



Bioterrorism Hospital Preparedness Program
Hospital Preparedness Education and Training Guidance



Minnesota Department of Health
Office of Emergency Preparedness

Purpose

This guidance is a resource tool listing of emergency preparedness core competencies. It was developed to ensure competent, prepared healthcare personnel. Its purpose is to assist the user in providing competency-based emergency preparedness training. The goal is to provide a framework to assist in planning for and facilitate competency-based training in the event of an all hazards incident in the State of Minnesota.

The guidance supports hospital or healthcare facility needs by referencing competency-based training for personnel. This training will assist personnel to be competent in their personal responsibilities at work and at home. This training guidance also creates a standardized foundation for healthcare professionals in the State of Minnesota to assist reciprocity of statewide support to one another.

We recommend that hospital and clinic administrators and key planners become familiar with this guidance and adapt it to each facility and department, as applicable. The Minnesota Department of Health (MDH) recognizes that emergency preparedness competency-based training is evolving and changes may determine a need to refine the competencies, indicators, and guidance.

Scope

This guidance serves as the first step in directing the user to assess training needs for the personnel of the facility, department or service area. It provides a list of core competencies, and further detailed, “sub-competencies”. Further, it defines awareness, knowledge, and proficient levels of competency-based training and options for target personnel to receive training in order to develop a training plan for personnel. Following the development of a training plan, the training resources and curricula themselves can be found through links located on the Minnesota Department of Health website at <http://www.health.state.mn.us/oep/training/bhpp/index.html>. The information provided in the guidance documents is aligned with the training resources on the website.



Background

The Education and Training Advisory Group was convened in January 2005 to address the education and training needs of healthcare personnel statewide. The group was asked to develop and initiate an Education and Training Plan to: ensure that competency-based emergency preparedness training is provided to healthcare personnel across the state; increase and enhance the communication and coordination of competency-based emergency preparedness education and training between the MDH and the healthcare personnel across the state; and design/establish a system for tracking and reporting the number of healthcare personnel educated and trained in competency-based emergency preparedness programs annually.

The charge of the group was initiated from the Bioterrorism Hospital Preparedness Program as part of The National Bioterrorism Hospital Preparedness Program, FY 2004 Continuation Guidance. This program states that, "Awardees will utilize competency-based education and training programs for adult and pediatric pre-hospital, hospital and outpatient health care personnel responding to a terrorist incident."

This program also states that, "Competency-based education and training are a means by which the health care workforce can both acquire the knowledge, skills and abilities required in a response and demonstrate the interaction of these elements in a given context, either in drills, exercises or training evaluations. Competency-based education focuses on the application of knowledge into observable outcomes or behaviors and is characterized by greater workplace relevance."

It was with these charges that the group was convened and has moved forward to support the following guidance.

The Education and Training Advisory Group has rural and urban statewide representation from key partners including, but not limited to, the Minnesota Department of Health, Regional Hospital Resource Center Coordinators, hospitals and clinics representatives, Infection Control Practitioners, State Board of Nursing, and academic institutions.

Vision

In support of competent, prepared healthcare personnel during an all hazards incident, a Learning Management System (LMS) is an integral component for tracking, training, and reporting staff emergency preparedness training. At this time, the Minnesota Department of Health is in the process of finalizing a contract for an LMS for the hospital, clinic and public healthcare workforce to utilize to manage staff training. Currently, the MDH website will serve to access training, and the tracking and reporting of staff training will be managed internally at each facility. Once an LMS is in place, training will be provided as you incorporate it into your education and training efforts.

Further, implementation and completion of training by identified healthcare personnel who would be responding in an event may be adapted by each facility.

The guidance documents and website - Overview

The guidance document was designed to assist the user in identifying personnel and applicable training toward emergency preparedness core competencies. You may opt to use the guidance documents as a reference and orientation to competencies in emergency preparedness and to determine a plan for training personnel, or you may start at the website -

<http://www.health.state.mn.us/oep/training/bhphp/index.html>. The website contains the repository of competency-based training resources and curricula.

Using the guidance documents

The guidance documents are to be used as a reference and to guide the development of a plan for training personnel.

The guidance documents provide the following:

- list of the emergency preparedness competencies and sub-competencies to ensure personnel's ability to carry out their responsibilities;
- definitions of awareness, knowledge, and proficient levels of competency-based training;
- levels of training anticipated for target personnel; and
- examples of target personnel to receive training

The Healthcare Personnel Emergency Preparedness (HPEP) Competencies

outlines broad competencies, as well as sub-competencies in emergency preparedness. However, the training plan can be developed and initiated beginning with the broad competencies. Training and measurement can be tailored or enhanced through stepwise implementation based on the existing level of competency of the personnel in the facility.

The Healthcare Personnel Emergency Preparedness (HPEP) Training Level Assignments

provides a framework to begin to identify key personnel for emergency preparedness competency-based training and to guide the key personnel's anticipated level of training. The level of training will depend on the trainees' planned functional roles in a response.

Please note:

- The competencies listed on the *HPEP Training Level Assignments* are an abbreviated version of the *HPEP Competencies*. The *HPEP Training Level Assignments* list the broad competencies and some of the sub-competencies from the complete list in the *HPEP Competencies*. This abbreviated version, *HPEP Training Level Assignments*, was written with the assumption and acknowledgment that a given training curriculum might include some, but not necessarily all, sub-competencies. Refer to the *HPEP Competencies* to determine sub-competencies included in a given training.
- The dark shaded areas under the "Target Personnel" columns in the *HPEP Training Level Assignments* indicate that the competency does not apply to said personnel.

