

LESSON 4-7

PREPAREDNESS ISSUES

Lesson: Preparedness issues

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Intended Audience of Learners

A broad range of health professionals who may work with the older adult population.

Competencies

This lesson supports learning related to the following competencies, with regard to *caring for the geriatric population during the preparedness phase of the disaster cycle*:

Core Competencies and Subcompetencies from Walsh L, Subbarao I, Gebbie K, et al. Core competencies for disaster medicine and public health. *Disaster Med Public Health Prep.* 2012;6(1):44-52. doi: 10.1001/dmp.2012.4.

Core Competency 8.0 "Demonstrate knowledge of public health principles and practices for the management of all ages and populations affected by disasters and public health emergencies."

Subcompetency 8.2 "Identify all ages and populations with functional and access needs who may be more vulnerable to adverse health effects in a disaster or public health emergency."

Subcompetency 8.3 "Identify strategies to address functional and access needs to mitigate adverse health effects of disasters and public health emergencies."

Learning Objectives

At the end of this lesson, the learner will be able to:

- 4-7.1 Describe elements of the disaster cycle.
- 4-7.2 Apply understanding of safety responsibilities and principles of working with families of geriatric patients prior to a disaster.
- 4-7.3 Evaluate local and/or institutional specific access to care and economic issues for geriatric populations during a disaster.

Estimated Time to Complete This Lesson

120 minutes

Content Outline

Module 4: Caring for older adult populations during the disaster cycle: Preparedness, response, recovery, and mitigation
Lesson 4-7: Preparedness issues

- I. Quick introduction to the disaster cycle (note that although the background for these elements was pulled from nursing research, the information is applicable interprofessionally).
 - a. Mitigation
 - i. Definition: Systems-level planning and preparation to lessen the impact of non-event-specific threats
 - ii. Concrete examples from local community/institution
 - b. Preparedness
 - i. Definition: Pre-event planning and arrangements to minimize negative impact
 - ii. Concrete examples from local community/institution
 - c. Response
 - i. Definition: Intra-event response to specific threats to well-being
 - ii. Concrete examples from local community/institution
 - d. Recovery
 - i. Includes reconstruction and evaluation
 - ii. Definition: Normalization of daily living and environment; can lead back into mitigation
 - iii. Concrete examples from local community/institution
- II. Safety (Note to Instructors: define this section specifically on the basis of your learners' roles and practice setting)
 - a. Unique considerations for the elderly
 - i. Older adults are on a spectrum of need, function, and vulnerability.
 - ii. The spectrum can range from fully independent to frail and dependent upon others for routine activities of daily living and survival.
 - b. Physical safety of self and loved ones
 - i. Hazards arising from disaster
 - ii. Hazards arising from sheltering in unknown environment
 - iii. Hazards arising from interruption of daily routine
 - iv. Hazards arising from fatigue and events (including mental and behavioral health)
 - c. Environmental safety (Instructors: define this section specifically on the basis of your learners' roles and practice setting)
 - i. Food
 - ii. Water

- iii. Shelter
 - iv. Power
 - v. Health care resources (professional, pharmaceutical, facilities, etc)
 - vi. Transportation
 - vii. Communication
- III. Working with family and caregivers (Instructors: define this section specifically on the basis of your learners' roles and practice setting)
- a. Pets and preparedness
 - i. Sheltering facilities that accept pets
 - ii. Expectations of pet owners when presenting to those facilities
 - b. Community-based versus facility-based living
 - i. Autonomy (ethical principle and legal obligation)
 - ii. Staffing issues (expectations, care of the caregiver's families)
 - iii. Communication with local family members
 - iv. Decision-making authority at the individual and institutional levels
 - c. Caring for the caregiver
 - i. Personal and family safety needs
 - ii. Compassion fatigue
 - iii. Mental health supports
- IV. Access to care
- a. Medical, mental health
 - i. Identify local resources for physical and mental health care
- V. Economic issues
- a. Broad construct
 - i. Where are the jobs?
 - ii. Where do people get their money? How do they pay for goods and services?
 - iii. What happens if the ability to collect income or make payments is interrupted for the elderly and their caregivers?

Suggested Learner Activities for Use in and Beyond the Classroom

1. Disaster cycle for elderly in their institution or community
 - a. Prepare a map, diagram, or chart of the stages of the disaster cycle
 - i. Complete map, diagram, or chart with specifics for each disaster stage. Please include the following details:
 1. Agencies with authority, including a point of contact
 2. Relevant policies and procedures
 3. Specific resources

- ii. On the basis of the created map, diagram, or chart, identify the following:
 1. Where safety, population-specific care, access to health care, and economic needs of the elderly are addressed
 2. Role-specific expectations of the learner
 3. Questions about local resources or support agencies (where are the learners not sure of resources or plans)
 4. Opportunities to improve current plans and policies
- b. Create small groups for discussions with no more than 6 to a group. One group member should act as leader and another as scribe.
 - i. Compare completed individual maps, diagrams, or charts.
 - ii. Compile resources and questions into an aggregated map, diagram, or chart.
 - iii. Share findings with the larger group.

