos

**QUÉ HACER**
- Chequee en la escuela de sus niños que plan tienen en caso de desastre.
- Pregunte en la oficina de administración para emergencias si tienen un servicio de transporte disponible en caso de evacuación.

### SEMANA 7—SUPERMERCADO
- 1 Galón de agua*
- 1 lata de sopas lista para comer (No concentrada)*
- 1 lata de frutas*
- 1 lata de vegetales*
- 1 estuche de costura
- Desinfectante
- Biberones extras para bebé, fórmula, pañales.

**QUÉ HACER**
- Prepare un contacto fuera de la ciudad a quien llamar en caso de emergencia.
- Dé esta información a su grupo de personas para que sepan a quien llamar en caso de emergencia.
- Haga arreglos con su grupo de personas para que lo busquen inmediatamente después de una evacuación o desastre.

### SEMANA 8—SUPLEMENTOS DE PRIMEROS AUXILIOS
- Tijeras  
- Depiladores o pinzas
- Termómetro  
- Agujas
- Jabón líquido antibacterial para las manos
- Pañitos de limpieza desechables
- Vaselina u otro lubricante
- 2 cortapapeles con mago o cuchillas
- Un par de anteojos extras (ponerlo en el estuche de primeros auxilios)

### SEMANA 9—SUPERMERCADO
- 1 lata de sopas lista para comer*
- Jabón líquido
- Clorox
- Una caja de bolsas resistentes para la basura
- Antiácidos estomacales

**QUÉ HACER**
- Indíquele a su grupo de personas en que partes de su cuerpo usted tiene sensibilidad reducida.

### SEMANA 10—SUPERMERCADO
- 1 portafolio o estuche a prueba de agua (con cubierta) para que guarde sus documentos importantes
- 1 radio de pilas o baterías
- 1 llave o alicates para los servicios (agua, gas, etc.)

**QUÉ HACER**
- Muéstreselo a su grupo donde está el medidor del gas y la válvula del agua para que las puedan cerrar. Hable con...
## QUE HACER
- Coloque un par de zapatos resistentes y linterna al lado de su cama, de manera que estén listos—en caso de emergencia.
- Si usted es ciego, pida que le coloquen un reloj parlante extra y bastones blancos extras.
- Si usted es ciego, marque sus provisiones en braille ó con cinta fluorescente.

**Escoja una señal con su grupo de personas para indicarles que usted está bien y que ha dejado el área de desastre.**

Si usted tiene dificultad de comunicación, guarde un tablero con una palabra o letra en el estuche de primeros auxilios.

**Calendario de Provisiones En Caso de Desastres**

**Preparación en caso de desastres para las Personas con Discapacidades**

Este Calendario de Provisiones En Caso de Desastres intenta preparar a la comunidad en caso de una calamidad. Utilizando este calendario dentro de un periodo de cinco meses, usted podrá ir reuniendo provisiones para una emergencia. Tache el nombre de los productos que compre casa semana. Acuérdese de cambiar o reemplazar los productos que se puedan dañar (tales como comida y agua) cada seis meses.

_Tomado de: Source: American Red Cross_  
[http://www.redcross.org/services/disaster/beprepared/apendixb.htm](http://www.redcross.org/services/disaster/beprepared/apendixb.htm)

*Compre uno por cada miembro de familia.*

### SEMANA 11—SUPERMERCADO
- 1 lata de jugo*
- Bolsas grandes plásticas para comida
- 1 caja de golosinas o pasabocas
- 3 rollos de toallas de papel
- 1 gotero para medicinas

**ESCOJA UNA SEñAL CON SU GRUPO DE PERSONAS PARA INDICARLES QUE USTED ESTÁ BIEN Y QUE HA DEJADO EL ÁREA DE DESASTRE.**

**SIusted tiene dificultad de comunicación,** guarde un tablero con una palabra o letra en el estuche de primeros auxilios.

**Calendario de Provisiones En Caso de Desastres**

**Preparación en caso de desastres para las Personas con Discapacidades**

Este Calendario de Provisiones En Caso de Desastres intenta preparar a la comunidad en caso de una calamidad. Utilizando este calendario dentro de un periodo de cinco meses, usted podrá ir reuniendo provisiones para una emergencia. Tache el nombre de los productos que compre casa semana. Acuérdese de cambiar o reemplazar los productos que se puedan dañar (tales como comida y agua) cada seis meses.

_Tomado de: Source: American Red Cross_  
[http://www.redcross.org/services/disaster/beprepared/apendixb.htm](http://www.redcross.org/services/disaster/beprepared/apendixb.htm)

*Compre uno por cada miembro de familia.*

### SEMANA 12—TIENDA PARA EL CUIDADO DE LAS MASCOTAS
- Correas, guarniciones, etiquetas de identificación y comida para su animal guía o mascotas
- Litera/vasija para animales
- Agua extra

**VETERINARIO**
- Obtenga el reporte de las vacunas de sus mascotas y otros reportes médicos

**Qué Hacer**
- Desarrolle un plan para sus mascotas en caso de emergencia.
- Haga fotocopias de los reportes de las vacunas y póngalas en su estuche de emergencia.
- Ponga la correa, guarnición y las tarjetas de I.D. en el estuche de emergencia.

__SEMANA 11—SUPERMERCADO__

- 1 gotero para medicinas
- 1 rollo de toallas de papel

**Qué Hacer**
- Mantenga un rollo de quarters (moneda de $.25) para llamadas de emergencia.
- Busque con su familia un teléfono público cerca a su casa.
- Chequee el detector(es) de humo.
- Reemplace las pilas o baterías que no funcionen.

**Calendario de Provisiones En Caso de Desastres**

**Preparación en caso de desastres para las Personas con Discapacidades**

Este Calendario de Provisiones En Caso de Desastres intenta preparar a la comunidad en caso de una calamidad. Utilizando este calendario dentro de un periodo de cinco meses, usted podrá ir reuniendo provisiones para una emergencia. Tache el nombre de los productos que compre casa semana. Acuérdese de cambiar o reemplazar los productos que se puedan dañar (tales como comida y agua) cada seis meses.

_Tomado de: Source: American Red Cross_  
[http://www.redcross.org/services/disaster/beprepared/apendixb.htm](http://www.redcross.org/services/disaster/beprepared/apendixb.htm)

*Compre uno por cada miembro de familia.*

### SEMANA 13—FERRETERIA
- Silbatos o pitos
- Alicates o tenazas
- Destornilladores
- Martillo
- Cinta de metal perforada (se conoce también como "cinta de plomerío" o "cinturón de hierro")
- Una palanca

**Qué Hacer**
- Tome una clase primeros auxilios y CPR (Resucitación cardiopulmonar) en la Cruz Roja de su área.
- Haga arreglos para su tanque del agua caliente esté bien asegurado con la cinta de metal perforada.

__SEMANA 13—FERRETERIA__

- Destornilladores
- Martillo

**Qué Hacer**
- Desarrolle un plan para sus mascotas en caso de emergencia.
- Haga fotocopias de los reportes de las vacunas y póngalas en su estuche de emergencia.
- Ponga la correa, guarnición y las etiquetas de I.D. en el estuche de emergencia.

__SEMANA 13—FERRETERIA__

- Cinta de metal perforada (se conoce también como "cinta de plomerio" o "cinturón de hierro")

**Qué Hacer**
- Desarrolle un estuche con provisiones de emergencia para su carro o su van.

__SEMANA 14—SUPERMERCADO__

- 1 lata de frutas*
- 1 lata de carne*
- 1 lata de vegetales*

**Qué Hacer**
- Asegúrese con su grupo y vecinos que clase de ayuda usted necesita en caso de una emergencia y cómo pueden asistirlo.
- Practique con su grupo diferentes maneras de evacuar su casa.

__SEMANA 14—SUPERMERCADO__

- 1 lata de carne*
- 1 lata de vegetales*

**Qué Hacer**
- Haga arreglos para que sus libreros y gabinetes los aseguren contra las paredes.
- Marque su equipo y adjunte tarjetas con instrucciones.

__SEMANA 15—SUPERMERCADO__

- 1 caja de pañuelos faciales
- 1 caja de golosinas energéticas
- Frutas y nueces secas

**Qué Hacer**
- Pregunte si su vecindario tiene una organización de seguridad y únanse a ésta.
- Desarrolle un estuche con provisiones de emergencia para su carro o su van.

__SEMANA 15—FERRETERIA__

- Pilas o baterías extras
- Pilas o baterías para su radio portátil
- Diferentes clases de clavos o puntillas
- Tornillos para madera
- Tarjetas para su equipo y provisiones

**Qué Hacer**
- Haga arreglos para que sus libros y gabinetes los aseguren contra las paredes.
- Marque su equipo y adjunte tarjetas con las instrucciones.

__SEMANA 16—SUPERMERCADO__

- 1 lata de carne*
- 1 lata de vegetales*
- 1 caja de pañuelos faciales
- 1 caja de golosinas energéticas
- Frutas y nueces secas

**Qué Hacer**
- Pregunte si su vecindario tiene una organización de seguridad y únase a ésta.
- Desarrolle un estuche con provisiones de emergencia para su carro o su van.

**Calendario de Provisiones En Caso de Desastres**

**Preparación en caso de desastres para las Personas con Discapacidades**

Este Calendario de Provisiones En Caso de Desastres intenta preparar a la comunidad en caso de una calamidad. Utilizando este calendario dentro de un periodo de cinco meses, usted podrá ir reuniendo provisiones para una emergencia. Tache el nombre de los productos que compre casa semana. Acuérdese de cambiar o reemplazar los productos que se puedan dañar (tales como comida y agua) cada seis meses.

_Tomado de: Source: American Red Cross_  
[http://www.redcross.org/services/disaster/beprepared/apendixb.htm](http://www.redcross.org/services/disaster/beprepared/apendixb.htm)

*Compre uno por cada miembro de familia.*

**Qué Hacer**
- Haga arreglos para que sus libreros y gabinetes los aseguren contra las paredes.
- Marque su equipo y adjunte tarjetas con instrucciones.

__SEMANA 15—FERRETERIA__

- Pilas o baterías extras
- Pilas o baterías para su radio portátil
- Diferentes clases de clavos o puntillas
- Tornillos para madera
- Etiquetas para su equipo y provisiones

**Qué Hacer**
- Haga arreglos para que sus libros y gabinetes los aseguren contra las paredes.
- Marque su equipo y adjunte tarjetas con las instrucciones.

__SEMANA 16—SUPERMERCADO__

- 1 lata de carne*
- 1 lata de vegetales*
- 1 caja de pañuelos faciales
- 1 caja de golosinas energéticas
- Frutas y nueces secas

**Qué Hacer**
- Pregunte si su vecindario tiene una organización de seguridad y únase a ésta.
- Desarrolle un estuche con provisiones de emergencia para su carro o su van.

__SEMANA 17—SUPERMERCADO__

- 1 lata de saltines
- Diferentes clases de contenedores plásticos con tapas
- Cereal seco

**PROVISIONES DE PRIMEROS AUXILIOS**

- Medicinas para la diarrea
- Alcohol
- Antisépticos
- Jarabe Ipecac (para inducir vómito) y carbón activado (activated charcoal) para absorber

**Qué Hacer**
- Haga arreglos con un amigo o vecino
<table>
<thead>
<tr>
<th>SEMANA 18—FERRETERÍA</th>
<th>SEMANA 19—SUPERMERCADO</th>
<th>SEMANA 20—FERRETERÍA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cerraduras de seguridad para gabinetes, que los niños pequeños no puedan abrir</td>
<td>1 caja de golosinas energéticas</td>
<td>1 cuchillo de campaña</td>
</tr>
<tr>
<td>Cinta de doble faz (tipo velcro) o ganchos de enganche para asegurar objetos movedizos</td>
<td>1 caja de galletas y barras dulces</td>
<td>Guantes de trabajo</td>
</tr>
<tr>
<td>Baldes plásticos con tapa</td>
<td>Papel plástico</td>
<td>Anteojos para protección de los ojos</td>
</tr>
<tr>
<td>Cubiertas o “telas” plásticas</td>
<td>Papel de aluminio</td>
<td>Máscaras desechables para el polvo</td>
</tr>
<tr>
<td><strong>QUÉ HACER</strong></td>
<td>Provisiones para el cuidado de entreduras</td>
<td>2 videocassettes en blanco</td>
</tr>
<tr>
<td>Consiga a alguna persona para que coloque las cerraduras de seguridad en los gabinetes y asegure los objetos que se mueven.</td>
<td><strong>ALMACENAJE ESPECIAL</strong></td>
<td><strong>QUÉ HACER</strong></td>
</tr>
<tr>
<td>Separe cobijas o bolsas de dormir por cada miembro de la familia.</td>
<td>Obtenga una pila o batería para equipo movible motorizado</td>
<td>Grabe en un video su casa y sus pertenencias con el propósito de reclamar el seguro.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haga una copia del video y envíelo a un familiar o amigo que viva en otra ciudad.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pregunte en su sitio de trabajo acerca de un plan en caso de desastre.</td>
</tr>
</tbody>
</table>
In an emergency situation, people may not be able to get to their medical records. The “Keep It With You” (KIWy) Personal Medical Information Form is intended to be a voluntary and temporary record that lists medical care and other health information for people who need care during disasters and similar situations. It is important for healthcare workers to have a simple and reliable way to learn information about past and new health concerns for people receiving help.

Directions:
Please print out Side 1 & 2 of the KIWy Personal Medical Information Form. The KIWy form should be copied so that it is on 2 sides of one piece of paper.

Please fill out as much as you can on the form. It is okay if you don’t fill out every space. You might want to use a pencil if some information will change, such as your address. Some of the information will be filled out by a healthcare worker, like “Active Diagnoses” and “Healthcare Encounters” information. If you have an immunization card listing the shots you have recently had, please staple it to the KIWy form.

The KIWy form can be folded and placed in a plastic bag for safe keeping.

For Healthcare Workers:
The KIWy form is not intended to replace hardcopy or electronic medical records, but is an interim communication tool to assist individuals as they navigate a potentially complex system of temporary support, housing, and clinical services. Clinicians are encouraged to adapt format and content as necessary to best serve the specific situation, population, and clinical care needs. The form provided is intended to serve as a basic tool, providing a framework for more specific refinement.

It is suggested that care providers photocopy the document after an individual receives care, in order to maintain a record of who was seen and what treatment was provided. The original form is intended to remain with the individual during the time they are displaced. The form can serve as an interim summary when normal care can be resumed.

Please print the following pages and Keep It With You.
Keep It With You

PERSONAL MEDICAL INFORMATION FORM

NAME: ________________________________

Date of Birth: ___/___/_____

Male   Female

E-mail: ____________________________________________

Home Address: ______________________________________

City: ______________________________ State: _________

State: ___ Zip: ______________

Phone Number: ________________________________

Temporary Address: ______________________________

City: ______________________________ State: _________

State: ___ Zip: ______________

Phone Number: ________________________________

Previous evacuee center location(s):

Facility: __________ City: __________

Facility: __________ City: __________

Facility: __________ City: __________

ID number/case number (if available):

_______________________________________________

Parent/Guardian/Other Support Person:

Name: _______________________________________

Phone # or other contact info: ___________________

Relationship: _________________________________

ACTIVE DIAGNOSES:


ALERTS:


Doctor or clinic before evacuation (if known):

Name: ______________________________________

City: ______________________________ State: _________

ALLERGIES:

ACTIVE MEDICATIONS

Name of pharmacy chain (if known):

<table>
<thead>
<tr>
<th>Medication</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note encounters on reverse side →
# Healthcare Encounters

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION &amp; CLINICIAN NAME</th>
<th>SYMPTOMS/DIAGNOSES</th>
<th>TESTS/RESULTS</th>
<th>TREATMENT AND FOLLOW-UP NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Immunizations received since evacuation:**

(Attach immunization card if you have one)

**Other:**
Personal Preparedness Checklist

☐ 1. Determined the emergencies that are likely in my area

☐ 2. Established emergency meeting place

☐ 3. Developed a family communication plan

☐ 4. Developed an evacuation plan

☐ 5. Developed plans for any special needs (e.g. disabilities, pets)

☐ 6. Begun gathering emergency supplies

☐ 7. Practiced the plan
Personal Preparedness Quiz

Careful! Read each question carefully and note that many questions have more than one correct answer—select the best answer, which may include multiple choices.

1. A Family Disaster Plan should include all of the following except:
   a. Designated meeting places in case family members can’t return to their home
   b. A description of what you will be doing as part of the emergency response team
   c. Emergency contact phone numbers including an out-of-the-area contact
   d. Evacuation plans and escape routes
   e. All of the above should be part of a Family Disaster Plan
   f. None of the above would be part of a Family Disaster Plan

2. Whether or not you can be available for emergency response depends on both your willingness to participate and your ability to participate.
   a. True
   b. False

3. Which of the following statements are true about designated emergency meeting places for your family?
   a. A meeting place should be designated in the neighborhood close to your house.
   b. A meeting place should be designated outside the neighborhood.
   c. To avoid confusion there should not be more than one meeting place designated outside the neighborhood.
   d. None of the above statements is true.
   e. All of the above are true.
   f. Only A and B are true.

4. If your area is not prone to flooding, you do not need to develop an evacuation plan.
   a. True
   b. False

5. Plans for pets in an emergency should include which of the following?
   a. Plans for taking them to the same shelter where you will be evacuated.
   b. Gathering pet supplies
   c. Arrangements for boarding
   d. Keeping shots up to date
   e. All of the above
   f. Only B, C, and D
Closing Quiz Answers
Testing Your Preparedness Plans

- At 10:00 pm, the National Hurricane Center issued a warning about Hurricane Quincy, a category 3 storm that was headed for the coast. The Center estimated the storm would make landfall at about 8:00 p.m. the next day. They said the track would probably take it north of your area.
- It is now 11:00 a.m. the next day, and the National Hurricane Center has revised its estimates. They are now saying the storm is tracking further south and will hit your area at about 8:30 p.m. Officials have issued a mandatory evacuation order for all residents in the area.
- Because it is summer, the rest of your family members are at home. You have been at work all morning and have now been notified to report for emergency response. You will not have an opportunity to go home before you have to report.

Hurricane

- It may be a few days before you will be able to get home. Would your preparedness plans function well in this situation? The following questions will test the effectiveness of your plans.
- Does your family disaster plan include plans for a hurricane?
  - a) Yes
  - b) No
- You selected B. Is this because there is no chance of a hurricane in your area? If that is the case, answer the rest of the questions for a similar emergency where you cannot get home and your family may need to evacuate.

Anthrax POD

- Anthrax has been discovered in the regional distribution warehouse for the U.S. Postal Service.
- Unfortunately, it may have been spread through the mail to residents in a wide area.
- Local hospitals and the public health department will be opening a number of points of dispensing (PODs) tomorrow (Saturday) to dispense antibiotics.
- Because of the large number of people who will need to go through the POD, you have been told you will be given an opportunity to sleep at the POD site but will not be able to go home until at least Sunday night.
Anthrax POD

- How will you and your family communicate?
  - a) They will call you on your cell phone.
  - b) You will call them at designated times.
  - c) They will call the out-of-area contact.

- You selected A. At your emergency assignment location, you may be asked to turn-off your cell phone so you can concentrate on the emergency situation. The best choice is to tell them you will call them at designated times.
- Your family members should have someone besides you they can contact in a real emergency, especially if you have left older children without adult supervision.
- You selected B. This is the best choice.
- Your family members should have someone besides you they can contact in a real emergency, especially if you have left older children without adult supervision.
- You selected C. This will probably not be necessary, although it could be a back-up if they do not hear from you when they expect. The best choice is to tell them you will call them at designated times.
- Your family members should have someone besides you they can contact in a real emergency, especially if you have left older children without adult supervision.

Snow and ice storm

- They’re calling it the “snow storm of the decade.” The snow has finally stopped after two days, and traffic is just starting to move again. Then, to make matters worse, an ice storm hits. The weight of the ice brings down many trees and power lines. You hear on the radio that thousands are without electricity. Soon your lights go out, and you join the many people left in the dark.
- You get a call that you are needed to work in the emergency response. They will send a snowmobile to pick you up in about an hour. They say you may be involved in the response for several days and probably won’t be able to get home during that time. In the meantime, your family will probably have to stay at home for several days without electricity.

Snow and ice storm

- Does your family disaster plan include plans for a snow or ice storm?
  - a) Yes
  - b) No

- You selected B. Is this because there is no chance of snow or ice in your area? If that is the case, answer the rest of the questions for a similar emergency where your home loses power and you have to leave to work on the emergency.

Snow and ice storm

- Is the emergency supply kit stocked and easy to get to?
  - a) Yes
  - b) No

- You selected A. Will there be enough food and water if the family is stranded for several days?
- You selected B. Will there be enough food and water if the family is stranded for several days?
- Is there anyone in the family who needs power for medical equipment?
  - a) Yes
  - b) No

- You selected B. Is there any other reason your family might need a generator? If you have a generator, is there sufficient fuel available? Does your family know how to operate the generator safely? If there is no generator or other power source, will this person need to be evacuated to a site where there is power?

Snow and ice storm

- What other things do you need to consider before you leave? (Fill in the answers for all that apply.)
  - Who will watch the children or other dependent people?
  - Do you have a back-up plan?
  - Who will care for and feed the pets?
  - Do you have a back-up plan?
  - Who will care for any family members with special needs?
  - Do you have a back-up plan?
  - How will the family keep warm?
  - Have you discussed safety precautions when using alternative heat sources?

Other emergencies

- Wildfire
  - These are only a few of the emergencies that may require your participation in the response as either a staff member or volunteer. We’ll look at a few other examples and some of the things you may need to consider.
  - A wildfire can spread very quickly. Dam failures, avalanches, or landslides can hit without warning. Any of these might require you to evacuate with little or no notice. You and your family may be separated with no way to communicate.
Thank you!
What do we have to work with?
Assess key resources and activities
Staff workshop

Purpose
- The purpose of this step is to help you determine what resources we have for:
  - Dealing with disasters that directly impact our practice
  - Supporting the response to disasters that affect our community
  - Supporting our disaster preparedness planning (in other words, how ambitious we want to be)

Agenda
- Why should we assess our resources?
- What resources do we have for emergencies?
- What are our critical activities?

What is a “resource”?
- “Something that can be used for support or help”
- That “something” can be just about anything:
  - People
  - Plans
  - Facilities
  - Supplies
  - Suppliers
  - Communication
  - Information
  - Processes
  - Technology

Why assess our resources?
- No-one knows our organization better than us
  - Each organization is unique
  - There is no good “off the shelf” emergency plan
- Not everyone is aware of everything in the organization
  - Some staff are newer than others
  - Staff work in different sections, departments, or offices
- You may hear a lot of “I didn’t know we had that!”

Build Awareness of Resources
- Build redundancy of resources and leadership at different levels
  - More people know more about what’s important in disasters
- Promote “systems thinking”:
  - “Seeing the big picture”
  - See how different parts are interdependent
**Identify Interdependencies**
- Many services, staff, or resources depend on others to work properly.
  - Can't take them for granted in a disaster.
- An MRI machine is not portable.
  - Need access to the building to access the MRI machine.
- Emergency contact information.
  - What if it only exist on a computer? Then we need:
    - Access to the computer.
    - Electricity.
    - The computer to run correctly.
  - OR: Keep a printed copy.

**Identify Priorities**
- What services or functions are critical.
- What resources are critical to carry out those services or functions.
- Identifying conflicting priorities and uses.
  - Who really gets to use what in a crisis?
  - What alternative sources are available or needed.
  - What gets reassigned in an emergency.
  - All staff are critical, but some tasks can be set aside so the staff can help others.
- Work together to find creative solutions.

**Agenda**
- Why should we assess our resources?
- What resources do we have for emergencies?
- What are our critical activities?

**Types of Resources**
- People
- Plans
- Facilities
- Supplies
- Suppliers
- Communication
- Information
- Processes
- Technology

**Resources: Existing Plans**
- Evacuation plan
- Fire protection plan
- Safety and health program
- Security procedures
- Environmental policies
- Insurance program
- Finance and purchasing procedures
- "Snow day" or other facility closing policy
- Hazardous materials plan
- Employee manuals
- Risk management plan
- Capital improvement plan
- Mutual aid agreements
- Other plans?
Resources: Personnel

Many aspects of personnel are important in disaster planning:
- Total number of staff
- Number available in a disaster
- Jobs or skills provided (in regular duties and in disasters)
- Commute a long distance and might have trouble access work in a disaster
- Work part-time
  - May have other jobs or other responsibilities during a disaster
  - May or not be at work if a disaster strikes during work hours
- Are volunteers
  - Less can be asked of them in disasters
  - They may have many other responsibilities during a disaster

Some personnel may become especially important during a disaster:
- Emergency management team
- Fire team
- Hazardous materials response team
- Emergency medical services
- Security
- Evacuation team
- Public information officer / spokesperson
- Human resources
- Other crisis response roles/teams

Source: Adapted from Fulmer, 2004.