Assumptions:

- * References to special populations include, but are not limited to, persons with complex medical issues, persons with disabilities, persons with language, hearing and sight issues, women who are pregnant or breast feeding, and multi-ethnic, multi-cultural, pediatric, and geriatric populations.
- * All hazards events are complex and will have individual differences.

Using the website

The website provides the repository of competency-based training resources and curricula. They are found through links located on the Minnesota Department of Health website at

<http://www.health.state.mn.us/oep/training/bhpp/index.html>. The training resources on the website are listed by topic area and the topic areas are directly related to the competencies in the guidance documents.

Each topic area links to specific curricula for trainings in that topic area. The following information is provided for each training curriculum:

- brief description;
- level of training;
- target personnel;
- training materials or the direct URL address to online training; and
- emergency preparedness competencies addressed

To see more information about a specific training curriculum, click on the specific curriculum. This will link to the training source via its URL address, where you may enter to see more information on the training or to begin the training, if desired.



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References

The National Bioterrorism Hospital Preparedness Program, FY 2004 Continuation Guidance

The Council on Linkages Between Academia and Public Health Practice

Bioterrorism and Emergency Readiness: Competencies for All Public Health Workers, Center for Health Policy, Columbia University School of Nursing

Hennepin County Medical Center Hospital Emergency Incident Command System

Glencoe Hospital Emergency Incident Command System

Contact Information

The Minnesota Department of Health: Office of Emergency Preparedness, Bioterrorism Hospital Preparedness Program at oepp@health.state.mn.us



Bioterrorism Hospital Preparedness Program
Healthcare Personnel Emergency Preparedness (HPEP) Competencies



Minnesota Department of Health
Office of Emergency Preparedness

COMPETENCY 1: Demonstrate understanding of the role(s) of healthcare personnel in an emergency response.

Sub-Competencies

- A. Describe and verbalize understanding of the facility disaster plan
 - i. Identify the location of the facility disaster plan
 - ii. Verbalize understanding of the department's role in a disaster

- B. Identify protocol for facility access during an all hazards event and how to obtain facility access information
 - i. Describe procedure during a lock-down or restricted access of the facility
 - 1. Visitors
 - 2. Patients
 - 3. Employees
 - a. Identify designated location and time to report from work or from home
 - b. Identify requirements necessary to enter the facility (i.e. name badge)

- C. Describe and demonstrate ability to implement the Incident Command System (ICS)/Incident Management System (IMS) / Hospital Emergency Incident Command System (HEICS) as based on the National Incident Management System (NIMS)
 - i. Demonstrate ability to perform identified roles and responsibilities during an all hazards event
 - ii. Describe and demonstrate ability to function within the chain of command
 - iii. Demonstrate ability to locate and implement Job Action Sheets (JAS)



D. Verbalize understanding of institutional or individual role external to the organization

- i. Verbalize understanding of a coordinated emergency response among the state, regional, and local levels

E. Identify criteria and protocol for emergency procedures

- i. Lock-down or restricted access
- ii. Decontamination, including different types
- iii. Evacuation
- iv. Shelter in place
 - 1. Air handling system shut down
- v. Isolation and Quarantine
- vi. Surge capacity
- vii. Off-site care facilities
- viii. Environmental hazards
 - 1. Water supply
 - 2. Air supply
 - 3. Facility contamination (CBRNE)
- ix. Plan to manage psychological support - employees, patients, and visitors

F. Describe responsibility to promote to all employees the development of a personal family plan



COMPETENCY 2:

Identify the location and demonstrate the correct use of any equipment as it relates to identified roles and responsibilities.

Sub-Competencies

- A. Identify location of equipment and equipment instructions
- B. Demonstrate ability to obtain and maintain needed equipment and supplies
 - i. Identify departments or personnel responsible for the access, availability and distribution of equipment and supplies
 - ii. Verbalize understanding of the rotation system for maintaining the supplies
 - iii. Demonstrate ability to clean equipment and supplies
- C. Verbalize understanding of responsibility to coordinate with county / city emergency management to access and use equipment and supplies (Alternate healthcare sites may include, but are not limited to, clinics, hospitals, long term care facilities / assisted living centers, public health agencies, schools, Emergency Medical Services (EMS), tribal health agencies, behavioral health services, churches, board and lodging, blood banks)



D. Identify appropriate personal protective equipment (PPE) to use during a chemical, biological, radiological, nuclear, and explosive (CBRNE) event

- i. Describe the type of personal protective equipment (PPE) and other equipment available in the facility
 - 1. Reverse air-flow equipment
 - 2. PAPR
 - 3. N95
 - 4. Tyvek Suits
 - 5. Gloves
 - 6. Boots/Shoe covers
 - 7. Masks
 - 8. Decontamination Tents>Showers
 - 9. Geiger Counters
 - 10. Auxiliary Lighting
 - 11. Decon trailers
- ii. Identify and verbalize understanding of labels and symbols associated with equipment and supplies
- iii. Verbalize understanding of personal responsibility for appropriate use of equipment and describe proper selection and correct fit of equipment

E. Demonstrate readiness to apply assessment of CBRNE event to appropriate selection and use of varied equipment

- i. Demonstrate ability to perform functional role in decontamination process
 - 1. Demonstrate correct procedure for donning and doffing of equipment
 - 2. Identify difference in use of equipment specific to body size

F. Demonstrate ability to use communication equipment appropriately

- i. Email/Computer
- ii. Voicemail/Phone
- iii. Fax
- iv. Runners
- v. Radio/Base Station/Handheld
 - 1. HAM
 - 2. VHF
 - 3. 800 MHz
- v. Media
 - 1. Print
 - 2. Television

COMPETENCY 3:

Demonstrate ability to recognize, identify, and manage illness, injury and disease.

