

Prescription 8: Disaster Preparedness

Facilitator Overview

Competency:

Disaster Preparedness

Content:

Examines the structure and relationship of existing federal, state, local, and health center response systems; how to access the best current resource materials; educating community members in preparedness; and identifying the emotional/mental toll on community members before, during, and after an emergency or disaster.

Lessons:

- Lesson A: *Getting to Know the Resources* (2.5 hours max)
- Lesson B: *Health Center Response Systems* (1.5 hours max)

Estimated Total Time:

4 hours

Methods / Media

- “Virtual Reader”
- Brainstorming
- Team discussion
- All-Team activity
- Small-group activity

Assessment Method:

- Report back
- Demonstration

Facilitator Preparation



What You Will Need for All Lessons in this Module:

- easel
- flip pad
- large colored markers
-

Introduction to the Competency – 5 minutes

The Competency



Present the definition of this competency:

- Disaster preparedness is a set of skills that enables you to educate community members about safety in the home, neighborhood, school, and workplace as well as the most effective actions to take should an emergency or disaster occur.



Point out the lesson(s) that you have selected for the Site Team to cover in this module, from the 2 lessons available to you.

If you will have other presenters or lessons separate from this curriculum, **review** the schedule with the Team.

Lesson A: Getting to Know the Resources

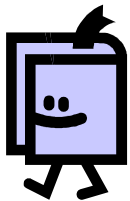
Lesson:	<i>Getting to Know the Resources</i>
Objectives:	<p><i>Note: This session should be given by someone who is familiar with the health center's disaster plan.</i></p> <p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • Identify the stages of emergency/ disaster planning. • Identify a minimum of 3 resources to reference and share with community residents in preparation for times of emergency or disaster.
You will need:	<ul style="list-style-type: none"> • Prepared flip page labeled <i>Lesson Objectives</i> • 4 prepared flip pages, each labeled for one of the stages of emergency / disaster planning and giving its definition. • Copies of the health center's Disaster Plan or sections of it (if available) • Brief activity to help members understand / remember the health center's disaster plan • Worksheet: <i>DisasterSupplies List</i> • A few items for the Team's demo preparedness kit • Prepared flip page labeled <i>Preparedness Kit</i>
Estimated Time:	2 hours 30 minutes max
Gaining an Understanding:	<ol style="list-style-type: none"> 1. Introduce lesson objectives. 2. Members review online Introduction to Disasters. 3. Review stages of emergency / disaster planning. 4. Brainstorm resources for community residents in times of emergencies and/or disasters. 5. Members discuss the usefulness of each resource. 6. Identify 3+ resources to partner with and/or share with community members.
Break:	Give a 10-15 minute break.

Building Skills:	<ol style="list-style-type: none"> 1. Members use Worksheet: <i>Disaster Supplies List</i> to start a demo home emergency kit.
Reflection might include:	<p>Suggested discussion questions:</p> <ul style="list-style-type: none"> • If you were in an emergency and/or a disaster, what could be the emotional and mental toll on you? On others around you? • Have you experienced anything that had a similar

Lesson A



Knowing the Resources – 2 hours 30 minutes max



Direct members to Prescription 8: Disaster Preparedness in the Participant Guide.

Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- Identify the stages of emergency and disaster planning
- Identify a minimum of 3 resources to reference and share with community residents in preparation for times of emergency or disaster.



Direct members to online Introduction to Disasters prior to training or view as a group online with an LCD projector

Gaining an Understanding

2 hours max

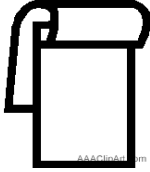


Ask members if any of them has ever been in an emergency situation or in a disaster. Based on their responses, **ask:**

- “Had you prepared for that particular emergency or disaster? Or for a different sort of occurrence?”
- “When the incident happened, were you ready?”
- “How did you respond to the emergency / disaster?”
- “How did the community around you respond? How did their response affect your situation?”

- “Was there a time of recovery needed — for physical structures? Physically injured individuals? And/or mental health of the victims / survivors?”

Allow up to 15 minutes for the discussion.



Display the first prepared flip page, labeled *Mitigation*.

