



# Community Healthcare Planning and Response to Disasters

MGT-409

Course Design Document

*Version 2.1*



FEMA



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*Community Healthcare Planning and Response to Disasters*

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FEMA's National Training and Education Division (NTED) offers a full catalog of courses at no cost to help build critical skills that responders need to function effectively in mass-consequence events. Course subjects range from weapons of mass destruction (WMD), terrorism, cyber security, and agro terrorism to citizen preparedness and public works. NTED courses include multiple delivery methods: instructor-led (direct deliveries), train-the-trainer (indirect deliveries), customized (conferences and seminars), and web-based. Instructor-led courses are offered in residence (at a training facility) or through mobile programs, in which courses are brought to state and local jurisdictions that request the training. A full list of NTED courses can be found at <http://www.firstrespondertraining.gov>.

## Course Description

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### Overview

When an entire community is affected by a large-scale incident involving mass casualties such as a natural disaster, a pandemic outbreak, or a terrorist attack, response activities require integration of emergency management, healthcare providers, public health officials, public safety officials, and other agencies operating in a community. Large-scale incidents are likely to overwhelm healthcare systems and communities must work together to address the needs of an overwhelming number of patients. Community Healthcare Planning and Response to Disasters will prepare communities to effectively plan for, respond to, and recover from this type of scenario.

### Core Capabilities

The terminal learning objectives of this course align with the following core capabilities:

- Planning
- Community Resilience
- Threats and Hazard Identification
- Public Health and Medical Services
- Operational Coordination
- Operational Communications
- Situational Assessment
- Environmental Response/Health and Safety

### Scope

Over the last decade, public safety agencies, healthcare facilities, public health departments, and emergency managers have been working to prepare for disasters in their community. Some communities have put their plans into action when responding to actual events, such as hurricanes, tornadoes, floods, and infectious disease outbreaks. While individual organizations may be better prepared to respond to disasters, the question that must be asked is *how prepared is our community to respond?*

Presidential Decision Directive-8, issued in March 2011, emphasizes a *whole-of-community* response to disasters. Simply stated, it means having a unified focus and plan to respond to community disasters.

When a large-scale incident such as a natural disaster, pandemic outbreak, or terrorist attack occurs, response activities require integration of emergency management, law enforcement, fire departments, emergency medical services, healthcare providers, public health officials, school officials, and other agencies operating within a community. Healthcare facilities, particularly hospitals, are a key community resource during a disaster—a hub of activity for victims and others seeking information and aid.

Large-scale incidents are likely to overwhelm a community's healthcare resources. Isolated planning methods fail to consider the concept of the whole community. Traditional and nontraditional members of the healthcare community must work together to address the needs of an overwhelming number of patients. *Community Healthcare Planning and Response to Disasters* will prepare communities to effectively plan for, respond to, and recover from a large-scale incident.

This course has the following option for methods of delivery.

**Direct Delivery (DD) format** is taught by NCBRT instructors; this format is appropriate for anyone who is interested in the content of the course. Participants receive credit for the course but are not certified to instruct.

## Target Audience

The target audience for this course includes the healthcare provider community and responders to healthcare incidents. Traditional first responders and agencies that do not have a traditional response role, but may have one in the event of a large-scale incident, should attend this course.

Each delivery should be comprised of an integrated audience. The audience should include approximately equal representation from the following functional groups: healthcare, public safety, public health, and emergency preparedness. Several activities will rely on the varied expertise and experiences of the audience to provide information about their planning considerations and response roles.