Sub-Competencies

A. Identify and describe the signs and symptoms of illnesses or injuries (CBRNE)

- i. Chemical
- ii. Biological
- iii. Radiological
- iv. Nuclear
- v. Explosive

B. Identify the types of patients that may present during an all hazards event

- i. Identify patterns specific to age groups
 - 1. Pediatric needs for special equipment, psychosocial, physiological and treatment considerations
- ii. Identify special populations



C. Verbalize understanding of and/or demonstrate ability to perform surveillance

- i. State/recognize emerging patterns or clusters of symptoms prior to the identification of a specific diagnosis
- ii. Demonstrate ability to report suspicious findings of illnesses or injuries to internal and external personnel
 - 1. Demonstrate ability to present accurate information to healthcare team
- iii. Verbalize understanding of reporting cases/events to internal resources
- iv. Verbalize understanding of reporting cases/events to external resources, including public health system

- D. Demonstrate ability to initiate and apply protocols and procedures for patient care within scope of practice, education, and/or training
- i. Verbalize understanding of patient flow and triage
 - ii. Verbalize understanding of infection control processes and procedures
 1. State protocol for notification of infection control
 2. Describe infection control techniques
 - iii. Verbalize understanding of identification and containment of infectious disease and potential chemical agents
 1. Infectious disease
 - a. Category A agents
 - b. Influenza
 - c. SARS
 - d. Emerging pathogens
 2. Potential chemical agents
 - iv. Verbalize understanding of isolation and quarantine
 1. Identify appropriate type and use
 2. Identify internal support
 3. Identify external partners to contact
 - v. Demonstrate ability to assess patient illness and injury for key signs indicating need for evacuation or mass immunization
 - vi. Demonstrate ability to use established communication system for reporting possible illness or injury
 1. Demonstrate ability to notify internal contacts
 2. Demonstrate ability to notify external contacts



- vii. Demonstrate ability to utilize reliable and credible sources of information specific to disease entity and/or injury
 - 1. MDH
 - 2. CDC
- viii. Demonstrate ability to provide age-appropriate patient care
- ix. Demonstrate ability to differentiate treatment modalities
 - 1. Palliative
 - 2. Pharmacological (Age appropriate, dosages, and contraindications)
 - a. Prophylaxis
 - b. Treatment
- x. Identify signs and symptoms of behavioral health illnesses related to an all hazards event
 - 1. Demonstrate ability to notify behavioral health professionals internally and externally
 - 2. Define indicators to provide self-care
 - 3. Demonstrate ability to make appropriate referrals
- xi. Describe transfer guidelines and discharge criteria
 - 1. Surge capacity
 - 2. Disease-specific
 - 3. Age-specific

- E. Verbalize plan to carry out mass distribution of chemoprophylaxis and mass vaccination
 - i. Hospital personnel
 - ii. Patients
 - iii. Family members and close contacts of exposed persons



COMPETENCY 4:

Demonstrate effective communication within identified roles and responsibilities during an all hazards event.

Sub-Competencies

A. Verbalize understanding of facility communication plan

- i. Identify the location of facility communication plan
- ii. Identify functional role in plan
- iii. Verbalize understanding of other communication roles

B. Identify available communication methods

C. Demonstrate ability to function within chain of notification

- i. Demonstrate ability to implement chain of notification to appropriate personnel
- ii. Demonstrate readiness to apply internal notification procedures
- iii. Demonstrate readiness to apply external notification procedures

D. Demonstrate ability to establish and maintain relationship with external partners

- i. Demonstrate ability to establish and maintain open ongoing communication with identified external partners



E. Verbalize understanding of Health Alert Network and of distribution process

F. Demonstrate ability to use established communication system to inform personnel in a timely manner

- i. Identify personnel who need to receive information based upon scope and type of incident
- ii. Demonstrate ability to select appropriate equipment and initiate protocol for equipment use within communication system (equipment may include but is not limited to email/computer, voicemail/phone, fax, runners, radio/base station/handheld-HAM, VHF, 800 MHz, and media-print, television)

G. Demonstrate ability to distribute appropriate reliable and credible material to patients

- i. Age-specific
- ii. Various methods
 - 1. Handouts
 - 2. Verbal instruction
 - 3. Translated materials

H. Demonstrate ability to distribute appropriate reliable and credible material to staff

- i. Family emergency and response plans
 - 1. Alternative methods of communication
 - 2. Supply kits

I. Demonstrate ability to communicate clearly the risks associated with recommended actions to personnel

J. Demonstrate ability to communicate clearly the risks associated with recommended actions to patients

K. Verbalize understanding the importance of accurate and comprehensive data collection and documentation

- i. Identify protocol for reporting

L. Demonstrate ability to provide psychological triage by identifying the signs and symptoms of behavioral (mental) illnesses for personnel related to an all hazards event, and to refer for a behavioral health evaluation, psychological first aid, or crisis counseling services

M. Verbalize understanding established communication system to keep public informed of situational status

- i. Verbalize understanding that all information is coordinated through Joint Public Information Center/Public Information Officer
- ii. Verbalize understanding the importance of consistent information throughout local, regional, state and national agencies

N. Describe protocols and procedures in risk communication

O. Verbalize understanding and/or demonstrate role in post-event feedback and assessment

COMPETENCY 5:

Demonstrate understanding of role in applying problem solving and flexible thinking to unusual challenges in identified roles and responsibilities.