Trained First Responder Staff

- Are staff trained in/as:
  - Firefighters
  - Emergency Medical Technicians (EMTs)
  - First aid
  - CPR / AED use
  - Other critical skills you can use in an emergency
- Why? (Even though we’re a medical office?)
  - Staff may not have the emergency skills their coworkers assumed (perhaps they have lapsed and did not renew them)
  - Non-medical staff may have skills you are not aware of

Resources: Emergency Equipment

- Fire protection and suppression equipment
- Communications equipment
- First aid/triage supplies
- Warning systems (fire, radiation, security)
- Emergency power equipment
- Decontamination equipment
- Personal protective equipment
- Other emergency supplies

External Resources

Many external resources may be needed in a disaster:
- Emergency management agency
- Fire department
- Hazardous materials (HAZMAT) team
- Emergency medical services (EMS)
- Hospitals
- Police
- Community service organizations
- Utilities
- Contractors
- Suppliers of emergency equipment
- Insurance companies

Group Exercise: Response Resources

- Select one high priority hazard from your list developed previously
- List 5-10 existing resources that help prepare for, respond to, or recover from that hazard
- List resources you don’t have but might need
- When are they useful?
  - Warning period before it strikes (for events that are seen coming, like blizzards, hurricanes)
  - During the event
  - After the event, recovering, repairing, and returning to normal
Agenda

- Why should we assess our resources?
- What resources do we have for emergencies?

Next: What are our critical activities?

Critical Activities

- We do a LOT:
  - We serve patients
  - As physicians, nurses, medical assistants, administrative personnel, facilities staff — and the list goes on
  - We provide services to each other
  - Records management, scheduling, handle finances, maintain our facilities, pay bills and mail paychecks
  - Use many other businesses and services

Often Overlooked Administrative Functions

Administrative and business activities may not be part of direct patient care, but don’t take them for granted.

- Inventory management
- Order processing
- Scheduling
- Billing
- Receivables
- Payables
- General accounting
- Payroll
- Human resources
- Data processing

Critical Activities

- Which are critical in a disaster?
  - Not just under normal circumstances.
- Activities are critical if:
  - We can’t work one more day without it
  - The practice won’t survive without it (”continuity is threatened”)
  - There are no easy alternate ways to do it
- Activities are NOT critical if:
  - There’s an alternate way to do it
  - We can do without it for two weeks after it’s knocked out

Critical Activities

- After a disaster, we can’t spend hours, weeks, and a lot of energy on what’s not really critical
- Strategize and prioritize to avoid:
  - False starts
  - Lack of cooperation
  - Unnecessary expense
- Objective of initial plans should be “survival”, not “business as usual”

Critical Activities

- It’s hard to say “My job isn’t critical”, but:
  - Functions may not be critical
  - But everyone is critical
- If your job or equipment is “not critical” that doesn’t mean you are not important
- Your work may:
  - Already have a back up plan, system, or options
  - Be more robust against emergencies
  - Have a slower cycle (weekly instead of daily)
- Knowing which activities are not critical means those people can help with critical functions
- Remember that without critical activities, all other activities are in trouble

Not Critical but Important

- It’s hard to say “My job isn’t critical”, but:
  - Functions may not be critical
  - But everyone is critical
- If your job or equipment is “not critical” that doesn’t mean you are not important
- Your work may:
  - Already have a back up plan, system, or options
  - Be more robust against emergencies
  - Have a slower cycle (weekly instead of daily)
- Knowing which activities are not critical means those people can help with critical functions
- Remember that without critical activities, all other activities are in trouble
Alternatives for Regular Activities

- What if you have to make do without a critical activity?
- It may seem impossible to continue without it...
- But how would you keep things going any?
- Strategies often include:
  - Suspend work
  - Use alternate methods
  - Require redundant/backup capability

Identify in Advance

- Having a discussion before a disaster helps:
  - Speed up the decisions during a disaster
  - Give a starting list for a stressed manager to start with after a disaster
  - Different team members understand why different functions are important
  - Understand how activities and staff depend on one another
- Decisions about critical activities are not set in stone
  - After a disaster you may decide on different priorities

Group Exercise: Critical Activities and Alternatives

- Identify critical activities
  - Significant impact on service to patients, cash flow, etc.
- Identify alternatives for critical activities that could be used in an disaster or recovery period
- Results:
  - We will have identified which activities are critical and have no alternatives, backup, or emergency plans
  - These activities:
    - Are the really critical planning priorities
    - Need to be protected and kept running
    - Need to be restored first if they are disrupted after an disaster

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Response Resources

Hazard: ____________________

What resources do we have that are important for dealing with this hazard? Remember, “resources” includes just about anything that is helpful: people, plans, facilities, supplies, suppliers, communication, information, processes, technology.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location/Access (room, person who has access)</th>
<th>When are they needed? (Mark with X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warning period During event After event (recovery, returning to normal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What additional resources should we have for dealing with this hazard?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Why needed</th>
<th>When are they needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warning period During event After event (recovery, returning to normal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Critical Activities and Priorities
This activity will help guide which activities you get running again during or after an emergency.

1) Identify activities that are regularly carried out.
2) For each activity:
   - Rank their level of priority using these codes:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Priority Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most important</td>
<td>A – 1</td>
</tr>
<tr>
<td></td>
<td>A – 2</td>
</tr>
<tr>
<td></td>
<td>A – 3</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>B</td>
</tr>
<tr>
<td>Not important. Can be cancelled</td>
<td>C</td>
</tr>
<tr>
<td>until things return to normal.</td>
<td></td>
</tr>
</tbody>
</table>

- Or, if you prefer, estimate how long you can go without that activities (hours, days)
3) For each activity, identify alternatives for critical activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Priority Code</th>
<th>Or: How long can we go without it?</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Insurance Review

- Insurance is usually a part of the regular business and disaster plans of every business and practice.
- Reviewing your insurance is important because you do not want to discover that you are not properly insured after a disaster or loss.
  - Lacking adequate insurance can be financially devastating for the practice and everyone involved.

Activity: Insurance Review

- Document policies, coverage, contact information
- To make claims and get cash to restore services:
  - What exactly are we required to do?
  - What documentation will be required?
  - Will it pay for building repairs? Will it cover increased expenses to meet new building code requirements?
  - Does it cover losses if our building is closed/blockaded by authorities?
  - What is excluded as an act of God? Is terrorism excluded as an act of war?
  - Can we begin recovery efforts before an insurance adjuster arrives? How long will they take to arrive?

Critical Activity Breakdown

- This optional activity is best completed after you have completed the critical activities identification exercise in the main workshop for this step.
- For those activities that are critical:
  - What key components do they depend on?
    - People
    - Roles
    - Equipment
    - Supplies
    - Services
  - How strong are existing emergency/backup plans?
- Use this tool to identify key components that are themselves critical and must be protected and restored.

Thank you!
Insurance Review

The purpose of an insurance review here is to determine what your insurance covers, what it does not cover, how to be sure you can process claims, and determine before a disaster if you want additional insurance coverage. If you suffer a disaster, not having proper insurance – or not having the insurance you thought you had – can be financially devastating. Discuss the following questions with the appropriate staff and insurance advisors.

1. How and when will our property be valued?

2. If facilities need to be rebuilt, does our insurance cover the cost of restoring them to new upgraded building codes or standards that have come into force since the building was built?

3. Are we covered enough to avoid becoming a coinsurer? (Are our insured values high enough and current? And what is the penalty for under-reporting or under-insuring the value?)

4. What causes of loss do our policies cover?

5. What causes of loss do our policies not cover? What is excluded as an act of God? Is terrorism excluded as an act of war?

6. What are our deductibles?

7. Is coverage for replacement cost, depreciated value, or original cost?

8. What does our policy require us to do in the event of loss?

9. Can we begin recovery efforts before an insurance adjuster arrives? How long will they take to arrive?

10. What documentation will the insurance company require to make a successful claim? Are the documents in a safe place and/or copied where we can get them after a disaster?

11. Are we covered for loss due to interruption of electricity? How much? For interruption of other utilities? Are we covered in the event of service interruption both on and off our premises?

12. Are we covered for lost income in the event of business interruption? Do we have enough coverage? How much or how long are we covered if our business is interrupted due to government orders (e.g., road closures)?

13. Are we covered if we lose income due to patients/clients not returning after a disaster?
14. Does our disaster planning affect our rates?

Source: Adapted from Fulmer, 2004.
Critical Activity Breakdown

For activities that you have identified as critical, use this tool to identify the key components they depend on. Those key components are priorities for protecting and restoring.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hardware</th>
<th>Software</th>
<th>Materials</th>
<th>People/Roles</th>
<th>Suppliers</th>
<th>Time can go without (hours/days)</th>
<th>Emergency /backup processes in place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's get ready!
Built some essential tools
Emergency planning team workshop

Purpose
- The purpose of this step is to build some tools that are useful for a wide variety of disasters.

Contents
- Emergency services telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory

Activities in this Step
- A lot of gathering and collecting of important information
  - Walking around to survey staff and offices
  - Writing up what you learn into lists to consult later in planning or in disasters
  - In other words, it involves a lot of “busy work”
- Less group activities than other steps
  - But all staff are involved
  - Some only with building the emergency contact list
  - Others with many of the inventory lists

Selecting Tools
- This step presents many tools
- You probably cannot complete them all at this time
- Don’t wait to complete them all to move on to the next step

Prioritizing the Tools
- Prioritize the tools, complete some essential ones, start working on others, and move on to the next step
- Priority step:
  - Staff emergency contact directory
  - Useful in all kinds of disasters
- Try to complete at least another 1 – 3 tools provided here
- Divide up the work among the emergency planning team and other staff
Contents

Next: Emergency services telephone numbers

- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory

Build: Emergency Contact List

- 911 is critical, but:
  - 911 can be overwhelmed
  - You may want to make direct contact with a specific service
- Under different circumstances you may need to reach:
  - Internal emergency contacts, such as building maintenance staff in order to shut off gas or water
  - Specific external emergency services, such as utilities to request restoration and
  - External services to help in recovery, such as insurance providers

What if...

- Disaster strikes while staff are at work?
  - Can their home/family be reached?
- Disaster strikes while staff are at home?
  - Can they be notified about what to do?

Communication with Staff in Disasters

- Communication involves:
  - Procedure: Who do I talk to?
  - Technology: How do I reach them?
  - Information: What phone number or address do I use?
  - Language: What do they mean?
- Lack of communication leads to lack of coordination
  - Can result in injury, gaps, overlap, conflicts, inconsistencies, fear/anxiety
  - Standard communication systems often overwhelmed or destroyed in disasters
  - Regular sources of communication information may be inaccessible (land line, cell phones, internet, speed dial buttons, other staff who know phone numbers, etc.)

Build: Staff Emergency Contact List and Phone Tree

- Emergency services, utilities, and facilities contacts
- Name of all personnel and their contact information
  - Work phone
  - Home phone
  - Cell phone
  - Pager
  - Home address
  - Emergency contact person (if the staff member is injured)
  - Regular position
  - Emergency plan duties (if applicable; may determine later)
- Phone tree showing who calls who
  - Should be kept electronically and in hard copy, in multiple locations in the practice and off-site
Contents
- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory

Build: Basic Staff Inventory
- Create a basic list of staff in our practice
- It doesn't have to be perfect right now
- The purpose is to start to become aware of what we are working with
- Later we can follow-up to fill in the blanks about specifics

Build: Basic Staff Inventory
- Next: Building and Equipment Access

Building and Equipment Access
- Think of all the different keys needed for:
  - Outside doors
  - Inside doors
  - Cabinets
  - Desks
- Think of all the codes needed for:
  - Doors, lockers, etc.
- Think of all the user names and passwords needed for:
  - Desktops
  - Laptops
- But what if your routine is interrupted by disaster?
  - Where are they scattered around your organization?
  - Who is it that unlocks the front door every day?
  - Who is it that logs onto the scheduling computer every day?

Security Concerns
- You may have concerns about safely storing backup copies of keys and passwords or codes:
  - People may access them and misuse them for theft of information or valuable equipment
- Make your own decision:
  - Understand the risks involved in keeping copies of any of these, as well as the risk of not keeping copies.
  - At least know what needs a key, password, or code to access
- Even though passwords and codes can be “copied” in other people’s memories:
  - If they are not used often, people will forget them
  - Consider other options, such as keep copies written down at home

Building and Equipment Access
- Access to facilities can be interrupted by:
  - Damage
  - Loss of keys and codes
  - Loss or delay of persons who normally use the keys and codes due to:
    - Injury
    - Concern for their family
    - Transportation interruptions (road closures, etc.)
- Backup copies can be invaluable
Build: Building and Equipment Access Inventory

- Backup set of keys for every door, cabinet, and closet
- Copy of system/building passwords/codes
- Kept in a secure key locker
- If unwilling to copy, keep a list of what needs a key, password, or code

Build: Evacuation Plan

- Your office or building should already have a fire evacuation plan
  - Required by fire codes
  - Required by occupational safety laws
- If not, or if you need to augment it, use the template provided

Build: Emergency Equipment Locations

- Equipment or materials needed to prevent, respond to, or clean up after an emergency or potential emergency
- Why?
  - Build awareness among entire staff about hazards and solutions
  - Staff who do not regularly use a room may not be aware of the emergency equipment in it.
  - Staff who do regularly use a room may have gotten used to seeing the equipment there they are not aware of it!
  - Useful documentation for planning discussions or discussions with insurers, occupational safety authorities, or other inspectors such as fire marshals
- TIP: It doesn’t have to be perfect right now. Move quickly. You can follow up on details later.

Contents

- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan

Next: Emergency equipment locations

- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory
Service Contract and Vendor Lists
- Company names, contact information, and materials sold
- Why?
  - Helpful through the planning process so everyone involved gets a picture of who your practice depends on.
  - Useful in or after emergencies
    - Especially if the regular person or place that has different vendors' information are unavailable.

Contents
- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
  - Next: Data inventory
    - Software asset list
    - Toxic materials inventory
    - Quick asset inventory

Value of Data
- Can be some of your most irreplaceable assets
  - Often cannot be replaced like computer parts, office supplies, or furniture
  - Critical to patient care, records, billing, malpractice-defense, etc.
  - Privacy concerns: If lost, is it destroyed or lost and in someone else's hands?

Volume of Data
- More and more data is produced
- By more and more users
- On more and more devices
- In more and more places
  - Dispensed locations in the workplace
  - Traditional databases, Word processing documents, medical equipment (large and handheld), desktops, laptop, palm devices, etc.
  - Electronic medical records are expanding

Many Risks to Data
- Computer viruses (spyware, Trojan horses, worms, etc.)
- Physical damage/ destruction (fire, flood, etc.)
- System damage (power loss, surge to data storage or transfer equipment)
- Hard drive crash (from malfunction, exceeding expected use)
- Loss or theft of desk top, laptop, storage drive, both physically and just electronically
- Software failure by operation system or program
- Online software provider failure (all of the above, but happens to the website or external vendor you use)
- User errors (accidental or intentional)

Consequences of Data Loss
- Potential privacy violation
- Potential noncompliance with regulations
- Lost productivity
  - Time spent recovering or rebuilding data (redoing examinations, re-gathering patient contact information, re-scheduling appointments, etc)
  - Other staff can't work without some data
- Loss of future business
  - If lose schedule or list of patients
- Increased cost of switching to manual paper system
Build: Data Inventory

- What data and records do you have?
- Where are they?
- Who is in charge of them?
- How important are they?
- How important is it to restore them or backups after a disaster?

See handouts

Build: Software Asset List

- Critical to a lot of work today, but may be overlooked:
  - We don't see it physically (other than on the screen)
  - Other people install it on our systems
  - We may assume it comes on all machines when it doesn't
  - May run on a server that we don't manage
- Includes:
  - Most professional software (not sold the local computer store)
  - Custom software
  - Nonstandard driver programs
  - Operating system setting

See handouts

Build: Toxic Materials Inventory

- Location of toxic/hazardous materials
- Simple inventory is useful for many purposes and audiences
  - Non-technical staff
  - Emergency service, utility, insurance, or other external personnel who enter the facility
  - Practice leadership and emergency planning team who need an overview of all toxic materials on site
- Especially for disasters such as fire, building collapse, and floods

See handouts

Contents

- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory

Next:
- Software asset list
- Toxic materials inventory
- Quick asset inventory

See handouts
Quick Asset Inventory

- A practice has a LOT of equipment
- A quick inventory of major equipment made just by walking around has many uses:
  - Help practice leaders and emergency planning team get a snapshot of the practice
  - Determine insurance needs (What's insured and what's not?)
  - Support insurance claims with documentation after a disaster
  - Help plan and prioritize assets to evacuate or replace after an emergency
  - Use to review inventory after a disaster

Major Equipment

- Costs a lot of money
- Takes a long time to replace
- Work depends on it
- Only one you have

Build: Quick Asset Inventory

- Brief version made by walking around
- A more detailed one can be made at a later stage
- Look just for major equipment

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
# Emergency Services Telephone List

<table>
<thead>
<tr>
<th>Internal</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Electrical/Gas</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Heating &amp; Air Conditioning</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public health department</td>
<td>Local</td>
</tr>
<tr>
<td></td>
<td>State</td>
</tr>
<tr>
<td>Fire Department</td>
<td></td>
</tr>
<tr>
<td>Police/Sheriff</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td></td>
</tr>
<tr>
<td>Hazardous Material Response Team</td>
<td></td>
</tr>
<tr>
<td>Locksmith</td>
<td></td>
</tr>
<tr>
<td>Electrical Company</td>
<td></td>
</tr>
<tr>
<td>Natural Gas Company</td>
<td></td>
</tr>
<tr>
<td>Telephone Company</td>
<td></td>
</tr>
<tr>
<td>Long Distance Service Company</td>
<td></td>
</tr>
<tr>
<td>Internet Service Provider</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recovery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Companies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Truck Rental</td>
<td></td>
</tr>
<tr>
<td>Documents Recovery/Salvage</td>
<td></td>
</tr>
<tr>
<td>Computer Records Recovery/Salvage</td>
<td></td>
</tr>
<tr>
<td>Contractors</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Date update: 
Updated by:
Emergency Contact Information

Name:
Regular position:
Work phone:
Home phone:
Cell phone:
Other phone:
Pager:

Home address:

Emergency contact person (if the staff member is injured):
   Name:
   Work phone:
   Home phone:
   Cell phone:

Are you a member of other emergency response organizations? (Such as volunteer fire department, Citizen Response Team, Red Cross, etc)

☐ Yes. Name of organization: __________________________
☐ No
What is a Call Down Procedure and Why Is It Useful?
A call down is a series of telephone calls from one person to the next used to relay specific information. An established and exercised call down protocol can be used during emergency situations, such as a flu pandemic, to deliver urgent information to and for communication among employees. This sample call-down procedure is intended to be adapted for use by individual businesses based on their own organizational structure.

- Using the phone tree system can spread a message quickly and efficiently to a large number of people
- You can assign several people calling their branches. Alternatively, one person can be making calls to each teach member.
- Hold message drills regularly to test your phone tree for effectiveness and identify areas for improvement. The drill also helps to update phone numbers.

When Calling:
- The person at the top will start the tree and it may be helpful to have a brief script complete with the specific action
- Ask the person to get paper and pencil to write specifics
- Give facts about the event
- Please be sure that you have alternative phone numbers, so you can reach a person, if he/she is out of office.
- If nobody is answering, leave a message and call the next person. This should ensure that everyone gets the information in a timely fashion.
- Confirm they will be making the next call on the list.
- Prearrange with staff at the end of the list to contact the person at the top once they receive the message. The LAST person on the phone tree should CALL THE FIRST person to ensure that the tree is completed and that the message was accurate.

Message Drill
Phone numbers listed on the call-down protocol should be updated regularly. Call-downs should also be exercised regularly. The following table is a sample of documentation of call down drills.

<table>
<thead>
<tr>
<th>Sample Call-Down Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing date</strong></td>
</tr>
<tr>
<td><strong>Person initiating call down procedure</strong></td>
</tr>
<tr>
<td><strong>Time call down initiated</strong></td>
</tr>
<tr>
<td><strong>Time notification of staff completed</strong></td>
</tr>
<tr>
<td><strong>Percentage of staff contacted</strong></td>
</tr>
<tr>
<td><strong>Time in minutes for response</strong></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
</tr>
</tbody>
</table>

Source: www.vulnerablepopulation.com
## Basic Staff Inventory

<table>
<thead>
<tr>
<th>Staff characteristic</th>
<th>Quantity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Types of staff (by profession, job, skills)</strong> (List approximately the top ten major types/groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commute long distance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commute over major transportation barrier (example: major river)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Responders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Technicians (EMTs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firefighters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Building and Equipment Access

### Key, Codes, and Passwords Inventory

Date:

List all buildings and pieces of equipment that require a key, code, password, or other means of gaining secure access.

<table>
<thead>
<tr>
<th>Item (Door, equipment, computer)</th>
<th>Regular user (Has key, code, password)</th>
<th>Backup copies (location or person)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evacuation Plan

Evacuation plan for (location):

1. Conditions under which an evacuation would be necessary:

2. Conditions under which it may be better to shelter-in-place:

3. Persons authorized to order an evacuation or shutdown:

4. Warning system (alarms, verbal, etc.):

5. We will test the warning system and record results ____ times a year.

6. Evacuation procedures, including routes and exits:

7. Assembly site after evacuating:
   a. Assembly site manager(s):
   b. Alternate person(s):
   c. Responsibilities include:
8. Shut down manager(s):
   a. Alternate person(s):
   b. Responsibilities include:

9. Procedures for assisting visitors and employees to evacuate, particularly those with disabilities or who do not speak English:

10. Special equipment for person who need it to evacuate (equipment, location):

11. Employees who will remain after the evacuation alarm to shut down critical operations or perform other duties before evacuating:

12. Procedures for accounting for employees after an evacuation:

13. All-clear can be issued by:

Source: Adapted from materials published by OSHA and Ready.gov
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Building</th>
<th>Floor</th>
<th>Room</th>
<th>Access (Key number, persons with key/code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Locker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutoff Switch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutoff Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC Power Cutoff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master Fire Alarm Box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Fire Extinguishers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Pump</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Dehumidifier</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet Vacuums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decontamination Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Power Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warning Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date:
# Services Contract and Vendor List

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Equipment/materials sold or service provided</th>
<th>Contract/Account #</th>
<th>Key dates (contract, billing cycle)</th>
<th>Contact information (phone, cell, email, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Data Inventory

<table>
<thead>
<tr>
<th>Data/Records</th>
<th>Location</th>
<th>Media (hard disk, portable drive, etc)</th>
<th>Owner</th>
<th>Recovery Priority Code ***</th>
<th>Backup location</th>
<th>Backup frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Recovery priority codes: AAA = Immediate recovery, AA = Up to four hours to recover, A = Same day recovery, B = Up to 24 hours downtime, C = 24 to 72 hours recovery, D = 72 hours or greater

Source: Wallace and Webber.
## Software Asset List

<table>
<thead>
<tr>
<th>Program</th>
<th>Where installed (machines, server in office, online server)</th>
<th>Critical activity used for</th>
<th>Approximate cost</th>
</tr>
</thead>
</table>
Toxic/Hazardous Inventory

Date:

**Purpose:** Provide a brief inventory of toxic/hazardous materials that staff or emergency responders should be aware of in the event of a disaster. The disasters of most interest here those such as fire, building collapse, and floods. Very detailed information may already be available to meet occupational safety and health regulations (such as Materials Safety Data Sheets). However, a simple inventory is useful for many purposes and audiences:

- High-level managers who just need a snapshot
- Emergency planning team who need a snapshot for higher level, strategic planning
- Non-technical staff who aren’t trained to interpret more advanced information
- Anyone who enters the site before, during, or after a disaster strikes, such as emergency services workers, utility workers, insurance personnel, facilities staff, any other staff

**Use map to indicate locations if available.**

<table>
<thead>
<tr>
<th>Material</th>
<th>Building</th>
<th>Floor</th>
<th>Room</th>
<th>Amount/quantity (approx.)</th>
<th>Flammable, vapor, explosive risk?</th>
<th>Notes (such as how to tell if leaking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quick Asset Inventory

Look for major equipment: Costs a lot of money, takes a long time to replace, work depends on it, the only one you have.

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
<th>Model</th>
<th>Serial number</th>
<th>Location</th>
<th>Insured?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let's get ready! 
Built some essential tools
Emergency preparedness team workshop

Purpose
• Build some essential tools that are useful for a wide variety of disasters.

Contents
• Emergency services telephone numbers
• Staff emergency contact directory and phone tree
• Basic staff inventory
• Building and equipment access
• Evacuation plan
• Emergency equipment locations
• Service contract and vendor lists
• Data inventory
• Software asset list
• Toxic materials inventory
• Quick asset inventory

Activities in this Step
• A lot of gathering and collecting of important information
  ▫ Walking around to survey staff and offices
  ▫ Writing up what you learn into lists to consult later in planning or in disasters
  ▫ In other words, it involves a lot of “busy work”
• Less group activities than other steps
  ▫ But all staff are involved
  ▫ Some only with building the emergency contact list
  ▫ Others with many of the inventory lists

Selecting Tools
• This step presents many tools
• You probably cannot complete them all at this time
• Don’t wait to complete them all to move on to the next step

Prioritizing the Tools
• Prioritize the tools, complete some essential ones, start working on others, and move on to the next step
• Priority tools:
  ▫ Staff emergency contact directory
  ▫ Useful in all kinds of disasters
• Try to complete at least another 1 – 3 tools provided here
• Divide up the work among the emergency planning team and other staff
Contents

Build: Emergency Contact List

- 911 is critical, but:
  - 911 can be overwhelmed
  - You may want to make direct contact with a specific service provider
- Under different circumstances you may need to reach:
  - Internal emergency contacts, such as building maintenance staff in order to shut off gas or water
  - Specific external emergency services, such as utilities to request restoration and repair
  - External services to help in recovery, such as insurance providers

What if...

