



*A Safety Module: **Disaster Planning***

INSTRUCTIONS FOR THE SUPERVISOR

Step One:

- Make a copy of the Instructions for the Learner page. Return your original to the sheet protector. Add the following information to the copy:
 1. The name (or position) of the person to whom the aides should direct questions.
 2. The name (or position) of the person to whom the aides should turn in their quizzes.
 3. The date by which the quiz page should be turned in.
 4. The name (or position) of the person who will initial the aides' Inservice Club Membership Cards.
- Use this copy as your "master" as you make up the inservice packets.

Step Two:

- Have the following copied for each learner:
 1. The **Instructions for the Learner** page.
 2. The **11 Page** Inservice newsletter.
 3. OPTIONAL: Your workplace policy on severe weather, mandatory evacuations, sheltering in, and handling bomb (or other terror) threats.
 4. The **Quiz** page.

Step Three:

For Self-Study Use

- Distribute as desired—in employee mailboxes; folded in paychecks, etc.
- You may want to post the Quiz Answer Sheet in a prominent spot.

For Group Use

- Read over the Suggested Participatory Activities, the Suggested Teaching Tips and the Suggested Discussion Questions.
- Select the activities you want to use during your inservice hour.



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SUGGESTED PARTICIPATORY ACTIVITIES

ACTIVITY # 1: PACK DISASTER PREPAREDNESS KITS

- Discuss the importance of good planning and preparation.
- Take some time before your inservice to gather supplies, and then take time during your inservice meeting to pack disaster preparedness kits for your clients. Use the instructions on page 10 of the Learner packet as a guideline.
- As appropriate, involve your clients' family members by requesting items like a canvas bag and donations of flashlights and batteries.
- Encourage your Aides and the clients' family members to pack their own kits to keep at home.

ACTIVITY #2: DISASTER AWARENESS POSTER CONTEST

- Hold a poster contest to reinforce the concepts learned in this inservice and to promote public awareness of disaster preparedness!
- What you'll need: poster board, arts and craft supplies, old magazines.
- The only rule is that posters must deliver a clear and positive message about disaster preparedness.
- If you work in a facility, hang posters in a public place within the facility so clients and family members can admire the artwork.
- Designate an impartial judge. Announce winners after a week. Offer prizes for 1st, 2nd and 3rd place winners.

ACTIVITY #3: IMPORTANT DECISIONS—A TEAMBUILDING ACTIVITY

- Making critical decisions under pressure is an important skill—but it also has to be a team effort. Use this team building exercise to strengthen your team's decision making skills and to promote teamwork!
- Separate the groups into 2-3 teams, depending on how many participants you have.
- Give each team the scenario handout included in this packet and provide time (no more than 5 minutes) for the team to come to a consensus. The scenario involves an emergency situation, so there should be some time pressure to make the decisions. When time is up, ask the groups to discuss their decisions and ask some of the following questions:
 1. How were decisions made (vote, debate, argument)?
 2. Who influenced the decisions and how?
 3. How could better decisions have been made?
 4. Did people listen to each other? If not, why?
 5. How would you do the activity differently if you were asked to do it again?



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SUGGESTED TEACHING TIPS

TEACHING TIPS

- Make an overhead of the Quiz Answer Sheet.
- Take advantage of this inservice time to go over your workplace policies on severe weather, mandatory evacuations, sheltering in, and handling bomb (or other terror) threats.
- Take some time to allow participants to discuss their reaction to:
 - The "Connect It Now" box on page 5.
 - The "Get Out" box on page 6.
 - The "Next Step" box on page 8.
- Although most of the information in this inservice is about preparing for a disaster while on the job, take time to stress the importance of being prepared at home as well. Encourage your team to prepare their own homes and families for the possibility of an emergency or disaster situation.
- A few weeks after this inservice, follow up with your staff by asking what steps each person has taken to prepare for a disaster at work and at home.

