


“We Need YOU!”
**Enlisting Los Angeles Public Health
Employees to Work During an
Emergency**

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TOPICS

- Problem Statement
 - Prep U 101 Goals
 - Considerations for Training
 - Recommendations for Training
 - Learning Map Theory
 - Learning Map Objectives
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PROBLEM STATEMENT

- Method to get all public health employees to participate and understand their role in responding to a public health emergency?
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PREP U 101 GOALS

- Provide basic level Bioterrorism Education to all Public Health Staff (PHS)
 - Provide PHS with an understanding of their role in a response to an **“all-hazards emergency”**
 - Educate staff on how to prepare a family emergency safety kit and develop a communication plan and evacuation plan
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PREP U 101 GOALS

- Describe the chain of command (ICS) in an all-hazards public health emergency response
 - Change the attitude of PHS to increase PHS attitudes towards how they view their participation in an all-hazards public health emergency response
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CONSIDERATIONS FOR TRAINING STAFF

- PHS were not self prepared with emergency supplies for an emergency at home, work, and in or their cars.
 - PHS were unaware of the County Policy to report to work in an all-hazards public health emergency.
 - PHS did not know what they would be doing their role in an emergency response.
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TRAINING NEEDS

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- Develop a Prep U 101 Advisory Group (including key stakeholders and target population).
 - Research effective teaching methods on how to change organizational culture and common beliefs held by PHS.
 - Consider the cost of the intervention which would be targeted to 3, 700 PHS.
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RECOMMENDATIONS FOR TRAINING

- Hire consultant with experience in developing large-scale BT Curriculum
 - Hire consultant to develop the adult learning map
 - Hire coordinator to implement training curriculum
 - Develop training for Train-the-Trainer curriculum
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<p style="text-align: center;">PREP 101 Lessons</p>	<p style="text-align: center;">Corresponding CDC Competencies</p>	<p style="text-align: center;">Estimated Delivery Time</p>	<p style="text-align: center;">Training Delivery Methods</p>	<p style="text-align: center;">CDC Performance Measurement</p>
<p><u>Section 1</u> We Need U: Orientation To Prep U</p>	<p style="text-align: center;">Describe the public health role in emergency response</p>	<p style="text-align: center;">35 minutes</p>	<p style="text-align: center;">Trainer: Didactic Powerpoint</p>	<p>#2: 100% of a random sample of 5 PH staff can describe their job functions during a response and the description matches the Agency's plan</p>
<p><u>Section 2:</u> B-NICER: Bioterrorism Agents</p>	<p style="text-align: center;">Identify limits to knowledge, skills and authority and identify key system resources for referral</p>	<p style="text-align: center;">15 minute</p>	<p style="text-align: center;">Video Presentation & Pocket Guide</p>	<p>#10: Within 30 minutes of being asked, 100% of a random sample of 5 staff that have front-line responsibilities can retrieve current information to address a disease or exposure</p>
<p><u>Section 3:</u> Family First</p>	<p style="text-align: center;">Complete personal and family emergency response plan using template provided.</p>	<p style="text-align: center;">50 minutes</p>	<p style="text-align: center;">Trainer: Didactic Powerpoint & Emergency Response Card</p>	<p>#3: Must provide quarterly training to targeted groups to increase provider awareness – personal protection and safety</p>


<p>PREP 101 Lessons</p>	<p>Corresponding CDC Competencies</p>	<p>Estimated Delivery Time</p>	<p>Training Delivery Methods</p>	<p>CDC Performance Measurement</p>
<p>Break</p>		<p>15 minutes</p>		
<p><u>Section 4:</u> MFLOP</p>	<p>Describe the agency chain of command</p> <p>Describe his/her functional role and responsibilities</p>	<p>50 minutes</p>	<p>Trainer: Didactic Powerpoint</p>	<p>#2: 100% of a random sample of 5 PH staff can identify by positin or title whom they report to in the initial stage of a disaster.</p>
<p><u>Section 5:</u> PREP U Success: Plan, Prepare, PRACTICE</p>	<p>Recognize deviations from the norm that might indicate an emergency and describe appropriate actions</p>	<p>75 minutes</p>	<p>Tabletop Exercise</p>	<p>#5: Demonstrates active involvement in planning and conducting jurisdiction-wide disaster drills.</p>



LEARNING MAP THEORY




THE MAP PROVIDES:

- Customized strategic-learning solution
 - Contextual understanding (WHY?)
 - Content Knowledge (WHAT?)
 - Opportunities to practice, apply, and reinforce what they learn (HOW?)
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LEARNING MAP OBJECTIVES

- Create emergency preparedness plans and supplies for home, office, and car
 - Identify specific preparedness actions to complete at home and office
 - Apply knowledge of the Incident Command System to a public health emergency (DOC, EEC, POD)
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LEARNING MAP OBJECTIVES