- Disaster strikes while staff are at work?
  - Can their home/family be reached?
- Disaster strikes while staff are at home?
  - Can they be notified about what to do?

Communication with Staff in Disasters

- Communication involves:
  - Procedure: Who do I talk to?
  - Technology: How do I reach them?
  - Information: What phone number or address do I use?
  - Language: What do they mean?
- Lack of communication leads to lack of coordination
  - Can result in injury, gaps, overlaps, conflicts, inconsistencies, fear/anxiety
- Standard communication systems often overwhelmed or destroyed in disasters
- Regular sources of communication information may be inaccessible (land line, cell phones, internet, speed dial buttons, other staff who know phone numbers, etc.)

Build: Staff Emergency Contact List and Phone Tree

- Emergency services, utilities, and facilities contacts
- Name of all personnel and their contact information
  - Work phone
  - Home phone
  - Cell phone
  - Pager
  - Home address
  - Emergency contact person (if the staff member is injured)
  - Regular position
  - Emergency plan duties (if applicable; may determine later)
  - Phone tree showing who calls who
- Should be kept electronically and in hard copy, in multiple locations in the practice and off site
Contents
- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory

Build: Basic Staff Inventory
- Create a basic list of staff in our practice
- It doesn’t have to be perfect right now
- The purpose is to start to become aware of what we are working with
- Later we can follow-up to fill in the blanks about specifics

Building and Equipment Access
- Think of all the different keys needed for:
  - Outside doors
  - Inside doors
  - Cabinets
  - Desks
- Think of all the codes needed for:
  - Doors, lockers, etc.
- Think of all the user names and passwords needed for:
  - Desktops
  - Laptops
- But what if your routine is interrupted by disaster?
  - Where are they scattered around your organization?
  - Who is it that unlocks the front door every day?
  - Who is it that logs onto the scheduling computer every day?

Security Concerns
- You may have concerns about safely storing backup copies of keys and passwords or codes
  - People may access them and misuse them for theft of information or valuable equipment
- Make your own decision
  - Understand the risks involved in keeping copies of any of these, as well as the risk of not keeping copies.
  - At least know what needs a key, password, or code to access
- Even though passwords and codes can be “copied” in other people’s memories
  - If they are not used often, people will forget them
  - Consider other options, such as keep copies written down at home
Build: Building and Equipment Access Inventory

- Backup set of keys for every door, cabinet, and closet
- Copy of system/building passwords/codes
- Kept in a secure key locker
- If unwilling to copy, keep a list of what needs a key, password, or code

Build: Evacuation Plan

- Your office or building should already have a fire evacuation plan
  - Required by fire codes
  - Required by occupational safety laws
- If not, or if you need to augment it, use the template provided

Build: Emergency Equipment Locations

- Equipment or materials needed to prevent, respond to, or clean up after an emergency or potential emergency
- Why?
  - Build awareness among entire staff about hazards and solutions
  - Staff who do not regularly use a room may not be aware of the emergency equipment in it.
  - Staff who do regularly use a room may have gotten used to seeing the equipment there they are not aware of it
  - Useful documentation for planning discussions or discussions with insurers, occupational safety authorities, or other inspectors such as fire marshals
- TIP: It doesn’t have to be perfect right now. Move quickly. You can follow up on details later.
Service Contract and Vendor Lists
- Company names, contact information, and materials sold
- Why?
  - Helpful through the planning process so everyone involved gets a picture of who your practice depends on.
  - Useful in or after emergencies
    - Especially if the regular person or place that has different vendors' information are unavailable.

Value of Data
- Can be some of your most irreplaceable assets
  - Often cannot be replaced like computer parts, office supplies, or furniture
  - Critical to patient care, records, billing, malpractice-defense, etc.
  - Privacy concerns: If lost, is it destroyed or lost and in someone else's hands?

Volume of Data
- More and more data is produced
  - By more and more users
  - On more and more devices
  - In more and more places
    - Traditional databases, Word processing documents, medical equipment (large and handheld), desktops, laptops, palm devices, etc.
    - Electronic medical records are expanding

Many Risks to Data
- Computer viruses (spyware, Trojan horses, worms, etc.)
- Physical damage/destruction (fire, flood, etc.)
- System damage (power loss, surge to data storage or transfer equipment)
- Hard drive crash (from malfunction, exceeding expected use)
- Loss or theft of desk top, laptop, storage drive, both physically and just electronically
- Software failure by operation system or program
- Online software provider failure (all of the above, but happens to the website or external vendor you use)
- User errors (accidental or intentional)

Consequences of Data Loss
- Potential privacy violation
- Potential noncompliance with regulations
- Lost productivity
  - Time spent recovering or rebuilding data (reducing examinations, re-gathering patient contact information, re-scheduling appointments, etc)
  - Other staff can't work without some data
- Loss of future business
  - If lose schedule or list of patients
- Increased cost of switching to manual paper system
Build: Data Inventory

- What data and records do you have?
- Where are they?
- Who is in charge of them?
- How important are they?
- How important is it to restore them or backups after a disaster?

Build: Software Asset List

- Critical to a lot of work today, but may be overlooked
  - We don’t see it physically (other than on the screen)
  - Other people install it on our systems
  - We may assume it comes on all machines when it doesn’t
  - May run on a server that we don’t manage
- Includes:
  - Most professional software (not sold the local computer store)
  - Custom software
  - Nonstandard driver programs
  - Operating system setting

Build: Toxic Materials Inventory

- Location of toxic/hazardous materials
- Simple inventory is useful for many purposes and audiences
  - Non-technical staff
  - Emergency service, utility, insurance, or other external personnel who enter the facility
  - Practice leadership and emergency planning team who need an overview of all toxic materials on site
- Especially for disasters such as fire, building collapse, and floods

Contents

- Emergency telephone numbers
- Staff emergency contact directory and phone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory
- Quick asset inventory
Contents
- Emergency telephone numbers
- Staff emergency contact directory/ansiphone tree
- Basic staff inventory
- Building and equipment access
- Evacuation plan
- Emergency equipment locations
- Service contract and vendor lists
- Data inventory
- Software asset list
- Toxic materials inventory

Quick Asset Inventory
- A practice has a LOT of equipment
- A quick inventory of major equipment made just by walking around has many uses:
  - Help practice leaders and emergency planning team get a snapshot of the practice
  - Determine insurance needs (What's insured and what's not?)
  - Support insurance claims with documentation after a disaster
  - Help plan and prioritize assets to evacuate or replace after an emergency
  - Use to review inventory after a disaster

Major Equipment
- Costs a lot of money
- Takes a long time to replace
- Work depends on it
- Only one you have

Build: Quick Asset Inventory
- Brief version made by walking around
- A more detailed one can be made at a later stage
- Look just for major equipment

Shelter from the Storm
Emergency Planning Toolkit
Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
# Emergency Services Telephone List

<table>
<thead>
<tr>
<th>Internal</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Electrical/Gas</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Heating &amp; Air Conditioning</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public health department</td>
<td></td>
</tr>
<tr>
<td>- Local</td>
<td></td>
</tr>
<tr>
<td>- State</td>
<td></td>
</tr>
<tr>
<td>Fire Department</td>
<td></td>
</tr>
<tr>
<td>Police/Sheriff</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td></td>
</tr>
<tr>
<td>Hazardous Material Response Team</td>
<td></td>
</tr>
<tr>
<td>Locksmith</td>
<td></td>
</tr>
<tr>
<td>Electrical Company</td>
<td></td>
</tr>
<tr>
<td>Natural Gas Company</td>
<td></td>
</tr>
<tr>
<td>Telephone Company</td>
<td></td>
</tr>
<tr>
<td>Long Distance Service Company</td>
<td></td>
</tr>
<tr>
<td>Internet Service Provider</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recovery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance Companies</td>
<td></td>
</tr>
</tbody>
</table>

| Storage                                     |               |
| Truck Rental                               |               |
| Documents Recovery/Salvage                  |               |
| Computer Records Recovery/Salvage           |               |
| Contractors                                |               |
| Others:                                    |               |

**Date update:**

**Updated by:**
Emergency Contact Information

Name:

Regular position:

Work phone:

Home phone:

Cell phone:

Other phone:

Pager:

Home address:

Emergency contact person (if the staff member is injured):

Name:

Work phone:

Home phone:

Cell phone:

Are you a member of other emergency response organizations? (Such as volunteer fire department, Citizen Response Team, Red Cross, etc)

☐ Yes. Name of organization: __________________________

☐ No
What is a Call Down Procedure and Why Is It Useful?
A call down is a series of telephone calls from one person to the next used to relay specific information. An established and exercised call down protocol can be used during emergency situations, such as a flu pandemic, to deliver urgent information to and for communication among employees. This sample call-down procedure is intended to be adapted for use by individual businesses based on their own organizational structure.

- Using the phone tree system can spread a message quickly and efficiently to a large number of people
- You can assign several people calling their branches. Alternatively, one person can be making calls to each teach member.
- Hold message drills regularly to test your phone tree for effectiveness and identify areas for improvement. The drill also helps to update phone numbers.

When Calling:
- The person at the top will start the tree and it may be helpful to have a brief script complete with the specific action
- Ask the person to get paper and pencil to write specifics
- Give facts about the event
- Please be sure that you have alternative phone numbers, so you can reach a person, if he/she is out of office.
- If nobody is answering, leave a message and call the next person. This should ensure that everyone gets the information in a timely fashion.
- Confirm they will be making the next call on the list.
- Prerarrange with staff at the end of the list to contact the person at the top once they receive the message. The LAST person on the phone tree should CALL THE FIRST person to ensure that the tree is completed and that the message was accurate.

Message Drill
Phone numbers listed on the call-down protocol should be updated regularly. Call-downs should also be exercised regularly. The following table is a sample of documentation of call down drills.

<table>
<thead>
<tr>
<th>Sample Call-Down Drill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing date</td>
</tr>
<tr>
<td>Person initiating call down procedure</td>
</tr>
<tr>
<td>Time call down initiated</td>
</tr>
<tr>
<td>Time notification of staff completed</td>
</tr>
<tr>
<td>Percentage of staff contacted</td>
</tr>
<tr>
<td>Time in minutes for response</td>
</tr>
<tr>
<td>Notes</td>
</tr>
</tbody>
</table>

Source: www.vulnerablepopulation.com
# Basic Staff Inventory

<table>
<thead>
<tr>
<th>Staff characteristic</th>
<th>Quantity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of staff (by profession, job, skills) (List approximately the top ten major types/groups)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commute long distance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute over major transportation barrier (example: major river)</td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td></td>
</tr>
<tr>
<td>Work part-time</td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
</tr>
</tbody>
</table>

| First Responders |  |
| Emergency Medical Technicians (EMTs) |  |
| Firefighters |  |
| Other: |  |
# Building and Equipment Access

## Key, Codes, and Passwords Inventory

Date:

List all buildings and pieces of equipment that require a key, code, password, or other means of gaining secure access.

<table>
<thead>
<tr>
<th>Item (Door, equipment, computer)</th>
<th>Regular user (Has key, code, password)</th>
<th>Backup copies (location or person)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evacuation Plan

Evacuation plan for (location):

1. Conditions under which an evacuation would be necessary:

2. Conditions under which it may be better to shelter-in-place:

3. Persons authorized to order an evacuation or shutdown:

4. Warning system (alarms, verbal, etc.):

5. We will test the warning system and record results ____ times a year.

6. Evacuation procedures, including routes and exits:

7. Assembly site after evacuating:
   a. Assembly site manager(s):
   b. Alternate person(s):
   c. Responsibilities include:
8. Shut down manager(s):
   a. Alternate person(s):

   b. Responsibilities include:

9. Procedures for assisting visitors and employees to evacuate, particularly those with disabilities or who do not speak English:

10. Special equipment for person who need it to evacuate (equipment, location):

11. Employees who will remain after the evacuation alarm to shut down critical operations or perform other duties before evacuating:

12. Procedures for accounting for employees after an evacuation:

13. All-clear can be issued by:

Source: Adapted from materials published by OSHA and Ready.gov
## Emergency Equipment Locations

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Building</th>
<th>Floor</th>
<th>Room</th>
<th>Access (Key number, persons with key/code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Locker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutoff Switch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler System Shutoff Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC Power Cutoff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master Fire Alarm Box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Fire Extinguishers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Pump</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Dehumidifier</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet Vacuums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decontamination Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Power Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warning Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**
### Services Contract and Vendor List

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Equipment/materials sold or service provided</th>
<th>Contract/Account #</th>
<th>Key dates (contract, billing cycle)</th>
<th>Contact information (phone, cell, email, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Data Inventory

<table>
<thead>
<tr>
<th>Data/Records</th>
<th>Location</th>
<th>Media (hard disk, portable drive, etc)</th>
<th>Owner</th>
<th>Recovery Priority Code ***</th>
<th>Backup location</th>
<th>Backup frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Recovery priority codes: AAA = Immediate recovery, AA = Up to four hours to recover, A = Same day recovery, B = Up to 24 hours downtime, C = 24 to 72 hours recovery, D = 72 hours or greater

Source: Wallace and Webber.
# Software Asset List

<table>
<thead>
<tr>
<th>Program</th>
<th>Where installed (machines, server in office, online server)</th>
<th>Critical activity used for</th>
<th>Approximate cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Toxic/Hazardous Inventory

Date:

**Purpose**: Provide a brief inventory of toxic/hazardous materials that staff or emergency responders should be aware of in the event of a disaster. The disasters of most interest here those such as fire, building collapse, and floods. Very detailed information may already be available to meet occupational safety and health regulations (such as Materials Safety Data Sheets). However, a simple inventory is useful for many purposes and audiences:

- High-level managers who just need a snapshot
- Emergency planning team who need a snapshot for higher level, strategic planning
- Non-technical staff who aren’t trained to interpret more advanced information
- Anyone who enters the site before, during, or after a disaster strikes, such as emergency services workers, utility workers, insurance personnel, facilities staff, any other staff

**Use map to indicate locations if available.**

<table>
<thead>
<tr>
<th>Material</th>
<th>Location</th>
<th>Amount/quantity (approx.)</th>
<th>Flammable, vapor, explosive risk?</th>
<th>Notes (such as how to tell if leaking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building</td>
<td>Floor</td>
<td>Room</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Quick Asset Inventory

Look for major equipment: Costs a lot of money, takes a long time to replace, work depends on it, the only one you have.

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
<th>Model</th>
<th>Serial number</th>
<th>Location</th>
<th>Insured?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who really does what?
Identify key roles and procedures
Leadership workshop

Purpose
- Determine key roles that staff need to play when disaster strikes.
- Determine essential procedures that most practices need to carry out when disaster strikes.
- Introduce important concepts about roles and leadership.

How much detail?
- This step suggests you determine many roles and responsibilities
  - Discussions can take a long time
  - Documents and details can balloon
- TIP: Keep moving
  - Discuss key issues for each topic
  - Move on to next role or responsibility
  - Try to get a more balanced view of all roles and responsibilities
  - Come back later to work on details
  - Or divide up work among the team

Agenda
- Leadership for disaster preparedness
- Importance of "roles"
- All hazards approach
- Essential roles
- Essential procedures

Leadership in Disasters
- This step involves major decisions about who takes leadership roles and who is in charge
- Leadership in disasters differs from many day-to-day leadership and management styles
  - Different decision making processes
  - Different communication styles
  - Different people in leadership roles

Different Leadership Styles
- Everyday leadership
  - Require quick and decisive action
  - More formal roles
  - Some use the "Command and control" style
- Crisis leadership
  - Time to discuss issues and decisions
  - Informal leadership roles (like the advice from experienced staff who don’t have a fancy title)
**Leadership Styles**
- Strong command approach is a problem for many people
  - Many may resent command and control from someone outside their group
  - Many are more motivated when they provide input into the decisions that involve their actions
  - Many prefer consensus and cooperation
- If unexpected, it can result in anger, stress, turf battles, lack of coordination, gaps, overlap, conflicts, or inconsistencies

**Crisis Require Many People**
- Most crises really can’t be managed by a single person
  - Need responses from different people or groups
  - May also need decentralized and consultative decision-making and coordination
  - Promote a more motivated effort
  - Provide best crisis management

**Balancing Speed of Decision and Involvement of Others**
- More people are involved in decision making
  - May increase quality
  - May decrease action
- Rapid decisions and action
  - Decreases involvement of others
  - May decrease quality of decision
  - May decrease motivation

**Balanced Leadership Styles**
- Goal:
  - Highly motivated respondents
  - Operating in a decision structure using both authoritarian and participative processes
- Achieve this by:
  - Involving many personnel in the planning and training
  - Discuss, plan, agree, and practice before a disaster
- So in a crisis we have:
  - Coordinated clusters of pre-selected and agreed tasks
  - Staff/teams that accept the direction and support of leadership

**Agenda**
- Leadership for disaster preparedness
- Importance of “roles”
- All hazards approach
- Essential roles
- Essential procedures

**Importance of Roles**
- This step involves designating key disaster response roles, such as:
  - Who directs the staff
  - Who communicates with staff
  - Who communicates with press
- All leadership and staff need to understand roles
  - The concept of roles
  - Specific roles they may play
Concept of Roles

- What’s a role?
  - One part of a coordinated team effort
  - Has specific functions or duties
  - Has relationships with other roles
  - Is a role, not a person!
- Focus on the role not the person
  - Identify specific skills and duties required
  - Identify backup people that can fill that role

Emergency Roles Versus Everyday Roles

- Different people may be in charge
- Regular leaders may be injured or unavailable
- Crisis leadership may require different skills or personality from everyday management
- Different roles may be required
- Disaster management
- Public information
- Crisis hotline
- Keeping staff fed and hydrated so they can keep working
- A individual’s role may not be what they usually do every day
- Should always be within their scope of knowledge, skills and authority

Roles of Individuals During Emergency Response

- May be the same or similar to what is done every day
- May be a subset of what is done every day
- May be different from what is usually done (but competent to perform)
- May be what is done every day but by different people
- Different work locations

Everyone Has a Role in an Emergency!

- Everyone should ask: What is my individual role in an emergency?
- Business office
  - Track expenses that might be reimbursed by government or insurance
- Administrative support
  - Used to dealing with the public
  - Great for answering phones and troubleshooting
- Service staff
  - Keeping people fed and hydrated

Uncoordinated Staff or “Freelancers”

- Without clear roles and coordination, staff become “freelancers”
  - Not helpful resources
  - Added variables for leadership to worry about
  - Increased uncertainty
  - Cause of diversion
  - Uninformed
  - Poor team players
- Need staff with skills in a position to use those skills
  - Know where to report
  - Who to report to
  - What role they fill
  - Roles of other positions

Uncoordinated Staff/Freelancers Disrupt the System
Agenda

- Leadership for disaster preparedness
- Importance of "roles"
- All hazards approach
- Essential roles
- Essential procedures

Which hazard do we plan for?

- Bioterrorism: Anthrax, plague, smallpox...
- Chemical Emergencies: Ricin, chlorine, nerve agents...
- Radiation Emergencies: Dirty bombs, nuclear blasts...
- Mass Casualties: Explosions, blasts, injuries...
- Natural Disasters & Severe Weather: Hurricanes, wildfires, floods...

Where do we start?

- Focus on the major hazards you identified as high priorities
- Take an "all hazards" approach as much as possible
- Develop the common roles and procedures needed in almost all disasters that are listed in the following sections

Identify Common Response Activities

Bioterrorism

Chemical Emergencies

Natural Disasters

Mass Casualties

Radiation Emergencies

Common elements:

Safety
Leadership
Communication
Response Operations

Essential Roles

- Certain leadership roles are useful in all kinds of disasters
  - And in all kinds of settings, from small clinics to large hospitals
- Roles may not be assigned to individuals in advance
  - Disasters can occur at any time and place
  - Different individuals may be available or not available
- Yet the persons who will most likely occupy each role should be identified so that they can prepare
- Remember, any one person may be assigned more than one role
- The size of the team will depend on your practice's size, operations, requirements, and resources
Designate Potential Emergency Operations Roles

- Essential roles you should designate in advance include:
  - Emergency manager
  - Safety officer
  - Liaison officer
  - Public information officer
  - Who can activate disaster plans

Activating Disaster Plans

- When should our disaster plans be activated?
- Who has the authority to activate our disaster plans?
- Answering these questions helps:
  - Clarify leadership during an apparent crisis
  - Limit confusion and conflicts
  - Help clinic leaders prepare for and stay alert to the need to be ready to activate the plan

Determine who can activate disaster plans

- Common triggers include:
  - Notification by the local health department that an emergency exists
  - Notification by a local hospital that an emergency exists
  - Judgment of the senior decision-maker on-site
- People with the authority to activate disaster plans may include:
  - Senior decision-makers
  - Specific individuals
  - Anyone in specific roles

Agenda

- Leadership for disaster preparedness
- Importance of roles
- All hazards approach
- Essential roles

Next: Essential procedures

Emergency Operations Center (EOC):

- Regardless of size or process, every facility should designate an area where decision-makers can gather during a disaster.
- Designated area may be a building, room, or part of a room
  - Preferably in an area of the facility not likely to be involved in an incident
- Identify alternative site in case the main site is inaccessible or too damaged to use

Essential Procedures

- Emergency Operations Center (EOC)
- Communications guidelines
- Life safety procedures
Emergency Operations Center Resources
EOCs come in all shapes and sizes. The common resources found there include:
- Communications equipment
- A copy of disaster plans and procedures
- Maps
- Status boards
- A list of staff with disaster response roles and duties
- Information for advising emergency responders
- Building security system information
- Information and data management capabilities
- Telephone directories
- Backup power, communications and lighting
- Emergency supplies

Designate an Emergency Operations Center
- Designate a primary and backup Emergency Operations Center (EOC)
- Identify important materials and equipment
  - Stored there at all times
  - Brought there in the event of an emergency

Develop Communications Guidelines
- Establish methods for how the practice site will communicate with staff, patients, government/emergency agencies, news media, and others
  - Primary staff roles/persons responsible
  - Priority issues to communicate
  - General guidelines
  - Methods for reaching
  - Backup methods in case traditional lines of communicating are inoperable
  - Account for both business hours and off-hours

Life Safety Procedures
- Life safety of staff, patients, and anyone else within our responsibility is the absolute priority
- Disasters vary, but there are common elements when trying to operate during a community disaster
- Develop strategies for:
  - Site security (i.e., blocking off areas, staff identification)
  - Control of environment (isolation/quarantining measures)
  - Infection control procedures
    - Special concern for health care facilities because they play a critical role in disease outbreaks in the community

Develop Life Safety Procedures
- Designate:
  - Secured staff-only areas, to protect staff, vital records, equipment, etc.
  - Waiting areas
  - Assembly locations
    - Developed as part of evacuation plan which you may already have. If not, see model plan in prior step.
    - Infection control measures for staff, patients, and visitors
    - Isolation areas (for persons known to be infected or may infect others)
    - Quarantine areas (for persons exposed to infected persons who might be infected)
Staff Demobilization Procedures

- During and after disaster response, people want to know:
  - When can I go home?
  - Who is working right now?
  - Where did so-and-so go?
- "Demobilization" is how staff are discharged from duties before they leave work during disaster response.
- Helps:
  - Leadership determine who is working
  - And providing services
  - Needs to be fed and kept safe
  - Promote safety at work and at home during a disaster

Develop Staff Demobilization Procedures

- Review and modify the suggested procedures provided, including:
  - Basic procedures for everyone to follow
  - Information to collect from each staff member before they leave
  - These are common ones used in all kinds of disaster response settings (fire fighting, homeland security, health care, etc.)
- The actual procedures used may of course be changed during a disaster.

End of Disaster Response Procedures

- Disasters end and – hopefully – work begins to return to normal.
  - Does everyone know it?
  - How do we return to normal?
  - How do we recover financially?
- Return to normal must be actively managed as well.
  - Tired staff may be tempted to drop everything and go home and rest.
  - Advanced planning will help guide and remind staff what needs to be done immediately to help things return to normal.

Develop End of Disaster Response Procedures

- Disasters end and – hopefully – work begins to return to normal.
  - Communicate the status to many people:
    - Employees and patients at the health practice site
    - Other organizational locations (secondary/affiliated sites),
    - Government/emergency response organizations
    - Many people will not automatically know the situation is over but will be eager to know!
  - Restock supplies used during the disaster.
  - Follow procedures to recover funds, such as:
    - Reimbursement from outside agencies for special services provided
    - Government disaster assistance
    - Insurance claims for losses suffered

Identify Common Roles for Different Disasters

The essential roles and procedures recommended are an excellent start. If/when your team is ready, this tool helps you start an additional customized analysis of the most important roles and procedures your practice might need.

- For each high priority hazards, identify critical roles and activities that must be performed.
- Identify which activities/roles are critical for all of them.
- Make those activities/roles a priority for planning and training.
Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Emergency Operations Roles

Emergency manager

Duties:
- Responsible for the overall management of the response
- Assess the situation
- Brief other leaders
- Establish immediate priorities especially the safety of staff and other people involved in the emergency.
- Establish and monitor an appropriate organization of leadership and staff.
- Approve the use of trainees, volunteers, and auxiliary personnel.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine emergency response objectives and strategy to achieve the objectives.
- Authorize release of information to the news media.
- Ensure meetings with key staff are scheduled as needed
- Ensure that adequate safety measures are in place.
- Coordinate with key people and officials.
- Approve use of resources or requests for additional resources
- Keep the practice leadership informed of developments.
- Declare the end of disaster response activities when appropriate.