Sub-Competencies

- A. Demonstrate ability to assess need for alternative modes of operation as identified in Competency 1, Indicator E.
- B. Define and verbalize understanding of concept of resiliency in adapting to an emergency within self and with others
 - i. Verbalize importance of making realistic plans and taking steps to carry them out
 - ii. Verbalize importance of establishing and maintaining a positive view and confidence in strengths and abilities
 - iii. Verbalize importance of communicating and problem solving
 - iv. Verbalize importance of managing strong feelings and impulses



- C. Verbalize importance of contributing to team efforts in addressing an all hazards event
 - i. Verbalize importance of listening to alternative points of view in an open, unbiased manner
 - ii. Identify cultural, social, spiritual, religious, behavioral factors that play a role in an all hazards event
 - iii. Verbalize importance of functioning independently and dependently when appropriate
 - 1. Verbalize importance of consulting with other disciplines
 - 2. Verbalize importance of consulting with colleagues
 - iv. Demonstrate ability to cooperate with and utilize community partners
 - 1. Local public health
 - 2. County resources
 - 3. Tribal resources
 - 4. Regional resources
 - 5. State resources

D. Verbalize importance of thinking critically in any given situation

- i. Verbalize importance of making decisions quickly and accurately
- ii. Verbalize importance of brainstorming solutions to issues
- iii. Verbalize importance of differentiating between complaints and critical issues

E. Verbalize importance of prioritizing and organizing workload, time, materials, and resources

F. Verbalize understanding of continuity of operations (business continuity planning)

G. Demonstrate ability to function effectively within limitations of role with reduced personnel

- i. Demonstrate ability to assess need for and implement just-in-time training and identify appropriate delivery mechanisms for just-in-time trainings
- ii. Demonstrate ability to initiate protocol for utilization of volunteers
 - 1. MN Responds!





Bioterrorism Hospital Preparedness Program
Healthcare Personnel Emergency Preparedness (HPEP)
Training Level Assignments



Minnesota Department of Health
Office of Emergency Preparedness

Levels/Depth of Training:

These training level assignments create a standardized foundation for healthcare professionals in Minnesota. The awareness level will serve as a minimum criterion for prepared personnel. The purpose of the knowledge level is to assume operational knowledge and skills for target personnel. Additionally, the purpose of the proficiency level of training is to provide an advanced level of technical expertise of the target personnel.

Awareness Level (A) - a basic level of mastery of the competency, in which individuals are able to identify the concept or skill but have a relatively limited ability to perform them.

Knowledge Level (K) - an intermediate level of mastery of the competency, in which individuals are able to apply and describe the skill.

Proficiency Level (P) - an advanced level of mastery of the competency, in which individuals are able to synthesize, critique or teach the skill.

* Drills and exercises will be used as an evaluation tool not a level of training.



Target Personnel:

Target Personnel are individuals or groups of individuals who are identified by job responsibility for a specified level of training. The departments, titles and/or services provided with the target personnel below are examples referenced from the Glencoe Hospital Emergency Incident Command System (HEICS) model and the Hennepin County Medical Center HEICS model. They are provided as examples to be used in deciding who from your facility could be trained and at what level for each competency. The examples are to be used as a guide. Each facility may adapt as necessary to fit its specific needs.

Administration – Administrators, Clinical Director, Service Directors, Medical Director, CEO, VP

Emergency Preparedness Team – Emergency Department, Emergency Response Committee, Safety Committees, Safety Director, Security Officer, Engineering

Medical Care – Physician, APRN, P.A., Registered Nurse, Licensed Practical Nurse, Nurse Educator, Medical Assistant, Infection Control

EMS (Emergency Medical Services) – Ambulance Service Provider

Human Services Staff – Health Educator, Licensed Clinical Social Worker (LCSW), Behavioral Health Staff, Chaplain, Human Resources, Dependent Care

Ancillary Staff – Pharmacy, Radiology, Respiratory

Environmental/Facilities Management – Security, Patient Transport, Communications, Food Service

Laboratory—Medical Technologists, Medical Technicians, Medical Assistants, Phlebotomists, Clinical Laboratory Scientists, Clinical Assistants

Finance/Business Office – Business Office Manager, Finance Officer

COMPETENCY 1: Demonstrate understanding of the role(s) of healthcare personnel in an emergency response.

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| A | Describe and verbalize understanding the facility disaster plan | P | P | K | K | A | K | K | K | K |
| | Identify the location of the facility disaster plan | P | P | P | K | A | P | A | P | P |
| | Verbalize understanding of the department's role in a disaster | P | P | P | K | K | K | A | K | K |
| B | Identify protocol for facility access during an all hazards event and how to obtain facility access information | K | P | K | K | K | A | A | A | A |
| | Describe procedure during a lock-down or restricted access of the facility | K | P | K | A | K | A | A | K | A |
| C | Describe and demonstrate ability to implement the Incident Command System (ICS)/Incident Management System (IMS) / Hospital Emergency Incident Command System (HEICS) as based on the National Incident Management System (NIMS) | P | P | A | K | K | K | K | A | A |

COMPETENCY 1: Demonstrate understanding of the role(s) of healthcare personnel in an emergency response.

