

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 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 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
 - Barbisch DF, Koenig KL. Understanding surge capacity: essential elements. *Acad Emerg Med*. 2006;13(11):1098-1102. doi:10.1197/j.aem.2006.06.041
 - 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. Accessed February 4, 2015.
 - Okie S. Dr. Pou and the hurricane: implications for patient care during disasters. *N Engl J Med*. 2008;358(1):1-5. doi:10.1056/NEJMp0707917
 - Hagen J. Protecting the elderly in times of disaster: the critical need for comprehensive disaster planning and exercise design. Forum on Public Policy website. forumonpublicpolicy.com/archivesum07/hagen.pdf. Published 2006. Accessed February 4, 2015.
 - Hoffman S. Preparing for disaster: protecting the most vulnerable in emergencies. *UCDavis Law Rev*. 2009;42:1491-1547.

- *Recommendations for Best Practices in the Management of Elderly Disaster Victims*. Baylor College of Medicine.
<https://www.bcm.edu/pdf/bestpractices.pdf>. Accessed January 15, 2015. (recommended for health care providers; optional for other learners)
- Rothman M, Brown LM. The vulnerable geriatric casualty: medical needs of frail older adults during disasters. *Generations*. 2007;31(4):16-20.
- Dosa DM, Grossman N, Wetle T, Mor V. To evacuate or not to evacuate: lessons learned from Louisiana nursing home administrators following Hurricanes Katrina and Rita. *J Am Med Dir Assoc*. 2007;8(3):142-149.
- Dosa D, Hyer K, Thomas K, et al. To evacuate or shelter in place: implications of universal hurricane evacuation policies on nursing home residents. *J Am Med Dir Assoc*. 2012;13(2):190.e191-197.
- Supplemental Resources
 - Brown LM, Bruce ML, Hyer K, Mills WL, Vongxaiburana E, Polivka-West L. A pilot study evaluating the feasibility of psychological first aid for nursing home residents. *Clin Gerontol*. 2009;32(3):293-308. doi:10.1080/07317110902895317
 - 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
 - Gilk DC. Risk communication for public health emergencies. *Annu Rev Public Health*. 2007;28:33-54.
 - American Nurses Association. Post-disaster care for older adults, effects of housing downturn. *American Nurse*. 2011;43(6):6.
 - Castro C, Persson D, Bergstrom N, Cron S. Surviving the storms: emergency preparedness in Texas nursing facilities and assisted living facilities. *J Gerontol Nurs*. 2008;34(8):9-16.
 - Blanchard G, Dosa D. A comparison of the nursing home evacuation experience between Hurricanes Katrina (2005) and Gustav (2008). *J Am Med Dir Assoc*. 2009;10(9):639-643.
 - Christensen JJ, Brown LM, Hyer K. A haven of last resort: the consequences of evacuating Florida nursing home residents to nonclinical buildings. *GeriatrNurs*. 2012;33(5):375-383.
 - Langan JC, Palmer JL. Listening to and learning from older adult Hurricane Katrina survivors. *Public Health Nurs*. 2012;29(2):126-135.

- Rebmann T, Carrico R, English JF. Lessons public health professionals learned from past disasters. *Public Health Nurs.* 2008;25(4):344-352.

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