

Emergency Preparedness Rule (CMS 3178-F)  
Website Resources  
(To include on SCG EP Website in lieu of in Interpretive Guidelines)

World Health Organization (WHO). (2011). Hospital Emergency Response Checklist. *An All-Hazards Tool for Hospital Administrators and Emergency Managers*.

[http://www.euro.who.int/data/assets/pdf\\_file/0008/268766/Hospital-emergency-response-checklist-Eng.pdf](http://www.euro.who.int/data/assets/pdf_file/0008/268766/Hospital-emergency-response-checklist-Eng.pdf)

The document provides key components of command control, communication, safety and security, triage, surge capacity and continuity of operations in preparation and during an emergency within a hospital setting. This document provides checklists and recommendations to facilities to guide the emergency preparedness plan and considerations to take when preparing the elements of the emergency plan and communication plans.

Health Lawyers' Public Information Series. (2004). *Emergency Preparedness, Response & Recovery Checklist: Beyond the Emergency Management Plan*.

[http://www.in.gov/isdh/files/AHLAEmergency\\_Preparedness\\_Checklist.pdf](http://www.in.gov/isdh/files/AHLAEmergency_Preparedness_Checklist.pdf)

This emergency preparedness guiding document provides information and questions to consider for facilities in planning for emergencies. Additionally, the document provides a review of key positions within the National Incident Command System (i.e. Incident Commander; Public Information Officer; Liaison Officer; Communication Officer; etc.) and what questions should be considered in the planning stages. The questions posed within this document can provide areas of consideration to guide an emergency plan, policies and procedures and the communication plan.

Murray, Rick; Elmes, Pat; Fly, Deb. American College of Emergency Physicians (ACEP). Hospital Disaster Preparedness Self-Assessment Tool.

<http://www.acep.org/content.aspx?id=91205>

This assessment tool can allow hospitals and other facilities to begin self-assessing their current emergency preparedness capabilities and identify additional areas which would need to be addressed in emergency planning and the creation of the emergency preparedness plans. The document provides sample checklists which could be changes to adapt to any facility and provides areas of considerations for planning and preparedness. Additionally, the self-assessment tool provides key areas of consideration, to include but not limited to the bed capacity; security and safety; logistics and emergency power; and succession planning.

The National Association for Home Care & Hospice (2008). *Emergency Preparedness Packet for Home Health Agencies*. [http://www.nahc.org/assets/1/7/ep\\_binder.pdf](http://www.nahc.org/assets/1/7/ep_binder.pdf)

This document provides a basic overview and considerations for Home Health Agencies to consider when organizing the emergency preparedness plans. The document itself includes checklists; areas for consideration in assigning roles and responsibilities as well as a sample Emergency Preparedness Plan. Additionally, the plan provides an ability for Home Health Agencies to consider potential hazards and threats given their geographical locations, which could assist in providing planning considerations in high hazard areas, such as winter storm affected areas. Agencies could use this to begin prioritizing their planning and needs assessments.

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South Carolina Department of Health and Environmental Control in Coordination with the South Carolina Emergency Management Division. (2013). *Emergency Operations Plan Development Guide and Template for Extended Care Facilities*.  
<https://www.scdhec.gov/health/docs/hlgeop.pdf>

The resource developed by the state of South Carolina, provides a detailed overview for long-term care facilities to consider when preparing their emergency and communication plans, as well as outlining policies in procedures. The document not only provides potential situations to consider in planning, but also provides the Federal Emergency Management Agency (FEMA) critical areas of preparedness, planning, mitigation, response, and recovery. Additionally, the documents appendices provide sample checklists for long-term care facilities to be able to consider in preparation of their own plans.

Guenther, Robin, FAIA; Balbus, John, MD. *Primary Protection: Enhancing Health Care Resilience for a Changing Climate*. (2014). Department of Health and Human Services.  
<http://toolkit.climate.gov/topics/human-health/building-climate-resilience-health-sector>.

The resource provides extensive research and a tool kit for providers, primarily hospital settings, in establishing the framework for emergency preparedness and planning for severe weather incidents. The website and documents, including the toolkit, provide groundwork for common understanding of climate changes; adverse events and challenges that this poses to the health care community and provides a suite of online tools and resources that highlight emerging best practices for developing sustainable and climate-resilient health care facilities.

Resources provided by [National Center for Disaster Medicine & Public Health](#)

Several online lessons for health professionals:

[Tracking and Reunification of Children in Disasters](#)

[Psychosocial Impacts of Disasters on Children](#)

[Radiation Issues in Children: Knowledge Check, Primer, & Case-Based Activity](#)

### **Caring for Older Adults in Disasters: A Curriculum for Health**

**Professionals.** Developed through the support of the U.S. Department of Veterans Affairs, the Caring for Older Adults in Disasters (COAD) curriculum is comprised of 24 lessons in 7 modules covering topics ranging from special considerations for older adults in specific types of disasters to ethical and legal issues related to the care of the senior population during a disaster. The COAD curriculum's lessons range from 30 to 120 minutes in length based on the particular learning context. They include suggested learning activities for educators to engage their learners, as well as required and supplemental readings for both learners and educators. The curriculum can be used in its entirety, teaching all lessons in the order provided, or trainers may select individual lessons or portions of lessons most relevant to their learners. The curriculum's material can be adapted to best meet a specific setting and learner needs by substituting resources, modifying activities, or augmenting content.

**A video series (currently two videos) on healthcare professionals working with individuals with access and functional needs for disaster preparedness.**

- To access the first video in this series, click here: [It's Empowering the Community](#)
- The second video in the series: [Everyone in the Community Involved](#)