This role may be filled by:
1.
2.
3.

Safety officer

Duties:
- Monitor clinic response operations to identify and correct unsafe practices
- Continuously monitor workers for exposure to safety or health hazardous conditions.
- Alter, suspend, evacuate or terminate activities that may pose imminent safety or health danger to the workers.
- Take appropriate action to mitigate or eliminate unsafe condition, operation, or hazard.
- Provide training and safety and health information.
- Assess needs for personal protective equipment (PPE)
- Comply with standards and regulations.
- Document both safe and unsafe acts, corrective actions taken on the scene, accidents or injuries, and ways to improve safety on future incidents.
- Participate in planning meetings
- Review plans developed by others for safety implications.
- Exercise emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.

This role may be filled by:
1.
2.
3.

**Liaison officer**

**Duties:**
- Link the practice to outside agencies.
- Be a contact point for other organizations representatives.
- Maintain a list of other organizations that are helping your practice in the disaster response, and a list of their representatives.
- Identify representatives from other agencies when they are on site.
- Assist in establishing and coordinating contacts with other organizations.
- Keep other organizations updated about your disaster response activities as needed.
- Identify current or potential inter-organizational problems
- Participate in planning meetings
- Coordinate activities of visiting officials, VIPs, or dignitaries

This role may be filled by:
1.
2.
3.

**Public information officer**

**Duties:**
- Interface with the public and media.
- Coordinating information sharing with the news media and public.
- Determine from the senior leadership if there are any limits on information release.
- Develop material for use in media briefings (talking points, flyers, charts).
- Obtain approval from senior leadership for media releases.
- Inform news media and conduct media briefings.
- Arrange for tours or interviews that may be required.
- Obtain media information that may be useful.
- Maintain and/or display summaries of current status of the practice and disaster response activities

This role may be filled by:
1.
2.
3.
Plan Activation

Disaster plans may be activated by one of the following individuals (or the person officially designated to fill his/her position during vacation/travel/illness):

1.

Backups:

2.

3.
Emergency Operations Center (EOC)

Primary location:

Backup location:

Equipment and supplies to be stored there:

Equipment and supplies to brought there when used in emergencies:
Communications Procedures

**Procedures and guidelines for different audiences** (primary staff roles/persons responsible, priority issues to communicate, general guidelines, technology to use, backup methods):

**With staff:**

Event occurs during work hours:

Event occurs off-hours (evenings, weekends):

**With patients:**

Event occurs during work hours:

Patients on site:

Patients off-site:

Event occurs off-hours (evenings, weekends):

**With government/emergency response agencies:**
With news media:

With others:
Life Safety Procedures

Secured staff-only areas:

Waiting areas:

Assembly locations:

Infection control measures for staff, patients, and visitors:

Isolation areas (for persons known to be infected and may infect others):

Quarantine areas (for persons exposed to infected persons who might be infected):
Staff Demobilization Procedures

Demobilization is the process for discharging staff from duties before they leave work during disaster response.

Procedures for staff and supervisors to follow:

- Complete all work assignments and required forms/reports
- Brief replacements, subordinates, and supervisor
- Follow incident and agency check-out procedures
- Provide adequate follow-up contact information
- Return any special equipment or supplies
- Complete reports, critiques, and medical follow-up
- Complete all payment and/or payroll issues or obligations
- If special transportation is provided:
  - Report to assigned departure points on time or slightly ahead of schedule
  - Stay with group until arrive at final destination
- Determine when to return or check in before next shift
- Take safety precautions at home

Information to be collected from each person:

- Individual’s name
- Date and time
- Destination (home, shelter, hotel, relative’s home, etc.)
- Equipment returned to
- Was paperwork completed?
- Approval to leave given by
- Will return or check in for next shift
End of Disaster Response Procedures

Communication that disaster response is ending:

Restocking of supplies:

Financial matters (reimbursement, billing, insurance claims):
# Common Roles for Different Disasters

**Purpose:** Identify the most commonly needed actions and roles that are needed to respond to disasters. After identifying common actions and roles, the most effort can be spent preparing for those activities rather than on rarely used, lower priority ones.

**Instructions:** Pick the hazards you are most concerned about (see previous steps on hazard analysis). For each one, list some of the most important roles or activities that will be needed. After listing the key roles and activities for each, what do they have in common?

**Tip:** Think at the strategic level about broad categories of roles and activities, such as: Leadership, evacuation, patient care, staff safety, communication, record keeping.

<table>
<thead>
<tr>
<th>Hazard #1:</th>
<th>Hazard #2:</th>
<th>Hazard #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where do we fit in the bigger picture?
Coordinate with emergency preparedness partners
Emergency planning team workshop

Purpose
- Learn about the importance of partnering with other organizations in our community to improve disaster preparedness for ourselves and the entire community.

 Agenda
- Why coordinate with other organizations?
- Who are our partners?
- Ways to coordinate
- Common tools for coordinating with partners

 Need for Coordination in Disasters
- Improve communication
  - Procedure: Who do I talk to?
  - Technology: How do I reach them?
  - Language: What do they mean?
- Reduce turf battles
- Manage resources (personnel, equipment, facilities, etc.)
- Accelerate your planning process
  - Share information, techniques, plans, and conduct joint training and exercises
- Lack of coordination results in gaps, overlap, conflicts, or inconsistencies

 Inter-agency Coordination is Complex!

 Inter-agency Coordination is Complex!

 Remember
- Coordinating is all about people
- It’s hard to coordinate a lot of people
  - Different priorities
  - Different personalities
  - Different professions
  - Different organizations and their interests
- Requires:
  - Time
  - Trust
  - Skill
  - Knowing yourself and knowing how to work with people
Benefits of Building Relationships

- Integrate your roles within the plans and emergency management system at the state, local, and community levels.
- Cultivate relationships among the agencies and groups before an emergency occurs.
- Fostering a relationship with your community's fire, emergency medical services, local health department, county executive's office, and others.

Need for Coordination at All Levels

The practice as a whole has a role to play in the community's disaster response system.

Individuals have roles to play within the practice.

Agenda

- Why coordinate with other organizations?
- Who are our partners?
- Ways to coordinate
- Common tools for coordinating with partners

What is a “Partner”?*

- Any person, group, or organization
- Associated or united in an activity or common interest
- May be voluntary
  - Example: Neighboring business that you're friendly with and decide to do disaster planning with
- May be required by circumstances or laws
  - Example: The local fire department, who you need to put out fires, provide rescues, and has no alternative

Partners in Emergency Response

- Emergency management agency
- Mayor or County Executive
- Fire department
- Police department
- Emergency medical services
- Public works department
- Planning commission
- Utility companies (telephone, electric, gas, etc.)
- American Red Cross
- Salvation Army and other nonprofits
- National Weather Service local offices
- Planning commission
- Neighboring businesses
- Churches, houses of worship, faith-based groups
- Professional volunteer registries (usually housed in state health departments)
- Primary care organization and associations

Key Partner

- Health Departments
  - Unique statutory authority
  - Community-wide disease surveillance
  - Lead agency for health emergency planning and exercises
  - Funded by federal and state government to build preparedness
Agenda

- Why coordinate with other organizations?
- Who are our partners?
- Ways to coordinate
- Common tools for coordinating with partners

Identify Partners

Start with:
- Your local and/or state public health agency
  - Critical partners in community disasters
- Hospitals your practice is affiliated with
  - Most have disaster planning experience
  - May be important partners during a disaster
- Neighboring businesses or employee groups
  - Critical partners in disaster affecting your practice
- Other partners you'll rely on for services: Fire, Hazmat (hazardous materials), emergency management

Identify Potential Partners

- Review notes from earlier steps
  - “Stakeholder Assessment”
  - “What do we know?” worksheet/notes from some of the first steps

Reach out to Potential Partners

- Consider starting with existing contacts
- Don’t be shy
- Many will welcome your interest
  - Fire departments:
    - Their mission is to protect life through prevention and planning, as well as response
  - Public health agencies:
    - They plan for many threats that involve medical practices (disease outbreaks/epidemics, biological terrorism, mass evacuations, etc.)
    - Many in the country are eagerly trying to partner with medical practices!

Share Your Plans

- Identify which stakeholders should:
  - Know their role in the plan, if they have one
  - Read the plan
  - Learn the plan
  - Review the plan and give feedback
  - Simply know you have a plan
- Sharing will strengthen communication and relationships, both in and out of disasters

Review their Plans

- Learn about their roles
- Learn about their capacities
- Learn about their expectations of you
  - Are you not in their plans where you should be?
  - Are you already in their plans but don’t know it?
Ask Questions

- What do you expect of us?
- What should we expect of you?
- How do we contact each other in a crisis?
- How can we work together before a crisis?
- Who else should we connect with?
- How do we stay in the loop?

Group Exercise: Identify Potential Partners

- Who should we be partnering with?
  - During a disaster?
  - Before any disasters?
- Out of all the groups and organizations in our community, which are the most important for our disaster preparedness?

Common Tools for Coordination

- When you work with partners on disaster preparedness, you will encounter a lot of new concepts and terminology
- Two major ones to watch for:
  - The National Incident Management System (NIMS)
    - Provides guidance on the management of emergencies by all kinds of response agencies
  - The Incident Command System (ICS)
    - Provides a specific management system for everyone to use, including roles, responsibilities, and procedures

Hospital Incident Command System (HICS)

- ICS adapted for common functions of hospitals
- Might be directly useable by the extremely large practices
- (Guidebook alone is 117 pages!)

Basic Hospital Incident Command Structure (HICS)

- Incident Commander
- Liaison Officer
- Safety Officer
- Public Information Officer
- Medical/Technical Specialist

- Operations Section: Carries out the plan ("doers")
- Logistics Section: Supports – gets the "stuff"
- Finance/Administration Section: Keeps records, tracks costs

Includes specific health care roles – Almost 80 roles in total!
Learning ICS and NIMS

- Online from FEMA:
  - [http://training.fema.gov/IS/NIMS.asp](http://training.fema.gov/IS/NIMS.asp)
- Classes offered by local or state emergency management agency
- Coaching from colleagues:
  - Colleagues in your field or other fields with experience using/adapting ICS

Thank you!

www.albany.edu/sph/cphp

Copyright 2012, The Research Foundation of the State University of New York
University at Albany, Center for Public Health Preparedness
Where do we fit in the bigger picture? Coordinate with emergency preparedness partners

Emergency preparedness team workshop

Purpose

- Learn about the importance of partnering with other organizations in our community to improve disaster preparedness for ourselves and the entire community.

Agenda

- Benefits of coordinating with other organizations
  - Major partners
  - Ways to coordinate
  - Common tools for coordinating with partners

Need for Coordination in Disasters

- Improve communication
  - Procedure: Who do I talk to?
  - Technology: How do I reach them?
  - Language: What do they mean?
- Reduce turf battles
- Manage resources (personnel, equipment, facilities, etc.)
- Accelerate your planning process
  - Share information, techniques, plans, and conduct joint training and exercises
- Lack of coordination results in gaps, overlap, conflicts, or inconsistencies

Inter-agency Coordination is Complex!

<table>
<thead>
<tr>
<th>Law Enforcement</th>
<th>State OEM</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>Public Works</td>
<td>State Health</td>
</tr>
<tr>
<td>EMS</td>
<td>Public Health</td>
<td>Lab</td>
</tr>
<tr>
<td>Veterinarians</td>
<td>Health EOC</td>
<td>Clinic/Office</td>
</tr>
<tr>
<td>Hospital X</td>
<td>Regional EOC</td>
<td></td>
</tr>
<tr>
<td>Hospital Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital Z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember

- Coordinating is all about people
- It’s hard to coordinate a lot of people
  - Different priorities
  - Different personalities
  - Different professions
  - Different organizations and their interests
- Requires:
  - Time
  - Trust
  - Skill
  - Knowing yourself and knowing how to work with people
Benefits of Building Relationships

- Integrate your roles within the plans and emergency management system at the state, local and community levels.
- Cultivate relationships among the agencies and groups before an emergency occurs.
- Fostering a relationship with your community’s fire, emergency medical services, local health department, county executive’s office and others.

Need for Coordination at All Levels

- The practice as a whole has a role to play in the community’s disaster response system.
- Individuals have roles to play within the practice.

Coordination May Be Required

- Some states are trying to strengthen public health responses to disasters and health crises by linking with physicians and other health care workers via electronic health alert networks.
- Example in New York state:
  - Licensed physicians must register with the Health Provider Network operated by the New York State Department of Health.
  - Provide an e-mail address to receive communication from the Department of Health.
  - (Section 2995-aa of the public health law, amended 2010)

Agenda

- Benefits of coordinating with other organizations
- Major partners
- Ways to coordinate
- Common tools for coordinating with partners

What is a “Partner”?*

- Any person, group, or organization.
- Associated or united in an activity or common interest.
- May be voluntary
  - Example: Neighboring business that you’re friendly with and decide to do disaster planning with.
- May be required by circumstances or laws
  - Example: The local fire department, who you need to put out fires, provide rescues, and has no alternative.

Partners in Emergency Response

- Emergency management agency.
- Mayor or County Executive.
- Fire department.
- Police department.
- Emergency medical services.
- Public works department.
- Planning commission.
- Utility companies (telephone, electric, gas, etc.).
- American Red Cross.
- Salvation Army and other non-profits.
- National Weather Service local office.
- Planning commission.
- Neighboring businesses.
- Churches, houses of worship, faith-based groups.
- Professional volunteer registries (usually housed in state health departments).
- Primary care organization and associations.
Key Partner

- Health Departments
  - Unique statutory authority
  - Community-wide disease surveillance
  - Lead agency for health emergency planning and exercises
  - Funded by federal and state government to build preparedness
- Directory of Local Health Departments
  - [www.naccho.org/about/find](http://www.naccho.org/about/find)

Agenda

- Benefits of coordinating with other organizations
- Major partners
  - Ways to coordinate
  - Common tools for coordinating with partners

Identify Partners

Start with:
- Your local and/or state public health agency
  - Critical partners in community disasters
- Hospitals your practice is affiliated with
  - Must have disaster planning experience
  - May be important partners during a disaster
- Neighboring businesses or employee groups
  - Critical partners in disaster affecting your practice
- Other partners you’ll rely on for services: Fire, Hazmat (hazardous materials), emergency management

Identify Potential Partners

- Review notes from earlier steps
  - “Stakeholder Assessment”
  - “What do we know?” worksheet/notes from some of the first steps

Reach out to Potential Partners

- Consider starting with existing contacts
- Don’t be shy
- Many will welcome your interest
  - Fire departments
    - Their mission is to protect life through prevention and planning, as well as response
  - Public health agencies:
    - They plan for many threats that involve medical practices: disease outbreaks/epidemics, biological terrorism, mass evacuations, etc.
    - Many in the country are eagerly trying to partner with medical practices!

Share Your Plans

- Identify which stakeholders should:
  - Know their role in the plan, if they have one
  - Read the plan
  - Learn the plan
  - Review the plan and give feedback
  - Simply know you have a plan
- Sharing will strengthen communication and relationships, both in and out of disasters
Review their Plans

- Learn about their roles
- Learn about their capacities
- Learn about their expectations of you
  - Are you not in their plans where you should be?
  - Are you already in their plans but don’t know it?

Ask Questions

- What do you expect of us?
- What should we expect of you?
- How do we contact each other in a crisis?
- How can we work together before a crisis?
- Who else should we connect with?
- How do we stay in the loop?

Group Exercise: Identify Potential Partners

- Who should we be partnering with?
  - During a disaster?
  - Before any disasters?
- Out of all the groups and organizations in our community, which are the most important for our disaster preparedness?

Agenda

- Benefits of coordinating with other organizations
- Major partners
- Ways to coordinate

Next: Common tools for coordinating with partners

Common Tools for Coordination

- When you work with partners on disaster preparedness, you will encounter a lot of new concepts and terminology
- Two major ones to watch for:
  - The National Incident Management System (NIMS)
    - Provides guidance on the management of emergencies by all kinds of response agencies
  - The Incident Command System (ICS)
    - Provides a specific management system for everyone to use, including roles, responsibilities, and procedures

Hospital Incident Command System (HICS)

- ICS adapted for common functions of hospitals
- Might be directly usable by the extremely large practices
- (Guidebook alone is 217 pages!)
Basic Hospital Incident Command Structure (HICS)

- Incident Commander
- Liaison Officer
- Public Information Officer
- Safety Officer
- Medical/Technical Specialist
- Planning/Intelligence Section
- Operations Section
- Logistics Section
- Finance/Administration Section

Includes specific health care roles – Almost 80 roles in total!

Learning ICS and NIMS

- Online from FEMA:
  - [http://training.fema.gov/IS/NIMS.asp](http://training.fema.gov/IS/NIMS.asp)
- Classes offered by local or state emergency management agency
- Coaching from colleagues:
  - Colleagues in your field or other fields with experience using/adapting ICS

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
**Identify Emergency Preparedness Partners and Outreach Goals**

**Purpose**: Identify what organizations, groups, or people we need to reach out to in order to partner for disaster preparedness.

Try to list the following:

**Potential partners**: What organization, office, group, or person? Examples: Health department, local hospital, neighboring businesses.

**Outreach goal**: Why do we think we need to partner with them? Examples: Learn our roles in community disasters. Get assistance.

**Priority**: How important is it that we reach out to this partner? Partners that you need planning assistance from or will definitely need to work with during a disaster are high priority.

**Who will contact**: A specific person/team in your practice that will take the lead.

<table>
<thead>
<tr>
<th>Potential partner (Organization, group, etc.)</th>
<th>Outreach goal</th>
<th>Priority (high, medium, low)</th>
<th>Who will contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What's our plan?
Develop a formal disaster plan
Emergency planning team workshop

Purpose
- Take stock of what you have achieved, organize your materials, and prepare for more advanced preparedness activities down the road.
- "Catch your breath!"

Contents
- Why develop a formal plan?
- Types of plans
- Characteristics of a good plan
- Common components of plans

Why Organize the Plan?
- By this stage you have collected a lot of notes, documents, and ideas
- Clear organization will help:
  - Emergency planning team members who need to see where you're at and what still needs to be done
  - Others in the practice who need to follow and use these documents
  - Future employees who "inherit" the plan

Purpose of Planning
- Work together to identify:
  - Hazards that threaten our practice and community
  - What we will need to do to respond to those hazards
  - What actions and services are highest priority
  - How we will work together
- In order to:
  - Protect and prepare our practice and its personnel
  - Continue to serve staff and patients
**Purpose of a Plan**
- A written plan is just a document
  - A tool
  - Not an end into itself
- A written plan supports the planning process that builds teamwork
- Communicates outcomes of the planning process to others
  - In different locations
  - In different times:
    - Your successors
    - Yourself when you forget!

**Contents**
- Why develop a formal plan?
- Types of plans
  - Characteristics of a good plan
  - Common components of plans

**Types of Plans**
- Hazard-specific
  - Flood plan, earthquake plan, pandemic flu plan, etc.
- Response-specific
  - Common actions to take, triggered by various hazards
  - Evacuation, shelter, crisis communication, etc.
- Different types of business, professions, and authors have coined different types of plans
  - "Business continuity plan"
  - "Continuity of operations plan"
  - "Crisis communication plan"
  - "Disaster recovery plan"

**Different Plans for Different Users**
- "Plans for Planners":
  - Large, with lots of background and discussion
- Plans for Responders:
  - More useable in a crisis
  - Action steps, concise
  - May include "job aides", such as one-page checklists or flowcharts to be used during a crisis for specific roles

**Contents**
- Why develop a formal plan?
- Types of plans
  - Characteristics of a good plan
  - Common components of plans

**Plan Criteria: Clear and Concise**
- Well-defined scope
- To the point
- Action-oriented
- More is not always better
- Are detailed procedures needed? Or just guidelines?
- Maintained and tested (a living document)
Plan Criteria: Flexible
- Emphasize all decision points
- Applies to many situations
- Modular
- A plan is only a reference document
- Managers decide what specifically to do in an emergency depending on damage done and current conditions and needs

Plan Criteria: Feasible
- Well within the capabilities of the organization
- Cost-conscious
  - Cost-effective
  - Reduce recovery services cost

Plan Criteria: Useful
- Supports your strategic mission
- Reduce impact of disaster/adverse events
  - Damage, customer confidence, lost revenues, etc.
- Protect the interests of stakeholders
  - Public, clients, legal entities
- Leverage and improve utilization of an organization’s infrastructure and assets
  - People, systems, facilities, etc.

Plan Criteria: Critical
- Prioritize plans to recover what is critical in a disaster
  - If you can go two weeks without something, or it can be provided by an alternative method, then it’s not critical because business continuity isn’t threatened.
- Strategy and proper priorities avoid:
  - False starts
  - Lack of cooperation
  - Unnecessary expense
- Objective of initial plans should be “survival”, not “business as usual”
Source: Myers, 25.

Plan Criteria: Affordable
- Assume a mindset of minimizing the cost of developing a plan
  - Time writing
  - Time meeting
  - Cost of that time
  - Consultant costs (if any)
  - Costs of special emergency supplies, equipment, software
- Start with internal resources

Plan Criteria: Compliant
- Relevant industrial, statutory, legal and federal rules, regulations, standards and requirements
  - Regulatory compliance (HIPAA, SEC, Sarbanes, etc.)
  - HRSA
  - OSHA
- Security requirements
- Audit requirements
Plan Criteria: Strategically Aligned
- Features can be leveraged for purposes other than recovery and continuity
  - Example: Computer backups for disasters are also useful after coffee spills on your laptop!
- Should be aligned and updated with other organizational plans

Plan Criteria: Shared!
- Share the plan with all staff
- Assign responsibility for training staff to managers
- Managers must understand the overall plan so that they can break it down for staff
- Everyone should ask:
  - What is your individual role in an emergency?
  - How does our department fit into the overall Emergency Response Plan?

Contents
- Why develop a formal plan?
- Types of plans
- Characteristics of a good plan

Next: Common components of plans

Compile your Plan
- Toolkit work sheets
- Toolkit work sheets
- Toolkit work sheets
- Plan template
- Our Practice Disaster Plan

Disaster Plan Template
- The template suggests common components of disaster plans
- Much of the content has already been developed in previous steps!
- Remember: Make it your plan
  - Use what works for your team
  - Remove what doesn’t work
  - Start simple and add details over time as your team becomes more comfortable and experience

Plan Finalization and Approval
- Disaster plans can involve significant changes in roles, authority, and procedures
- A plan is used by leaders of the practice site, those planning for emergencies, and those likely to provide leadership during an event
- Staff at all levels need to know if it’s official in order to build confidence and reduce disagreement
- When it is final, it should be formally adopted by the leadership:
  - Name, signature, title, date
Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
What's our plan? 
Develop a formal disaster plan 
Emergency preparedness team workshop

Purpose
- Take stock of what you have achieved, organize your materials, and prepare for more advanced preparedness activities down the road.
- "Catch your breath!"

Contents
- Benefits of developing a formal plan
- Types of plans
- Characteristics of a good plan
- Common components of plans

Why Organize the Plan?
- By this stage you have collected a lot of notes, documents, and ideas
- Clear organization will help:
  - Emergency preparedness team members who need to see where you're at and what still needs to be done
  - Others in the practice who need to follow and use these documents
  - Future employees who "inherit" the plan

Purpose of Planning
- Work together to identify:
  - Hazards that threaten our practice and community
  - What we will need to do to respond to those hazards
  - What actions and services are highest priority
  - How we will work together
- In order to:
  - Protect and prepare our practice and its personnel
  - Continue to serve staff and patients

Purpose of a Plan
- A written plan is just a document
  - A tool
  - Not an end into itself
- A written plan supports the planning process that builds teamwork
- Communicates outcomes of the planning process to others
  - In different locations
  - In different times:
    - Your successors
    - Yourself when you forget!
Contents

- Benefits of developing a formal plan
- Types of plans
- Characteristics of a good plan
- Common components of plans

Types of Plans

- Hazard-specific
  - Flood plan, earthquake plan, pandemic flu plan, etc.
- Response-specific
  - Common actions to take, triggered by various hazards
- Evacuation, shelter, crisis communication, etc.
- Different types of business, professions, and authors have coined different types of plans
  - "Business continuity plan"
  - "Continuity of operations plan"
  - "Crisis communication plan"
  - "Disaster recovery plan"

Different Plans for Different Users

- "Plans for Planners":
  - Large, with lots of background and discussion
- Plans for Responders:
  - More useable in a crisis
  - Action steps, concise
  - May include "job aides", such as one-page checklists or flowcharts to be used during a crisis for specific roles

Plan Criteria: Clear and Concise

- Well-defined scope
- To the point
- Action-oriented
- More is not always better
- Are detailed procedures needed? Or just guidelines?
- Maintained and tested (a living document)

Plan Criteria: Flexible

- Emphasize all decision points
- Applies to many situations
- Modular
- A plan is only a reference document
- Managers decide what specifically to do in an emergency depending on damage done and current conditions and needs
Plan Criteria: Feasible
- Well within the capabilities of the organization
- Cost-conscious
  - Cost-effective
  - Reduce recovery services cost

Plan Criteria: Useful
- Supports your strategic mission
- Reduce impact of disaster/adverse events
  - Damage, customer confidence, lost revenues, etc.
- Protect the interests of stakeholders
  - Public, clients, legal entities
- Leverage and improve utilization of an organization’s infrastructure and assets
  - People, systems, facilities, etc.

