



**G0557**

# **Rapid Needs Assessment**

## **Course Administration and Safety**



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Unit 1 - 1

# Objectives

At the end of this unit participants will:

- Be properly registered
- Understand the required safety procedures
- Meet the course facilitators and other participants



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# Course Facilitators

- Name
- Background Information
- Other points of interest



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# Registration

Please check roster for:

- Proper spelling of name
- Preferred contact information
- Make corrections as necessary



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# Safety and Other Information

- Fire exit and assembly point
- Severe weather safety
- Accident or illness
- Emergency calls
- Cancellation procedure/notification



# Building Information

- Restrooms
- Parking
- Break rooms
- Access restrictions/security procedures
- Smoking regulations
- Other



# Classroom Etiquette

- Turn cell phones and pagers off or to silent
- Safe learning environment:
  - What is said in the room, stays in the room
  - Tolerate differing opinions
- Use microphone when presenting or answering/ asking questions
- No sidebar conversations!
- Please clean up after yourself



# Course Materials

- Student Manual
- Evaluation form
- Other



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Unit 1 - 8



# Class Agenda

08:00 Unit 1: Administration and Safety

09:00 Unit 2: Starting Points and Exercise 1

10:00 Unit 3: Planning and Priorities

11:00 Unit 4: Data Collection and Transmission

12:00 Lunch

13:00 Unit 5: Analysis of Information

14:00 Unit 6: Training and Exercise

15:00 Unit 7: Review and Final Test



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# Participant Introductions

- Name
- Agency/Organization
- Experience
- What do you want to get out of this course?



# Requirements

To receive a certificate for this courses...

- You must attend all sessions
- You must complete the final test with a 70% or better score



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# Review

At the end of this unit

- Participants will be properly registered
- Participants will understand the required safety procedures
- Participants will meet the course facilitators and other participants



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# Rapid Needs Assessment

## Planning



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# Objectives

At the end of this unit participants will be able to:

- Explain the purpose of a Rapid Needs Assessment
- Describe the starting point for planning for a Rapid Needs Assessment



# Importance

Why is a Rapid  
Needs Assessment  
important?



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# Importance

**The ability of local governments to perform a Rapid Needs Assessment accurately and within the first few hours after an incident or emergency is critical to providing a response designed to save lives and support life sustaining actions.**





# Benefits

Rapid Needs Assessments provide:

- Effective life-saving and life-sustaining measures
- Tools for response prioritization
- Effective resource requests
- Disaster Public Information



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# Requirements

To be effective, Rapid Needs Assessments must be:

- Planned
- Effectively and rapidly initiated
- Effectively analyzed and prioritized



# Coordination and Involvement

Planning and response involves participation from:

- Law Enforcement
- Fire, EMS, Hospitals and medical providers
- Public Works
- Volunteer Organizations Active in Disasters
- Emergency Management Agencies



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# Assessment

Assessment *must* focus on:

- Issues directly related to life-saving or life-sustaining needs
- On areas that are known to be problematic
- Data collection on information that is essential for analysis



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# Remember

Prioritization is a *must*

- You *must* understand what is important to assess
- You *must* understand the cause and effect relationship of what you are assessing
- The assessment *must* look beyond the obvious



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# Starting Point

- Review the hazard analysis
- Review the risk analysis
- Determine vulnerability
- Determine effects
- Determine consequences



# History

- Does the hazard analysis identify areas more likely to be impacted?
- Have past events impacted some areas more than others?



# Planning and Resources

Reviewing the Hazard Analysis for the community can help set priorities and resource needs for the rapid needs assessment



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# HAZARDS

## High Winds, Tornado

### RISK

Power Outage

### RISK

Building Collapse

### RISK

Hazmat Release

### Vulnerability

Power loss at Hospital

### Vulnerability

Residences w/basement

### Vulnerability

Farm Supply Coop

### Effect

Loss of HVAC Systems

### Effect

Building Collapse

### Effect

Pesticide Release

### Consequences

Loss of OR

### Consequences

People Trapped

### Consequences

Toxic Exposure



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# Hazards (High Winds, Tornado) Description

This is a schematic diagram of the process. In this case, the hazard is high winds or a tornado. The currently identified risks are: Power Outage, Building Collapse, and Hazmat release. Let's look at the power outage risk. One of the vulnerabilities identified is a power loss at the hospital. Through research, you find that while the hospital has a generator to provide service in the event of a power loss, the Heating, Ventilation, Air Condition system is not on the generator due to the large amount of power it would consume. This is fairly typical of most hospitals. So in the event of a power loss even if the generator is running, the effect of the power outage would be the loss of HVAC systems. The loss of an HVAC system has both immediate and delayed effects on a facility. If the HVAC system is not restored in about 36 hours during summer, the facility will become uninhabitable due to high temperatures. But a more immediate concern is what does the loss of the HVAC do *now*. The loss of an HVAC system in a hospital may have the immediate effect of shutting down surgical operations as ventilation is essential for climate and infection control in operating suites. In a disaster where there are many critically injured people, this could have devastating results. Therefore, if this community has a disaster that includes a power loss at the local hospital, an initial needs assessment should be made to determine what critical services have been lost at the facility due to the power loss. Other complications at the hospital may include the loss of advanced medical imaging, such as CAT scans and MRI's which are heavy power consumers that a frequently not on emergency generator circuits.