Call on a member to read from the flip page the definition of the term:

“*Mitigation* – the process of reducing vulnerability to incidents and/or reducing the effects from unavoidable incidents.”

Present the following information:

- One of the most effective means of protection is to take steps to make your home and your household safe from the potential effects of disaster like floods, tornadoes, hurricanes, fires, and earthquakes.
- This is called *mitigation*.
- Ideally, mitigation measures are implemented before disaster strikes since they can help protect your household as well as your property.
- However, even after a disaster strikes, actions can be taken to avoid or reduce the impact of the next disaster.

Label a portion of the *Mitigation* flip page “Activities.”

Ask, “What kinds of mitigation activities could be taken before a natural disaster?” *Note: If your geographical area is prone to a particular natural disaster, focus on that.*

Record key words under “Activities.”

Answers might include:

- ✓ *Secure light fixtures and other “built in” household items that could fall or shake loose.*
- ✓ *Move heavy or breakable objects to low shelves or the floor.*
- ✓ *Install storm shutters for exterior windows and doors to protect against high winds.*
- ✓ *Anchor water heaters by bolting them to wall studs*
- ✓ *Maintain yard vegetation properly if wild fires are a local hazard.*
- ✓ *Have a safe underground area to gather in as soon as a*

tornado alert sounds.

- ✓ *Use masking tape (as wide as possible) across windows in an X-shape before a hurricane to reduce shattering.*
- ✓ *Take as many valuables as possible above the ground floor in the likelihood of flooding.*

Add to the list or **provide** clues to the Team if any significant local mitigation activities have been missed.

Direct the Team to identify:

- Which of the activities listed would be truly feasible for them to help with either in regular service assignments or as service projects. **Check** those items.
- Whether their list includes any resources — individuals, organizations, educational materials — the Team might share with the community. **Star** those items.



Display the second prepared flip page, labeled *Preparedness*.

Call on a member to read from the flip page the definition of the term:

“Preparedness includes:

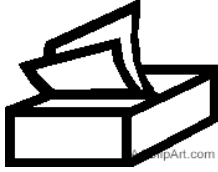
- Developing emergency response plans,
- Training staff and/or community members on what to do in a disaster, and
- Identifying the quantity and location of supplies, medical equipment, food, shelter, and so on that will be needed.”



Fill in the appropriate information below (adapting as needed to your center) and **present** to the Team:

- Each health center should have an emergency preparedness plan.
- Our health center’s plan was developed in ____ and is updated every _____.
- The plan was developed by _____, _____, and _____ of the health center and _____, _____, and _____ of the community.
- The health center staff person directly responsible for putting the plan into action is _____.
- The triggering event for putting the plan into action is _____.
- Hard copies of the plan are available from _____.

- So far, the health center has trained ___ community members on the details of the plan.
- In the future, ___ additional community members will be trained on the details of the plan.



Hand out copies of the health center’s emergency preparedness plan or appropriate portions of it.

Conduct your planned activity to help members understand and remember the fundamentals of the plan.



Label a portion of the *Preparedness* flip page “Activities.”

Ask, “What kinds of activities have you or your family taken to prepare for a natural disaster?” *Note: If your geographical area is prone to a particular natural disaster, continue to focus on that.*

Record key words under “Activities.”

Answers could include:

- ✓ *Put aside components of a disaster kit, such as flashlights, bottled water, non-perishable food, first aid kit, list of medicines taken by family members, etc.*
- ✓ *Identified and practiced an evacuation plan in case of fire.*
- ✓ *Identified where family members will gather after the evacuation and/or in some other disaster.*
- ✓ *Listed emergency numbers for family, doctors, etc., made a copy for each family member’s wallet and for the car.*

When members run out of things to list that they have already done, **direct** them to list all other preparedness activities they can think of.

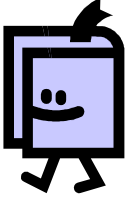


Add to the list or **provide** clues to the Team if any significant local preparedness activities have been missed.

Direct the Team to identify:

- Which of the activities listed would be truly feasible for them to help with either in regular service assignments or as service projects. **Check** those items.
- Whether their list includes any resources — individuals, organizations, educational materials — the Team might share with the community. **Star** those items.