Plan Criteria: Critical
- Prioritize plans to recover what is critical in a disaster
  - If you can go two weeks without something, or it can be provided by an alternative method, then it’s not critical because business continuity isn’t threatened.
- Strategy and proper priorities avoid:
  - False starts
  - Lack of cooperation
  - Unnecessary expense
- Objective of initial plans should be “survival”, not “business as usual”
Source: Myers, p. 25.

Plan Criteria: Affordable
- Assume a mindset of minimizing the cost of developing a plan
  - Time writing
  - Time meeting
  - Cost of that time
  - Consultant costs (if any)
  - Costs of special emergency supplies, equipment, software
- Start with internal resources

Plan Criteria: Compliant
- Relevant industrial, statutory, legal and federal rules, regulations, standards and requirements
  - Regulatory compliance (HIPAA, SEC, Sarbanes, etc.)
  - HRSA
  - OSHA
- Security requirements
- Audit requirements

Plan Criteria: Strategically Aligned
- Features can be leveraged for purposes other than recovery and continuity
  - Example: Computer backups for disasters are also useful after coffee spills on your laptop!
- Should be aligned and updated with other organizational plans
Plan Criteria: Shared!

- Share the plan with all staff
- Assign responsibility for training staff to managers
- Managers must understand the overall plan so that they can break it down for staff
- Everyone should ask:
  - What is your individual role in an emergency?
  - How does our department fit into the overall Emergency Response Plan?

Contents

- Benefits of developing a formal plan
- Types of plans
- Characteristics of a good plan

Compile your Plan

Disaster Plan Template

- The template suggests common components of disaster plans
- Much of the content has already been developed in previous steps!
- Remember: Make it your plan
  - Use what works for your team
  - Remove what doesn’t work
  - Start simple and add details over time as your team becomes more comfortable and experience

Plan Finalization and Approval

- Disaster plans can involve significant changes in roles, authority, and procedures
- A plan is used by leaders of the practice site, those planning for emergencies, and those likely to provide leadership during an event
- Staff at all levels need to know if it’s official in order to build confidence and reduce disagreement
- When it is final, it should be formally adopted by the leadership:
  - Name, signature, title, date

Thank you!
Disaster Response Plan for [Name of practice/facility]

Date / Version:
Next review of plan due:

*** Copyright notice for template ***
Copyright 2010, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
*** Clinics using this template for their own plan may remove this copyright notice ***

Contents

1) About this plan................................................................................................................. 3
   A) Document approval .................................................................................................... 3
   B) Planning team members ............................................................................................ 3
2) Purpose ............................................................................................................................ 3
3) Assumptions and known issues with plan................................................................. 3
4) Emergency response......................................................................................................... 4
   A) Plan activation ............................................................................................................ 4
      1) Alert procedures ...................................................................................................... 4
      2) Persons that can activate disaster plans ............................................................... 4
      3) Notification procedures ......................................................................................... 4
      4) Standby procedures ............................................................................................... 5
      5) Standby locations .................................................................................................. 5
      6) Briefing instructions ............................................................................................... 6
   B) Emergency operations center (EOC) ......................................................................... 6
   C) Roles ............................................................................................................................ 7
   D) Contacts ...................................................................................................................... 11
      1) Emergency services telephone numbers ............................................................. 11
      2) Staff emergency contact directory/phone tree ...................................................... 12
      3) Partner organizations ............................................................................................ 14
   E) Critical activities and priorities ................................................................................. 15
   F) Procedures .................................................................................................................. 16
      1) Life safety procedures ............................................................................................ 16
      2) Staff demobilization procedures ............................................................................ 16
### Table of Contents

1. **Response resources** .......................................................... 21  
   1) Response resources ......................................................... 21  
   2) Building and equipment access ........................................... 22  
   3) Emergency equipment locations ......................................... 23  
   4) Service contract and vendor lists .................................... 24  

2. **Materials and equipment** .................................................. 21  
   1) Response resources ......................................................... 21  
   2) Building and equipment access ........................................... 22  
   3) Emergency equipment locations ......................................... 23  
   4) Service contract and vendor lists .................................... 24  
   5) Data inventory ............................................................... 25  
   6) Software asset list ........................................................... 26  
   7) Toxic materials inventory ................................................ 27  
   8) Basic asset inventory ...................................................... 28  

3. **News media management** .................................................. 28  

4. **Supporting documents** .................................................... 29  
   1) Basic staff inventory ...................................................... 29  
   2) [Other technical and administrative procedures, maps, etc.] .... 30  

5. **Other relevant plans** .................................................... 30  

6. **Recovery resources** .......................................................... 31  
   A) Insurance notes and requirements ...................................... 31  

7. **Background and pre-event preparedness** ................................ 31  
   A) Hazards assessment ......................................................... 31  
   B) Sources for other local hazard analyses .............................. 32  
   C) Past Disasters .................................................................... 33  
   D) Potential roles for our practice in community disasters ....... 33  
   E) Our stakeholders in disaster preparedness ......................... 34  

8. **Pre-event preparedness tools** ............................................. 36  

---

[TECHNICAL NOTE: This table of contents is generated automatically using a feature of Microsoft Word. The entries are based on the outline headers in the main document below the table of contents. After changes are made in the main document, update the table of contents automatically by right-clicking anywhere on the gray area and choose “Update Field” from the menu that appears. The gray background color only appears in the electronic version, not when it is printed.]
1) **About this plan**

A) **Document approval**
[Names, titles, dates, and/or signatures of leadership]

B) **Planning team members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Notes (relevant duties, experience, etc)</th>
<th>Contact information (phone/email)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) **Purpose**
[Start with the results from “What is our vision” exercise.]

3) **Assumptions and known issues with plan**
[Any remarks on assumptions you have made about when, where, or how this plan is used, such as “Procedures here are subject to change depending on circumstances.”]
4) **Emergency response**

A) **Plan activation**

1) **Alert procedures**

Any staff members who believes there is an immediate or approaching emergency situation should:

1) Take any necessary emergency action needed to protect health and safety
2) Alert emergency services if necessary
3) Alert their supervisor, nearest supervisor, or person with authority to consider activating emergency response plans

2) **Persons that can activate disaster plans**

Disaster plans may be activated by one of the following individuals (or the person officially designated to fill his/her position during vacation/travel/illness):

1. 

Backups:

2. 

3. 

3) **Notification procedures**

**Procedures and guidelines for different audiences**
(Primary staff roles/persons responsible, priority issues to communicate, general guidelines, technology to use, backup methods.)

**With staff:**

Event occurs during work hours:

Event occurs off-hours (evenings, weekends):
With patients:
Event occurs during work hours:
   Patients on site:

   Patients off-site:

Event occurs off-hours (evenings, weekends):

With government/emergency response agencies:

With others:

4) Standby procedures
[How staff should stand by if they are notified either at work or at home that there is an emergency situation, the emergency management team is activated, and directions will be coming soon.]

5) Standby locations
[Where staff should physically stand by if emergency/disaster response plans are activated, for events where appropriate.]
6) Briefing instructions
[How leadership and emergency response staff should brief staff and what types of information they should provide.]

B) Emergency operations center (EOC)
[Developed in toolkit activity/exercise.]

Primary location:

Backup location:

Equipment and supplies to be stored there:

Equipment and supplies to brought there when used in emergencies:
C) Roles

Emergency operations roles
[Developed in toolkit activity/exercise.]

Emergency Manager

Duties:
- Responsible for the overall management of the response
- Assess the situation
- Brief other leaders
- Establish immediate priorities especially the safety of staff and other people involved in the emergency.
- Establish and monitor an appropriate organization of leadership and staff.
- Approve the use of trainees, volunteers, and auxiliary personnel.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine emergency response objectives and strategy to achieve the objectives.
- Authorize release of information to the news media.
- Ensure meetings with key staff are scheduled as needed
- Ensure that adequate safety measures are in place.
- Coordinate with key people and officials.
- Approve use of resources or requests for additional resources
- Keep the practice leadership informed of developments.
- Declare the end of disaster response activities when appropriate.

This role may be filled by:
1. 
2. 
3. 
Safety Officer

Duties:

- Monitor clinic response operations to identify and correct unsafe practices.
- Continuously monitor workers for exposure to safety or health hazardous conditions.
- Alter, suspend, evacuate or terminate activities that may pose immanent safety or health danger to the workers.
- Take appropriate action to mitigate or eliminate unsafe condition, operation, or hazard.
- Provide training and safety and health information.
- Assess needs for personal protective equipment (PPE).
- Comply with standards and regulations.
- Document both safe and unsafe acts, corrective actions taken on the scene, accidents or injuries, and ways to improve safety on future incidents.
- Participate in planning meetings.
- Review plans developed by others for safety implications.
- Exercise emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.

This role may be filled by:
1.
2.
3.
Liaison Officer

Duties:
- Link the practice to outside agencies.
- Be a contact point for other organizations representatives.
- Maintain a list of other organizations that are helping your practice in the disaster response, and a list of their representatives.
- Identify representatives from other agencies when they are on site.
- Assist in establishing and coordinating contacts with other organizations.
- Keep other organizations updated about your disaster response activities as needed.
- Identify current or potential inter-organizational problems.
- Participate in planning meetings.
- Coordinate activities of visiting officials, VIPs, or dignitaries.

This role may be filled by:
1.
2.
3.
Public Information Officer

Duties:

- Interface with the public and media
- Coordinating information sharing with the news media and public
- Determine from the senior leadership if there are any limits on information release.
- Develop material for use in media briefings (talking points, flyers, charts)
- Obtain approval from senior leadership for media releases.
- Inform news media and conduct media briefings.
- Arrange for tours or interviews that may be required.
- Obtain media information that may be useful.
- Maintain and/or display summaries of current status of the practice and disaster response activities

This role may be filled by:
1.
2.
3.

Other roles
[Developed in toolkit activity/exercise.]
## D) Contacts

[Developed in toolkit activity/exercise.]

### Emergency services telephone numbers

[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Internal</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td></td>
</tr>
<tr>
<td>Electrical/Gas</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Heating &amp; Air Conditioning</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public health department - Local</td>
<td></td>
</tr>
<tr>
<td>- State</td>
<td></td>
</tr>
<tr>
<td>Fire Department</td>
<td></td>
</tr>
<tr>
<td>Police/Sheriff</td>
<td></td>
</tr>
<tr>
<td>Ambulance</td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td></td>
</tr>
<tr>
<td>Hazardous Material Response Team</td>
<td></td>
</tr>
<tr>
<td>Locksmith</td>
<td></td>
</tr>
<tr>
<td>Electrical Company</td>
<td></td>
</tr>
<tr>
<td>Natural Gas Company</td>
<td></td>
</tr>
<tr>
<td>Telephone Company</td>
<td></td>
</tr>
<tr>
<td>Long Distance Service Company</td>
<td></td>
</tr>
<tr>
<td>Internet Service Provider</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Recovery**

| Insurance Companies             |               |
|                                 |               |

**Storage**

| Truck Rental                    |               |

**Documents Recovery/Salvage**

**Computer Records Recovery/Salvage**

| Contractors                     |               |
| Other:                          |               |

Date update:          Updated by:
7) Staff emergency contact directory/phone tree

Leadership contact information (work and off-hours):
[Developed in toolkit exercise/activity.]

Phone tree
[Developed in toolkit exercise/activity.]

When Calling:
- The person at the top will start the tree and it may be helpful to have a brief script complete with the specific action
- Ask the person to get paper and pencil to write specifics
- Give facts about the event
- Please be sure that you have alternative phone numbers, so you can reach a person, if he/she is out of office.
- If nobody is answering, leave a message and call the next person. This should ensure that everyone gets the information in a timely fashion.
- Confirm they will be making the next call on the list.
- Prearrange with staff at the end of the list to contact the person at the top once they receive the message. The LAST person on the phone tree should CALL THE FIRST person to ensure that the tree is completed and that the message was accurate.
8) Partner organizations

[Developed in toolkit exercise/activity.]
E) Critical activities and priorities

Priority action plans and timelines
[Start with what was developed in the toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Priority</th>
<th>Priority Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most important</td>
<td>A – 1</td>
</tr>
<tr>
<td></td>
<td>A – 2</td>
</tr>
<tr>
<td></td>
<td>A – 3</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>B</td>
</tr>
<tr>
<td>Not important. Can be cancelled until things return to normal.</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Priority Code</th>
<th>Or: How long can we go without it?</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non-critical activities and staff redeployment
[Developed in toolkit exercise/activity.]
F) Procedures

1) Life safety procedures
[Developed in toolkit exercise/activity.]

Secured staff-only areas:

Waiting areas:

Assembly locations:

Infection control measures for staff, patients, and visitors:

Isolation areas (for persons known to be infected and may infect others):

Quarantine areas (for persons exposed to infected persons who might be infected):

2) Staff demobilization procedures
[Developed in toolkit exercise/activity.]

Procedures for staff and supervisors to follow:

☐ Complete all work assignments and required forms/reports
Brief replacements, subordinates, and supervisor
Follow incident and agency check-out procedures
Provide adequate follow-up contact information
Return any special equipment or supplies
Complete reports, critiques, and medical follow-up
Complete all payment and/or payroll issues or obligations
If special transportation is provided:
  o Report to assigned departure points on time or slightly ahead of schedule
  o Stay with group until arrive at final destination
Determine when to return or check in before next shift
Take safety precautions at home

Information to be collected from each person:

Individual’s name
Date and time
Destination (home, shelter, hotel, relative’s home, etc.)
Equipment returned to
Was paperwork completed?
Approval to leave given by
Will return or check in for next shift

3) Ending disaster/emergency response procedures
[Developed in toolkit exercise/activity.]

Communication that disaster response is ending:

Restocking of supplies:

Financial matters (reimbursement, billing, insurance claims):
4) **Utility shut-off and safety**
[Identify procedures and locations for utility shut-off, such as where, specifically, shut-off switches are located and who can or cannot operate the switches.]

5) **Evacuation plan**
[Already exists for most organizations as part of fire and occupational safety requirements. Model also provided as part of toolkit activity/exercise.]

**Evacuation plan for (location):**

1. Conditions under which an evacuation would be necessary:

2. Conditions under which it may be better to shelter-in-place:

3. Persons authorized to order an evacuation or shutdown:

4. Warning system (alarms, verbal, etc.):

5. We will test the warning system and record results ____ times a year.

6. Evacuation procedures, including routes and exits:

7. Assembly site after evacuating:
   a. Assembly site manager(s):
b. Alternate person(s):

c. Responsibilities include:

8. Shut down manager(s):
   a. Alternate person(s):

   b. Responsibilities include:

9. Procedures for assisting visitors and employees to evacuate, particularly those with disabilities or who do not speak English:

10. Special equipment for person who need it to evacuate (equipment, location):

11. Employees who will remain after the evacuation alarm to shut down critical operations or perform other duties before evacuating:

12. Procedures for accounting for employees after an evacuation:
13. All-clear can be issued by:
**G) Materials and equipment**

**1) Response resources**

[Developed in toolkit activity/exercise.]

**Hazard:** [specific hazard(s) or type of hazard, if specified]

**Resources we have that are important for dealing with this hazard:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location/Access (room, person who has access)</th>
<th>When are they needed? (Mark with X)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warning period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional resources do NOT have but should acquire:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Why needed</th>
<th>When are they needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Warning period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) **Building and equipment access**

**Key, Codes, and Passwords Inventory**  
[Developed in toolkit exercise/activity.]

**Date:** 

List all buildings and pieces of equipment that require a key, code, password, or other means of gaining secure access.

<table>
<thead>
<tr>
<th>Item (Door, equipment, computer)</th>
<th>Regular user (Has key, code, password)</th>
<th>Backup copies (location or person)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3) Emergency equipment locations
[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Building</th>
<th>Floor</th>
<th>Room</th>
<th>Access (Key number, persons with key/code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Locker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutoff Switch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Shut Off Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprinkler System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shutoff Valve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC Power Cutoff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master Fire Alarm Box</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Fire Extinguishers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Pump</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Dehumidifier</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wet Vacuums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decontamination Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portable Power Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warning Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date:
### 4) Service contract and vendor lists

[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Equipment/materials sold or service provided</th>
<th>Contract/Account #</th>
<th>Key dates (contract, billing cycle)</th>
<th>Contact information (phone, cell, email, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 5) Data inventory

[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Data/Records</th>
<th>Location</th>
<th>Media (hard disk, portable drive, etc)</th>
<th>Owner</th>
<th>Recovery Priority Code ***</th>
<th>Backup location</th>
<th>Backup frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*** Recovery priority codes: AAA = Immediate recovery, AA = Up to four hours to recover, A = Same day recovery, B = Up to 24 hours downtime, C = 24 to 72 hours recovery, D = 72 hours or greater

Source: Wallace and Webber.

6) **Software asset list**
[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Program</th>
<th>Where installed (machines, server in office, online server)</th>
<th>Critical activity used for</th>
<th>Approximate cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7) Toxic materials inventory
[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Material</th>
<th>Location</th>
<th>Amount/quantity (approx.)</th>
<th>Flammable, vapor, explosive risk?</th>
<th>Notes (such as how to tell if leaking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8) Basic asset inventory

[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Item</th>
<th>Brand</th>
<th>Model</th>
<th>Serial number</th>
<th>Location</th>
<th>Insured?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H) News media management

[Developed in toolkit exercise/activity.]

Communications guidelines with news media:

[Developed as part of toolkit activity/exercise on communications procedures.]
I)  **Supporting documents**

1) **Basic staff inventory**

[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>Staff characteristic</th>
<th>Quantity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of staff (by profession, job, skills) (List approximately the top ten major types/groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commute long distance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commute over major transportation barrier (example: major river)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Responders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Medical Technicians (EMTs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firefighters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) [Other technical and administrative procedures, maps, etc.]
[Developed in toolkit exercise/activity.]

<table>
<thead>
<tr>
<th>J) Other relevant plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
5) **Recovery resources**

A) **Insurance notes and requirements**  
[Develop from what you learned conducting the insurance review recommended in the toolkit activities.]

6) **Background and pre-event preparedness**

This section contains materials that help develop and maintain the previous material which is needed in disasters.

A) **Hazards assessment**  
[Developed in toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Chance of happening (0 to 5)</th>
<th>Damage it could do (0 to 5)</th>
<th>= Risk Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common emergencies:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building fire</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Burst pipe</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td><strong>Natural disasters:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flood</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Earthquake</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Winter storm</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Heat wave</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Hurricane</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Disease outbreak</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Other natural disasters</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td><strong>Other types of hazards:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazardous materials accident</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>(from an industrial site or transportation route)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear power plant accident</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Terrorism</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Workplace violence</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
<tr>
<td>Computer or network failure</td>
<td>+</td>
<td></td>
<td>=</td>
</tr>
</tbody>
</table>
### Other hazards:

<table>
<thead>
<tr>
<th>+</th>
<th>=</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>

### B) Sources for other local hazard analyses

[Developed in toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Organization (Name, address, web site, etc.)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>State emergency management agency:</td>
<td></td>
</tr>
<tr>
<td>Local emergency management agency(ies)</td>
<td></td>
</tr>
<tr>
<td>(county, city, town, etc.):</td>
<td></td>
</tr>
<tr>
<td>State public health agency:</td>
<td></td>
</tr>
<tr>
<td>Local public health agency:</td>
<td></td>
</tr>
</tbody>
</table>

32
Other local hazard analysis (neighboring hospital, health department):

C) Past Disasters
[Developed in toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Impact on community or practice</th>
<th>Current staff who were present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D) Potential roles for our practice in community disasters
[Developed in toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Potential roles Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E) Our stakeholders in disaster preparedness

[Developed in toolkit activity/exercise.]

<table>
<thead>
<tr>
<th>Name of group, organization</th>
<th>Why are they important to us?</th>
<th>Why are we important to them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7) **Pre-event preparedness tools**

These or similar tools should be used by all staff to prepare themselves and their loved ones for disasters.

[Provided in toolkit. Attach blank copies or keep nearby.]

**Personal preparedness**

- Personal preparedness checklist
- Family communications plan
- Emergency supplies checklist
- Disaster supplies calendar
- Personal emergency plan
- Keep It With You – Personal medical information
What does everyone need to know and do?
Inform and train staff to the plan
Emergency planning team workshop

Purpose
- Provide an overview of why and how all staff can be trained to fulfill their parts of the practice’s disaster plan.

Contents
- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation
- Training resources

Why Train?
- Make the plan a reality
- Learn and practice before disaster strikes
- Educate each individual on the important role they play in the practice’s overall ability to deal with disasters
- Positive side effects
  - Disaster training for all staff can make the organization stronger in other ways
  - Building teamwork
  - Make staff feel invested in their work, and feel that their work is invested in them and their well-being

Contents
- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation
- Training resources

Rolling Out the Plan
- Review the plan with staff
- Place the plan where it can be reviewed
- Post important elements of plan where all staff can access
- Review with each staff member:
  - When they are initially assigned a role in an emergency plan
  - What they must know to protect themselves in an emergency
- Make written plans available to staff and kept in workplace
Where to Go with Training

- Train to critical roles and procedures in the plan
- Training lays the ground work for drills and exercises
- Easily combined with discussion-based "tabletop" exercises
  - "What do you do if..."
- Incorporate live practice as much as possible
  - Building evacuation procedures, routes, assembly points
  - Adult learners require hands-on practice

Ongoing Training for Different Groups

- Managers: in management positions regularly or may be assigned to a management role during an emergency need training on:
  - Managing others during emergencies
  - Coordinating with other emergency response organizations
- Clinical staff: need to keep their relevant skills current
- Support staff: those without licenses in one of the health professions
  - Critical in communicating with other staff, patients, and the community
  - Enable the practice site to function effectively

Integrate Disaster Training with Other Programs & Processes

- Include in new employee orientation
- Raise awareness in regular staff meetings
- Tie exercises and evaluation to other major organizational cycles (financial, reporting, client volumes)
- Include in regular in-service training / continuing education
Emphasize the Concept of Roles and Flexibility

Roles of Individuals During Emergency Response

- May be the same or similar to what is done every day
- May be a subset of what is done every day
- May be different from what is usually done (but competent to perform)
- May be what is done every day but by different people
- Different work locations

Emphasize that Everyone Has a Role in an Emergency

- Everyone should ask: “What is my individual role in an emergency?”
- Examples:
  - Business office
    - Track expenses that might be reimbursed by government or insurance
  - Administrative support
    - Used to dealing with the public
    - Great for answering phones and troubleshooting
  - Service staff
    - Keeping people fed and hydrated

Minimum Staff Training

- Basic orientation to the emergency plan on the first day of work for all staff
  - No more than 30 minutes
- If training is not reinforced it will be forgotten
- Reinforce emergency preparedness with updates at least every quarter and with a range of emergency drills and exercises on a regular basis
- Clearly communicate to your employees who will be in charge during an emergency to minimize confusion

Minimum Staff Training Topics

- Types of potential disasters/emergencies/hazards
- Personal and family preparedness
- Likely emergency role(s) and responsibilities
- Where, when, and to whom to report
- Alarm systems
- Reporting, notification, warning and communications procedures
- Evacuation, shelter, and accountability procedures
- Special hazards on site (sharps, flammable materials, toxic chemicals, radioactive sources, or water-reactive substances)
- Location and use of common emergency equipment
- Emergency shutdown procedures

Use of Competency Statements

- “Emergency Preparedness and Response Competencies for Health Care Workers”
  - Version for leaders specifies additional oversight responsibilities
- Share with all staff to set expectations
- Use to design training
- Use to structure the evaluation of training, exercises, and plans

Disaster Competencies for All Workers

1. LOCATE and USE the section of the office’s emergency response plan that applies to your position.
2. DESCRIBE your emergency response role and be able to DEMONSTRATE it during drills or actual emergencies.
3. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.
4. DESCRIBE your responsibilities for communicating with or referring requests for information from other employees, patients and families, media, general public or your own family, and DEMONSTRATE these responsibilities during drills or actual emergencies.
5. DEMONSTRATE the ability to seek assistance through the chain of command during emergency situations or drills.
6. DEMONSTRATE the ability to solve problems that arise carrying out your role during emergency situations or drills.
Disaster Competencies for All Leaders
(Pg. 1 of 2)

1. Describe the mission of the practice during response to emergencies of all kinds, including the disaster response chain of command and emergency management system used in your practice.

2. Demonstrate the ability to review, write, and revise as needed those portions of the hospital emergency response plan applicable to your management responsibilities and participate in the practice's hazard vulnerability analysis on a regular basis.

3. Manage and implement the practice's emergency response plan during drills or actual emergencies within your assigned functional role and chain of command.

4. Describe the collaborative relationship of your practice to other facilities or agencies in the local emergency response system and follow the planned system during drills and emergencies.

5. Describe the key elements of your practice's emergency preparedness and response roles and policies to other agencies and community partners.

Disaster Competencies for All Leaders
(Pg. 2 of 2)

6. Initiate and maintain communication with other emergency response agencies as appropriate to your management responsibilities.

7. Describe your responsibilities for communicating with other employees, patients and families, media, the general public or your own family, and demonstrate them during drills or actual emergencies.

8. Demonstrate use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.

9. Demonstrate flexible thinking and use of resources in responding to problems that arise carrying out your functional role during emergency situations or drills.

