

## THE IMPORTANCE OF GAP ANALYSIS IN IMPROVING GERIATRIC DISASTER PREPAREDNESS AND RESILIENCE

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## Application of Gap Analysis: Ethnogeriatric Considerations for Ethnic/Minority Communities of Older Adults

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## Public Policy: Driving force

- Presidential Policy Directive /PPD-8, March 30, 2011: develop a national goal that "identifies the core capabilities necessary for preparedness and a national preparedness system to guide activities that will enable the Nation to achieve the goal."
- FEMA, March 2011: "Government can and will continue to serve disaster survivors. However, we fully recognize that a government-centric approach to disaster management will not be enough to meet the challenges posed by a catastrophic incident. That is why we must fully engage our entire societal capacity." i.e., Whole Community

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### Public Policy Translation: Driving force

- "Whole Community" is a collaborative approach by people, emergency management practitioners, organization/community leaders, and government officials to understand and assess the needs of communities and determine the best approach to organize and strengthen their assets, capacities, and interests. By taking an effective path societal security and resilience would be built.




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[HTTP://CPCA.ORG/CPCA/ASSETS/FILE/EMERGENCY-  
PREPAREDNESS/RESOURCES/2011-08-11-GAP-ANALYSIS-  
TOOL-FINAL.PDF](http://CPCA.ORG/CPCA/ASSETS/FILE/EMERGENCY-<br/>PREPAREDNESS/RESOURCES/2011-08-11-GAP-ANALYSIS-<br/>TOOL-FINAL.PDF)

The Clinic and Community Health Centers (CCHC) Emergency Preparedness Gap Analysis

This tool will help clinics and community health centers identify gaps in their planning for disaster response. If further emergency planning support is needed please review the tools and templates available on the California Primary Care Association website, or email us at: EP@CPCA.org.




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### Clinics and Community Health Centers (CCHC) Emergency Preparedness Gap Analysis Tool (37 items)

- ❖ Part I: Emergency Operations Planning (EOP)
  - #5. Does your EOP include guidelines for communication with hard-to-reach and vulnerable populations?
  - #8. Does your organization conduct annual drills?

California Primary Care Association

<http://www.cPCA.org/index.cfm/health-center-resources/emergency-preparedness>




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### Clinics and Community Health Centers (CCHC) Emergency Preparedness Gap Analysis Tool (cont.)

#### ❖ Part II: Response Capability

#12. To what extent has the appropriate staff within your clinic been trained to coordinate patient registration, provide services, and follow EOP procedures in case of an emergency or surge event?



#15. To what degree has your clinic contracted with vendors, medical and non-medical suppliers, and other contractors to provide supplies, equipment, and maintenance during an emergency response?



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### Clinics and Community Health Centers (CCHC) Emergency Preparedness Gap Analysis Tool (cont.)

#### ❖ Part III: Community Integration

#21. Is your EOP integrated into the local/regional emergency plan?



#22. Does your clinic actively participate in community-wide emergency response planning with public health and other emergency response partners?

#25. To what degree has your clinic contracted with volunteer groups, temporary staffing agencies, or other personnel sources to augment staff during an emergency response?



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### Clinics and Community Health Centers (CCHC) Emergency Preparedness Gap Analysis Tool (cont.)

#### ❖ Part III (cont.): Community Integration

#30. To what extent is your clinic prepared to disseminate educational materials to patients when responding to specific emergency guidelines?

#31. To what extent does your clinic have materials (such as fact sheets) and mechanisms (such as public service announcements) in place to communicate personal protective measures to your patients?

#### ❖ Part IV: Finance and Administration

#33. Has your clinic completed a business impact analysis to estimate the potential costs of emergency or disaster scenarios?



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### Experiences in Disaster of People from Diverse Racial/Ethnic Cultures and Persons with Limited English Proficiency

- Historically, emergency preparedness activities have lacked sufficient focus on these individuals. As a result, they often:
  - Do not receive important information about emergencies.
  - Fail to receive needed services, including medical assistance.
  - Experience poorer outcomes.
- Many reports on "lessons learned" after Hurricane Katrina noted the importance of including "special needs populations" in planning, response, and recovery efforts for those efforts to be successful

Hanrahan, 2010

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### Racial/Ethnic Minority Elders

Limited English Proficiency, Limited Health/Functional Literacy

- Visually impaired
- Hearing impaired
- Cognitively impaired
- Physically limited and/or disabled
- Chronic mental illness
- Dependent upon medical care, equipment, and/or medications



McBride, 2004

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### Cohort Experiences

(e.g. 1900-1920; 1921-1940; 1941-1960, etc.)

What has happened in the past that may have triggered a change in the older person's values, beliefs, attitudes, and/or lifestyle?



Flu Epidemic, HIV, H1N1, SARS  
Three Mile Island  
September 11  
Katrina, Wilma, Rita, & Sandy  
Loma Prieta & Northridge  
Japan Disasters  
Wars (WWII, Korea, Vietnam, Desert Storm)

Yeo, McBride, Hikoyeda, Edwards, Soo-Young, & Hendrix, 1998

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### Preparing Racially/Ethnically Diverse Communities for Public Health Emergencies

Results: Web Sites (N=301)

- 149 (49.5 %) no mention of racial/ethnic minorities
- 114 (37.9 %) acknowledge importance of preparedness for these populations
- 38 (12.6 %) provide information, materials, or publications focused wholly or largely on preparing diverse communities

Andrulis, D., Siddiqui, N., & Gantner, J., 2007,  
<http://content.healthaffairs.org/content/26/5/1269.full.html>

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### Vietnamese Community, Focus Group

#### Seeking Help

- I'm kind of afraid to stay in touch with the police.
- I heard that police officers, they only come to your house for a bad problem, right?
- Whenever a police shows up at your house, there will be a problem. That's why I'm afraid. Just like the police officers in Vietnam.



