



Hunter College of
the City University
of New York
Brookdale Center
for Healthy Aging
and Longevity



Adult Care Emergency Preparedness Exercise Toolkit Overview

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WEBINAR SESSION 2: CONDUCT

JUNE 16, 2011 – 11:00AM

PRESENTER:

**MATTHEW KHALED, MPA, CEM
PROJECT COORDINATOR, EMERGENCY PREPAREDNESS
THE BROOKDALE CENTER FOR HEALTHY AGING &
LONGEVITY**



Agenda

- Webinar Session 1 Recap
- The Exercise Process
 - Exercise Documents and Logistics
 - Seminars
 - Tabletop Exercises
 - Drills
- Wrap Up



WEBINAR SESSION 1 RECAP



Toolkit Overview



ADULT CARE EMERGENCY PREPAREDNESS EXERCISE TOOLKIT

Welcome to the **ADULT CARE EMERGENCY PREPAREDNESS EXERCISE TOOLKIT** - an indispensable resource for selecting, developing and conducting Emergency Preparedness exercises in your facility.

This **Toolkit** has been developed specifically for adult care providers so they can quickly and efficiently:

- Select an exercise type based on your facility's needs and capabilities
- Conduct an exercise as appropriate
- Assess the results of your exercise
- Implement changes based on those results

Section 1: Exercise Development Checklist

Exercises are designed to motivate staff and residents to think or act as they would in a real event. Use this checklist in order to assist you by the groundwork for your exercise to ensure that motivation occurs. Use this checklist to guide your choice of exercise topic area and keep track of all phases of the exercise.

Section 2: Jobs Aid - Needs Assessment

Jobs Aids help you assess your organization's exercise needs. Use this tool to analyze where you may wish to focus your organization's exercise design efforts. In completing this needs assessment, you may wish to consult such resources as planning documents, demographic or corporate data, maps, and training records.

Section 3: Selecting the Right Exercise for your Organization

This section provides descriptions of the various types of exercises and their requirements (space, equipment, etc) that you may choose to test your emergency plan. Exercise types most appropriate for adult care are described in greater detail.

Section 4: The Narrative

Now that you have selected an exercise appropriate for your facility it's time to create a narrative that will lead participants through the process.

Section 5: Reviewing What You've Done - The After Action Report

Now that you have practiced a certain aspect of your disaster plan, the process of looking at what happened and how it can be done better afterward is essential. Whether you call it an after-action report, debrief, critique or hot wash, this section will lead you through the steps necessary to complete this task.

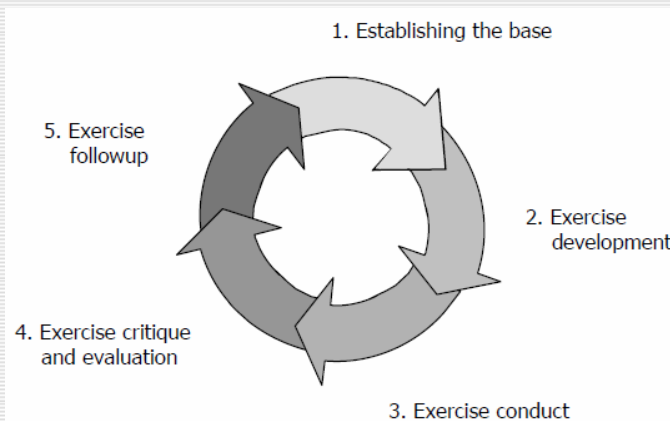
Section 6: References

Valuable references used to create this Toolkit and for you to explore.