10. Evaluate the effectiveness of the response within your area of management responsibility in drills or actual emergencies, and identify improvements needed.

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training

How to training adult workers

- Training evaluation
- Training resources

Key Personnel Issues

- Acknowledge social, educational and cultural differences between staff
- Attend to mental health/wellness issues
- Training needs to be tailored to each group
- Maintain frequent communication with staff
- Provide support and information sharing

Training Adult Workers

- Not like grade school
  - Can't be just information and concepts
  - Needs to be hands-on and relevant
- Use the following tips to improve training results

Tip #1. Set Expectations Beforehand

- Let employees know:
  - What you expect them to gain from the training
  - Why it's worthwhile to them and to the organization
- Just a two-minute conversation makes a difference
- The more focused learners are on what they need to learn and why, the more they will retain and transfer to the job
Tip #2. Train Co-Workers Together
- When possible, send pairs or groups to training.
- They can help each other and model for others.
- Co-workers learn together and implement what they learned on the job together.
- Individuals trained on their own must “return to the tribe” of coworkers.
  - Have to “sell” others on what they learned.
  - May be outnumbered by colleagues who haven’t received the same training and reinforce previous ways of doing things.

Source: Young, 2005.

Tip #3. Follow-Up Afterwards
- After the training, the next day, ask:
  - “What did you learn?”
  - “How does that apply to our work?”
- Research shows that an indication of interest from the supervisor makes a big difference in employee’s remembering and applying new learning.

Source: Young, 2005.

Tip #4. Reinforce Learning
- Job aids
  - Checklists
  - Signs
  - Labels
  - Diagrams
  - Anything that can direct, guide, or improve performance on the job.
- Discussion
- Reports
- Challenging assignments

Tip #5. Hold Staff Accountable
- Require staff to be responsible for what was learned in the training.
  - Assignments
  - Performance appraisals

Source: Young, 2005.

Tip #6. Train “On the Job”
- Remember over 80% of learning happens on-the-job.
- Think about what people who work for you are learning.
  - How to communicate.
  - What behavior is rewarded.
  - What behavior is not rewarded.

Source: Young, 2005.

Contents
- Purpose of training.
- Where to start with training.
- Where to go with training.
- Essential preparedness training.
- How to training adult workers.
- Training evaluation.
- Training resources.

Next: Training evaluation.

Training Evaluation

What to evaluate:
- Training events
  - What it engaging, informative, effective, etc.?
- Retention of learning afterwards
  - Do staff remember the emergency procedures we reviewed last month?
- Impact for the practice and community
  - Did the training help us respond in a real event?

Training Evaluation Techniques

- Allow staff to comment on the whether the training was useful and to offer recommendations for improvement or additional training (feedback form, interviews)
- Feedback forms (sample provided)
- Pre- and post-tests to measure change in knowledge
- Follow-up inquiries, interviews, or surveys (e.g., 1 week to 3 months later)

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation

Next: Training resources

How to Get Training

- Many resources provide online training that can be done from the office or home
- Some will provide on-site training specific to your organization.
- Federally and state-funded training programs is available at no cost or only the cost of training materials from some sources

Specific Training Resources

- State and local health departments (many funded by the CDC to provide training and resources)
- Hospitals (many funded by federal agencies to provide training regionally)
- State and local emergency management agencies
- Professional associations to which your agency or staff belong
- University-based training centers for public health preparedness (funded by the CDC, such as ualbanycphp.org)
- Emergency preparedness continuing education programs (funded by the ASPR)
- Primary care associations and organizations

Outline a Training Plan

- Outline 5-8 steps in a training plan for your practice
  - Who needs to be trained first? For what?
  - How do we time it so we don't overload everyone?

Example:

<table>
<thead>
<tr>
<th>Month</th>
<th>Role</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior leadership</td>
<td>Command and communication roles</td>
</tr>
<tr>
<td></td>
<td>All staff</td>
<td>Home preparedness awareness-raising in staff meetings</td>
</tr>
<tr>
<td></td>
<td>Front desk</td>
<td>Essential notification procedures</td>
</tr>
<tr>
<td>2</td>
<td>Finance dept</td>
<td>Emergency cost tracking</td>
</tr>
<tr>
<td></td>
<td>Clinical staff</td>
<td>Patient communication and evacuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical skills</td>
</tr>
</tbody>
</table>
Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
What does everyone need to know and do?
Inform and train staff to the plan
Emergency preparedness team workshop

**Purpose**
- Provide an overview of why and how all staff can be trained to fulfill their parts of the practice's disaster plan.

**Contents**
- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation
- Training resources

**Why Train?**
- Make the plan a reality
- Learn and practice before disaster strikes
- Educate each individual on the important role they play in the practice's overall ability to deal with disasters
- Positive side effects
  - Disaster training for all staff can make the organization stronger in other ways
  - Building teamwork
  - Make staff feel invested in their work, and feel that their work is invested in them and their well-being

**Rolling Out the Plan**
- Review the plan with staff
- Place the plan where it can be reviewed
- Post important elements of plan where all staff can access
- Review with each staff member:
  - When they are initially assigned a role in an emergency plan
  - What they must know to protect themselves in an emergency
- Make written plans available to staff and kept in workplace
Where to Go with Training

- Train to critical roles and procedures in the plan
- Training lays the ground work for drills and exercises
- Easily combined with discussion-based “tabletop” exercises
  - “What do you do if...?”
- Incorporate live practice as much as possible
  - Building evacuation procedures, routes, assembly points
  - Adult learners require hands-on practice

Ongoing Training for Different Groups

- Managers in management positions regularly or may be assigned to a management role during an emergency need training on:
  - Managing others during emergencies
  - Coordinating with other emergency response organizations
- Clinical staff need to keep their relevant skills current
- Support staff (those without licenses in one of the health professions)
  - Critical in communicating with other staff, patients, and the community
  - Enable the practice site to function effectively

Integrate Disaster Training with Other Programs & Processes

- Include in new employee orientation
- Raise awareness in regular staff meetings
- Tie exercises and evaluation to other major organizational cycles (financial, reporting, client volumes)
- Include in regular in-service training / continuing education

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation
- Training resources
Emphasize the Concept of Roles and Flexibility

Roles of Individuals During Emergency Response

- May be the same or similar to what is done every day
- May be a sub-set of what is done every day
- May be different from what is usually done (but competent to perform)
- May be what is done every day but by different people
- Different work locations

Emphasize that Everyone Has a Role in an Emergency

- Everyone should ask: “What is my individual role in an emergency?”
- Examples:
  - Business office
    - Track expenses that might be reimbursed by government or insurance
  - Administrative support
    - Used to dealing with the public
    - Great for answering phones and troubleshooting
  - Service staff
    - Keeping people fed and hydrated

Minimum Staff Training

- Basic orientation to the emergency plan on the first day of work for all staff
  - No more than 30 minutes
- If training is not reinforced it will be forgotten
- Reinforce emergency preparedness with updates at least every quarter and with a range of emergency drills and exercises on a regular basis
- Clearly communicate to your employees who will be in charge during an emergency to minimize confusion

Minimum Staff Training Topics

- Types of potential disasters/emergencies/hazards
- Personal and family preparedness
- Likely emergency role(s) and responsibilities
- Where, when, and to whom to report
- Alarm systems
- Reporting, notification, warning and communications procedures
- Evacuation, shelter, and accountability procedures
- Special hazards on site (sharps, flammable materials, toxic chemicals, radioactive sources, or water-reactive substances)
- Location and use of common emergency equipment
- Emergency shutdown procedures

Use of Competency Statements

- “Emergency Preparedness and Response Competencies for Health Care Workers”
  - Version for leaders specifies additional oversight responsibilities
- Share with all staff to set expectations
- Use to design training
- Use to structure the evaluation of training, exercises, and plans

Disaster Competencies for All Workers

1. LOCATE and USE the section of the office’s emergency response plan that applies to your position.
2. DESCRIBE your emergency response role and be able to DEMONSTRATE it during drills or actual emergencies.
3. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.
4. DESCRIBE your responsibilities for communicating with or referring requests for information from other employees, patients and families, media, general public or your own family, and DEMONSTRATE these responsibilities during drills or actual emergencies.
5. DEMONSTRATE the ability to seek assistance through the chain of command during emergency situations or drills.
6. DEMONSTRATE the ability to solve problems that arise carrying out your role during emergency situations or drills.
Disaster Competencies for All Leaders
(Pg. 2 of 2)

6. INITIATE and MAINTAIN communication with other emergency response agencies as appropriate to your management responsibilities.

7. DESCRIBE your responsibilities for communicating with other employees, patients and families, media, the general public or your own family, and DEMONSTRATE them during drills or actual emergencies.

8. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.

9. DEMONSTRATE flexible thinking and use of resources in responding to problems that arise carrying out your functional role during emergency situations or drills.

10. EVALUATE the effectiveness of the response within your area of management responsibility in drills or actual emergencies, and IDENTIFY improvements needed.

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
  - How to training adult workers
  - Training evaluation
  - Training resources

Key Personnel Issues

- Acknowledge social, educational and cultural differences between staff
- Attend to mental health/wellness issues
- Training needs to be tailored to each group
- Maintain frequent communication with staff
- Provide support and information sharing

Training Adult Workers

- Not like grade school
  - Can't be just information and concepts
  - Needs to be hands-on and relevant
  - Use the following tips to improve training results

Tip #1. Set Expectations Beforehand

- Let employees know:
  - What you expect them to gain from the training
  - Why it's worthwhile to them and to the organization
  - Just a two-minute conversation makes a difference
  - The more focused learners are on what they need to learn and why, the more they will retain and transfer to the job
Tip #2. Train Co-Workers Together

- When possible, send pairs or groups to training.
- They can help each other and model for others.
- Co-workers learn together and implement what they learned on the job together.
- Individuals trained on their own must "return to the tribe" of coworkers.
  - Have to "sell" others on what they learned.
  - May be outnumbered by colleagues who haven't received the same training and reinforce previous ways of doing things.

Source: Young, 2005.

Tip #3. Follow-Up Afterwards

- After the training, the next day, ask:
  - "What did you learn?"
  - "How does that apply to our work?"
- Research shows that an indication of interest from the supervisor makes a big difference in employees' remembering and applying new learning.

Source: Young, 2005.

Tip #4. Reinforce Learning

- Job aids
  - Checklists
  - Signs
  - Labels
  - Diagrams
  - Anything that can direct, guide, or improve performance on the job.
- Discussion
- Reports
- Challenging assignments

Source: Young, 2005.

Tip #5. Hold Staff Accountable

- Require staff to be responsible for what was learned in the training.
  - Assignments
  - Performance appraisals

Source: Young, 2005.

Tip #6. Train "On the Job"

- Remember over 80% of learning happens on-the-job.
- Think about what people who work for you are learning.
  - How to communicate.
  - What behavior is rewarded.
  - What behavior is not rewarded.

Source: Young, 2005.

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to train adult workers
- Training evaluation
- Training resources

Next: Training evaluation
Training Evaluation

What to evaluate:
- Training events
  - What it engaging, informative, effective, etc.?
- Retention of learning afterwards
  - Do staff remember the emergency procedures we reviewed last month?
- Impact for the practice and community
  - Did the training help us respond in a real event?

Training Evaluation Techniques

- Allow staff to comment on whether the training was useful and to offer recommendations for improvement or additional training (feedback form, interviews)
- Feedback forms (sample provided)
- Pre- and post-tests to measure change in knowledge
- Follow-up inquiries, interviews, or surveys (e.g., 1 week to 3 months later)

Contents

- Purpose of training
- Where to start with training
- Where to go with training
- Essential preparedness training
- How to training adult workers
- Training evaluation

Next: Training resources

How to Get Training

- Many resources provide online training that can be done from the office or home
- Some will provide on-site training specific to your organization.
- Federally and state-funded training programs is available at no cost or only the cost of training materials from some sources

Specific Training Resources

- State and local health departments (many funded by the CDC to provide training and resources)
- Hospitals (many funded by federal agencies to provide training regionally)
- State and local emergency management agencies
- Professional associations to which your agency or staff belong
- University-based training centers for public health preparedness (funded by the CDC), such as ualbanyphp.org
- Emergency preparedness continuing education programs (funded by the ASPR)
- Primary care associations and organizations

Outline a Training Plan

- Outline 5-8 steps in a training plan for your practice
  - Who needs to be trained first? For what?
  - How do we time it so we don’t overload everyone?

<table>
<thead>
<tr>
<th>Month</th>
<th>Role</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior leadership</td>
<td>Command and communication roles</td>
</tr>
<tr>
<td></td>
<td>All staff</td>
<td>Home preparedness awareness-raising in staff meetings</td>
</tr>
<tr>
<td></td>
<td>Front desk</td>
<td>Essential notification procedures</td>
</tr>
<tr>
<td>2</td>
<td>Finance dept</td>
<td>Emergency cost tracking</td>
</tr>
<tr>
<td></td>
<td>Clinical staff</td>
<td>Patient communication and evacuation</td>
</tr>
<tr>
<td></td>
<td>Clinical skills</td>
<td></td>
</tr>
</tbody>
</table>
Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Emergency Preparedness and Response Competencies for Medical Practice Staff and Leaders

Emergency Preparedness and Response Competencies for Health Care Workers

The ability of a medical practice to respond to an emergency depends upon having staff who know what to do, and have the needed skills. As a health care employee, you should be able to:

1. LOCATE and USE the section of the office’s emergency response plan that applies to your position.
2. DESCRIBE your emergency response role and be able to DEMONSTRATE it during drills or actual emergencies.
3. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.
4. DESCRIBE your responsibilities for communicating with or referring requests for information from other employees, patients and families, media, general public or your own family, and DEMONSTRATE these responsibilities during drills or actual emergencies.
5. DEMONSTRATE the ability to seek assistance through the chain of command during emergency situations or drills.
6. DEMONSTRATE the ability to solve problems that arise carrying out your role during emergency situations or drills.

EMERGENCY PREPAREDNESS AND RESPONSE FOR HEALTH CARE LEADERS

The following core emergency competencies are those you need as a medical practice leader (partner, practice-wide manager, department head or senior manager) though you may demonstrate them in a variety of ways, depending upon your exact role and the specific emergency or drill. These competencies provide a template for your continued development, and can be used flexibly with other emergency preparedness activities within your institution.

1. DESCRIBE the mission of the practice during response to emergencies of all kinds, including the disaster response chain of command and emergency management system used in your practice.
2. DEMONSTRATE the ability to review, write, and revise as needed those portions of the hospital emergency response plan applicable to your management responsibilities and PARTICIPATE in the practice’s hazard vulnerability analysis on a regular basis.
3. MANAGE and IMPLEMENT the practice’s emergency response plan during drills or actual emergencies within your assigned functional role and chain of command.

4. DESCRIBE the collaborative relationship of your practice to other facilities or agencies in the local emergency response system and FOLLOW the planned system during drills and emergencies.

5. DESCRIBE the key elements of your practice’s emergency preparedness and response roles and policies to other agencies and community partners.

6. INITIATE and MAINTAIN communication with other emergency response agencies as appropriate to your management responsibilities.

7. DESCRIBE your responsibilities for communicating with other employees, patients and families, media, the general public or your own family, and DEMONSTRATE them during drills or actual emergencies.

8. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.

9. DEMONSTRATE flexible thinking and use of resources in responding to problems that arise carrying out your functional role during emergency situations or drills.

10. EVALUATE the effectiveness of the response within your area of management responsibility in drills or actual emergencies, and IDENTIFY improvements needed.

Source: Based on the “Emergency Preparedness and response Competencies for Hospital Workers” developed by the Center for Public Health Preparedness, Columbia University, Mailman School of Public Health and the Center For Health Policy, Columbia University, School Of Nursing, in Collaboration with the Greater New York Hospital Association (GNYHA)
Am I prepared for disasters?

Emergency Preparedness and Response Competencies for Health Care Workers

The ability of a medical practice to respond to an emergency depends upon having staff who know what to do, and have the needed skills.

As a health care employee, you should be able to:

1. LOCATE and USE the section of the office's emergency response plan that applies to your position.
2. DESCRIBE your emergency response role and be able to DEMONSTRATE it during drills or actual emergencies.
3. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.
4. DESCRIBE your responsibilities for communicating with or referring requests for information from other employees, patients and families, media, general public or your own family, and DEMONSTRATE these responsibilities during drills or actual emergencies.
5. DEMONSTRATE the ability to seek assistance through the chain of command during emergency situations or drills.
6. DEMONSTRATE the ability to solve problems that arise carrying out your role during emergency situations or drills.
How do I lead in disaster preparedness?

Emergency Preparedness and Response Competencies for Health Care Leaders

The following core emergency competencies are those you need as a medical practice leader (partner, practice-wide manager, department head or senior manager) though you may demonstrate them in a variety of ways, depending upon your exact role and the specific emergency or drill. These competencies provide a template for your continued development, and can be used flexibly with other emergency preparedness activities within your institution.

1. DESCRIBE the mission of the practice during response to emergencies of all kinds, including the disaster response chain of command and emergency management system used in your practice.

2. DEMONSTRATE the ability to review, write, and revise as needed those portions of the hospital emergency response plan applicable to your management responsibilities and PARTICIPATE in the practice’s hazard vulnerability analysis on a regular basis.

3. MANAGE and IMPLEMENT the practice’s emergency response plan during drills or actual emergencies within your assigned functional role and chain of command.

4. DESCRIBE the collaborative relationship of your practice to other facilities or agencies in the local emergency response system and FOLLOW the planned system during drills and emergencies.

5. DESCRIBE the key elements of your practice’s emergency preparedness and response roles and policies to other agencies and community partners.

6. INITIATE and MAINTAIN communication with other emergency response agencies as appropriate to your management responsibilities.

7. DESCRIBE your responsibilities for communicating with other employees, patients and families, media, the general public or your own family, and DEMONSTRATE them during drills or actual emergencies.

8. DEMONSTRATE use of any equipment (such as personal protective equipment or special communication equipment) required by your emergency response role.

9. DEMONSTRATE flexible thinking and use of resources in responding to problems that arise carrying out your functional role during emergency situations or drills.

10. EVALUATE the effectiveness of the response within your area of management responsibility in drills or actual emergencies, and IDENTIFY improvements needed.
Training Evaluation Form

Date:

Training:

1. The trainer was knowledgeable.
   □ Not at all knowledgeable
   □ Somewhat knowledgeable
   □ Very knowledgeable

2. The trainer was effective in communicating concepts.
   □ Not at all effective
   □ Somewhat effective
   □ Very effective

3. Were the materials used helpful?
   □ Not at all helpful
   □ Somewhat helpful
   □ Very helpful

4. Was the length of this program appropriate to cover the content?
   □ Not at all appropriate length
   □ Somewhat appropriate length
   □ Very appropriate length

5. How relevant is this topic to your current employment?
   □ Not at all relevant
   □ Somewhat relevant
   □ Very relevant

6. Did the program satisfy your educational needs?
   Not at all
   Somewhat
   Very much

7. How much do you think the program will enhance performance of your duties?
   □ Not at all
   □ Somewhat
   □ Very much

8. Would you recommend this program to others?
   □ Not at all
   □ Somewhat
   □ Very strongly
9. How well do you understand the objectives for this training?
   □ Not at all
   □ Somewhat
   □ Very well

10. Overall, was the training a valuable learning experience?
    □ Not at all valuable
    □ Somewhat valuable
    □ Very valuable

   Comments

11. What was the most useful or important thing you learned during this program?

12. What suggestions do you have for improving the program?

13. Any other comments about the program:

14. What other topics would like to learn more about in future?
**Staff Training Plan**

**Purpose**: Develop a general training plan. Details can be filled in later. The goal here is to outline the broad timing, audiences, and topics.

**Notes:**

**Date**: Plan to space the trainings out over time. Focus on the essential training that must be received sooner rather than later. Don’t overwhelm the staff delivering and receiving the training.

**Who**: People/groups in what everyday or emergency role will be trained?

<table>
<thead>
<tr>
<th>Date (week/month)</th>
<th>Who</th>
<th>Training format and content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Purpose

- Provide an overview of the purpose and process of using exercises to practice and evaluate disaster plans.

Agenda

- Why exercise
- Types of exercises
- Exercise design and conduct process
- Exercise evaluation

Exercising Plans

- Exercising plans is essential!
- Can make the difference between success and failure in an actual crisis or emergency situation
- Purpose:
  - Not to predict certain events that might happen
  - But rather to test the ability of the organization to respond to potential emergency events
Two Major Types of Exercises

- "Discussion-based"
  - Provide a forum for discussing or developing plans, agreements, training and procedures
  - Generally less complicated than operations-based types
  - Do not involve actually doing anything
  - Examples: seminars, workshops, "tabletop" exercise

- "Operations-based"
  - Actually get up and perform disaster response roles
  - Generally more complex than discussion-based types
  - Good for improving individual and team performance
  - Examples: evacuation drill, emergency phone notification drill

Types of Exercises

- Orientation exercise: no previous training needed, various techniques (lectures, video, panel)
- Tabletop: training, discussion, exploring issues, not testing
- Drills: narrow focus, supervised, realistic
- Full-scale exercise: realistic; evaluate major portion of a plan

Use the Building Block Approach Preparedness

Exercise Design Process

- Exercises can be a lot of work!
- The following flow chart outlines the steps that go into a well-designed exercise
- In practice you won't follow them exactly in order
  - Serves as a guide to thinking through what to do, why do it, and why the different steps depend on each other
  - Example: the evaluation is designed well after the exercise objectives have been clearly stated so that you know what to evaluate and what not to evaluate

Major Pre-exercise Activities

- Identify exactly what portion of the organization's emergency response will be activated.
- Use a task list to determine which specific response activities will be practiced.
  - Example: Set up practice Emergency Operations Center (EOC) with complete telecommunications and radio connections between branches and with county EOC
- Identify all site personnel expected to participate
- Identify all functional roles to be activated
- Prepare observer documents
  - List evaluation criteria and Job Action Sheet roles that are to be observed
Stating Goals & Objectives

- Help players and participants focus
  - On the aspects of the plan exercised
  - On actions that the staff must take to fulfill the mission
- Clearly state overarching exercise goals and its specific objectives early on in the planning process
  - Increases the likelihood of improving from the exercise
- Form a contract between all the planners and participants

Clearly Stating Goals & Objectives

- Goals should clearly state the overall purpose of the exercise:
  - Example: "to test our site's collaboration with our affiliated hospital or local health department in response to a tornado"
- Objectives should state the specific protocols to be practiced during the event:
  - Examples: Demonstrate how to establish communications with outside organizations; demonstrate how to set up a triage area at your site

Guidelines for Goals & Objectives

- Evaluate the organization's current state of emergency preparedness
- Address gaps, weaknesses, or areas of concern affecting the organization's performance identified through any previous exercises
- Evaluate the level of staff knowledge and understanding of emergency preparedness roles and responsibilities
- Evaluate the ability of the organization to respond to emerging problems

Limiting Goals & Objectives

- Challenging but also realistic, achievable
- Derived from your site's disaster management plan
- Tailored to the site's locale and matching its disaster plan to be an effective assessment and learning tool

Example Objectives

- "Practice the facility evacuation plan"
- "Identify gaps in the after-hours communication plan"
- "Review mass casualty incident patient transportation issues"

Tip: Start with a verb, end after a simple sentence!
Also see:
- Department of Homeland Security sample objectives

Scenario & Script Development (1)

- Use frontline/experienced staff
- Research and gather background information to aid realism
- Draft and review the scenario with the exercise planning team
- Be careful adding too many details
  - Can misdirect participants from intended actions
  - Increases chance for errors or debatable issues that will distract participants
Scenario & Script Development (2)

- Talk-through the scenario with the entire planning team to identify possible problems and areas to improve
- Finalize the scenario, including
  - Initial background information on the disaster that is occurring
  - Additional updates about events occurring in the community or in the work site
    - To provide a sense of an ongoing situation
    - To provide specific events or problems that staff need to respond to

Exercise Planning Group/Person Preparations

- Identify location and supply it with all essential equipment
- Provide space and materials for management of evaluators and observers
  - Communications equipment, orientation materials, identification, and debriefing plans.
- Identify location for "victims"
  - Instruction before "show time," plus transportation if needed

Exercise Planning Group/Person Preparations

- Position equipment specific to the scenario and objectives
  - Sample collection equipment for an exercise requiring specimens from symptomatic patients
  - Mock medications for a mass prophylaxis exercise
- Recruit exercise support staff to assist setup, communications, etc.
- Create and post signage to direct individuals to assigned locations & reduce demands on exercise organizers

Participation

- Include all the staff who could be responsible for the plan
  - Example: Evacuation drills should include the staff who will be responsible for evacuation
- Alternate roles to allow staff to share experiences from different perspectives
  - Example: Staff act both as the patient and the person evacuating the patient

Steps of Exercise Conduct

1) Briefings and preparations (distribute needed materials or equipment)
2) Initiate, facilitate, and observe exercise activity
3) Debrief participants to share what went well and what needs improvement

Frequency of Exercises

- Schedule exercises as often as possible
  - Once a quarter is common
- Even the most routine of events can be used as an opportunity to test the emergency response plan
  - Fire drills, boiler room pipe burst, etc.
Remember to Use the Building Block Approach Preparedness

Group Exercise

- Briefly outline an exercise (or exercises)
- Specify:
  - Hazard addressed or portion of plan exercised
  - Exercise purpose statement (1 sentence only)
  - 3 to 5 objectives
  - Participants
  - Scenario summary (~ few sentences)

Agenda

- Why exercise
- Types of exercises
- Exercise design and conduct process

Exercise Evaluation

- Remember that the purpose of an exercise is to learn how your team can improve
- Every exercise should be evaluated
- Evaluation should be planned from the beginning of the exercise planning process

Learning from Problems

- Examine the emergency response capabilities of the organization as a whole
- Try not to assign blame to individuals
- Failures:
  - Do not necessarily mean that the practice site is not prepared
  - Simply means that some areas of the plan should be re-examined, re-evaluated, and re-tested.