Matthew, A.B. & Kelly, K., 2008

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### Passamaquoddy Community, Focus Group

#### Seeking Help and Evacuation

- We do not fear natural disasters, we live in harmony with nature. When there is a power failure, we go to the elders to avoid government intervention.
  - The clan mother makes all the important decisions.
  - We will never evacuate our homes. The last time we did, they left us to die of TB.
  - We won't accept government help. Remember the blankets with smallpox? That was the help they gave.
- Lippmann, 2009

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### Somali Community, Focus Group Seeking Help and Evacuation

- Share a shelter with the men, are you kidding, don't you remember what happened to us in the refugee camps?
- Domestic violence is common especially in disasters we need to protect our daughters.
- Allah decides, we have no control over what overcomes us.



Lippmann, 2009



### Significance of Ethnic/Minority Communities' Responses

- Low community participation in disaster preparedness activities.
- Limited flow of information to ethnic/minority communities.
- Non-inclusion of "special needs population" and people with functional and access needs in disaster plans



### Significance of Ethnic/Minority Communities' Responses

- Historical experiences influence perceptions of disaster plans and emergency management
- Trust on community leadership – e.g. Clan mother
- Distrust of formal systems and its representatives
- Fear of law enforcement (i.e., authority)



### Community-Based Interviews Ethnic/Minority Elders

- Provide language interpreters
- Have a central place to go to in their community
- Clarify payment for emergency services
- Educate staff and volunteers especially emergency shelter workers about special needs
- Consult ethnic minority elders to develop preparedness plan

McBride, 2004



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### Action Plans

Goal: Build trust and partnership

- Identify culture guide or culture bridge
- Seek advise and assistance from culture guides and community leaders (e.g. clan mother)
- Do outreach through cultural events and health fairs
- Create an advisory council of respected members of the community
- Improve communication pathways – language translation, local ethnic media, performing arts



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[HTTP://WWW.USFA.FEMA.GOV/PDF/EFOP/EF046965.PDF](http://www.usfa.fema.gov/pdf/efop/efo46965.pdf)

A Gap Analysis of the City of Dunedin's Disaster Plan and the FEMA Guidelines for Disaster Recovery (81 pages)

William L. Barrs

Dunedin Fire Department, Dunedin, Florida



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## Getting To Know You

A monkey and a fish were caught in a terrible flood and were being swept downstream amidst torrents of water and debris.

The monkey spied a branch from an overhanging tree and pulled himself to safety from the swirling water.

Then, wanting to help his friend the fish, he reached into the water and pulled the fish from the water onto the branch.

The moral of the story is clear. Good intentions are not enough. If you wish to help the fish. You must understand its nature.

An Ancient Chinese Fable



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## Thank You.

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## Q and A Session



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- Lippmann, A. (2009) Vulnerable Populations and Disaster Preparedness: Developing Culturally Competent Preparation for Vulnerable Populations in Response to Disaster. Dissertation, University of New England, Biddeford, ME

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### Supplemental Resources

- Kailes, J. (2008). Southern California Wildfires After Action Report. Prepared in partnership with the Access to Readiness Coalition, The California Foundation for Independent Living Centers, and The Center for Disability Issues and the Health Professions at Western University of Health Sciences  
[www.access2readiness.org](http://www.access2readiness.org) or [www.iik.com/disaster.html](http://www.iik.com/disaster.html)
- Nelson, C., Lurie, N., Wasserman, J., Zakowski, S., & Leuschner, K.J. (2008). Working Paper: Conceptualizing and Defining Public Health Emergency Preparedness. RAND.
- Ringel, J.S., Chandra, A., Williams, M.V., Ricci, K.A., Felton, A., Adamson, D.M., Weden, M.M., & Huang, M. (2009) Enhancing Public Health Emergency Preparedness for Special Needs Populations: A Toolkit for State and Local Planning and Response. Santa Monica, CA: RAND Corporation.  
[http://www.rand.org/pubs/technical\\_reports/TR681.html](http://www.rand.org/pubs/technical_reports/TR681.html)

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### Resources – Emergency Preparedness

- [http://sgcc.stanford.edu/emergency\\_preparedness.html](http://sgcc.stanford.edu/emergency_preparedness.html)
- <http://sgcc.stanford.edu/events.html>
- <http://www.justice.gov/crt/cor/Pubs/ISpeakCards.pdf>
  - Helps identify the language of a non-English speaker; uses short phrases written in over 30 languages; user can check to indicate the language s/he speaks
- <http://www.cdss.ca.gov/civilrights/PG584.htm>
  - I speak Cards - 12 languages; help an individual obtain interpretive services; separate portable cards for each language; include in preparedness kit
- <http://www.apa.gov/AoARoot/Preparedness/index.aspx>
  - Resources and strategies that can assist individuals and the national Aging Services Network

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