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| C | Demonstrate ability to perform identified roles and responsibilities during an all hazards event | P | K | K | K | K | K | K | K | K |
| | Describe and demonstrate ability to function within the chain of command | P | P | K | K | K | K | K | K | K |
| | Demonstrate ability to locate and implement Job Action Sheets (JAS) | P | P | A | K | K | K | K | A | A |
| D | Verbalize understanding of institutional or individual role external to the organization | P | P | A | A | A | A | A | A | A |
| | Verbalize understanding of a coordinated emergency response among the state, regional, and local levels | K | P | A | | A | A | A | A | A |
| E | Identify criteria and protocol for emergency procedures | K | P | A | A | A | A | A | A | A |
| | Lock-down or restricted access | K | P | K | K | A | A | K | P | A |
| | Decontamination, including different types | A | P | A | A | A | A | A | A | A |

COMPETENCY 1: Demonstrate understanding of the role(s) of healthcare personnel in an emergency response.

| TARGET PERSONNEL | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|--|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | |
| E Evacuation | K | P | K | A | A | A | A | P | A |
| Shelter in place - air handling system shut down | A | K | A | A | A | K | A | P | A |
| Isolation and Quarantine | A | P | P | K | A | K | K | K | A |
| Surge capacity | K | P | K | K | A | K | K | A | A |
| Off-site care facilities | K | P | A | A | A | K | A | A | A |
| Environmental hazards – water and air supply, facility contamination - Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE) | A | P | A | A | A | A | A | P | A |
| Plan to manage psychological support – employees, patients, visitors | K | P | K | A | A | P | A | K | K |
| F Describe responsibility to promote to all employees the development of a personal family plan | P | P | K | A | K | P | A | K | K |

COMPETENCY 2: Identify the location and demonstrate the correct use of any equipment as it relates to identified roles and responsibilities

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|--|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| A | Identify location of equipment and equipment instructions | A | P | P | P | A | | K | P | A |
| | Demonstrate ability to obtain and maintain needed equipment instructions | A | P | K | P | K | | K | P | A |
| B | i. Identify departments or personnel responsible for the access, availability and distribution of equipment and supplies | A | P | P | K | K | | K | P | A |
| | ii. Verbalize understanding of the rotation system for maintaining the supplies | A | A | K | K | A | | K | P | A |
| | iii. Demonstrate ability to clean equipment and supplies | A | A | K | K | K | | K | P | |
| C | Verbalize understanding of responsibility to coordinate with county/city emergency management to access and use equipment and supplies | A | P | A | A | K | K | A | K | A |

COMPETENCY 2: Identify the location and demonstrate the correct use of any equipment as it relates to identified roles and responsibilities

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| D | Identify appropriate personal protective equipment (PPE) to use during a CBRNE event | A | P | A | P | K | A | A | P | A |
| | i. Describe the type of PPE and other equipment available in the facility | A | P | A | P | K | A | A | P | |
| | 1. Reverse air-flow equipment | A | P | K | P | K | A | A | P | A |
| | 2. Powered Air Purifying Respirators (PAPR) | A | P | K | P | P | A | A | P | A |
| | 3. N95 | A | P | K | P | P | A | A | P | A |
| | 4. Tyvek Suits | A | P | K | P | P | A | A | P | A |
| | 5. Gloves | A | P | K | P | P | A | A | P | A |
| | 6. Boots/Shoe covers | A | P | K | P | P | A | A | P | A |
| | 7. Masks | A | P | K | P | P | A | A | P | A |
| | 8. Decontamination Tents>Showers | A | P | A | P | K | A | A | P | A |
| | 9. Geiger Counters | A | P | A | P | A | A | A | P | A |
| | 10. Auxiliary Lighting | A | P | A | P | A | A | A | P | A |

COMPETENCY 2: Identify the location and demonstrate the correct use of any equipment as it relates to identified roles and responsibilities

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|--|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| D | 11. Decontamination Trailers | A | P | | P | A | A | A | P | A |
| | ii. Identify and verbalize understanding of labels and symbols associated with equipment and supplies | A | P | K | P | K | A | A | K | A |
| | iii. Verbalize understanding of proper selection and correct fit of equipment | A | P | K | P | P | P | P | P | P |
| E | Demonstrate readiness to apply assessment of CBRNE event to appropriate selection and use of varied equipment | | P | K | P | K | A | A | A | |
| | i. Demonstrate ability to perform functional role in decontamination process | | P | A | P | K | A | P | P | P |
| F | Demonstrate ability to use communication equipment appropriately | K | P | P | K | K | P | K | K | K |
| | i. Email/computer | K | P | P | K | K | P | K | K | K |
| | ii. Voicemail/phone | K | P | P | K | K | P | K | K | K |

COMPETENCY 2: Identify the location and demonstrate the correct use of any equipment as it relates to identified roles and responsibilities

| TARGET PERSONNEL | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|--------------------------------|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|--------------------------------|--------------------------|
| Sub-Competencies | | | | | | | | | |
| F iii. Fax | K | P | P | K | A | P | K | K | K |
| iv. Runners | K | P | P | K | A | K | K | K | K |
| v. Radio/Base Station/Handheld | K | P | A | K | P | K | K | K | K |
| vi. Media - Print, Television | P | P | A | K | A | K | K | A | A |

COMPETENCY 3: Demonstrate ability to recognize, identify, and manage illness, injury and disease.

