Response Planning for People with Access and Functional Needs in Rural Communities

Participant Guide

The Rural Domestic Preparedness Consortium (RDPC) was established by Congress and the U.S. Department of Homeland Security-FEMA (DHS-FEMA) to develop and deliver relevant all-hazards training in support of rural homeland security requirements. All training delivered by the RDPC is certified by DHS and offered tuition-free to the nation’s emergency response community and associated stakeholders. Visit www.ruraltraining.org to view the course catalog and training schedule or call 877-855-RDPC (7372) for more information.

Northwest Arkansas Community College/Institute for Corporate and Public Safety (ICPS) is a comprehensive training institute working with the public and private sectors to provide for collaboration and mutual support to address preparedness, protection, response, recovery, and mitigation related to all-hazard crisis events. ICPS courses are developed on behalf of the U.S. Department of Homeland Security and Federal Emergency Management Agency in association with corporate partners to ensure incorporation of best practices in an ever-changing global environment. Visit http://icps.nwacc.edu/ to view training schedule or call 479-619-4170

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Introduction

The purpose of this course is to ensure the safety of those with access and functional needs, including those housed in assisted-living facilities and nursing homes, during a crisis event by increasing knowledge in the area of planning.

According to the National Response Framework (NRF), people with access and functional needs, as they relate to emergency response, encompass several groups including the elderly and children, anyone with limited English proficiency, people with disabilities, and anyone from a minority culture. From an aid planning perspective, NRF looks to target populations that struggle to maintain independence before, during, and after an incident. These people require specialized care, transportation, shelter, and medical needs that must be considered before a crisis occurs. This course will focus on the preparedness and response phases of emergency management.

According to the United States Census Bureau the most medical needs population alone accounts for 20% of the general population in the United States and is on the rise as Baby Boomers age. People with access and functional needs include English as a Second Language (ESL), minority groups, and children, and that number rises to nearly half of the total population. These numbers remain constant even in rural areas. Because of their restrictions and gaps in community support, people in rural areas with access and functional needs are at greater risk of injury and death during a crisis event than those living in suburban and urban areas. Not only is emergency planning for people with access and functional needs populations not common nationwide, but is even less so in rural communities.

People with access and functional needs in rural communities face many of the same challenges during a crisis event as their suburban and urban counterparts, but they do so with fewer local resources covering a much larger geographic area. In order to meet their needs, rural emergency planners must build partnerships and reliable communications, establish thorough evacuation plans, equip shelters, and tackle issues from medical matters to safety and security to service dogs. Most importantly, planners must include people with access and functional needs populations in all preparedness efforts, and educate them, their caregivers, and the general public on activities needed to ensure their survival in the face of a major event.
Overview: Introduction, Agenda, and Pre-Assessment – Administration Page

Duration
8.0 Hours

Scope Statement
This course will help participants prepare communities to meet the assistance and safety requirements of access and functional needs community members during a crisis event in rural communities.

Terminal Learning Objectives (TLO)
In this course, you will learn how to develop emergency plans for access and functional needs populations by working with them and their supporting organizations during the planning process for local communities.

Enabling Learning Objectives (ELO) (Slides i-5 and i-6)
Upon completion of this course, you will be able to:

• Identify the concepts of NIMS, the Emergency Management Cycle, Emergency Management Accreditation Program (EMAP), and PS-Prep™ and recognize the applicability of this course to the functions of their organization.

• Formulate roles and responsibilities for the evacuation and sheltering of people with access and functional needs.

• Examine private/public partnerships that enable response efforts.

• Explore response barriers and examine outreach tactics and strategies as they relate to people with access and functional needs living independently.

• Develop community level strategies designed to integrate responding to access and functional needs into existing programs.

• Examine additional matters (medical, safety, security, financial, service dogs, and pet care) as they relate to planning for access and functional needs populations in rural communities.

• Develop planning and response strategies tailored to the needs people with access and functional needs and their care providers.

Resources
Laptop
Projector and Projector Screen
Slide Presentation
A Room that Seats 43

Instructor to Participant Ratio
1:20
Overview: Introduction, Agenda, and Pre-Assessment – Administration Page

Reference List


Institute of Food and Agricultural Sciences. (n.d.) Disaster planning for elderly and special needs populations. (IFAS publication DH 209). Retrieved July 20, 2009 from http://disaster.ifas.ufl.edu/PDFS/CHAP02/D02-09.PDF

Response Planning for People with Access and Functional Needs in Rural Communities

Overview: Introduction, Agenda, and Pre-Assessment – Administration Page


Practical Exercise Statement
Participants will be administered a course pre-assessment to gauge the level of knowledge prior to starting the course.

