LESSON 4-8
RESPONSE ISSUES
Lesson: Response 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 geriatric populations during the response phase of the disaster cycle:


    Core Competency 7.0 “Demonstrate knowledge of principles and practices for the clinical management of all ages and populations affected by disasters and public health emergencies, in accordance with professional scope of practice.”
    Subcompetency 7.1 "Discuss common physical and mental health consequences for all ages and populations affected by a disaster or public health emergency."
    Subcompetency 7.2 “Explain the role of triage as a basis for prioritizing or rationing health care services for all ages and populations affected by a disaster or public health emergency.”

Learning Objectives
At the end of this lesson, the learner will be able to:
- 4-8.1 Describe the elements of geriatric-specific triage protocols.
- 4-8.2 Apply understanding of surge capacity and tracking to the local geriatric population by use of both best practice standards and local resources.
- 4-8.3 Evaluate institutional and/or local sheltering plans for geriatric populations.

Estimated Time to Complete This Lesson
90 minutes

Content Outline
Module 4: Caring for older adult populations during the disaster cycle: Preparedness, response, recovery, and mitigation
Lesson 4-8: Response issues

I. Triage protocols
   a. Geriatric specific
      i. Basic first aid to SWiFT (Seniors Without Families Triage) geriatric-specific triage and exam considerations
   b. Roles
      i. Triage roles
      ii. What is the learners’ role in triage protocols

II. Surge and capacity
    a. Surge in various settings
       i. Definition of surge and surge capacity
       ii. Protocols for planning: hold or reroute

III. ID and tracking
    a. Medical records
    b. Prescriptions
    c. Support/family: What lessons from tracking of children are applicable for the frail elderly?

IV. Sheltering
    a. Shelter-specific issues
       i. Special needs
       ii. Resources
    b. Sheltering in place
       i. Resources
       ii. Logistics
       iii. Ethical/legal considerations
    c. Evacuating
       i. Resources
       ii. Logistics
       iii. Ethical/legal considerations
    d. Decision-making
       i. Logistics
       ii. Ethical/legal considerations

Suggested Learner Activities for Use in and Beyond the Classroom
1. Ask learners to create 3 separate maps, diagrams, or charts related to triage and older adults in disasters. The first map, diagram, or chart should track triage for
geriatric patients coming to a local emergency room, the second for older adults coming to a local community clinic, and the third for older adults coming to a local private medical practice. Then ask learners to make recommendations for further training or improvement related to triage in each of these health settings.

2. Ask learners to create 3 separate maps, diagrams, or charts related to surge and tracking and older adults in disasters. The first map, diagram, or chart should track the current surge and tracking for geriatric patients coming to a local emergency room, the second the current surge and tracking for older adults coming to a local community clinic, and the third the current surge and tracking for older adults coming to a local private medical practice. Then ask learners to make recommendations for further training or improvement related to surge and tracking for each of these health settings.
   a. Debate sheltering in place versus evacuation for older adults specifically.
   b. Split the learners into 3 groups. Assign each group one of the topics below.
      i. Shelter in place
      ii. Local shelter
      iii. Evacuation
   c. Groups should present issues related to their topic (below) for older adults in disasters. Following each group’s presentation, foster a discussion among the entire group of learners.

Readings and Resources for the Learner

- Required Resources
Caring for Older Adults in Disasters: A Curriculum for Health Professionals
Module 4: Caring for older adult populations during the disaster cycle
Lesson 4-8: Response Issues


- Supplemental Resources
Learner Assessment Strategies
The following learner assessments are linked to the learner activities described above.

1. Map, diagram, or chart: triage
   a. Assess learner’s understanding of triage process in general.
   b. Assess learner’s understanding of role in the triage process.

2. Map, diagram, or chart: surge & tracking
   a. Assess learner’s understanding of surge concepts.
   b. Assess learner’s understanding of role in tracking process.

3. Debate/discussion
   a. Assess learner’s understanding of shelter versus evacuation issues with older adult populations.
   b. Assess learner’s understanding of ethical implications.

Readings and Resources for the Educators
- Required Resources
  o Same as above readings and resources for the learner

- Supplemental Resources
  o Same as above readings and resources for the learner