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|--------------------------------|--------------------------|
| Sub-Competencies | | | | | | | | | | |
| A | Identify and describe the signs and symptoms of illnesses and injuries (CBRNE) | A | P | K | A | P | A | A | A | A |
| B | Identify the types of patients that may present during an all hazards event (including special populations) | A | P | K | | P | K | A | A | A |
| C | Verbalize understanding of and/or demonstrate ability to perform surveillance | A | P | P | A | P | K | A | | |
| D | Demonstrate ability to initiate and apply protocols and procedures for patient care within scope of practice, education and/or training | | P | P | A | P | K | A | | A |
| | i. Verbalize understanding of patient flow and triage | | P | K | A | P | K | A | | A |
| | ii. Verbalize understanding of infection control processes and procedures | | P | P | P | P | A | A | A | A |

COMPETENCY 3: Demonstrate ability to recognize, identify, and manage illness, injury and disease.

| TARGET PERSONNEL | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|--------------------------------|--------------------------|
| Sub-Competencies | | | | | | | | | |
| D iii. Verbalize understanding of identification and containment of infectious disease and potential chemical agents iv. Verbalize understanding of isolation and quarantine v. Demonstrate ability to assess patient illness and injury for key signs indicating need for evacuation or mass immunization vi. Demonstrate ability to use established communication system for reporting possible illness or injury vii. Demonstrate ability to utilize reliable and credible sources of information specific to disease entity and/or injury viii. Demonstrate ability to provide age-appropriate patient care | | P | P | P | | A | A | A | A |
| | | P | P | A | A | A | A | A | A |
| | | P | K | A | P | | A | | |
| | | P | P | A | P | A | A | A | A |
| | | P | P | A | A | | A | | |
| | | P | P | A | P | | A | | |

COMPETENCY 3: Demonstrate ability to recognize, identify, and manage illness, injury and disease.

| TARGET PERSONNEL | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|--|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | |
| D ix. Demonstrate ability to differentiate treatment modalities x. Identify signs and symptoms of behavioral health illnesses related to an all hazards event xi. Describe transfer guidelines and discharge criteria | | P | P | A | P | | A | | |
| | | P | A | A | K | P | A | A | A |
| | | P | P | A | | P | A | | |
| E Verbalize plan to carry out mass distribution of chemoprophylaxis/vaccination | | P | P | A | | A | A | A | A |
| | | | | | | | | | |

COMPETENCY 4: Demonstrate effective communication within identified roles and responsibilities during a mass casualty event

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| A | Verbalize understanding of facility communication plan | P | P | A | A | A | A | A | A | A |
| | i. Identify the location of facility communication plan | P | P | A | A | A | A | A | A | A |
| | ii. Identify functional role in plan | P | P | A | A | K | A | A | A | A |
| | iii. Verbalize understanding of other communication roles | P | P | A | A | A | A | A | A | A |
| B | Identify available communication methods | P | P | A | A | A | A | A | A | A |
| C | Demonstrate ability to function within chain of notification | P | P | A | A | K | A | A | A | A |
| D | Demonstrate ability to establish and maintain relationship with external partners through open ongoing communication | P | P | A | A | K | K | A | A | A |
| | | | | | | | | | | |

COMPETENCY 4: Demonstrate effective communication within identified roles and responsibilities during a mass casualty event

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/Facilities Mgmt | Finance/Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-------------------------------|-------------------------|
| Sub-Competencies | | | | | | | | | | |
| E | Verbalize understanding of Health Alert Network - information distribution process | K | P | A | A | A | A | A | A | A |
| | Demonstrate ability to use established communication system to inform personnel in a timely manner | P | P | A | A | P | A | A | A | A |
| F | i. Identify personnel who need to receive information based on scope and type of incident | P | P | A | A | P | A | A | A | A |
| | ii. Demonstrate ability to select appropriate equipment and initiate protocol for equipment use within communication system | P | P | K | A | A | A | A | | |
| G | Demonstrate ability to distribute appropriate reliable and credible educational material to patients | A | P | A | A | | P | A | A | K |

COMPETENCY 4: Demonstrate effective communication within identified roles and responsibilities during a mass casualty event

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|--|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|--------------------------------|--------------------------|
| Sub-Competencies | | | | | | | | | | |
| H | Demonstrate ability to distribute reliable and credible material to staff | K | P | A | A | | P | A | A | K |
| I | Demonstrate ability to communicate clearly the risks associated with recommended actions to personnel | P | P | P | A | K | P | A | A | A |
| J | Demonstrate ability to communicate clearly the risks associated with recommended actions to patients | P | P | P | A | K | P | A | A | A |
| K | Verbalize understanding the importance of accurate and comprehensive data collection and documentation | P | P | K | A | K | K | A | A | A |
| | | | | | | | | | | |

COMPETENCY 4: Demonstrate effective communication within identified roles and responsibilities during a mass casualty event