Personnel with the following functions will benefit from attending this course:

- Healthcare provider administration
- Hospital clinical leadership
- Hospital non-clinical supervisors
- Hospital liaison officers
- Hospital safety, emergency planning, and emergency preparedness
- Nursing homes and long-term care providers
- Mental health professionals
- Home healthcare and hospice
- Functional needs caretaker
- Local, county, and state public health departments
- Emergency management
- Emergency medical services
- Fire departments
- Law enforcement
- Public information officers
- Public works directors
- Elected officials
- Transportation administration
- Schools
- Human services

- Community health centers
- Non-governmental and faith-based organizations
- Veterinarians and veterinarian technicians

## Prerequisites

The NCBRT recommends participants complete the following courses or have equivalent knowledge:

- Introduction to Incident Command System (IS-100.b) or Introduction to Incident Command System for Healthcare/Hospitals (IS-100.HCb)
- ICS for Single Resources and Initial Action Incidents (IS-200)
- National Incident Management Systems: An Introduction (IS-700.a)
- Awareness and Response to Biological Events (AWR-118)

To enroll in this course, participants must be US citizens and must possess or obtain a FEMA student identification number (SID).

## Course Length

This course is designed for presentation over two days. Beginning and ending time for instruction can be adjusted to accommodate local requirements at the training location. However, the schedule should permit one 10-minute break approximately every hour and a one-hour lunch break. Total instructional time is 16 hours for eight standard modules.

## Required Materials and Facilities

### NCBRT-Provided

The following equipment and materials are required to support instruction in this course:

- Instructor Guide
- Instructor ID
- Presentation slides
- Audiovisual kit
- Projection screen
- Attendance sheet
- Black markers
- Pre-test answer sheet
- Post-test answer sheet
- TurningPoint ResponseCard system
- One per participant of the following items:
  - Participant Guide
  - Registration form and test answer sheet
  - DHS Student Assessment of Course and Instructors evaluation form
  - Pre-test
  - Post-test
  - Pencil



- Tent name card
- Instructor bios

### Host-Provided

The host agency will be required to provide the following classroom and logistical needs:

- 50-person classroom (for 40 participants plus instructional support personnel), environmentally controlled (heating, ventilation, and air conditioning [HVAC]); with round or rectangular tables allowing class participants to work in groups (not an auditorium with fixed seating)
- Three additional tables for display materials and as a projector surface
- Two easels and easel pads with markers
- Audiovisual equipment: projection screen or area in classroom for projection
- Eight power outlets in the classroom for audiovisual components and computers used by the instructional support personnel and participants during the course
- Instructor access the day before the class start date for classroom setup
- Adequate security to prevent having to reset the classroom daily
- Adequate participant and instructor parking

### Testing and Certification

Participants will take two tests—a pre-test administered during the first module (prior to instruction), and a post-test administered during the last module after completion of instruction. Each test will include questions that reflect the course objectives and assess participants' understanding of the learning objectives. Participants who perform successfully on the post-test (scoring 70% or better or 80% for train-the-trainer deliveries) will receive a Certificate of Completion. Participants who do not achieve a passing score can re-test. Participants may request a Certificate of Attendance if they require documentation of their presence at the class.

Instructors will evaluate individual participation in classroom activities and discussions to determine participants' achievement of affective goals. Active participation and expressed understanding for and appreciation of the contributions of all emergency response agencies will be accepted as reflecting achievement of affective goals.

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## Evaluation Strategy

Participants are required to complete a course evaluation at the end of the course, which focuses on the following issues:

- Value of materials in supporting the course goal and module objectives
- Effectiveness of instruction (instructors presented content in an understandable manner, used relevant examples, encouraged participation, and answered questions in a clear and concise manner)
- Relevance of instruction to each participant's assessment of real-world requirements and concerns

## Course Structure/Content Outline

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### Module 1: Course Overview and Introductory Scenario

#### Terminal Learning Objective

By the end of this module, participants will be able to explain how a successful response to a localized disaster is affected by the cooperative input of multiple disciplines.

#### Enabling Learning Objectives

By the end of this module, participants will be able to

- 1-1 communicate with other disciplines using relationships built in this classroom while responding to a localized healthcare incident, and
- 1-2 explain the organization and content of the course at a high level.

### Module 2: Defining Disasters and Assessing Vulnerabilities

#### Terminal Learning Objective

By the end of this module, participants will be able to recognize characteristics of disasters, develop effective planning approaches, and identify special considerations in disaster planning.

#### Enabling Learning Objectives

By the end of this module, participants will be able to

- 2-1 define the term *disaster* and contrast types and scales of disasters,
- 2-2 evaluate potential effects of disasters on operations, and
- 2-3 recognize special considerations in disaster planning.