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The Exercise Process





The Exercise Process



✓ **Step 3: Select the Exercise Type**

Seminars (e.g. in-service training on disaster plan)

Tabletops (e.g. verbal walkthrough of your plan at a series of staff meetings)

Drills (e.g. fire drill, mobilization exercise, medication/vital records transport to alternate site, physical walkthrough of your plan)



EXERCISE DOCUMENTS AND LOGISTICS



The Exercise Process – Exercise Documents

Document Title	Exercise Usage	Distribution Audience	Key Document Features
Exercise Evaluation Guides (EEGs)	All evaluated exercises	Limited: Evaluators	Helps evaluators assess performance of capabilities, tasks, and objectives during an exercise
Situation Manual (SitMan)	Discussion-based	Not limited: All exercise participants	Textual background for multimedia, facilitated exercise Includes administrative information as well as scenario details
Multimedia Presentation	Discussion-based	Not limited: All exercise participants	Supports SitMan, concisely summarizing written information Enhances exercise realism with audio/visual depiction of the scenario Focuses and drives exercise
Controller and Evaluator (C/E) Handbook	Operations-based	Limited: Controllers, evaluators	Supplements ExPlan with exercise administration information and scenario details
Exercise Plan (ExPlan)	Operations-based	Not limited: Players, observers	Includes general exercise information but does not contain scenario details Enables players to understand their roles and responsibilities in the exercise
Master Scenario Events List (MSEL)	Operations-based	Limited: Controllers, evaluators, simulators	A chronological listing of the events and injects that drive exercise play Produced in both short (i.e. quick reference) and long (i.e. all-encompassing) formats



The Exercise Process – Exercise Logistics

Documents and Logistics

- ✓ Facility Disaster Plan
- ✓ Scenario
- ✓ Major Events List and Expected Actions
- ✓ Notepad and pens or recorder
- ✓ PowerPoint (optional)

Participants

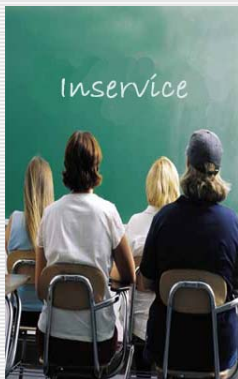
- ✓ Facilitator (i.e. leader staff meetings)
- ✓ Scribe (i.e. capture minutes from the meeting)
- ✓ Staff



SEMINARS



The Exercise Process - Seminars



- ✓ Basic building block of exercise development
- ✓ Orient staff to, or provide an overview of, plans, policies, procedures, equipment, ideas, etc.
- ✓ Good starting point for facilities that are developing or making major changes to existing plans or procedures



TABLETOP EXERCISES



The Exercise Process – Tabletop Exercises



How a Tabletop Works

- ✓ In many respects, it is like a problem-solving or brainstorming session
- ✓ Problems are tackled one at a time and talked through without stress

Facilitating a Tabletop Exercise

- ✓ Introduce Scenario and Topic
- ✓ Facilitate the problem solving
- ✓ Take minutes



The Exercise Process – Tabletop Exercises

Advantages and Disadvantages of Tabletop Exercises	
Advantages	<ul style="list-style-type: none"> ▪ Requires only a modest commitment in terms of time, cost, and resources ▪ Is an effective method for reviewing plans, procedures, and policies ▪ Is a good way to acquaint staff with emergency responsibilities, procedures, and one another
Disadvantages	<ul style="list-style-type: none"> ▪ Lacks realism and thus does not provide a true test of a facility's capabilities ▪ Provides only a superficial exercise of plans, procedures, and staff capabilities ▪ Does not provide a practical way to demonstrate system overload (i.e. surge)



The Exercise Process – Tabletop Exercises

Guidelines for Setting the Stage
<ul style="list-style-type: none"> ▪ Welcome. Begin by sincerely welcoming staff and putting them at ease. ▪ Briefing. Brief the staff about what will happen. This includes a clear explanation of: <ul style="list-style-type: none"> • Purposes and objectives. • Ground rules. • Time limit • Procedures. ▪ Narrative. Start the exercise by reading (or having someone read) the narrative and introducing the first problem or topic. ▪ Discussion. Allot ten minutes for discussion to occur over the topic or problem you have presented. Try breaking the ice by beginning with a general question directed at one or two members of administration or to the group as a whole. Once the ten minutes are up, review and wrap up.