Assessment Strategy
Participants will be assessed using these strategies:

- Pre-Course Assessment
- Instructor Review of Module Material
- Post-Course Assessment
Overview: Introduction, Agenda, and Pre-Assessment – Administration Page

Icon Map

Knowledge Check:
Used when it is time to assess the learners’ understanding

 Hint:
Used to cover administrative items or instructional tips that aid in the flow of the instruction

Key Points:
Used to convey essential learning concepts, discussions and introduction of supplemental material

Example:
Used when there is a descriptive illustration to show or explain
Overview: Introduction, Agenda, and Pre-Assessment

Scope
This is a planning- and management-level course. This course will assist in preparing communities to meet the assistance and safety requirements of access and functional needs community members during a crisis event in rural communities.

Due to the expected diverse participant population, general information regarding crisis planning and response National Incident Management System (NIMS) will be discussed, followed by a more narrow discussion specifically regarding access and functional needs and care issues.

Included in the discussion are short- and long-term care, pet care, medication, and the need for specialized equipment and health care. The issue of responding effectively to individuals residing in assisted-living and nursing homes will be emphasized in lessons learned from various disasters.

Target Audience
The course target audience is emergency responders, city government officials, county government officials, state government officials, non-governmental agencies, community leaders, health professionals, volunteers, local community groups, business and corporations with local presence, professionals from retirement, nursing, and assisted living facilities, and long-term care facilities.

Suggested Prerequisites
All course participants must be U.S. citizens. Foreign nationals may apply to DHS to attend the course.

Prior to attending this course, prospective students may complete the courses listed below:

- IS-100.b Introduction to Incident Command System
- IS-197.EM Special Needs Planning Considerations for Emergency Management
- IS-200.b ICS for Single Resources and Initial Action Incidents
  or
- IS-200.HCa Applying ICS to Healthcare Organizations
Course Description
This course functions as an instructor-led course. It is made up of a course overview along with five modules that describe the key activities necessary to support people with access and functional needs during the response and recovery phases of emergency management.

Introduction: NIMS, the Emergency Management Cycle, EMAP, and PS-Prep™
This module provides a big-picture overview of NIMS and the Emergency Management Cycle, followed by brief introductions to EMAP and PS-Prep™.

Module 1: Partnerships
This module examines private and public sector partnerships needed for access and functional needs response.

Module 2: Individual Considerations
This module focuses on outreach to that part of the access and functional needs population living independently. It uses information from www.ready.gov to illustrate what communities need to communicate so that people with access and functional needs can plan their own response to an emergency.

Module 3: Community Considerations
This module focuses on community level efforts and considerations needed to develop a coordinated and integrated response to people with access and functional needs during an emergency.

Module 4: Care Provider Considerations
This module addresses the specific needs of assisted living facilities as they relate to communication, evacuation, and sheltering.

Module 5: Preparedness and Response Exercise and Evaluation
This module gives participants an opportunity to practice and apply course concepts presented in the earlier modules during the hands-on exercise. In addition, participants will receive immediate feedback from the instructor.

Appendices
The appendices include a list of available supporting organization web sites as well as a number of examples listed below:

• Emergency Information Form
• Access and Functional Needs Registry Process Plan
• Evacuation Transportation Memorandum of Agreement
• Evacuation Preparedness/Response Checklist
• Shelter Triage Examples
Overview: Introduction, Agenda, and Pre-Assessment

Housekeeping Information

Facilities
- Bathrooms
- Fire Exits
- Coffee and Water

Breaks
- Frequency and Duration

Instructor’s Expectations
- Share your knowledge and experiences
- Be an active participant
- Open yourself up to new ideas and information
- Be respectful of others
Overview: Introduction, Agenda, and Pre-Assessment

Agenda

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: NIMS, the Emergency Management Cycle, EMAP, and PS-Prep™</td>
<td>1.0 Hour</td>
</tr>
<tr>
<td>Module One: Partnerships</td>
<td>1.0 Hour</td>
</tr>
<tr>
<td>Module Two: Individual Considerations</td>
<td>1.0 Hour</td>
</tr>
<tr>
<td>Module Three: Community Considerations</td>
<td>2.0 Hours</td>
</tr>
<tr>
<td>Module Four: Care Provider Considerations</td>
<td>0.5 Hours</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td>0.5 Hours</td>
</tr>
<tr>
<td>Module Five: Preparedness and Response Exercise and Evaluation</td>
<td>2.0 Hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8.0 Hours</strong></td>
</tr>
</tbody>
</table>

February 2013
Overview: Introduction, Agenda, and Pre-Assessment

Pre-Assessment
Introduction:
NIMS, Emergency Management Cycle, EMAP, and PS-Prep™

Corpus Christi, Texas, September 9, 2008. A Corpus Christi firefighter assists a resident with access and functional needs into a bus which will take her and her family to a shelter in San Antonio in advance of Hurricane Ike’s landfall. Photo by Patsy Lynch/FEMA.
Introduction: NIMS, Emergency Management Cycle, EMAP, and PS-Prep™ - Administration Page

**Duration**
1.0 Hour

**Scope Statement**
This module provides a big-picture overview of NIMS and the Emergency Management Cycle, followed by brief introductions to EMAP and PS-Prep™.