Direct members to locate Worksheet: *Disaster Supplies List*



Allow 3-5 minutes while observing individuals to gauge their reading comfort and speed.

Ask a few questions to increase retention:

- “Is there anything on this checklist that surprises you?”
- “Is there anything major that we did not include on the flip page or that they did not include on the checklist?”
- “Would such a kit be difficult for your family to assemble and keep?”
- “Might there be any barriers to a family in this community making and storing such a kit?”

Explain that the Team will start the assembly of such a kit later in the lesson, for Building Skills.



Either:

- **Lead** some quick stretching exercises, or
- **Give** members a 5-minute break.



Display the third prepared flip page, labeled *Response*.

Call on a member to read from the flip page the definition of the term:

“*Response* is the phase in which activities described in the preparedness plan actually take place. In addition, this phase often leads to activities that were not specifically planned, because unexpected events occur.”

Subtitle the flip page “Response actions include.”



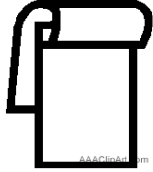
For each of the following categories:

1. **Present** the category,
2. **Record** it on the flip page,
3. **Encourage** members to discuss what’s involved, using actual situations as examples (a local natural disaster in or near their communities or what they know of response on 9/11 in NYC and at the Pentagon), and
4. **Add** local information as appropriate:
 - *Warnings — Activations — Mobilizations* (**Who** makes the call to a locality for response to begin? **Who** is getting the call to respond? **How** are they responding?)

- *Incident Command* (Who will be in charge of all of the response activities? Where will headquarters be set up?)
- *Communication* (How are the responders communicating with each other? Is there a back-up mechanism in case of failure?)
- *Financial Tracking* (How will we track all of the supplies being used? The manpower being used? This comes into play when financial aid is provided by the government; every dollar given has got to be accounted for.)
- *Staffing & Operations* (Where will responders go? Who will they report to? Will we need volunteers? How do you verify who's really a doctor, nurse, fire fighter, or chaplain?)
- *Logistics & Support* (Will other communities be able to help? Will state and/or federal agencies respond? If so, how?)
- *Safety & Security* (Who ensures the safety of the responders? How? Who prevents looting and other crimes of opportunity?)



Ask, “For each of the categories listed here, what information can you find in our health center’s emergency and disaster plan?”



Display the last prepared flip page, labeled *Recovery*.

Call on a member to read from the flip page the definition of the term:

“*Recovery* is the phase in which effected facilities and people begin to return to a ‘pre-disaster’ level of operation; it is often the longest phase. In some cases, recovery to ‘pre-disaster’ levels may not even be possible based on the extent of physical and financial damage and/or the mental and emotional toll on those affected.”

Label a portion of the *Recovery* flip page “Components.”

Ask, “What kinds of recovery activities and situation are likely after a natural disaster?” *Note: Again, focus on a particular type of natural disaster most likely in your locality.*

Record key words under “Components.”

Answers might include:

- *Professional mental health services*
- *Redistribution of resources*
- *Application for government support*
- *Prolonged operations in a temporary facility*
- *Altered work schedules*
- *Engineering and construction projects*

Add to the list or **provide** clues to the Team if any likely local recovery components have been missed.

Direct the Team to identify:

- Which of the activities listed would be truly feasible for them to help with either in regular service assignments or as service projects. **Check** those items.
- Whether their list includes any resources — individuals, organizations, educational materials — the Team might share with the community. **Star** those items.



Ask for volunteers to post all 4 of the flip pages on the walls.

Draw the Team's attention to:

- All of the items marked as activities / components with which members might be able to help. **Point out** that these lists will serve as a guide for selection of some future projects.
- All of the resources identified. **Point out** that these can be woven into any homeland security lessons they develop for the community.



Give a 10-15 minute break

Meanwhile, **prepare** for the Building Skills activity:

- **Spread out** on a table any emergency preparedness kit items you've gathered to get the Team started.
- **Label** a flip page *Preparedness Kit*.