### Module 3: Critical Thinking and Risk-Based Decision Making for Planning, Response, and Recovery

#### Terminal Learning Objective

By the end of this module, participants will be able to apply critical thinking and risk-based decision-making skills to respond to an atypical incident, including identifying non-standard solutions to all phases of the response and recovery process.

#### Enabling Learning Objectives

By the end of this module, participants will be able to

- 3-1 employ critical thinking skills during a disaster response,
- 3-2 create a whole-community response to a disaster, including non-standard use of personnel and agencies,
- 3-3 identify pre-planning considerations for conditions outside of normal operating processes,

- 3-4 identify triggers for activating a disaster response,
- 3-5 implement decisions based on the type and scale of the incident,
- 3-6 develop strategies for managing mass casualty incidents, and
- 3-7 use critical thinking skills to plan for post-disaster recovery.

## **Module 4: Communication Concerns for Disasters**

### **Terminal Learning Objective**

By the end of this module, participants will be able to implement communication strategies to improve interagency coordination and identify communication barriers during community healthcare disasters.

### **Enabling Learning Objectives**

By the end of this module, participants will be able to

- 4-1 develop communication plans that employ redundant systems,
- 4-2 employ successful communication strategies during an incident response,
- 4-3 use communication resources and systems to identify and monitor developing incidents,
- 4-4 coordinate messaging and information during a disaster using EOCs and multiagency coordination (MAC) systems, and
- 4-5 communicate with the public during a disaster using a variety of platforms.

## **Module 5: Ethical and Legal Considerations**

### **Terminal Learning Objective**

By the end of this module, participants will be able to apply decision-making processes as they relate to ethical and legal aspects of disasters.

### **Enabling Learning Objectives**

By the end of this module, participants will be able to

- 5-1 recognize the forces that shape ethical decisions during community health disasters,
- 5-2 identify legal aspects of healthcare decisions during a disaster response, and
- 5-3 implement methods of risk reduction and risk transfer.

## **Module 6: Effective Resource Management**

### **Terminal Learning Objective**

By the end of this module, participants will be able to manage healthcare resources and appropriately address resource shortfalls during a community-wide disaster.

### **Enabling Learning Objectives**

By the end of this module, participants will be able to

- 6-1 mitigate healthcare resource shortfalls using the Continuum of Care approach,

- 6-2 coordinate community healthcare resources from a variety of entities during a disaster, and
- 6-3 use previous incidents to develop a resource management plan for a disaster response.

## **Module 7: Large-Scale Incident Scenario**

### **Terminal Learning Objective**

By the end of this module, participants will be able to apply critical thinking and risk-based decision-making skills to respond to a mass casualty incident using a variety of community healthcare resources.

### **Enabling Learning Objectives**

By the end of this module, participants will be able to

- 7-1 use a variety of communication strategies to communicate with other agencies during a large-scale disaster, and
- 7-2 manage limited healthcare resources during a mass casualty incident.

## **Module 8: Testing and Evaluation**

### **Terminal Learning Objective**

In this module, participants will complete a comprehensive post-test and course evaluation.

### **Enabling Learning Objectives**

In this module, participants will

- 8-1 complete a comprehensive post-test successfully and
- 8-2 provide feedback by completing a course evaluation form.



## Course Design Matrix

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### Module 1: Course Overview and Introductory Scenario

#### Scope Statement

In this module, participants and instructors introduce themselves by engaging in a brief opening activity. Participants complete a registration form and take a pre-test. The pre-test is a self-evaluation to assist participants in determining their level of knowledge regarding the course material before the course begins. Participants will complete an introductory scenario to examine the status of their communities' emergency preparedness. Instructors also introduce the course modules by name and describe the primary focus of the modules briefly.

#### Terminal Learning Objective

By the end of this module, participants will be able to explain how a successful response to a localized disaster is affected by the cooperative input of multiple disciplines.