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| L | Demonstrate ability to provide psychological triage by identifying the signs and symptoms of behavioral illness for personnel related to an all hazards event, and to refer for behavioral health evaluation, psychological first aid, or crisis counseling services | A | P | K | | A | P | A | A | A |
| | Verbalize understanding of established communication system to keep public informed of situational status | P | P | P | | | K | A | A | A |
| M | i. Verbalize understanding that all information is coordinated through Joint Public Information Center/ Public Information Officer | P | P | A | A | | K | A | A | A |
| | ii. Verbalize understanding the importance of consistent information throughout local, regional, state and national agencies | P | P | A | | A | P | A | A | A |

COMPETENCY 4: Demonstrate effective communication within identified roles and responsibilities during a mass casualty event

[illegible]

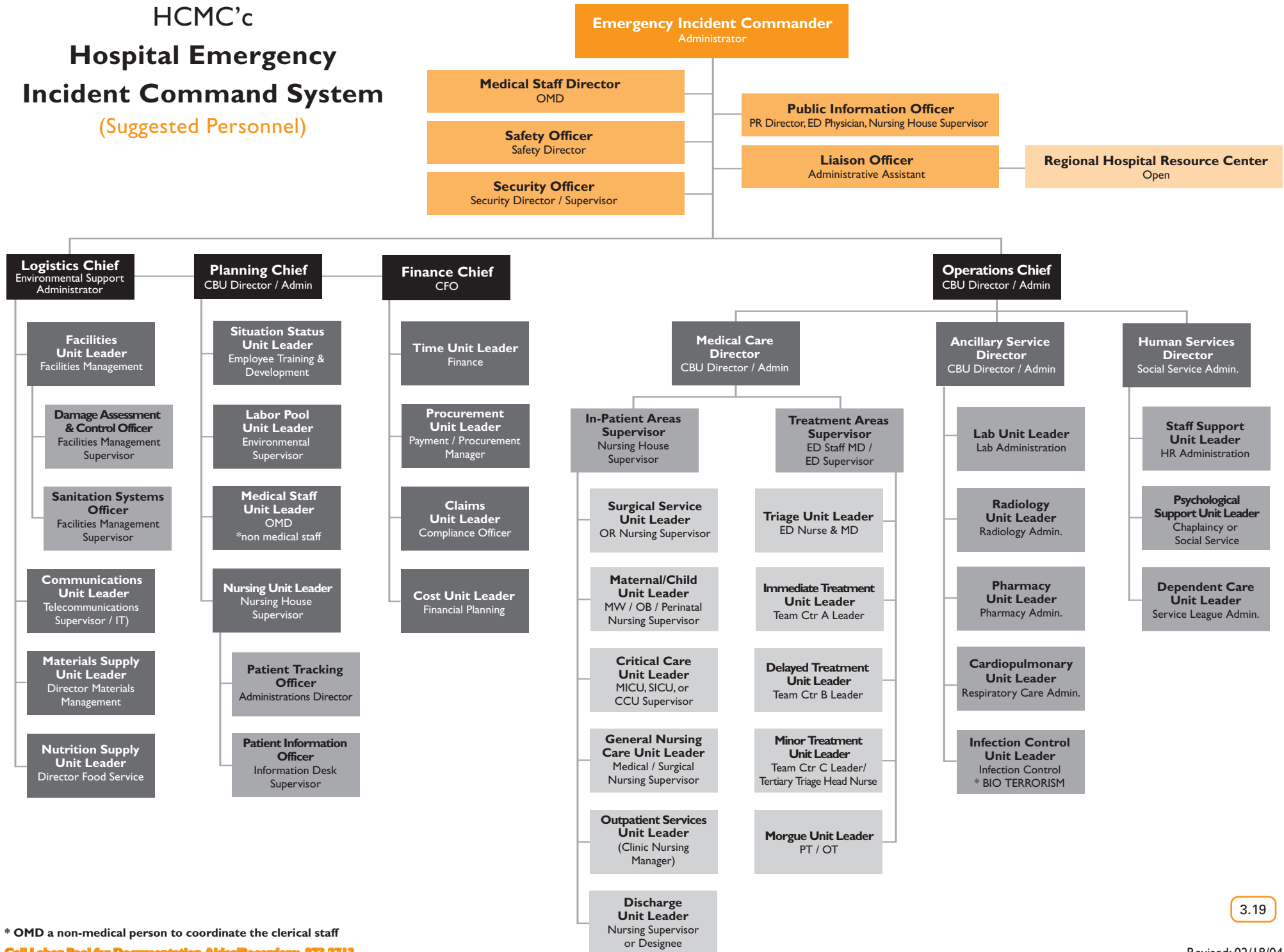
COMPETENCY 5: Demonstrate understanding of role in applying problem solving and flexible thinking to unusual challenges in identified roles and responsibilities

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|-----------------------------------|-----------------------------|
| Sub-Competencies | | | | | | | | | | |
| A | Demonstrate ability to assess need for alternative modes of operation as identified in Competency 1 Indicator E | P | P | K | A | A | A | A | A | A |
| B | Define and verbalize understanding of concept of resiliency within self and with others in adapting to an emergency | P | P | K | A | K | P | A | A | A |
| C | Verbalize importance of contributing to team efforts in addressing a mass casualty event | P | P | P | | P | P | A | K | K |
| D | Verbalize importance of thinking critically in any given situation | P | P | P | | P | P | A | K | K |
| E | Verbalize importance of prioritizing and organizing workload, time, materials and resources | P | P | P | | K | P | A | K | K |

