

030407

## **Emergency Management Principles and Practices for Healthcare Systems**

Sunday, March 18, 2007

0800-1730 hrs.

### Faculty

Pete Brewster

Connie Boatright

Ron Burger

Anthony Macintyre

Joanne McGlown

John Lindsay

Ann Potter

Mitch Saruwatari

### **Description**

*This course provides an awareness-level understanding on how to develop a comprehensive emergency management program for health care systems. A nine-step model will be used to integrate standards and regulations from the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO), National Fire Protection Association (NFPA) and the Department of Homeland Security. The faculty will teach from a recently-published compendium available at <http://www1.va.gov/emshq/page.cfm?pg=122>*

### **Course Objectives**

At the end of this session, the participant will be prepared to:

- Describe the concepts and principles that support comprehensive emergency management (CEM) programs.
- Identify various industry standards and government regulations and explain how they can be incorporated in a CEM program.
- Explain how a CEM program can be developed through a nine-step process.

030407

**Agenda**

*(EMPPHS\_Agenda)*

March 18, 2007

0800-0815

**Course Overview**

*(EMPPHS\_Course\_Overview)*

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0815-0855

**An Operational System Description for Health Care Systems**

*(EMPPHS\_Lesson\_One)*

Anthony Macintye, Ron Burger

This presentation provides an overview of the health and medical operational system. Terms such as “resiliency” and “medical surge capacity and capability” will be explained in the context of a health care facility’s emergency management program.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Explain the terms “resiliency,” “surge capacity” and “surge capability.”
- b. Describe the difference between emergency management programs and incident management.
- c. Identify the various tiers within the health and medical system in the U.S.

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-1 through 1-17 and 2-63 through 2-93.

Discussion Question: *What are some experiences individual health care facilities have had in supporting community, State or Federal requests for assistance?*

Handout: MSCC Tiers *(EMPPHS\_Lesson\_One\_Handout)*

0855-0935

**Emergency Management Program Development**

*(EMPPHS\_Lesson\_Two)*

Pete Brewster

The presentation will explain emergency management program development and regulatory compliance through a nine-step process. A crosswalk will be used to explain how the recent National Incident Management System (NIMS) requirements for U.S. hospitals can be integrated, along with other industry and regulatory standards.

030407

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Identify some of the concepts and systems that support a comprehensive emergency management (CEM) program.
- b. Describe the various standards and regulations that must be addressed by a health system's CEM program.
- c. Explain how a nine-step process can be used to develop an effective program that meets regulatory requirements.

Discussion Question: *What are some of the biggest issues you have with developing the emergency management program in your organizations?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-18 through 1-88.

Handout: Nine-Step Standards Compliance Crosswalk.  
(EMPPHS\_Lesson\_Two\_Handout)

0935-1015

### **Program Management**

(EMPPHS\_Lesson\_Three)

Joanne McGlown

This session examines the roles of the emergency management committee and emergency program manager in program management and improvement. The use of strategic administrative planning will be described and various managerial strategies will be discussed.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Describe the purpose and composition of the emergency management committee.
- b. Explain the role of the emergency program manager.
- c. Identify the components of a strategic administrative plan.
- d. Discuss various managerial strategies that are used in emergency management program development.

Discussion Question: *What are some strategies you have used to secure funding for priorities in the emergency management program?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-89 through 1-122.

Handout: Strategic Administrative Plan Template.  
(EMPPHS\_Lesson\_Three\_Handout)

030407

1015-1030

**Break**

1030-1110

**The Emergency Operations Plan**

*(EMPPHS\_Lesson\_Four)*

Anthony Macintyre

This session will explain how the format of an “all hazards” Emergency Operations Plan or EOP can easily incorporate the Incident Command System (ICS). The purpose and uses of this documentation will be described and its relationship to the overall emergency management program.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Identify the purpose and uses of an Emergency Operations Plan (EOP).
- b. Explain the format of an EOP.
- c. Describe one approach for incorporating the Incident Command System (ICS) into the EOP.

Discussion Question: *NIMS requires the integration of ICS into the organization’s plans and procedures, what are some experiences in carrying this out?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-204 through 1-211, and 3-177 through 3-188..

Handout: EOP Template. *(EMPPHS\_Lesson\_Four\_Handout)*

1110-1150

**Hazards Vulnerability/Business Impact Analysis**

*(EMPPHS\_Lesson\_Five)*

Mitch Saruwatari

This session explains the purpose of a Hazards Vulnerability Analysis (HVA) and its relationship to other components of the emergency management program. A comprehensive approach to conducting a HVA will be described.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Explain the purpose of a Hazards Vulnerability Analysis (HVA).
- b. Describe how an HVA is related to a Business Area Analysis and to the overall emergency management program.
- c. Provide some examples of “mission critical systems.”
- d. Identify the six steps involved with a comprehensive HVA process.

030407

Discussion Question: *What are some of the “common denominators” for determining the impact of a hazard on a health care facility?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-123 through 1-156.