Building Skills

30 minutes max



Ask the members return to Worksheet: *Disaster Supplies List*

Point out that:

- The Team will have 30 minutes today to begin creating a demonstration home emergency preparedness kit;
- When finished, the demo kit can be used in homeland security educational sessions; and
- Many of the items in this list can be purchased at a regular supermarket, hardware store, or pharmacy.

To start the project:

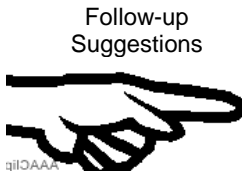
- **Display** the few items you have gathered from around the health center.
- **Direct** members to check these items off on the worksheet.
- **Divide** the Team into small groups to investigate the cost and availability of 1 or 2 categories of supplied.
- **Direct** the groups to report back to the next Team meeting.

Note:

- *At the next Team meeting, when the groups have assembled and totaled the cost of such a kit, lead a discussion on the following questions: "How can a family of four that is dependant on state and federal aid be expected to build such a kit? What kind of resources may be out there for families that cannot cover the cost — perhaps donated items?"*
- *If this discussion sparks concern among members that families*

will not be able to afford such kits, challenge the Team to create a directory of resources in the community that residents can pursue to assemble their own kits.

- *Work with the Team to complete its demo preparedness kit and to develop an opportunity to teach community members how to prepare their own kit.*



- Members build a health education lesson around their demo home emergency kit.
- Members select from this lesson's brainstormed lists one or more projects for regular service assignments or all-Team service projects.



Proceed to:

- Lesson B: Health Center Response Systems

Lesson B: *Getting to Know the Resources*

Worksheet: *Preparing Your Disaster Kit*

Disaster Supplies List

Why talk about a Disaster Supplies Kit?

After a disaster, local officials and relief workers will be on the scene, but they cannot reach everyone immediately. You could get help in hours, or it may take days. Basic services, such as electricity, gas, water, sewage treatment, and telephones, may be cut off for days or even weeks. You may have to evacuate at a moment's notice and take essentials with you. You probably will not have the opportunity to shop or search for the supplies you will need. A Disaster Supplies Kit can help your family stay safe and be more comfortable after a disaster.

What is a Disaster Supplies Kit?

A Disaster Supplies Kit is a collection of basic items that members of a household would probably need in the event of a disaster. The items are stored in a portable container(s) near, or as close as possible to, the exit door. Every household should assemble a Disaster Supplies Kit and keep it up to date. The number of people in a household and their ages and abilities will determine how many containers will be required to carry the kit items.

What to Tell Children

Parents and caregivers should:

- Involve children in disaster preparedness at home so they are aware of the need to prepare and know what is being done. As they are able, have children help plan and assemble kits and put them where they will be ready if needed. Involving children is the first step in helping them know what to do in an emergency.
- Ask children to help the household remember to keep the kits updated by rotating the emergency food and water or replacing it every six months, and by replacing batteries as necessary. Children could make calendars and mark the dates for checking emergency supplies.
- Ask children to think of items that they would like to include in a Disaster Supplies Kit, such as books or games or nonperishable food items.
- Involve children in preparing plans and disaster kits for pets and other animals.

Assemble a Disaster Supplies Kit

You should assemble and maintain a portable Disaster Supplies Kit that you can use at home or can take with you if you must evacuate. In addition, if you have a vehicle, you should always keep it stocked with basic emergency supplies.

In a disaster situation, you may need access to your Disaster Supplies Kit quickly—whether you are sheltering at home or evacuating. Store the items in your kit in sturdy, clearly labeled, easy-to-carry containers near the door, if possible. Duffle bags, backpacks, and covered trash receptacles are good candidates for containers. In addition to the three-day supply of food and water in your Disaster Supplies Kit, you should consider maintaining a two-week supply of food and water in your home. Following a disaster, having the right supplies can help your household endure home confinement or evacuation.

Assemble the following items for use at home or in case you must evacuate. Pack them in easy-to-carry containers and label the containers clearly.