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- Increase knowledge of specific Public Health response systems used in emergencies
 - Increase knowledge of specific public health recovery systems used in bioterrorism events
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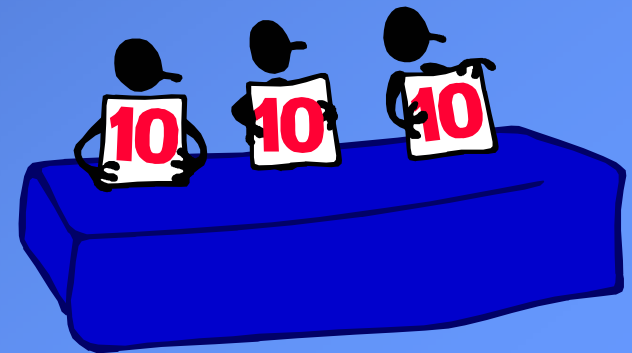
LEARNING MAP OBJECTIVES

- Increase knowledge of consequences to public health emergencies to the County of Los Angeles
 - Provided opportunity to network with other PHES through the sharing of knowledge and experiences.
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Course Evaluation

(N = 2816/84%)

- Content rating
 - Average = 4.5
- Opportunity to participate
 - Average = 4.3
- Anthrax learning map
 - Average = 4.4



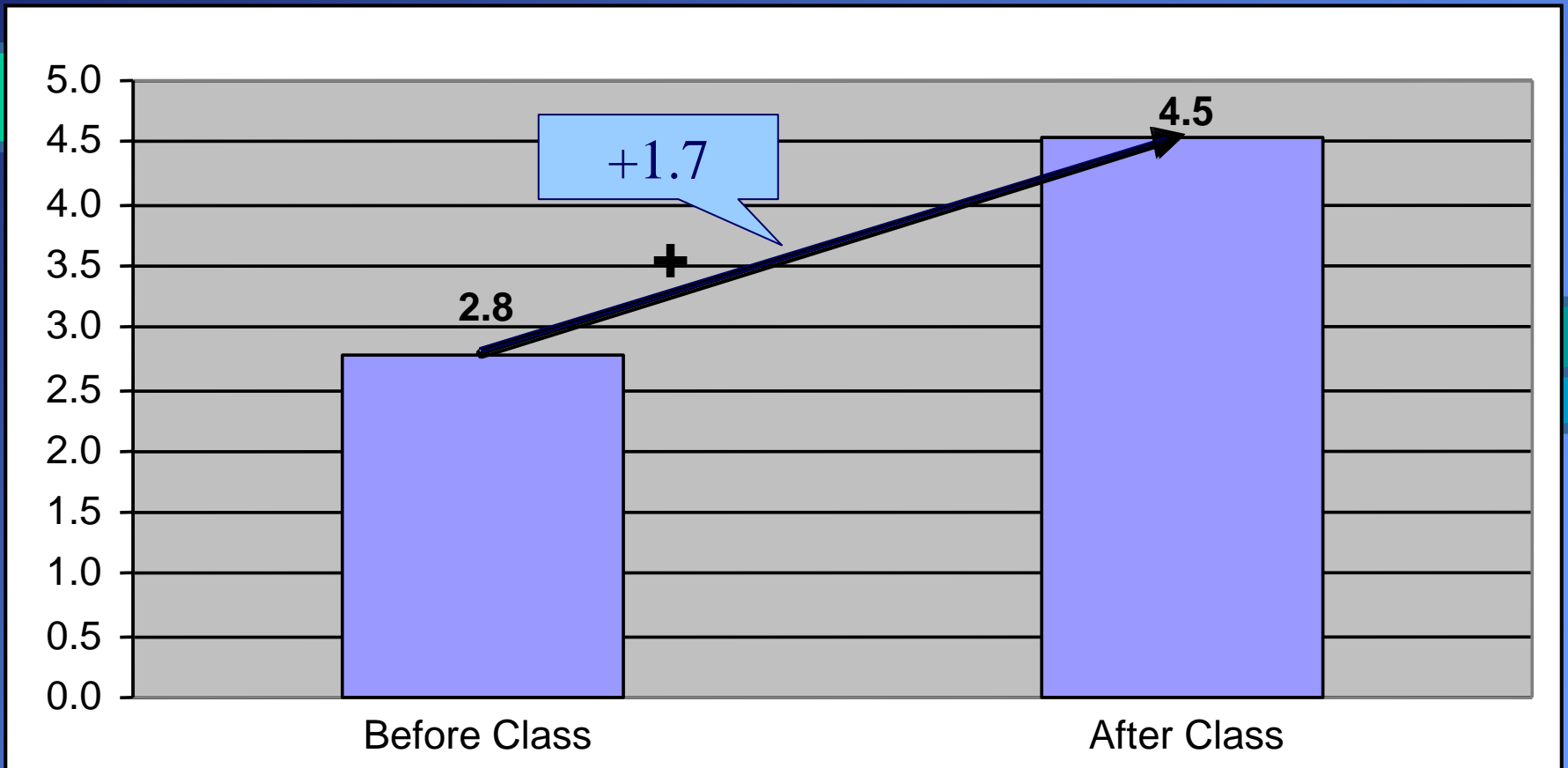
Course Evaluation

(N = 2816/84%)

- Instructors rating
 - Average = 4.6
- Recommend course
 - Average = 4.6
- Overall rating
 - Average = 4.6



Understanding of What It Means to Be a Public Health Emergency Response Team Member



Willingness to Report to Work If There Was a Public Health Emergency