Handout: HVA Template. (*EMPPHS\_Lesson\_Five\_Handout*)

1150-1250

### **Lunch**

1250-1330

### **Incident-specific Planning**

(*EMPPHS\_Lesson\_Six*)

Ann Potter

This session explains the purpose of a key additional component of the Emergency Operations Plan, the Incident Annexes. The relationship between these pre-plans and the rest of the EOP will be explained, as well as how each relates to the Hazards Vulnerability Analysis. A sample standard operating procedure format will be discussed.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Describe the types and purposes of incident annexes.
- b. Explain the relationship between the EOP, HVA and incident-specific planning.
- b. Discuss one approach that can be used for JCAHO compliance.

Discussion Question: *In developing pre-plans for priority hazards, what are some of your experiences and recommendations on how to make this guidance useful?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 3-177 through 3-191.

Handout: SOP Template. (*EMPPHS\_Lesson\_Six\_Handout*)

1330-1410

### **Planning for Resiliency**

(*EMPPHS\_Lesson\_Seven*)

Pete Brewster

This session explains the range of activities that support continuity of patient care operations. Outputs from the Hazards Vulnerability Analysis will be used to

030407

identify vulnerabilities common across priority hazards. A process to address these vulnerabilities and various regulatory standards will be explained.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Explain the relationship between the HVA and continuity planning.
- b. Describe mitigation planning as it applies to a health care organization.
- c. Provide several examples of preparedness planning that supports resiliency.

Discussion Question: *What steps does your organization take in ensuring continuity of patient care operations?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-157 through 1-166; 1-171 through 1-183; and, 1-227 through 1-230..

Handout: Operating Unit Template. (*EMPPHS\_Lesson\_Seven\_Handout*)

1410-1450

### **Planning for Surge**

(*EMPPHS\_Lesson\_Eight*)

Connie Boatright

This session focuses on establishing relationships between the health care facility and other entities for the purposes of mutual aid and support of community-wide goals for surge capacity and capability.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Describe some concepts and principles that support resource management.
- b. Identify some types of resources that support surge capacity and capability.
- c. Explain some management strategies to achieve medical surge.

Discussion Question: *What are some experiences working with the HRSA-funded surge benchmarks?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 1-212 through 1-226.

Handout: Resource typing template. (*EMPPHS\_Lesson\_Eight\_Handout*)

030407

1450-1530

**Personnel Learning**

*(EMPPHS\_Lesson\_Nine)*

John Lindsay

This presentation covers material that will assist you in developing effective education and training. It includes an overview of the instructional design process as it applies to the health care emergency management programs.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Differentiate between education and training; and the purposes of drills and exercises.
- b. Identify the stages in the Instructional Systems Design (ISD) process.
- c. Describe some principles of adult learning.
- d. Describe the five types of exercises and the purposes of each.

Discussion Question: *What are some difficulties and solutions you have experienced in providing emergency management education and training in your hospital?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 4-11 through 4-50; and 4-51 through 4-77.

Handout: Emergency response and recovery competency framework.  
*(EMPPHS\_Lesson\_Nine\_Handout)*

1530-1545

**Break**

1545--1625

**Application**

*(EMPPHS\_Lesson\_Ten)*

Anthony Macintyre

This lecture explains the process of implementing the Emergency Operations Plan/Incident Command System. It will explain the transition from the use of pre-plans to “management by objectives”. An overview of the incident action planning cycle will be discussed.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Identify the life cycle stages of incident management.
- b. Describe the components of an Emergency Operations Plan that are used to guide the initial response to an incident.

030407

- c. Describe the three ICS management elements that relate to any organization.
- d. Explain how the Incident Command System is used to sustain response and recovery activities.

Discussion Question: *What are some experiences with designating staff into ICS positions, particularly the Director as the “Incident Commander”?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, 3-7 through 3-19, and 2-30 to 2-59.

Handout: Three Management Elements Generic to All Organizations.  
(*EMPPHS\_Lesson\_Ten\_Handout*)

1625-1700

### **Evaluation and Organizational Learning**

(*EMPPHS\_Lesson\_Eleven*)

Pete Brewster

This presentation explains emergency management program evaluation, corrective action and organizational learning concepts and processes. Program-level evaluation targets and methods will be discussed as well as how the After Action Report (AAR) process supports improvements to the emergency operations plan.

Behavioral Objectives: At the end of this session, the participant will be prepared to:

- a. Explain the difference between summative and formative evaluation as they relate to an emergency management program.
- b. Identify some program level evaluation targets, methods and opportunities.
- c. Describe the steps in the AAR process.
- d. Discuss the role of the emergency management committee with respect to organizational learning.

Discussion Question: *What are some experiences and recommendations for linking program evaluation to organizational learning?*

Read-ahead: Emergency Management Principles and Practices for Healthcare Systems, pages 4-81 through 4-91; 4-109 through 4-126; 4-127 through 4-153; and 4-163 through 4-174.

Handout: AAR Form. (*EMPPHS\_Lesson\_Eleven\_Handout*)

1700-1730

### **Question and Answer, Summary and Adjournment**