- Food—a three-day supply in the kit and at least an additional four-day supply readily accessible for use if you are confined to home. You may want to consider stocking a two-week supply of food and water in your home.
- Water—three gallons per person in the kit and an additional four gallons per person readily accessible for use if you are confined to home.
- Portable, battery-powered radio or television and extra, fresh batteries.
- Flashlight and extra, fresh batteries.
- First aid kit.
- Medications—Prescription and non-prescription that are regularly used. Check with your physician or pharmacist on storage requirements.
- Cash and coins.
- Copies of personal identification, such as driver's licenses, passports, and work identification badges, and copies of medical prescriptions and credit cards.
- An extra set of car keys and house keys.
- Matches in a waterproof container.
- Map of the area marked with places you could go and their telephone numbers.
- Items for infants, such as formula, diapers, bottles, pacifiers, powdered milk, and medications not requiring refrigeration.
- Special items, such as denture needs, contact lenses and supplies, extra eyeglasses, and hearing aid batteries.
- Items for seniors, disabled persons, or anyone with serious allergies.
- Kitchen accessories: manual can opener; mess kits or disposable cups, plates, and utensils; utility knife; sugar and salt; aluminum foil and plastic wrap; reseal-able plastic bags.
- Household liquid bleach.
- For each person, one complete change of clothing and footwear, including sturdy work shoes or boots, raingear, and other items adjusted for the season, such as hat and gloves, thermal underwear, sunglasses, dust mask.
- Blankets or sleeping bag for each person.
- Small tent, compass, small shovel.
- Paper, pencil; needles, thread; small A-B-C-type fire extinguisher; medicine dropper; whistle; emergency preparedness manual.
- Sanitation and hygiene items: toilet paper, towelettes, soap, hand sanitizer, liquid detergent, feminine supplies, shampoo, deodorant, toothpaste, toothbrushes, comb and

brush, lip balm, sunscreen, plastic garbage bags (heavy-duty) and ties (for personal sanitation uses), medium-sized plastic bucket with tight lid, disinfectant, household chlorine bleach.

- Entertainment, such as games and books. Favorite comfort dolls, stuffed animals for small children.
- Roll of duct tape (10 millimeters thick) and scissors.
- Plastic sheeting pre-cut to fit shelter-in-place room openings.

NOTE: In the unlikely event that a certain type of chemical hazard causes officials to advise people in a specific area to **shelter-in-place in a sealed room**, households should have in the room they have selected for this purpose:

- Plastic sheeting pre-cut to fit room openings
- Duct tape and scissors.

Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide buildup for up to five hours. Local officials are unlikely to recommend the public shelter in a sealed room for more than 2-3 hours because the effectiveness of such sheltering diminishes with time as the contaminated outside air gradually seeps into the shelter.

NOTE: Always keep a shut-off valve wrench near the gas and water shut-off valves in your home.

Disaster Supplies Checklist for Pets

Prepare a pet disaster supplies kit that includes:

- Medications and medical records stored in a waterproof container and a first aid kit. A pet first aid book also is good to include.
- Sturdy leashes, harnesses, and carriers to transport pets safely and to ensure that your pets cannot escape. A carrier should be large enough for the animal to stand comfortably, turn around, and lie down. Your pet may have to stay in the carrier for hours at a time while you have taken shelter away from home. Be sure to have a secure cage with no loose objects inside it to accommodate smaller pets. These may require blankets or towels for bedding and warmth, and other special items.
- Current photos and descriptions of your pets to help others identify them in case you and your pets become separated and to prove that they are yours.
- Food and water for at least three days for each pet, bowls, cat litter and litter box, and a manual can opener.
- Information on feeding schedules, medical conditions, behavior problems, and the name and telephone number of your veterinarian in case you have to board your pets or place them in foster care.
- Pet toys and the pet's bed, if you can easily take it, to reduce stress.
- Other useful items include newspapers, paper towels, plastic trash bags, grooming items, and household bleach.

Tips for Preparing Your Disaster Supplies Kits

Keep items in separate airtight plastic bags. This will help protect them from damage or spoiling.

- **Observe the expiration or "use by" date on stored food and water. If you have prepared your own containers of water, replace them every six months** to ensure

freshness.