**Terminal Learning Objectives (TLO)**
Upon completion of this module you will be able to identify the concepts of NIMS, the Emergency Management Cycle, EMAP, and PS-Prep™ and recognize the applicability of this course to the functions of their organization.

**Enabling Learning Objectives (ELO) (Slide i-11)**
Upon completion of this course, you will be able to:

0-1. Explain the purpose of each NIMS component: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.


0-3. Relate the preparedness objectives of EMAP and PS-Prep™ to emphasize the partnership between DHS and the private sector.

**Resources**
Laptop
Projector and Projector Screen
Slide Presentation
A Room that Seats 43

**Instructor to Participant Ratio**
1:20

**Reference List**

**Practical Exercise Statement**
Participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.

**Assessment Strategy**
Participants will be assessed using these strategies:

- Observation of student participation.
- Instructor-facilitated review of module content throughout the duration and at the conclusion of module.
Module One
Partnerships

Granite Falls, Washington, January 20, 2007. Donna Cottrell watches as volunteer youth from the Marysville United Methodist Church shovel mud from around her house. Photo by Marvin Nauman/FEMA.
Module One: Partnerships – Administration Page

Duration
1.0 Hour

Scope Statement
This module examines private and public sector partnerships for access and functional needs audiences.

Terminal Learning Objectives (TLO)
Upon completion of this module you will be able to formulate roles and responsibilities for the evacuation and sheltering of access and functional needs populations and examine private/public partnerships that enable those efforts.

Enabling Learning Objectives (ELO) (Slide 1-2)
Upon completion of this module you will be able to:

1-1. Identify and organize roles and responsibilities for different constituency groups and individuals (emergency responders, health professionals, nursing home staff, volunteers, non-governmental agencies, etc.).

1-2. Outline possible partnerships with public and private sector groups regarding shelter, food, medication, and other supplies required for the local people with access and functional needs.

Resources
Laptop
Projector and projector screen
Slide presentation
A room that seats 43

Instructor to Participant Ratio
1:20
Reference List
Institute of Food and Agricultural Sciences. (n.d.) Disaster planning for elderly and special needs populations. (IFAS publication DH 209). Retrieved July 20, 2009 from http://disaster.ifas.ufl.edu/PDFS/CHAP02/D02-09.PDF
The Quantum Foundation and Center on Aging, Florida International University. (2005, Sep, 1). Disaster planning for older adults in Palm Beach County. https://www.llis.gov/

Practical Exercise Statement
Participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.

Assessment Strategy
Participants will be assessed using these strategies:

- Observation of student participation.
- Instructor facilitated review of module content throughout the duration and at the conclusion of module.
Module Two
Individual Considerations

Randle, Washington, January 10, 2008. A homeowner meets with local and federal emergency management representatives in a snow storm to discuss damage she suffered from the November flooding. Photo by Marvin Nauman/FEMA.
Module Two: Individual Considerations – Administration Page

Duration
1.0 Hour

Scope Statement
This module focuses on outreach to that part of the access and functional needs population living independently. It uses information from www.ready.gov to illustrate what communities need to communicate so that people with access and functional needs can plan their own response to an emergency.

Terminal Learning Objectives (TLO)
In this module you will explore response barriers and examine outreach tactics and strategies as they relate to people with access and functional needs living independently.

Enabling Learning Objectives (ELO) (Slide 2-2)
Upon completion of this course, you will be able to:

2-1. Evaluate and overcome barriers to response efforts.
2-2. Direct independently living people with access and functional needs on how to prepare their own response to an emergency.
2-3. Develop individual communication plans needed before and during an incident.
2-4. Predict considerations of people with access and functional needs that may use a service dog.

Resources
Laptop
Projector and projector screen
Slide presentation
A room that seats 43

Instructor to Participant Ratio
1:20
Module Two: Individual Considerations – Administration Page

Reference List


Practical Exercise Statement
Participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.

Assessment Strategy
Participants will be assessed using these strategies:

• Observation of student participation.

• Instructor facilitated review of module content throughout the duration and at the conclusion of module.
Module Three
Community Considerations

Chattanooga, Tennessee, June 18, 2011. A field worker discusses special needs assistance with Delores Smith, who is blind, and her daughter Cheryl. Photo by Ed Edahl/FEMA.
Module Three: Community Considerations - Administration Page

**Duration**
2.0 Hours

**Scope Statement**
This module focuses on community level efforts and considerations needed to develop a coordinated and integrated response to people with access and functional needs during an emergency.