Evaluation Activities

- Write specific evaluation questions
- During an exercise, give at least one person the specific job of observing and taking notes about what is working well or not
- After an exercise, allow everyone to give feedback about what worked or didn’t work well
- See sample forms and instructions for exercise evaluators and participants
Evaluation Questions

- Evaluation questions should relate to the specific objectives of the exercise.

Example:

Objective 1. Evaluate the practice’s emergency response plan:
- Did the plan anticipate all key needs, such as space, communication equipment, and supplies?
- Did the plan anticipate all needed roles?
- Did the plan match the expectations set forth by the surrounding community?

Exercise Debriefing (or “Hotwash”)

- Immediately after an exercise:
  - Bring everyone together to share what they learned, what worked well, what can be improved.
- Take minutes/notes
  - Note major recommendations
  - Will be used later by emergency planning team to go back and revise plans and training.

After Action Report and Improvement Plan

- Recommended to be used for both real emergency or exercise.
- Identify those responsible for conducting and writing the after action review for the event.
- Assign a time and place to hold the “hot wash” debriefing session shortly after demobilization. Take notes.

Group Exercise: Evaluation Questions

For each of the exercise objectives you wrote in the previous activity:
- What are the key evaluation questions?
- How will you answer the questions? (Opinions of participants, next steps identified, timing activities, number of procedures performed, etc.)

Thank you!

www.albany.edu/sph/cphp
Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Are we ready to respond?
Designing, running, evaluating customized exercises
Emergency preparedness team workshop

Purpose
- Provide an overview of the purpose and process of using exercises to practice and evaluate disaster plans.

Agenda
- Why exercise
- Types of exercises
- Exercise design and conduct process
- Exercise evaluation

Exercising Plans
- Exercising plans is essential!
- Can make the difference between success and failure in an actual crisis or emergency situation
- Purpose:
  - Not to predict certain events that might happen
  - But rather to test the ability of the organization to respond to potential emergency events

Two Major Types of Exercises
- “Discussion-based”
  - Provide a forum for discussing or developing plans, agreements, training and procedures
  - Generally less complicated than operations-based types
  - Do not involve actually doing anything
  - Examples: seminars, workshops, “tabletop” exercise
- “Operations-based”
  - Actually get up and perform disaster response roles
  - Generally more complex than discussion-based types
  - Good for improving individual and team performance
  - Examples: evacuation drill, emergency phone notification drill
Types of Exercises

- **Orientation exercise**: no previous training needed, various techniques (lectures, video, panel)
- **Tabletop**: training, discussion, exploring issues, not testing
- **Drills**: narrow focus, supervised, realistic
- **Full-scale exercise**: realistic; evaluate major portion of a plan

Exercise Design Process

- Exercises can be a lot of work!
- The following flow chart outlines the steps that go into a well-designed exercise
- In practice you won’t follow them exactly in order
  - Serves as a guide to thinking through what to do, why do it, and why the different steps depend on each other
- Example: the evaluation is designed well after the exercise objectives have been clearly stated so that you know what to evaluate and what not to evaluate

Major Pre-exercise Activities

- Identify exactly what portion of the organization’s emergency response will be activated.
- Use a task list to determine which specific response activities will be practiced.
  - Example: Set up practice Emergency Operations Center (EOC) with complete telecommunications and radio connections between branches and county EOC
- Identify all site personnel expected to participate
- Identify all functional roles to be activated
- Prepare observer documents
  - List evaluation criteria and Job Action Sheet roles that are to be observed

Stating Goals & Objectives

- Help players and participants focus
  - On the aspects of the plan exercised
  - On actions that the staff must take to fulfill the mission
- Clearly state overarching exercise goals and its specific objectives early on in the planning process
  - Increases the likelihood of improving from the exercise
- Form a contract between all the planners and participants

Use the Building Block Approach

Preparedness

You cannot get here… Capability builds… unless you've been here.

Full-scale Exercises

- Functional Exercises
- Games
- Drills
- Workshops
- Tabletops

Planning and training progress

Seminars

Source: FEMA

Exercise Flowchart

Exercise Design Process Flowchart

Exercise Flowchart

[See handouts]

Stating Goals & Objectives

- Help players and participants focus
  - On the aspects of the plan exercised
  - On actions that the staff must take to fulfill the mission
- Clearly state overarching exercise goals and its specific objectives early on in the planning process
  - Increases the likelihood of improving from the exercise
- Form a contract between all the planners and participants
Clearly Stating Goals & Objectives

- Goals should clearly state the overall purpose of the exercise.
  - Example: "to test our site’s collaboration with our affiliated hospital or local health department in response to a tornado"
- Objectives should state the specific protocols to be practiced during the event
  - Examples: Demonstrate how to establish communications with outside organizations; demonstrate how to set up a triage area at your site

Guidelines for Goals & Objectives

- Evaluate the organization’s current state of emergency preparedness
- Address gaps, weaknesses, or areas of concern affecting the organization’s performance identified through any previous exercises
- Evaluate the level of staff knowledge and understanding of emergency preparedness roles and responsibilities
- Evaluate the ability of the organization to respond to emerging problems

Limiting Goals & Objectives

- Challenging but also realistic, achievable
- Derived from your site’s disaster management plan
- Tailored to the site’s locale and matching its disaster plan to be an effective assessment and learning tool

Example Objectives

- “Practice the facility evacuation plan”
- “Identify gaps in the after-hours communication plan”
- “Review mass casualty incident patient transportation issues”

Tip: Start with a verb, end after a simple sentence!
Also see:
- Department of Homeland Security sample objectives

Scenario & Script Development (1)

- Use frontline/experienced staff
- Research and gather background information to aid realism
- Draft and review the scenario with the exercise planning team
- Be careful adding too many details
  - Can misdirect participants from intended actions
  - Increases chance for errors or debatable issues that will distract participants

Scenario & Script Development (2)

- Talk-through the scenario with the entire planning team to identify possible problems and areas to improve
- Finalize the scenario, including
  - Initial background information on the disaster that is occurring
  - Additional updates about events occurring in the community or in the work site
    - To provide a sense of an ongoing situation
    - To provide specific events or problems that staff need to respond to
Exercise Planning Group/Person Preparations

- Identify location and supply it with all essential equipment.
- Provide space and materials for management of evaluators and observers.
  - Communications equipment, orientation materials, identification, and debriefing plans.
- Identify location for "victims".
  - Instruction before "show time," plus transportation if needed.

Exercise Planning Group/Person Preparations

- Position equipment specific to the scenario and objectives.
  - Sample collection equipment for an exercise requiring specimens from symptomatic patients.
  - Mock medications for a mass prophylaxis exercise.
- Recruit exercise support staff to assist setup, communications, etc.
- Create and post signage to direct individuals to assigned locations & reduce demands on exercise organizers.

Participation

- Include all the staff who could be responsible for the plan:
  - Example: Evacuation drills should include the staff who will be responsible for evacuation.
- Alternate roles to allow staff to share experiences from different perspectives.
  - Example: Staff act both as the patient and the person evacuating the patient.

Steps of Exercise Conduct

1. Briefings and preparations (distribute needed materials or equipment).
2. Initiate, facilitate, and observe exercise activity.
3. Debrief participants to share what went well and what needs improvement.

Frequency of Exercises

- Schedule exercises as often as possible.
  - Once a quarter is common.
- Even the most routine of events can be used as an opportunity to test the emergency response plan.
  - Fire drills, boiler room pipe burst, etc.

Remember to Use the Building Block Approach Preparedness

Source: Kaido 2007

Source: FEMA
Group Exercise

- Briefly outline an exercise (or exercises)
- Specify:
  - Hazard addressed or portion of plan exercised
  - Exercise purpose statement (1 sentence only)
  - 3 to 5 objectives
  - Participants
  - Scenario summary (~ few sentences)

Exercise Evaluation

- Remember that the purpose of an exercise is to learn how your team can improve
- Every exercise should be evaluated
- Evaluation should be planned from the beginning of the exercise planning process

Learning from Problems

- Examine the emergency response capabilities of the organization as a whole
- Try not to assign blame to individuals
- Failures:
  - Do not necessarily mean that the practice site is not prepared
  - Simply means that some areas of the plan should be re-examined, re-evaluated, and re-tested.

Evaluation Activities

- Write specific evaluation questions
- During an exercise, give at least one person the specific job of observing and taking notes about what is working well or not
- After an exercise, allow everyone to give feedback about what worked or didn’t work well
- See sample forms and instructions for exercise evaluators and participants

Evaluation Questions

- Evaluation questions should relate to the specific objectives of the exercise

Example:

- Objective 1. Evaluate the practice’s emergency response plan:
  - Did the plan anticipate all key needs, such as space, communication equipment, and supplies?
  - Did the plan anticipate all needed roles?
  - Did the plan match the expectations set forth by the surrounding community?
Exercise Debriefing (or “Hotwash”)

- Immediately after an exercise:
  - Bring everyone together to share what they learned, what worked well, what can be improved
  - Take minutes/notes
    - Note major recommendations
    - Will be used later by emergency preparedness team to go back and revise plans and training

After Action Report and Improvement Plan

- Recommended to be used for both real emergency or exercise.
- Identify those responsible for conducting and writing the after action review for the event.
- Assign a time and place to hold the “hot wash” debriefing session shortly after demobilization. Take notes.

Group Exercise: Evaluation Questions

For each of the exercise objectives you wrote in the previous activity:
- What are the key evaluation questions?
- How will you answer the questions? (Opinions of participants, next steps identified, timing activities, number of procedures performed, etc.)
Appendix D:

Exercise Flowchart

The exercise process begins with the selection of the type of exercise to be conducted. The flowchart below illustrates this process.
SAMPLE EXERCISE OBJECTIVES  
(OPERA TIONS-BASED)

The following are sample objectives for an operations-based exercise. Planning team members should limit the number of objectives to four or five. These objectives may be combined or modified as needed; the objectives listed here do not constitute an all-inclusive list. The selected objectives should be based on the exercise scope, type (i.e., drill, functional exercise, full-scale exercise), scenario, and/or subject. For example, a drill with a scenario involving an explosive device should include objectives that focus on law enforcement and bomb squad issues.

1. Evaluate the capability to implement the Incident Command System (ICS) in response to a terrorist incident and effectively transition to a Unified Command.

2. Exercise the local coordination and integration of internal and external response resources by the local ICS.

3. Assess the ability to establish and maintain multiagency and multijurisdictional communications in response to a terrorist incident.

4. Examine the ability of local response agencies to implement victim, personnel, equipment, and facility decontamination in a mass-casualty incident.

5. Assess the capability of response personnel to detect, identify, monitor, and respond to the effects of a hazard/agent.

6. Examine the ability to provide effective prehospital emergency medical care in response to a terrorist incident. Assess the ability to conduct triage, treatment, and transport operations.

7. Assess ways to reduce the conflicting requirements for protection of a crime scene and evidence collection with the need to perform victim rescue operations.

8. Exercise the ability to activate, staff, and operate the local Emergency Operations Center (EOC).

9. Assess the adequacy of local plans for the flow of public information and the interface with, and use of, media resources.

10. Assess the ability of local medical facilities to respond to the effects of a terrorist incident. Implement decontamination, treatment, and patient-tracking procedures for both transported and self-referred patients.
SAMPLE EXERCISE OBJECTIVES
(DISCUSION-BASED)

The following are sample objectives for a discussion-based exercise. Planning team members should limit the number of objectives to four or five. These objectives may be combined or modified as needed; the objectives listed here do not constitute an all-inclusive list. The selected objectives should be based on the scope, type (i.e., seminar, workshop, tabletop exercise [TTX]), scenario, and/or subject of the exercise. For example, a TTX with a terrorism scenario involving a biological agent should include objectives that focus on medical and public health issues.

Interagency Planning and Coordination Objectives

1. **Community Response Plans.** Assess the adequacy of local, communitywide, and agency-specific plans to respond to a terrorist incident. Identify shortfalls in resources, limits in capabilities, and conflicts in planning.

2. **Local Decisionmaking Process.** Exercise the local decisionmaking process, and identify areas that need refinement. Identify key actions to be taken and who will take them.

3. **Public-Private Sector Interface.** Examine interactions between public and private sectors during the threat or actual occurrence of a terrorist incident.

4. **Interfacing with Local, State, and Federal Agencies.** Examine the interface and understanding among local, State, and Federal agencies in the conduct of incident management activities.

5. **Awareness of Federal Plans.** Expand the local response community’s understanding of Federal directives and plans (e.g., National Incident Management System [NIMS], National Response Framework [NRF]) and Federal agencies’ roles in responding to a terrorist threat.

Resource Coordination Objectives

1. **Awareness of State and Federal Capabilities.** Broaden the understanding of local authorities and responders regarding the capabilities available from State and Federal agencies in responding to a terrorist incident.

2. **Local Resource Coordination.** Determine strengths and weaknesses in local coordination and integration of response resources. Identify critical issues and potential solutions.

3. **Mutual Aid Agreements.** Review interjurisdictional mutual support compacts or agreements (between adjacent communities, inter-State, and nationwide).

4. **Implementation of External Assets.** Examine factors involved in the request, receipt, use, and integration of external response assets by local Incident Command System (ICS) protocols. Identify interoperability shortcomings, including potential time delays, that will impede rapid assimilation of external resources. Propose potential long-term solutions and short-term workarounds.
5. **Deployment of External Resources.** Develop an understanding of deployment considerations for external resources, potential time delays in receipt of external support, and inherent effects at the local level. Assess the local capability of distributing and administering medicines and other treatment to victims.

**Threat/Hazard-Related Issues**

1. **Threat Preparation.** Examine various threats posed by a terrorist incident and the implications to the local medical and response communities (e.g., attack detection, mass casualties, points of dispensing, patient tracking).

2. **Criminal Investigations.** Discuss ways to integrate response efforts with the need to investigate the nature and cause of a terrorist incident including security, evidence collection, and interview procedures and protocols. Examine requirements for protection of a crime scene and evidence collection in a contaminated environment.

3. **Detection.** Assess the capability of local response personnel to detect, identify, monitor, and respond to the effects of a chemical, biological, radiological, nuclear, or high-yield explosives (CBRNE) agent.

**Medical and Public Health**

1. **Medical Capabilities.** Determine major shortcomings in local medical capabilities to identify and treat casualties resulting from a terrorist incident. Identify the means to obtain resources, and assess the impact of delays in their receipt.

2. **Disposition of Remains.** Discuss factors that would affect the handling of substantial numbers of contaminated remains.

3. **Remediation and Reconstitution.** Assess the local response community’s ability to contain agent contamination including decontamination and use of personal protective equipment (PPE). Identify available methods of decontamination for structures, response equipment, healthcare facilities, and personnel, as well as reconstitution of equipment and supplies.

4. **Affected Area Access and Quarantine.** Review plans for area access control and quarantine issues.

5. **Medical Monitoring and Surveillance.** Review the local medical, emergency medical transport, and public health department capabilities to recognize, identify, monitor, and respond to a terrorist incident.

**Public Information and Media**

1. **Public Information.** Discuss options to provide timely information to the population and assist in minimizing chaos. Review plans to preclude dissemination of conflicting data.

2. **Media Control.** Assess the adequacy of local plans for interface with and use of media resources. Discuss how media will be coordinated when State and Federal agencies are involved.
Exercise Outline

Hazard addressed or portion of plan exercised:

Exercise purpose statement (as brief as possible; 1 sentence recommended):

_The purpose of this exercise is to:_

Exercise objectives (specific protocols to be practiced during the event):
1.
2.
3.
4.
5.

Participants (list groups, individuals, regular job roles, emergency roles):

Disaster scenario summary:
<table>
<thead>
<tr>
<th>Task/activity observed:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation/Comment:**

<table>
<thead>
<tr>
<th>Task/activity observed:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation/Comment:**
Basic Evaluator / Data Collector Instructions

General Instructions

Welcome! Your role is to observe and document what happens today and, if you can, evaluate.

Today we have observers with different levels of experience, from expert observers to first-time observers.

The form is a data collection instrument and a guide that lets you communicate with us regarding the identification of accomplishments and failures in the exercise as well providing suggestions as to how we can better prepare for and respond to future events.

You want to answer these questions about the emergency responders you see in action today:
- Did they act as planned?
- If not, how far from the plans did they stray?
- How should plans be improved?

Methods:
- Look
- Listen (Often much less intimidating for the participants, as opposed to you constantly staring and writing.)
- Ask when it does not interfere with operations or bother the participants:
  "Excuse me, I'm an observer. Can I ask you a quick question?"

Get a good view of activities, but avoid getting in the way.

Not sure about what you see? So you’re not an expert - don’t worry. Write down the basics and we’ll analyze it later.

Tired? Bored? It can happen when you observe the same location for a while. But remember that we’re counting on you to tell us what’s happening there.
So if you want to change, try to:
- Check in with a lead evaluator if you can.
- Trade assignments with another evaluator if you both agree.
- If you leave an area unattended for more than 5 minutes, make a quick note with the time on your form.

Safety: Nothing else is more important. If you feel unsafe, unwell, or uncomfortable, don’t hesitate to excuse yourself at any time. If you see an unsafe situation, report it to your supervisor, the lead evaluator, or the Safety Officer.

Questions? Problems? Contact the evaluation coordinator:

Name: ___________________ Cell phone/Location: ____________________

University at Albany – School of Public Health – Center for Public Health Preparedness
Form Instructions

Step 1. Review the emergency response documents, including job action sheets, organization charts, floor plans, etc., so that you have in mind the general guidelines that the drill planners expect to occur.

Too detailed? The detail is due to the great effort that has gone into planning the activities of the emergency responders. They represent the judgment and planning of very experienced professionals. Please review and study them seriously before proceeding to observe and complete the form.

Step 2. Record key events and issues as you observe them, recording the following:

<table>
<thead>
<tr>
<th>Generic Evaluation Data Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task/activity:</strong></td>
</tr>
<tr>
<td><strong>Time:</strong></td>
</tr>
<tr>
<td><strong>Location:</strong></td>
</tr>
<tr>
<td><strong>What happened?</strong></td>
</tr>
<tr>
<td><strong>Recommendation/Comment:</strong></td>
</tr>
</tbody>
</table>

What task that was being attempted did you observe?

When and where? Your form will be one of many, so this is helpful for reconstructing events later.

What was the problem? Why did it occur? How did people react?

What should be done differently next time? What action should be taken after the exercise to correct this?

Good handwriting is more important than good grammar

Who reads them? We do, and often many days after the exercise, when the memories are not so fresh. So please take the time to record everything important and help us make sense of all the data. From your notes and the notes of many others, we will reconstruct what happened, analyze events, and make official recommendations.

All done? Have a last look at your forms and notes. Is there anything else we should know about? And be sure to return the forms when you’re done.
<table>
<thead>
<tr>
<th>Task/Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispense medication</td>
<td>11:15</td>
</tr>
<tr>
<td>Location: Dispensing station</td>
<td></td>
</tr>
<tr>
<td><strong>Issue /</strong> Strength</td>
<td></td>
</tr>
<tr>
<td>Policy for dealing with unaccompanied minors not clear.</td>
<td></td>
</tr>
<tr>
<td>Staff discussed issue. Agreed to treat minors as adults for now.</td>
<td></td>
</tr>
<tr>
<td>Recommendation/Comment:</td>
<td></td>
</tr>
<tr>
<td>Clarify policy in advance so line staff not responsible for this issue.</td>
<td></td>
</tr>
<tr>
<td>Direct patient flow</td>
<td>1:40</td>
</tr>
<tr>
<td>Location: Between stations 4 + 5</td>
<td></td>
</tr>
<tr>
<td><strong>Issue /</strong> Strength</td>
<td></td>
</tr>
<tr>
<td>Patients not clear on where to go. Half going to wrong station next and need direction from staff.</td>
<td></td>
</tr>
<tr>
<td>Recommendation/Comment:</td>
<td></td>
</tr>
<tr>
<td>Assign task of occasionally reviewing patient flow and signage every few minutes. Initial placement of guides and signs may not be correct.</td>
<td></td>
</tr>
<tr>
<td>Communicate between stations</td>
<td>2:05</td>
</tr>
<tr>
<td>Location: Exit station</td>
<td></td>
</tr>
<tr>
<td><strong>Issue /</strong> Strength</td>
<td></td>
</tr>
<tr>
<td>Radio communications network a mess. Too many (about 20) on same channel. Coordinator decided to switch to using runners instead, which worked better.</td>
<td></td>
</tr>
<tr>
<td>Recommendation/Comment:</td>
<td></td>
</tr>
<tr>
<td>Use separate channels for different functions, maybe: Leadership, logistics, medical</td>
<td></td>
</tr>
</tbody>
</table>

Why this form? The fields in this form correspond directly to the format of the Homeland Security Exercise and Evaluation Program (HSEEP) After Action Report.
More Practicalities

Be careful about **bunching**. It might mean you’re distracted and perhaps talking too loud as a group. It can also make the participants uncomfortable if they think all the evaluators are talking about them!

**Socializing** is good, but remember what you’re here for. Of course you are part of the same professional community and it’s important for us all to get to know new people and catch up with old friends. But sometimes you just have to excuse yourself from a conversation and get back to observing the event.

**Other evaluators and observers** may be present. Some are part of an organized group like you, but some are invited more casually by the exercise planners. Introduce yourself, get acquainted with each other, don’t get territorial, and do coordinate your efforts so the exercise participants get good evaluation data they can use.

If **news media** are present, you should assume that the agencies organizing the event have specific people prepared to talk to the news media – and it is probably not you! If a reporter asks to speak to you, and you have not been told by someone in authority that it’s okay, your best bet is to respond, “I wouldn’t be comfortable” or “I’m not the person you want, but let me take you to the Public Information Officer who can answer your questions.”

A **hotwash** may be held at the end of the event. This is an immediate debriefing session between players and members of the exercise planning team to discuss their preliminary observations. This information will inform the After Action Report. Record the conversation that takes place, and check with your Lead Evaluator if it’s appropriate to participate in the discussion.

You are not a player! You are an evaluator. When a problem arises, please don’t be a part of the team that solves it. Problems occur and these are wonderful opportunities to record how the players came together to overcome the obstacle (or not). The curveballs that occur during the exercise are not unlike those they will confront during a real activation of their emergency response plan. Your opportunity here is to observe and record what takes place. There are exceptions, such as exercises that are meant to be more educational than diagnostic, and expert evaluators may be asked to coach the participants at times. But don’t assume this, and check before you give major advice.
Diplomacy and Sensitivity
If you can establish friendly contact with the people you’re evaluating, your work will be more pleasant and productive and they will be more receptive to evaluation at this event and in the future. If they are anxious about your presence, you can remind them that:
- You’re there not simply to find problems, but to help them document things that went surprisingly well, problems that occurred that nobody wants to repeat next time, and clever solutions they came up with that should be made part of the plan.
- They can use you to document problems they spot – ones they’re not comfortable telling others directly! For example: state or agency policy and problems their peers or supervisors sent their way.

When they provide information, be an “active listener”: Listen closely, nod, and repeat some of what you have heard to show you understand and to lead the discussion on.

Be attentive to nonverbal communication such as posture and facial expressions: smiles, scowls, staring, eye contact.

What’s important? What should you record?
Common challenges for evaluators include:
- Error of Leniency: Some evaluators will rate all actions positively.
- Error of Central Tendency: Describe all activities as average to avoid making any difficult decisions.
- Halo Effect: The tendency for an evaluator to form an early impression of an individual or an operation and permit this impression to influence his or her observations.
- Hypercritical Effect: When an evaluator believes that it is his or her job to find something wrong regardless of the players’ performance.
- Contamination: The influence of the evaluator’s knowledge or expectations about certain aspects of the exercise.
**Materials**

**Bring** only what is necessary:
- Comfortable multi-layer clothes and practical shoes for full-scale and functional exercises. For tabletop exercises, wear office-appropriate clothes.
- Essential items provided by the Lead Evaluator, such as: Directions, parking pass, phone numbers
- Medications needed during the day
- Watch and/or cell phone for time-keeping and communications
- *Remember, there is rarely a secure “coat check”.*

You may **receive**:
- Identification (often a special name tag, badge, or even t-shirt)
- Clipboard
- Pens/pencils
- Walkie-Talkie
- Snacks, beverages (Try chocolate! Great pick-me-up for you… and the people you’re evaluating.)
- **Documents galore:**
  - Exercise planning material: List of objectives, list of participants, plans, maps, floor plans, staffing lists, organization charts, job action sheets, scenario descriptions, written “injects” (special storyline items or problems given to exercise participants to challenge them), etc.
  - Participant evaluation/feedback forms
  - **Your forms to complete:**
    - Comments/qualitative data, checklists
    - Specific to certain roles or locations, as well as and general/universal for the whole event
Exercise Participant Feedback and Evaluation Form

Exercise date:

1) What was your role today?
2) What problems did you see today? What do you recommend we do differently?