DRILLS



The Exercise Process - Drills



Drills

- ✓ Coordinated, supervised exercise activity used to test a single specific operation or function
- ✓ Practice and perfect one small part of the facility disaster plan



The Exercise Process - Drills

Drill Guidelines

- **Prepare.** If operational procedures are to be tested, review them beforehand. Review safety precautions.
- **Set the stage.** It's always good to begin with a general briefing, which sets the scene and reviews the drill purpose and objectives. Some designers like to set the scene using films, slides, or videotapes.
- **Monitor the action.** After a drill has been started, it will usually continue under its own steam. If you find that something you wanted to happen is not happening, however, you might want to insert a message to trigger that action. (We'll learn more about messages later on.)

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WRAP UP

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Wrap Up – Reasons to Conduct Exercises

Seminar	Drill	Tabletop
No previous exercise	Assess equipment capabilities	Practice group problem solving
No recent operations	Test response time	Promote familiarity with facility disaster plan
New plan	Staff training	Assess plan coverage for a specific case study
New procedures	Assess interdepartmental and receiving facility cooperation	Assess plan coverage for a specific risk area
New staff, leadership	Verify resource and staffing capabilities	Examine staffing contingencies
New facility		Test group message interpretation
New risk		Assess coordination both interdepartmentally and with receiving facility
		Observe information sharing
		Test decision making abilities of staff and administration



The Exercise Process - Conduct

Conducting a Successful Exercise

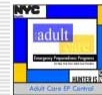
- **Be clear.** The success of an exercise depends largely on the participants having a clear and consistent understanding of what is expected of them. Many exercises fail because the ground rules or simulation techniques to be used during the exercise are inadequately explained.
- **Sustain action.** Sustaining action through messages is one way to meet the key objectives of the scenario. Messages help keep all participants active throughout the entire exercise. This requires careful monitoring and control of the message flow throughout the exercise.
- **Foster realism.** Participants should be encouraged to treat the simulated emergency situations—the communications outages, damage, equipment failure, logistical limitations, personnel losses, etc.—as if they were actually occurring.
- **Establish timelines.** The establishment of valid timelines helps keep what is occurring in its proper order.
- **Review emergency call-off procedures.** To ensure that all participants understand the procedure for a real emergency call-off, they should be briefed before the exercise begins.
- **Capitalize on problem situations.** Situations that can cause stoppage in an exercise also have value because they place added stress on the system. Often they will test more effectively the organization's capability to cope in times of real emergencies.



Save The Dates

<p>SAVE THE DATES!</p> <p>June 6 Part I: Plan June 16 Part II: Conduct June 23 Part III: Review</p>	<p>THE ADULT CARE EXERCISE TOOLKIT OVERVIEW: A THREE PART WEBINAR SERIES FOR NEW YORK CITY ADULT CARE FACILITIES</p> <p>(CLICK HERE FOR DETAILS)</p>
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www.brookdale.org/epcentral/ep_toolkit_webinar.htm



Wrap Up - Program Evaluations

The Brookdale Center for Healthy Aging and Longevity
 Faxback # 212-481-3791 Attn: Matthew Khaleel

adult care | EP CENTRAL The Emergency Preparedness Forum
 for NYC Adult Care Providers
 Thursday, June 16, 2011, 11am

Program Evaluation for Webinar Session II

Thank you for completing this evaluation. Your feedback is very important to us.
 Completion of this evaluation will help us to improve future offerings to meet your needs.

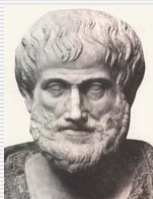
Please, rate each aspect of Session I of the Adult Care Emergency Preparedness Exercise Toolkit Overview using the following scale:	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
The webinar				
1. Met its described objectives/purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provided information that was useful for my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After participating in this webinar, I learned (or was reminded of)...				
3. These types of exercises that are cost effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How to conduct seminars, tabletops and drills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The documents and logistics involved in facilitating an exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Some of the advantages and disadvantages in each of the exercises addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please tell us what you thought about the webinar's organization.				
7. The webinar was presented in an organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The pace of the webinar was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There was adequate time for questions and answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The presenter (M. Khaleel)...				
10. Appeared to be competent in the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Appeared to be prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Wrap Up

“For the things we have to learn before we can do, we learn by doing.”

----Aristotle, Greek Philosopher and Scientist



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