RESOURCES

The following resources were used in developing this inservice. You might want to check them out for further information:

- Federal Emergency Management Agency at www.fema.gov
- Louisiana State Medical Society at: www.healthcaredisasterplanning.org/
- The Disaster Center at: www.disastercenter.com
- Citizen Corps at: www.citizencorps.gov
- Centers for Medicare and Medicaid Services at www.cms.gov
- World Nuclear Association at: www.world-nuclear.org

More to Learn!

Your staff may enjoy the following related In the Know inservices:

- Client Safety Tips
- Home Care Safety Tips
- Summer Safety Tips
- Winter Safety Tips
- Basic First Aid Tips
- A CPR Update
- Fire Prevention & Safety
- Personal Safety in the Workplace
- Chemical Hazards in the Workplace

If your In the Know library doesn't include these titles, they are available for purchase by calling our toll-free number:

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SUGGESTED DISCUSSION QUESTIONS

DISCUSSION QUESTION #1

What will you do if disaster strikes tomorrow? For example, imagine you work in a nursing home and you are at work when a massive hurricane strikes your area. Your employer has decided not to evacuate the residents because they are just too frail and weak to survive the move.

- How will you make sure your family is taken care of while you are stuck at work? Do you have an emergency contact you can call to take care of your children?
- Do you know your workplace policy on keeping residents safe? Where is the safest place in the building?
- Are you legally obligated to stay and care for residents in this situation? Are you ethically or morally obligated to stay?
- During Katrina, many frail, elderly nursing home residents were abandoned and left to die in the floods that destroyed the city after the Hurricane. It's possible that some healthcare workers had to make the difficult decision to save themselves at the expense of their elderly residents. Hopefully, you will never have to make a decision like that during your career. But, what do you think you would have done?

DISCUSSION QUESTION #2

Ask the group if anyone has a personal story of being involved in a disaster that they would be willing to share.

Ask: What was the disaster? (Ex. tornado, fire, hurricane)

Were you prepared at all? If so, what had you done to prepare?

Was there any warning?

What damage resulted? Was anyone injured?

How did you handle the emergency?

What did you learn from your experience?

HERE ARE MORE QUESTIONS THAT MAY SPUR SOME INTERESTING DISCUSSION:

- Even after reading this inservice, many people will NOT take the necessary steps to prepare for the possibility of a disaster. Why do you think this is the case?



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QUIZ ANSWER KEY

- 1. A violent storm that develops in the tropics of the Atlantic Ocean between June and November is known as a(n):**
C. Hurricane. To be classified as a hurricane, the storm must have winds of 75 miles per hour or more and be accompanied by heavy rains.
 - 2. Of all the disasters discussed in this inservice, the only one you can help prevent is a(n):**
B. Fire. Always be on the lookout for potential fire hazards (smoking, electrical appliances, kitchens) and **eliminate the risk** before it becomes an emergency!
 - 3. Which of the following is a safe place to seek shelter during a tornado?**
D. Any of the above. The safest place is an underground shelter. If no underground shelter is available, then an interior room or a hallway without windows is safe.
 - 4. If you receive a call warning you of a bomb in the building, you should:**
B. Keep the caller on the line. You should remain calm, keep the caller on the line and try to get as much information as possible.
 - 5. True**
Regardless of the potential for any particular disaster, everyone can benefit from assembling a disaster preparedness kit.
 - 6. True**
Tornados, hurricanes and winter weather can all be predicted. High tech radar and sophisticated weather predicting equipment makes predicting tornados, hurricanes and winter weather possible.
 - 7. False**
Although scientist have not found a way to **PREDICT** earthquakes, it is still possible to be **PREPARED**.
 - 8. False**
In small amounts, over a short period of time, radiation is **NOT** harmful.
 - 9. False**
If you suspect hypothermia, warm the person *slowly* with dry clothing, blankets and warmed fluids, like broth.
 - 10. False**
A disaster preparedness kit should have enough food and water to last **THREE DAYS**.
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IMPORTANT DECISIONS DURING AN EMERGENCY

EMERGENCY SCENARIO:

You work in a long term care facility that has 20 residents. About 3 hours into your shift, you look out the window and see blizzard-like conditions and several inches of snow on the ground.