COMPETENCY 5: Demonstrate understanding of role in applying problem solving and flexible thinking to unusual challenges in identified roles and responsibilities

| TARGET PERSONNEL | | Administration | Emergency Preparedness Team | Medical Care | Laboratory | EMS | Human Services Staff | Ancillary Staff | Environmental/ Facilities Mgmt | Finance/ Business Office |
|------------------|---|----------------|-----------------------------|--------------|------------|-----|----------------------|-----------------|--------------------------------|--------------------------|
| Sub-Competencies | | | | | | | | | | |
| F | Verbalize understanding of continuity of operations (business continuity planning) | P | P | A | | A | A | A | A | A |
| | Demonstrate ability to function within limitations of role effectively with reduced personnel | A | P | K | | P | K | A | A | A |
| G | i. Demonstrate ability to assess need for and implement just-in-time training | A | P | K | | K | K | A | A | A |
| | ii. Demonstrate ability to initiate protocol for utilization of volunteers - MN Responds! | A | P | A | A | | K | A | A | A |
| | | | | | | | | | | |

HCMC's Hospital Emergency Incident Command System (Suggested Personnel)



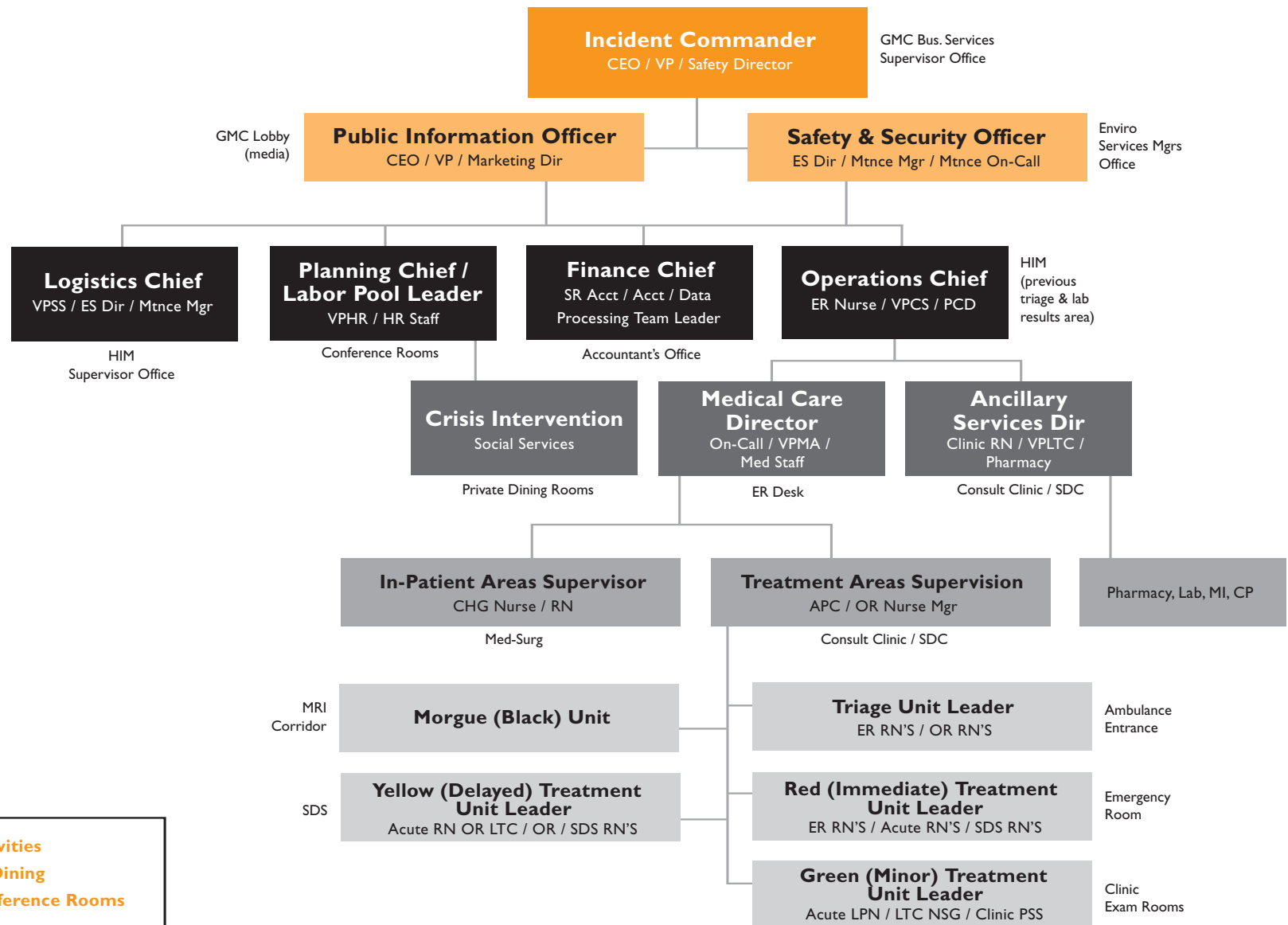
* OMD a non-medical person to coordinate the clerical staff

Call Labor Pool for Documentation Aides/Recorders: 873.2713

Glencoe Regional Health Services

Emergency Preparedness

Code: Orange Alert





Minnesota Department of Health
Office of Emergency Preparedness

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www.health.state.mn.us | <http://www.health.state.mn.us/oep>