Emergency Preparedness in Massachusetts

Facilitator’s Guide

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Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at http://sites.bu.edu/masslocalinsitute/. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator’s Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: http://sites.bu.edu/masslocalinsitute/

2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on ‘next page’ or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

June, 2017
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Before You Begin

✓ Plan approximately 2 hours to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
✓ Complete the online training on your own.
✓ Read this Facilitator’s Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
✓ As you complete the training and review the Facilitator’s Guide, look for segments to include examples specific to your audience and your own experience.
✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
✓ Determine what equipment you want to incorporate into delivering the training.
✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to “Are there any questions?”

Often asking “Are there any questions?” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.

<table>
<thead>
<tr>
<th>Identify expectations</th>
<th>Make diagrams</th>
<th>Identify unanswered questions</th>
<th>Create potential exam questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can write down 1-2 questions they believe the session will answer.</td>
<td>Ask individuals or small groups to draw a diagram that illustrates the material.</td>
<td>Ask individuals/groups to write down 1-2 questions they still have.</td>
<td>Ask participants to generate potential exam questions and answer them.</td>
</tr>
</tbody>
</table>
Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.
Introduction (Page 2)

Introduce yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

Explain that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:
- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

Discuss the purpose of the course. The purpose of this course is to provide information on the roles and responsibilities of local boards of health (LBOH) before, during, and after emergencies in Massachusetts.

Review Learning Objectives.

After completing this training, you will be able to:
- Explain the four phases of the emergency management cycle
- Summarize the five preparedness mission areas of the National Planning Frameworks and the 15 public health preparedness capabilities
- Outline how emergencies are handled in Massachusetts
- Describe six LBOH emergency preparedness functions
- List the four domains of the public health preparedness and response core competency model
What is Emergency Management? (Page 3)

**Define** emergency management.

**Ask** participants if they’ve ever been involved in an emergency. Ask them to consider the follow up questions provided in the tan conversation box.

**Explain** the emergency management cycle and **describe** its four phases (giving examples).

**Conduct** the matching activity with participants.
National Framework (Page 4)

**Explain** the National Planning Frameworks (Frameworks) and their goal of national preparedness.

**List** the five mission areas of the Frameworks.

**Describe** how the mission areas of the Frameworks differ from the phases of the emergency management cycle.

**Detail** the 15 public health preparedness (PHP) capabilities, giving the definition and sample functions of each.

**Conduct** both PHP self-check activities with participants.
Massachusetts Framework (Page 5)

** Explain** that the Massachusetts Emergency Management Agency (MEMA) is the state agency responsible for coordinating federal, state, local, volunteer, and private resources during emergencies in Massachusetts.

**Open and review** the PDF of the MDPH fact sheet on how emergencies are handled in Massachusetts.

**List** the emergency health and medical functions of the MDPH, the MDPH Office of Preparedness and Emergency Management, and the regional health and medical coordinating coalitions (HMCC).

**Ask** participants if they know which HMCC they belong to. If anyone doesn’t know, and if there’s time, open the HMCC link and connect them to the correct HMCC.
**LBOH Emergency Preparedness Functions (Page 6)**

**Emphasize** that LBOH should be involved in community and HMCC efforts during all four phases of the emergency management cycle – preparedness, response, recovery, and mitigation.

**Ask** participants to list some of the duties they currently do across the four phases of the emergency management cycle.

**List** the emergency preparedness functions of LBOH.

**Conduct** the matching activity with participants.

**List** other emergency activities HMCC are involved in.

**Describe** core competencies, using the competency map to illustrate.

**Review** the performance goal of the competencies and questions that each domain of the competencies (model leadership, communicate and manage information, plan for and improve practice, and protect worker health and safety) helps answer.

**Conduct** the quiz group activity with participants.

**Remind** participants that emergencies can happen anywhere and at any time. It takes the whole community to work together before, during, and after emergencies to save lives, protect property and the environment, restore essential services and critical infrastructure, and help victims and communities return to normal.
Conclusion and Additional Resources (Page 7)

Encourage participants to use the Job Aid that summarizes key points from the training for future reference.

Review the Learning Objectives.

- Explain the four phases of the emergency management cycle
- Summarize the five preparedness mission areas of the National Planning Frameworks and the 15 public health preparedness capabilities
- Outline how emergencies are handled in Massachusetts
- Describe six LBOH emergency preparedness functions
- List the four domains of the public health preparedness and response core competency model

Offer additional resources for further information.

Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute’s website and complete the pre-test, the post-test and the evaluation.