**Terminal Learning Objectives (TLO)**
In this module you will learn how to develop community level strategies designed to integrate access and functional needs response into existing programs. This module will also examine additional matters—medical, safety, security, financial, service dogs, and pet care—as they relate to planning for access and functional needs populations in rural communities.

**Enabling Learning Objectives (ELO) (Slides 3-2 and 3-3)**
Upon completion of this course, you will be able to:

3-1. Develop communication strategies needed before and during a crisis event.
3-2. Evaluate and overcome barriers to response efforts.
3-3. Appraise community needs (evacuation, tracking system) specific to the people with access and functional needs through a community self-assessment.
3-4. Construct plans and adopt tactics adapted to access and functional needs physical and cognitive requirements.
3-5. Appraise physical and cognitive conditions that affect access and functional needs ability to evacuate and shelter.
3-6. Prepare for potential security threats to evacuating and sheltered people with access and functional needs.
3-7. Use methods that protect evacuating and sheltered people with access and functional needs.
3-8. Identify alternate sources of revenue, and anticipate new expense types.
3-9. Use established tactics to gain maximum financial support and receive full value from the funds.

**Resources**
- Laptop
- Projector and projector screen
- Slide presentation
- A room that seats 43

**Instructor to Participant Ratio**
1:20
## Module Three: Community Considerations - Administration Page

### Reference List


Institute of Food and Agricultural Sciences. (n.d.) Disaster planning for elderly and special needs populations. (IFAS publication DH 209). Retrieved July 20, 2009, from http://disaster.ifas.ufl.edu/PDFS/CHAP02/D02-09.PDF


### Practical Exercise Statement

Participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.

### Assessment Strategy

Participants will be assessed using these strategies:

- Observation of student participation.
- Instructor facilitated review of module content throughout the duration and at the conclusion of module.
Module Four
Care Provider Considerations

Beaumont, Texas, August 31, 2008. Ambulances line up for assignments in Beaumont. These units transport patients with special medical needs out of the area in advance of Hurricane Gustav’s landfall. Photo by Patsy Lynch/FEMA.
Module Four: Care Provider Considerations - Administration Page

Duration
0.5 Hours

Scope Statement
This module addresses the specific needs of assisted living facilities as they relate to communication, evacuation, and sheltering.

Terminal Learning Objectives (TLO)
In this module you will learn how to develop planning and response strategies tailored to the requirements of special medical needs care providers.

Enabling Learning Objectives (ELO) (Slide 4-2)
Upon completion of this module you will be able to:

4-1. Develop care-provider communication strategies needed before and during a crisis event.
4-2. Evaluate and address barriers to evacuation efforts.
4-3. Appraise special medical needs requirements for evacuation and sheltering.
4-4. Develop evacuation and sheltering plans based on special medical needs requirements.

Resources
Laptop
Projector and Projector Screen
Slide Presentation
A Room that Seats 43

Instructor to Participant Ratio
1:20
Module Four: Care Provider Considerations - Administration Page

Reference List

Practical Exercise Statement
Participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.

Assessment Strategy
Participants will be assessed using these strategies:

• Observation of student participation as well as performance in practical exercises.
• Instructor facilitated review of module content throughout the duration and at the conclusion of module.
Module Five
Preparedness and Response Exercise

Corpus Christi, Texas, September 11, 2008. Workers assist with the transport of special medical needs patients at the Corpus Christi international airport. A temporary shelter was established to provide housing for these patients waiting for transportation out of Corpus Christi in anticipation of Hurricane Ike’s landfall. Photo by Patsy Lynch/FEMA.
Module Five: Preparedness and Response Exercise - Administration Page

Duration
2.0 Hours

Scope Statement
This module gives participants an opportunity to practice and apply course concepts presented in the earlier modules during the hands-on exercise. In addition, participants will receive immediate feedback from the instructor.

Terminal Learning Objectives (TLO)
Upon conclusion of the exercise, you will be able to develop tasks and projects to mitigate the effects of a simulated emergency on a local access and functional needs population, while providing support and coordination for local access and functional needs populations during a crisis event.

Enabling Learning Objectives (ELO) (Slide 5-2)
Upon completion of this course, you will be able to:
5-1. Develop preparedness plan components (evacuation, identification, vendors, shelters, and other details).
5-2. Evaluate access and functional needs response plan effectiveness during an event.

Resources
Laptop
Projector and Projector Screen
Slide Presentation
A Room that Seats 43

Instructor to Participant Ratio
1:20

Practical Exercise Statement
In addition, participants will analyze a carefully designed description of a problem situation, written specifically to provoke systematic analysis and discussion of best practices.