#### Enabling Learning Objectives

By the end of this module, participants will be able to

- 1-1 communicate with other disciplines using relationships built in this classroom while responding to a localized healthcare incident, and
- 1-2 explain the organization and content of the course at a high level.

#### Lesson Topics

Welcome, Introductions Activity, Registration Form, Testing, Group Activity, Course Overview

#### Instructional Strategy

Lecture, Pre-Test, Group Exercise

#### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor-led discussion to ensure participants understand how instructors will evaluate performance
- Instructor administration of a pre-test to assess participants' prior knowledge of course materials

#### Practical Exercise Statement

Not applicable

## Module 2: Defining Disasters and Assessing Vulnerabilities

### Scope Statement

This module discusses the basic processes of planning for effective disaster response from a healthcare standpoint. Topics include defining a disaster, identifying types of disasters, and examining considerations for disaster response, including threat and vulnerability assessments, special populations, and tools for planning and response.

### Terminal Learning Objective

By the end of this module, participants will be able to recognize characteristics of disasters, develop effective planning approaches, and identify special considerations in disaster planning.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 2-1 define the term *disaster* and contrast types and scales of disasters,
- 2-2 evaluate potential effects of disasters on operations, and
- 2-3 recognize special considerations in disaster planning.

### Lesson Topics

Disasters in Your Community, Planning for Disasters, Special Considerations, Pre-Disaster Recovery Planning

### Instructional Strategy

Lecture, Structured Discussion, Case Studies

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Module 3: Critical Thinking and Risk-Based Decision Making for Planning, Response, and Recovery

### Scope Statement

Participants will recognize that effective disaster response requires the whole community, including all first response agencies, community health agencies, hospitals, private businesses, and others. All aspects of response and recovery, including mass casualty incidents, resource utilization, medical decision making, and alternate care options require critical thinking and risk-based decision making processes.

### Terminal Learning Objective

By the end of this module, participants will be able to apply critical thinking and risk-based decision-making skills to respond to an atypical incident, including identifying non-standard solutions to all phases of the response and recovery process.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 3-1 employ critical thinking skills during a disaster response,
- 3-2 create a whole-community response to a disaster, including non-standard use of personnel and agencies,
- 3-3 identify pre-planning considerations for conditions outside of normal operating processes,
- 3-4 identify triggers for activating a disaster response,
- 3-5 implement decisions based on the type and scale of the incident,
- 3-6 develop strategies for managing mass casualty incidents, and
- 3-7 use critical thinking skills to plan for post-disaster recovery.

### Lesson Topics

Introduction, Critical Thinking During a Disaster, Response at the Community Level, Pre-Planning for Disasters, Taking Action and Making Decisions, Mass Casualty Considerations, and Recovery

### Instructional Strategy

Lecture, Discussion

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Module 4: Communication Concerns for Disasters

### Scope Statement

This module informs participants about modes of communication that are useful during healthcare disasters. Using case studies, participants will explore communication planning and will discuss communication strengths and weaknesses. This module examines multiagency, emergency operations center (EOC), and public communication during healthcare emergencies.

### Terminal Learning Objective

By the end of this module, participants will be able to implement communication strategies to improve interagency coordination and identify communication barriers during community healthcare disasters.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 4-1 develop communication plans that employ redundant systems,
- 4-2 employ successful communication strategies during an incident response,
- 4-3 use communication resources and systems to identify and monitor developing incidents,
- 4-4 coordinate messaging and information during a disaster using EOCs and multiagency coordination (MAC) systems, and
- 4-5 communicate with the public during a disaster using a variety of platforms.

### Lesson Topics

Introduction, Communication Plans, Effective Communication During Incidents, Types of Communication, Multiagency Coordination, Risk Communication, and Social Media and Emergency Communications

### Instructional Strategy

Lecture, Structured Discussion, Case Studies

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Module 5: Ethical and Legal Considerations

### Scope Statement

Participants will discuss the ethical and legal considerations that affect decision making by individuals in a healthcare setting during a community-wide disaster. Participants will also discuss how critical thinking skills, legal boundaries, and personal and organizational ethical standards influence personal and professional responses to events.