There are only two Aides, one RN, a secretary, and a janitor on staff. *Leaving is not an option.* You call your family and learn they are safe and snug at home.

About an hour later, the power goes out. The generator kicks on so you have low lights but the heat is off and the phones are out.

Each of you has a cell phone, but no chargers. The janitor agrees to call the power company to report the outage. He learns it may be as long as 24 hours before power can be restored.

A battery powered radio is found and the weatherman reports this will be "the storm of the century." He expects nearly two feet of snow to fall over the next 24 hours.

The RN suggests moving all the residents into the main dining room where there is a giant wood burning fire place. The janitor agrees to start a fire but says once we get everyone in the room, we need to be prepared to stay there because every time the door is opened, the heat will let out and the fire will be useless.

Everyone agrees to move the residents and hunker down. Now, **you** have to decide what to bring to the dining room (along with the residents) in order to survive over the next day or two. Each person can only grab **TWO** things. There are **FIVE** of you, so that means you have to choose the top 10 from the following list.

Here are your options:

1. A rolling linen cart filled with clean blankets, towels, wash cloths, etc.
2. A cooler filled with ice for refrigerated medications.
3. One day's worth of medications for each resident. (Counts as one item.)
4. The contents of your locker (your purse with your make- up, magazines, your bagged meal from home, and a change of clothes).
5. A change of clothes for each resident. (Counts as one item.)
6. A bag of toiletries for each resident and staff member (toothbrush, toothpaste, hair comb, lotion, soap). (Counts as one item.)
7. A battery operated radio.
8. A bin filled with board games and cards from the activity room.
9. Wood for the fire place (must be gathered outside).
10. A television and DVD player on a rolling cart.
11. Each resident's hard chart, for reading orders, charting care, and family contact phone numbers. (Counts as one item.)
12. A stack of pens and paper.
13. An emergency first aid kit that has bandages, ice packs, peroxide, rubbing alcohol, etc.)
14. A box of 10 emergency flashlights, all with working batteries.
15. A blood pressure cuff, stethoscope and thermometer.

**Don't worry about feeding people. You are in the dining room, which is connected to the kitchen. So, you have all the food you need.*

INSTRUCTIONS:

On a separate sheet of paper, make a list of your top ten items *in order of importance*. There are no right or wrong answers! When you are finished, discuss your decisions and *why* you prioritized the items the way you did.



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ARE YOU READY TO DELIVER A COMPREHENSIVE CIVILITY TRAINING PROGRAM WITHIN YOUR WORKPLACE?

Did you know the Joint Commission recommends that all accredited healthcare organizations be responsible for handling and preventing incivility in the workplace?

Civility training in the healthcare workplace is more than just a course in professional conduct—although professional conduct is the goal! Civility training teaches:

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LEARNER EVALUATION

Employee Name _____

Date _____ Self-Study Inservice Group-Study Inservice

1. Put a checkmark in the box that best describes how you feel about each learning objective.

| LEARNING OBJECTIVE | I am able to do this. | I might be able to do this. | I can't do this. | I'm not sure. |
|---|-----------------------|-----------------------------|------------------|---------------|
| <i>Identify and prepare for all possible disasters that have the potential to strike in your area.</i> | | | | |
| <i>Discuss your professional responsibility during a mandatory evacuation.</i> | | | | |
| <i>List at least three ways to stay safe during a tornado, an earthquake, a hurricane and a winter storm.</i> | | | | |
| <i>Describe the steps to handle a bomb or terror threat, either by phone or by suspicious package.</i> | | | | |
| <i>Demonstrate readiness by assembling a disaster preparedness kit.</i> | | | | |

2. Did you learn anything new that will help you in your job? Yes No

If yes, please explain: _____

3. If you have questions about the inservice information that did not get answered, note them here:

4. Other comments? _____