Readings and Resources for the Learner

- Required Resources
 - Emergency preparedness and response. Centers for Disease Control and Prevention website. <http://emergency.cdc.gov/>. Last updated July 9, 2015. Accessed July 16, 2015.
 - Emergency preparedness and response: preparation & planning. Centers for Disease Control and Prevention website. <http://emergency.cdc.gov/planning/>. Last updated September 30, 2014. Accessed July 16, 2015.
 - Prepare for emergencies now: information for older Americans. Federal Emergency Management Agency website. http://www.fema.gov/media-library-data/1390858289638-80dd2aee624210b03b4cf5c398fa1bd6/ready_seniors_2014.pdf.
- Supplemental Resources
 - None

Learner Assessment Strategies

1. Review the individual learner's completed disaster cycle map, diagram, or chart for the elderly in their institution or community.
 - a. Are the specifics at each stage outlined?
 - b. Does it include the following:
 - i. Agencies with authority, including points of contact?
 - ii. Relevant policies and procedures?
 - iii. Specific resources?

- c. Did the learners identify the following:
 - i. Role-specific expectations?
 - ii. Questions about local resources/support agencies?
 - iii. Opportunities to improve current plans and policies?
2. Small group discussion sessions
 - a. Evaluate the small group's presentation of the aggregate map, diagram, or chart.

Readings and Resources for the Educators

- Required Resources
 - Wynd C. A proposed model for military disaster nursing. *Online J Issues Nurs.* 2006;11(3):5.
 - *Caring for Vulnerable Elders During a Disaster: National Findings of the 2007 Nursing Home Hurricane Summit; May 21-22, 2007; St. Petersburg Beach, Florida.*
http://www.ahcancal.org/facility_operations/disaster_planning/documents/hurricane_summit_may2007.pdf. Accessed February 4, 2015.
 - Somes J, Stephens Donatelli N. Disaster planning considerations involving the geriatric patient: part I. *J Emerg Nurs.* 2012;38(5):479-481.
doi:10.1016/j.jen.2012.05.024
 - Donatelli NS, Somes J. Disaster planning considerations involving the geriatric patient: part II. *J Emerg Nurs.* 2012;38(6):563-567.
doi:10.1016/j.jen.2012.07.016
 - Plan, prepare and mitigate. Federal Emergency Management Agency website. <https://www.fema.gov/plan-prepare-mitigate>. Updated July 18, 2013. Accessed January 15, 2015.
- Supplemental Resources
 - Beaton R, Bridges E, Salazar MK, et al. Ecological model of disaster management. *AAOHN J.* 2008;56(11):471-478.
 - Johnson H, Ling C, Mcbee E. Multi-disciplinary care for the elderly in disasters: an integrative review. *Prehosp Disaster Med.* 2015;30(1):1-8.
 - Aldrich N, Benson WF. Disaster preparedness and the chronic disease needs of vulnerable older adults. *Prev Chronic Dis.* 2008;5(1):A27. Epub 2007 Dec 15. http://www.cdc.gov/pcd/issues/2008/jan/07_0135.htm.
 - Wilber ST, Gerson LW, Terrell KM, et al. Geriatric emergency medicine and the 2006 Institute of Medicine reports from the committee on the future of emergency care in the U.S. health system. *Acad Emerg Med.* 2006;13(12):1345-1351. doi:10.1197/j.aem.2006.09.050

- Cooper A. Vulnerable populations in disasters: health effects and needs. White paper prepared for: Workshop on Medical Surge Capacity; June 10, 2009; Institute of Medicine Forum on Medical and Public Health Preparedness for Catastrophic Events.
<http://www.iom.edu/~media/Files/Activity%20Files/PublicHealth/MedPrep/Jun-10-11-2009-Commissioned%20Papers/Jun-10-11-2009-Commissioned-Paper-Vulnerable-Populations-in-Disasters-Health-Effects-and-Needs.pdf>. Published June 10, 2009. Accessed February 4, 2015.
- Eisenman DP, Cordasco KM, Asch S, Golden JF, Glik D. Disaster planning and risk communication with vulnerable communities: lessons from Hurricane Katrina. *Am J Public Health* 2007;97:S109-S115.
doi:10.2105/AJPH.2005.084335
- *National Response Framework*. Federal Emergency Management Agency.
<http://www.fema.gov/national-response-framework>. Published March 19, 2015. Accessed August 24, 2015.