### Terminal Learning Objective

By the end of this module, participants will be able to apply decision-making processes as they relate to ethical and legal aspects of disasters.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 5-1 recognize the forces that shape ethical decisions during community health disasters,
- 5-2 identify legal aspects of healthcare decisions during a disaster response, and
- 5-3 implement methods of risk reduction and risk transfer.

### Lesson Topics

Ethics in Decision Making, Legal Aspects of Disaster Response, and Risk Reduction and Risk Transfer

### Instructional Strategy

Lecture, Structured Discussion, Case Studies

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable



## Module 6: Effective Resource Management

### Scope Statement

Participants will discuss effective strategies to manage personnel and other crucial resources during a disaster. Strategies will cover short-, intermediate-, and long-term plans and will include adjustments to care standards, technological challenges, and advance planning. Participants will use a case study as a capstone learning activity.

### Terminal Learning Objective

By the end of this module, participants will be able to manage healthcare resources and appropriately address resource shortfalls during a community-wide disaster.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 6-1 mitigate healthcare resource shortfalls using the Continuum of Care approach,
- 6-2 coordinate community healthcare resources from a variety of entities during a disaster, and
- 6-3 use previous incidents to develop a resource management plan for a disaster response.

### Lesson Topics

Introduction, Planning Considerations, Resource Coordination, and Hurricane Sandy Case Study

### Instructional Strategy

Lecture, Structured Discussion, Case Studies

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Module 7: Large-Scale Incident Scenario

### Scope Statement

Participants will illustrate and examine the effects of a mass casualty incident on a community by applying lessons learned to a scenario. The scenario will place participants several hours into a disaster to illustrate the decision-making processes that occur as a situation deteriorates and systems approach failure points.

### Terminal Learning Objective

By the end of this module, participants will be able to apply critical thinking and risk-based decision-making skills to respond to a mass casualty incident using a variety of community healthcare resources.

### Enabling Learning Objectives

By the end of this module, participants will be able to

- 7-1 use a variety of communication strategies to communicate with other agencies during a large-scale disaster, and
- 7-2 manage limited healthcare resources during a mass casualty incident.

### Lesson Topics

Large Scale Incident Scenario

### Instructional Strategy

Group Activity

### Assessment Strategy

- Instructor observation of participants' involvement in the classroom discussion
- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Module 8: Testing and Evaluation

### Scope Statement

In this module, participants complete an objectives-based post-test. They must score a 70% or greater to receive a Certificate of Completion. Participants who do not achieve a passing score can re-test. (They may also request a Certificate of Attendance as documentation of class attendance.) Participants also complete a course evaluation form and provide feedback about the course instruction, content, and materials.

### Terminal Learning Objective

In this module, participants will complete a comprehensive post-test and course evaluation.

### Enabling Learning Objectives

In this module, participants will

- 8-1 complete a comprehensive post-test successfully and
- 8-2 provide feedback by completing a course evaluation form.

### Lesson Topics

Post-Test, Course Evaluation

### Instructional Strategy

Lecture, Post-Test, Course Evaluation

### Assessment Strategy

- Instructor administration of a post-test to assess knowledge participants have gained from each module

### Practical Exercise Statement

Not applicable

## Course Agenda

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### Day 1

- |            |   |           |
|------------|---|-----------|
| • Module 1 | Course Overview and Introductory Scenario   | 2.0 hours |
| • Module 2 | Defining Disasters and Assessing Vulnerabilities                                      | 2.0 hours |
| • Module 3 | Critical Thinking and Risk-Based Decision Making for Planning, Response, and Recovery | 2.0 hours |
| • Module 4 | Communication Concerns for Disasters  | 2.0 hours |

### Day 2

- |            |                                  |           |
|------------|----------------------------------|-----------|
| • Module 5 | Ethical and Legal Considerations | 2.5 hours |
| • Module 6 | Effective Resource Management    | 2.0 hours |
| • Module 7 | Large-Scale Incident Scenario    | 2.5 hours |
| • Module 8 | Testing and Evaluation           | 1.0 hour  |