- **Rethink your kit and family needs at least once a year.** Replace batteries, update medicines, clothes, etc.
- **Ask your physician or pharmacist about storing prescription medications.** You may find that the best solution is to gradually acquire a reserve by refilling prescriptions a little early, but always using those on hand first to avoid having the expiration dates lapse. Be sure they are stored to meet instructions on the label. It may be difficult to obtain prescription medications during a disaster because stores may be closed or supplies may be limited. Keep copies of essential prescriptions with you at all times.
- **Use easy-to-carry containers** for the supplies you would most likely need for an evacuation. Label them clearly. Think about using:
 - Large trash container with handles and a cover
 - Camping backpack
 - Duffel bag
 - Cargo container that fits on the roof of your vehicle
 - Insulated cooler that protects stored items in hot climates
- **Store water separately** to prevent damage from leakage.
- **Always keep your cell phone with you**, if you have one. Do not pack it in the kit. Consider getting an extra cell phone battery to keep with your Disaster Supplies Kit.

Lesson B: Health Center Response Systems

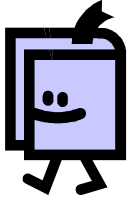
Lesson:	Health Center Response Systems
Objectives:	<p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>This lesson should only be delivered if the health center / service site has a disaster plan in place.</i> • <i>This lesson should only be given by a health center staff member who is familiar with the health center's emergency / disaster plan.</i> • <i>If the Team has completed Lesson B of this Module, build on what has already been covered about the health center's disaster plan. No need to hand out copies or create a brief activity.</i> <p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • Explain the health center's / service site's emergency / disaster response plan.
You will need:	<ul style="list-style-type: none"> • Prepared flip page labeled <i>Lesson Objective</i> <p><i>If the Team has <u>not</u> completed Lesson B:</i></p> <ul style="list-style-type: none"> • Copies of the health center's disaster plan or a summarized version • Brief activity to help members understand / remember the health center's disaster plan
Estimated Time:	<p>1 hour max</p> <p>(1 hour 30 minutes max if the Team has <u>not</u> completed Lesson B)</p>
Gaining an Understanding:	<ol style="list-style-type: none"> 7. Introduce the lesson objective. 8. Review health center's disaster plan in detail. 9. Emphasize the member's / Team's role in the plan.
Break:	N/A
Building Skills:	N/A

Reflection might include:	<p>Suggested discussion questions:</p> <ol style="list-style-type: none"> 1. Now that you see our health center's disaster plan, how do you feel about being a part of it? 2. Do you feel any hesitation about carrying out your assigned role? 3. Do you feel prepared? If not, what additional information and/or skills do you need?
Follow-up might include:	<ul style="list-style-type: none"> • The Team attends any community-wide meeting held about the health center's emergency & disaster plan. • Advise members on the content of any updates to the plan during their service year.

Lesson B



Knowing the Resources – 1 hour 30 minutes max



Direct members to Prescription 8: Disaster Preparedness in the Participant Guide.

Lesson Objectives



Introduce the objective of this lesson:

After completing this Lesson, members will be able to:

- Explain the health center's / service site's emergency / disaster response plan.

Gaining an Understanding



Ensure that the speaker has everything s/he needs, such as:

- Flip pad, markers, and tape;
- Glass of water; and
- Enough copies of any handouts.

Introduce the guest speaker to the Team.

If there is time, **invite** the members to introduce themselves and say where they are from.

Note: If the speaker has an idea of where members are from, s/he can address issues of interest to them, such as large cities vs. suburbs vs. rural areas.

The guest speaker should **proceed** to review the overall health center or site-specific emergency / disaster plan in the same manner s/he normally would for any staff members.

If during the session members are not asking questions or adding ideas, **step in** appropriately and **encourage** them to do so.

Follow-up Suggestions



- The Team attends any community-wide meeting held about the health center's emergency & disaster plan.
- Advise members on the content of any updates to the plan during their service year.



Proceed to:

- The beginning of Prescription 9: Case Management.

HealthCorps Reader

HealthCorps members and Coordinators should visit the link below for an interactive guide to Disaster and Emergency Preparedness.

<http://www.redcross.org/flash/brr/English-html/default.asp>