<table>
<thead>
<tr>
<th>Problem/Success</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) What additional training (if any) do we need in this area?

4) Was the exercise well organized?
   a. Not at all
   b. Somewhat
   c. Very well organized

5) Was the exercise scenario realistic?
   d. Not at all
   e. Somewhat
   f. Very realistic
6) Did the exercise help to identify way to improve our disaster plans?
   a. Not at all
   b. Somewhat
   c. Very helpful

7) Was the exercise appropriate for you or someone in your position?
   d. Not at all
   e. Somewhat
   f. Very appropriate

8) Did the exercise include the right people?
   g. Not at all
   h. Somewhat
   i. Yes, exactly the right people

9) What changes would you make to improve this or future exercises?
Sample Exercise Evaluation Questions

These sample evaluation questions are listed under each sample exercise objective:

“Exercise objective #”
- Exercise evaluation questions

1. Evaluate the emergency response plan:
   a. Did the plan anticipate all key needs, such as space, communication equipment, and supplies?
   b. Did the plan anticipate all needed roles?
   c. Did the plan match the expectations set forth by the surrounding community?

2. Evaluate what happened when the plan was put into actual use:
   a. Did people go where they were supposed to?
   b. Were functional role assignments followed?
   c. Was the desired outcome achieved?
   d. How did your communication systems function? Were there any problems; if yes, what were they?

3. Evaluate the speed with which the plan was put into place:
   a. How much time did it take to notify staff of the emergency?
   b. How much time did it take for staff to take their places?
   c. How much time did it take to complete other actions that were detailed in the plan?

4. Evaluate the efficiency of plan execution:
   a. Were there repeated messages?
   b. Any duplicated instructions?
   c. Any conflicting instructions?
   d. Were supplies wasted?

5. Evaluate staff competency in specific functional roles:
   a. Were all of the functional roles executed? (The functional roles to be assessed must be identified in advance.)
   b. What was the value of the competency-based training provided to staff prior to the incident? (Competency statements and applicable job action sheets must be incorporated into the assessment.)

Source: CHCANYS.
<table>
<thead>
<tr>
<th>Exercise Objective</th>
<th>Evaluation Question(s)</th>
<th>Evaluation Methods (How will the question be answered?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What can we do better?
Revise plans
Emergency planning team workshop

Purpose
• Provide an overview of the basic process for learning from exercises and real events in order to improve disaster preparedness.

Contents
Next: Importance of improvement planning
• Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

What is improvement planning?
• Simple definition:
  • Deciding what improvements to make to disaster preparedness after learning from an exercise or real event
• A learning process through which your team
  • Evaluates what has not worked well
  • Identifies what might improve disaster readiness in the future
  • Identifies actions to take now in order to make those improvements

Why do we need improvement planning?
• It is insufficient to just say “fix it” or “do it different next time”
• Changes can be difficult for people, organizations, and budgets
  • Changes may cost time and money
  • People need to learn new procedures
  • Regular job duties can be distracting
  • Old habits die hard!

Continuous Improvement
• Emergency response plans should always improve and evolve
  • Requires regular evaluation
  • Requires regular updating
• Without continuous improvement and review
  • Staff use out-of-date information and procedures in a disaster
  • The practice doesn’t do its best during times of crisis
When does improvement planning occur?

- Occurs after any opportunity to learn and improve disaster readiness
- Must occur after:
  - Every exercise or drill
  - Every "real event"
    - Major emergencies/disasters
    - Minor events when portions of the disaster plan were activated

Contents

- Importance of improvement planning
  - Steps in improvement planning:
    1. Identify issues
    2. Determine causes of those issues
    3. Decide what improvements to make

Steps in Improvement Planning

1. Identify Issues

- Identify discrepancies between what happened and what was supposed to happen according to plans
- Honesty is key in evaluation
  - If you have a criticism, record it
  - Exercises will only improve preparedness if they are followed by accurate and useful feedback

Who participates?

The main improvement planning discussion usually includes:
- Emergency planning team
- Exercise planners (if different from the emergency planning team)
- Evaluators (if additional staff observed the exercise and took notes)
- Key leaders or staff that participated in the exercise (or real event) and need to give input

Two Major Types of Exercises

Problems can be identified through many types of exercises:
- "Discussion-based"
  - Do not involve actually doing anything
  - Examples: seminars, workshops, "tabletop" exercise
- "Operations-based"
  - Actually get up and perform disaster response roles
  - Examples: evacuation drill, emergency phone notification drill
Identifying Issues in Discussion-Based Exercises

- What should be learned from this exercise?
- What improvements can be made?
- In a real event, how would staff actually perform necessary activities?
  - Are they trained to actually perform these?
  - Are other resources needed? If so, how will they be obtained?
- What decisions would need to be made, and who would make them?
- Do plans, policies, or procedures support the activities staff need to carry out?
  - Are staff familiar with these documents?
- Do people from different sections of the practice need to work together to do this? Or do we need to work with other organizations/businesses to do this?
  - If so, are the right agreements or relationships in place?

Identifying Issues in Operations-Based Exercises

- What happened?
- What was supposed to happen based on plans and procedures?
- Was there a difference? Why or why not?
- What was the impact?
  - Were the consequences of the action (or inaction or decision) positive, negative, or neutral?
- What should be learned?
- What are the recommendations for improvements or corrective actions to remedy deficiencies?

Contents

- Importance of improvement planning
- Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

Next:

2. Determine Causes of Problems

- Why did the problems we observed occur?
- Conduct "root-cause analysis"
  - Ask what caused each problem
  - Then ask what caused the cause of that problem
  - Keep asking until you're satisfied that they have identified the root cause
- Identify to the root cause of a problem so that you can correct the actual problem, and not just a symptom of it

Contents

- Importance of improvement planning
- Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

Next:

3. Decide what improvements to make

- How can we improve our disaster preparedness based on the problems we've identified?
- Improvements can take many forms
  - Planning/discussions with staff or other partner organizations
  - Revised plans, policies, procedures
  - New equipment, materials, or supplies
  - Training to improve skills / modify behavior
**Good Recommendations...**
- Address both short- and long-term solutions
- Are consistent with other recommendations
- Identify references for implementation, such as:
  - Parts of the plan to reference
  - Guidelines from experts or government agencies
- Provide detail how to implement improvements (who will implement, when it should be done)

**When Improvements are not Obvious**
- Some issues suggest clear, easy improvements to make
- Other issues are complex and additional information is needed before improvements can be decided upon
  - Need more details about the problem
  - Need to talk to the right staff about what they think should happen
- At least identify the first step in making improvements
  - "Talk to reception staff about..."
  - "Talk to maintenance staff about..."
  - "Call vendor to see if they have a suggestion about..."

**Who makes the change?**
- Each corrective action should be assigned to the person/group that is best qualified to execute it
- Must also have the authority to carry out the improvements
- Involve the right people
  - Many recommendations must be carried out by many other people that participated in the exercise
  - All participants must fully support the recommended changes
  - It’s a stakeholder-driven process

**What will the change cost?**
- How much time or money will it take?
  - Training, equipment, or time spent planning and revising plans takes time away from regular duties
- Establish realistic priorities for the use of limited resources
  - May need to request money from another budget
  - May want to agree to share resources with a neighboring business
- When resources are not immediately available
  - Develop short- and long-term solutions for making the improvement

**Measure Improvements**
- Where possible, provide numbers so you know how much progress you’ve made and when you’re done making the improvement
  - Number of personnel trained in a task
  - Percentage of equipment that is up-to-date
  - Finalization of a new plan or agreement within a given amount of time
- Set concrete deadlines so the practice can track gradual progress toward implementation
- Schedule when to re-test/re-evaluate the plan once the changes are incorporated
  - Especially for major, complex changes

**Write a Brief Improvement Plan**
- Issue
  - What was the problem?
  - What was the cause?
- Improvements
  - What needs to change?
- Person(s) responsible
  - Who will take the lead?
- Completion date
  - When will the change be completed?
- Re-test
  - When will we re-evaluate the changes made?
Example Improvement Plan

- Issue
  - What was the problem?
  - What was the cause?

- Improvements
  - What needs to change?
  - Regularly update phone directory

- Person(s) responsible
  - Who will take the lead?
  - Office manager

- Completion date
  - When will the change be completed?
  - Sept 1, 20xx

- Re-test
  - When will we re-evaluate the changes made?
  - Drill again in late September

When testing the staff off-hours notification plan, 25% of phone numbers were wrong.
What can we do better?
Improve plans, training, and resources
Emergency preparedness team workshop

Purpose
- Provide an overview of the basic process for learning from exercises and real events in order to improve disaster preparedness.

Contents
- Importance of improvement planning
- Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

What is improvement planning?
- Simple definition:
  - Deciding what improvements to make to disaster preparedness after learning from an exercise or real event
- A learning process through which your team
  - Evaluates what has not worked well
  - Identifies what might improve disaster readiness in the future
  - Identifies actions to take now in order to make those improvements

Why do we need improvement planning?
- It is insufficient to just say “fix it” or “do it different next time”
- Changes can be difficult for people, organizations, and budgets
  - Changes may cost time and money
  - People need to learn new procedures
  - Regular job duties can be distracting
  - Old habits die hard!

Continuous Improvement
- Emergency response plans should always improve and evolve
  - Requires regular evaluation
  - Requires regular updating
- Without continuous improvement and review
  - Staff use out-of-date information and procedures in a disaster
  - The practice doesn’t do its best during times of crisis
When does improvement planning occur?

- Occurs after any opportunity to learn and improve disaster readiness
- Must occur after:
  - Every exercise or drill
  - Every “real event”
    - Major emergencies/disasters
    - Minor events when portions of the disaster plan were activated

Contents

- Importance of improvement planning
- Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

Steps in Improvement Planning

1. Identify issues
   a. Determine causes of those issues
   b. Decide what improvements to make

1. Identify Issues

- Identify discrepancies between what happened and what was supposed to happen according to plans
- Honesty is key in evaluation
  - If you have a criticism, record it
  - Exercises will only improve preparedness if they are followed by accurate and useful feedback

Who participates?
The main improvement planning discussion usually includes:

- Emergency preparedness team
- Exercise planners (if different from the emergency preparedness team)
- Evaluators (if additional staff observed the exercise and took notes)
- Key leaders or staff that participated in the exercise (or real event) and need to give input

Two Major Types of Exercises

Problems can be identified through many types of exercises:

- “Discussion-based”
  - Do not involve actually doing anything
  - Examples: seminars, workshops, “tabletop” exercise
- “Operations-based”
  - Actually get up and perform disaster response roles
  - Examples: evacuation drill, emergency phone notification drill
Identifying Issues in Discussion-Based Exercises

- What should be learned from this exercise?
- What improvements can be made?
- In a real event, how would staff actually perform necessary activities?
  ▪ Are they trained to actually perform them?
  ▪ Are other resources needed? If so, how will they be obtained?
- What decisions would need to be made, and who would make them?
- Do plans, policies, or procedures support the activities staff need to carry out?
  ▪ Are staff familiar with these documents?
- Do people from different sections of the practice need to work together to do this? Or do we need to work with other organizations/businesses to do this?
  ▪ If so, are the right agreements or relationships in place?

Identifying Issues in Operations-Based Exercises

- What happened?
- What was supposed to happen based on plans and procedures?
- Was there a difference? Why or why not?
- What was the impact?
  ▪ Were the consequences of the action (or inaction or decision) positive, negative, or neutral?
- What should be learned?
- What are the recommendations for improvements or corrective actions to remedy deficiencies?

Contents

- Importance of improvement planning
- Steps in improvement planning:
  1. Identify issues
  2. Determine causes of those issues
  3. Decide what improvements to make

2. Determine Causes of Problems

- Why did the problems we observed occur?
- Conduct "root-cause analysis"
  ▪ Ask what caused each problem
  ▪ Then ask what caused the cause of that problem
  ▪ Keep asking until you’re satisfied that they have identified the root cause
- Identify the root cause of a problem so that you can correct the actual problem, and not just a symptom of it

3. Decide what improvements to make

- How can we improve our disaster preparedness based on the problems we’ve identified?
- Improvements can take many forms
  ▪ Planning/discussions with staff or other partner organizations
  ▪ Revised plans, policies, procedures
  ▪ New equipment, materials, or supplies
  ▪ Training to improve skills / modify behavior
Good Recommendations...
- Address both short- and long-term solutions
- Are consistent with other recommendations
- Identify references for implementation, such as:
  - Parts of the plan to reference
  - Guidelines from experts or government agencies
- Provide detail how to implement improvements (who will implement, when it should be done)

When Improvements are not Obvious
- Some issues suggest clear, easy improvements to make
- Other issues are complex and additional information is needed before improvements can be decided upon
  - Need more details about the problem
  - Need to talk to the right staff about what they think should happen
- At least identify the first step in making improvements
  - "Talk to reception staff about..."
  - "Talk to maintenance staff about..."
  - "Call vendor to see if they have a suggestion about..."

Who makes the change?
- Each corrective action should be assigned to the person/group that is best qualified to execute it
- Must also have the authority to carry out the improvements
- Involve the right people
  - Many recommendations must be carried out by many other people that participated in the exercise
  - All participants must fully support the recommended changes
  - It's a stakeholder-driven process

What will the change cost?
- How much time or money will it take?
  - Training, equipment, or time spent planning and revising plans takes time away from regular duties
- Establish realistic priorities for the use of limited resources
  - May need to request money from another budget
  - May want to agree to share resources with a neighboring business
- When resources are not immediately available
  - Develop short- and long-term solutions for making the improvement

Measure Improvements
- Where possible, provide numbers so you know how much progress you've made and when you're done making the improvement
  - Number of personnel trained in a task
  - Percentage of equipment that is up-to-date
  - Finalization of a new plan or agreement within a given amount of time
- Set concrete deadlines so the practice can track gradual progress toward implementation
- Schedule when to re-test/re-evaluate the plan once the changes are incorporated
  - Especially for major, complex changes

Write a Brief Improvement Plan
- Issue
  - What was the problem?
  - What was the cause?
- Improvements
  - What needs to change?
- Person(s) responsible
  - Who will take the lead?
- Completion date
  - When will the change be completed?
- Re-test
  - When will we re-evaluate the changes made?

See handouts
### Example Improvement Plan

<table>
<thead>
<tr>
<th>Issue</th>
<th>When testing the staff off-hours notification plan, 25% of phone numbers were wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements</td>
<td>Regularly update phone directory</td>
</tr>
<tr>
<td>Person(s) responsible</td>
<td>Office manager</td>
</tr>
<tr>
<td>Completion date</td>
<td>Sept 1, 20xx</td>
</tr>
<tr>
<td>Re-test</td>
<td>Drill again in late September</td>
</tr>
</tbody>
</table>

When testing the staff off-hours notification plan, 25% of phone numbers were wrong.

Regularly update phone directory.

Office manager.

Sept 1, 20xx.

Drill again in late September.
## Improvement Plan after Exercise or Real Event

<table>
<thead>
<tr>
<th>Issue (What was the problem and why did it happen?)</th>
<th>Improvements to make (What needs to change?)</th>
<th>Person(s) Responsible</th>
<th>Completion Date</th>
<th>Re-test (When will we re-evaluate the changes made?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How do we stay prepared?
Preparedness program management
Reading/workshop for emergency preparedness team

Purpose
- Review challenges and techniques commonly found in long-term disaster preparedness efforts.

Contents
- Purpose of preparedness program management
- Common challenges in preparedness programs
- Best practices for preparedness program management

What is preparedness?
- A state of readiness
- A process
- An ongoing program that needs to be managed
  - Organizing people
  - Selecting activities
  - Coordinating different activities
  - Monitoring progress

Preparedness Program Management Goals
- Maintain the practice’s perspective regarding disaster preparedness
- Encourage collaboration and coordination between different people and groups in the practice, and between the practice and other organizations
- Coordinate and prioritize disaster preparedness activities and projects
  - Coordinate separate but sometimes interdependent disaster preparedness activities and plans
  - Keep separate activities directed toward the common goal

Change Company Culture
- Institutionalize preparedness
  - So preparedness is part of the organization and culture
  - Not dependent on just one or a few people
- Gain ongoing support from management, owners, and staff
- Continue to build and reinforce staff awareness and training
- Actively participate in planning, training, exercises, evaluation, and response
Contents

- Purpose of preparedness program management

- Common challenges in preparedness programs

- Best practices for preparedness program management

Staff Turnover

- Outgoing staff
  - Take institutional memory of disaster planning, exercises, and real events
  - Leave disaster response roles vacant or unassigned
  - May not be replaced, such as when business is slowing down
    - What parts of the disaster plans need to be reassessed because the practice is changing?

- Incoming staff
  - Need immediate training on basic preparedness roles and actions
  - May bring different disaster planning experience (positive or negative)
  - May not be replacements, but an expansion of the practice
    - Do the disaster plans need to be updated because the practice has significantly changed?

Leadership Challenges

- Remember, preparedness is a process about people
  - Not a document, piece of equipment, or one-time planning meeting

- Requires organizing and motivating other people

- Ask yourself/yourselves:
  - How am I going to do all this?
  - What part of this am I good at, and for what part do I need assistance?
  - How will I get others to get involved and stay involved?
  - What formal leaders do I need to support this?

Costs of Preparedness

- Direct costs for preparedness activities
  - Emergency equipment
  - Outside consultants or services
  - Hours of staff time spent in planning or training sessions
  - Photocopying plans and important documents for everyone

- "Opportunity costs"
  - Time/money spent on preparedness could have been spent on other opportunities
  - Including other purchases/staff that might pay off immediately

Maintaining Budget and Time Commitment

- Disasters are rare compared to everyday activities

- Time/money spent on preparedness may not pay off immediately
  - May appear completely “wasted” in the short-term to some people

- You may hear:
  - “We already learned this last year”
  - “We never use this!”

- Motivation may weaken after the initial preparedness flurry of activities

Convincing Others

- People have different perceptions of risks
  - May think disasters never happen
  - May think it’s hopeless
  - May feel they have no idea what to do
  - May think they’ll figure it out when the time comes

- People have other duties in their day-to-day jobs

- People have other bosses
  - Disaster preparedness coordinators/teams can rarely talk to anyone what to do
  - Often sit outside the regular org chart and have to work with everyone
Hazards and Vulnerabilities Change

- Communities change
  - Grow and occupy new land with new risks
  - New industries arrive, some with chemical hazards
  - Communities and governments shrink, decreasing emergency services
- Organization changes
  - New staff, new buildings, new patients
- Scientific understandings of hazards change
  - Predictions for damage or what parts of town are at risk may improve or worsen

Best Practices

- There are many suggested ways to maintain disaster preparedness in an organization
  - Explore the books, web sites, expert advice when you can
- Three good tips:
  1. Conduct multi-year planning
  2. Update disaster plans at key times
  3. Select disaster preparedness initiatives carefully

Establish a Calendar and Cycle

- Make an agreement together with other staff about when to come back together to plan, train, and exercise
  - Don’t leave important tasks until “later”
  - Don’t overwhelm yourself or others by doing too much, too soon
- Align preparedness activities with other activities in the practice
  - Business processes
  - Strategies
  - Quality improvement programs
  - Stakeholder interests

Best Practices

- There are many suggested ways to maintain disaster preparedness in an organization
  - Explore the books, web sites, expert advice when you can
- Three good tips:
  1. Conduct multi-year planning
  2. Update disaster plans at key times
  3. Select disaster preparedness initiatives carefully

Conduct Multi-Year Planning

- Building preparedness takes time, effort, and team work
- Even the many small, simple steps can pile up and feel overwhelming
  - Especially on top of regular, non-emergency duties
- Some individual activities are very complex
  - Require more experience, more experienced emergency planning team, stronger relationships with different parts of the business or community
- Build up to them over months and years

Establish a Calendar and Cycle

- Make an agreement together with other staff about when to come back together to plan, train, and exercise
  - Don’t leave important tasks until “later”
  - Don’t overwhelm yourself or others by doing too much, too soon
- Align preparedness activities with other activities in the practice
  - Business processes
  - Strategies
  - Quality improvement programs
  - Stakeholder interests

Multi-Year Planning

- Balance preparedness activities in order to:
  - Not overwhelm preparedness planners and staff
- Ask:
  - What needs to be done sooner rather than later?
  - What can be delayed?
  - What has to follow other steps?
  - Where do we need/hope to be/in:
    - 6 months?
    - 12 months?
    - 2 years?
Choose Preparedness Initiatives Thoughtfully

- Too many ideas to choose from?
  - Many staff, partners, or commercial vendors of disaster preparedness services and equipment may come to you with ideas
  - Choose them carefully and consciously
    - Evaluate activities, initiatives, or equipment as much as possible
    - Before choosing, ask: Why do we need to do this?
    - After choosing and acting, ask: Did it work?
- Disaster preparedness activities can absorb some serious effort
  - But are rarely used
  - When used, they need to pay off
  - Avoid placebo effects!

Selecting Preparedness Projects

- Identify potential activities or purchases
- Discuss and analyze costs and benefits
- Identify funds or staff time needed
- Screen, prioritize, and choose from different suggestions
- Act! (Start selected activity, Make purchase)
- Evaluate: Does it work? Is it worth continuing?

Selecting Preparedness Initiatives

- Why should we do this?
  - Examples:
    - Improve response
    - Test a new idea on a small scale before using it for the whole practice
- What does it help?
  - Examples:
    - Staff safety
    - Infrastructure
    - Computer systems
    - Facilities
    - Communication

Coordinate Activities

- Monitor, coordinate and prioritize separate preparedness projects and activities
- Activities and staff should support each other, not conflict or overwhelm

Update Plans

- Outdated plan will be of little use in an emergency
- Update disaster plans when:
  - An employee's emergency actions or responsibilities change
  - Change in the layout or design of the facility
  - New equipment is purchased
  - New hazardous materials are present
  - New processes are introduced that affect evacuation routes
  - New types of hazards are introduced that require special actions
  - New hazards are identified in the community, region, or country that may affect you.
  - On a regular cycle, if no other events trigger an update
  - At least annually, as an absolute minimum
- Consider placing information that is most likely to change on a separate page in the front of the plan so that it can be readily updated
Select Preparedness Initiatives Based on Important Criteria

Rank options on factors such as:

- Potential benefits
- Cost reduction
- Operations improvement
- Performance improvement
- Functional improvement
- Interoperability improvement
- Re-use of assets
- Standards compliance
- Use of proven technology
- Consistency with other agencies/organizations
- Interoperability with a particular organization
- Other

Activity: Multi-Year Preparedness Schedule

- Try drafting a multi-year calendar of preparedness activities
- Include key activities such as:
  - Reviews of existing hazard assessments and plans
  - Meetings with external partners (neighboring businesses, health department or hospital disaster planners)
  - Training on procedures for different staff
  - Drills and exercises
    - On different plans and procedures
    - For different groups of staff
- Incorporate the training schedule developed in the previous exercise

Thank you!

www.albany.edu/sph/cphp

Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness
Multi-Year Preparedness Activities Schedule

Use a multi-year schedule to balance preparedness activities, prevent overloading, and maintain a longer term view. Indicate major planning, training, exercise, or other preparedness activities.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Month</th>
<th>Year: 2010 Activities</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jul</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dec</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contents

- The following materials list activities, organizations, and resources that offer additional ways for individuals and organizations to prepare for disasters in their own lives, work, and community:

Reach Out

- If you haven’t already, connect with major disaster preparedness partners in your community, including your:
  - Local health department: www.naccho.org/about/lhd/
- Or, if you have already contacted them in the past, reach out to them again. They may have:
  - New staff
  - New educational programs
  - New hazards analyses and planning priorities

Volunteer

- Medical Reserve Corps: www.medicalreservecorps.gov
  Community-based units that function as a way to locally organize and utilize volunteers who want to donate their time and expertise to prepare for and respond to emergencies and promote healthy living throughout the year.
- Citizen Corps: www.citizencorps.gov
  Provides opportunities for people to participate in a range of measures to make their families, their homes, and their communities safer from the threats of crime, terrorism, and disasters of all kinds.

Learn Online

- Many organizations provide reading material, interactive online courses, video programs, and workshops. A few sources are:
  - UAlbany Center for Public Health Preparedness: www.ualbanycphp.org
  - FEMA Independent Study Program: www.training.fema.gov/IS/
  - Ready.Gov: www.ready.gov

Read

- The Definitive Handbook of Business Continuity Management by Andrew Hiles – $70
- What to do Before, During, and After an Emergency or Disaster... A Preparedness Toolkit for Office-based Health Care Practices from the American Medical Association – $35
- Prices are approximate prices listed on Amazon.com, 2020
American Medical Association

- Center for Public Health Preparedness and Disaster Response
- Educational materials, research, and many other resources

ProMED-Mail

- Program for Monitoring Emerging Diseases (ProMED-mail)
- Global electronic reporting system for outbreaks of emerging infectious diseases and toxins, open to all sources.
- A program of the International Society for Infectious Diseases
  - [www.promedmail.org](http://www.promedmail.org)

UAlbany Center for Public Health Preparedness

- University at Albany, State University of New York (SUNY), School of Public Health
- Interactive online courses, videos, and materials on personal and professional preparedness topics.
  - [www.ualbanycphp.org](http://www.ualbanycphp.org)

Thank you!

[www.albany.edu/sph/cphp](http://www.albany.edu/sph/cphp)

Copyright 2012, The Research Foundation of the State University of New York
University at Albany Center for Public Health Preparedness