# Group Activity 1

- Form groups of 3–5 people
- Pick a spokesperson for the group
- Using the next visual as an example discuss a **FLOOD** Hazard and identify at least three Risks associated with a flood
- Be prepared to report your findings to the class
- You have 15 minutes for this activity



# HAZARD Flood

RISK

Vulnerability

Effect

Consequences

RISK

Vulnerability

Effect

Consequences

RISK

Vulnerability

Effect

Consequences



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# Group Activity 1

# Report Out Time!



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# Review

At the end of this unit participants will be able to:

- Explain the purpose of a Rapid Needs Assessment
- Describe the starting point for planning for a Rapid Needs Assessment



# Rapid Needs Assessment

## Priorities



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# Objectives

At the end of this unit participants will be able to:

- Describe the process for staffing a rapid needs assessment.
- Describe the basic tools required to support the rapid needs assessment process.



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# Planning

After you have identified potential key problem areas, you must plan for an organized assessment process



# Group Activity 2

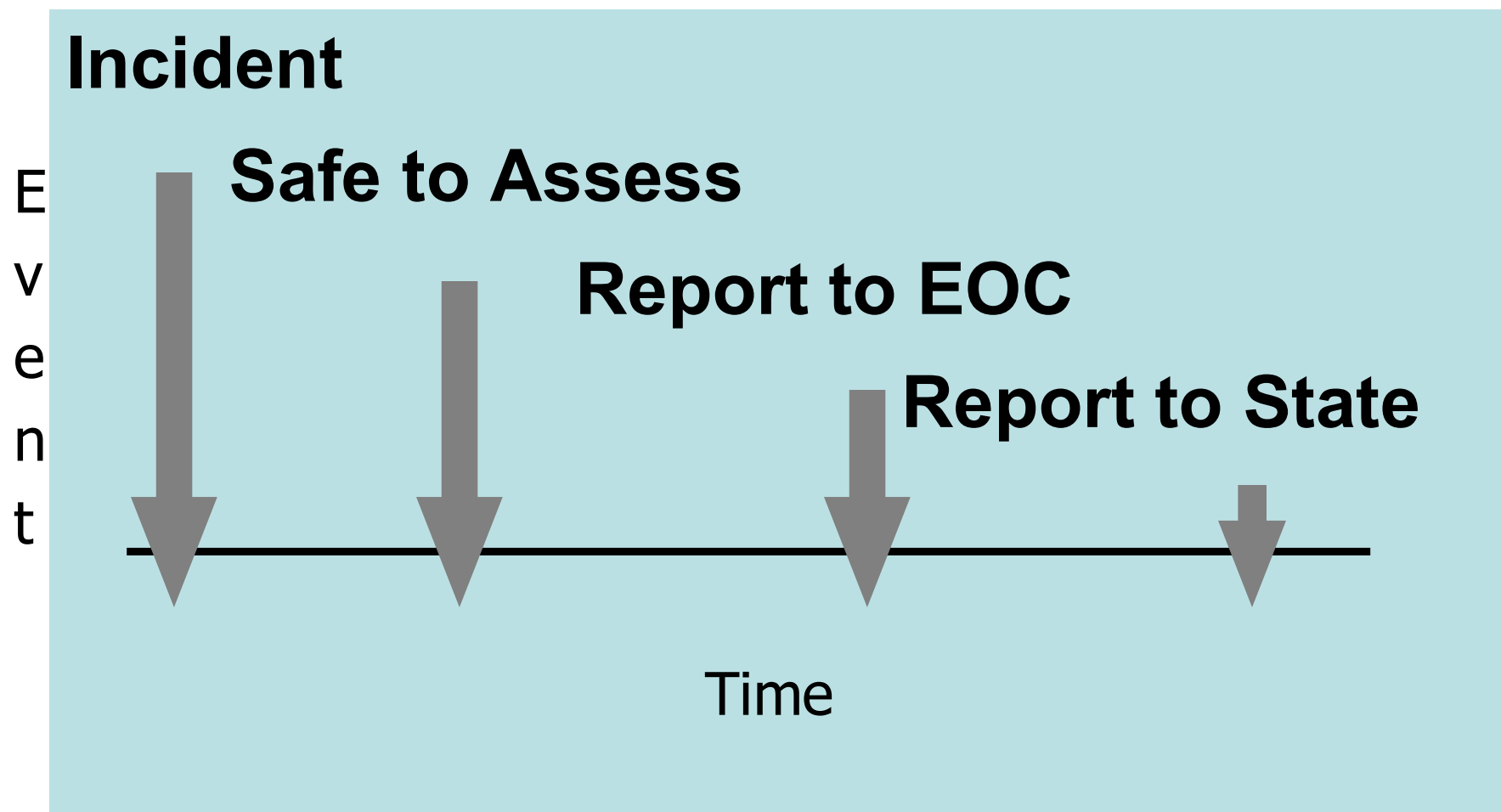
Review the next visual:

- Based on a probable incident in your community
- Identify times from the incident to each other point on the visual



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# Planning Time Line



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# Group Activity 2

# Report Out Time!



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# Skills

Match the skills required to perform an assessment with the identified areas.

- Waste Water Treatment facility – public works or engineering
- Rescue – fire service, law enforcement
- Medical – public health or EMS



# Matching Skills

Who would evaluate:

- Structural issues involving bridges?
- Mass fatalities?
- Hazardous materials release?
- Communication outages?
- Debris issues?



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# Group Activity 3

Who would possess the skills to evaluate:

- A. Emergency Shelters
- B. Schools
- C. Industrial Hazardous Materials Facilities
- D. Dams & Levees
- E. Healthcare Facilities
- F. Potable Water Treatment Facilities
- G. Airports



# Group Activity 3

# Report Out Time!



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Elementary School

Is School  
in  
Session

**No**

**Yes**

Low  
Priority

High  
Priority

Is School  
in use after  
hours?

**No**

**Yes**



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# Set Overall Priorities

Which is more important?

- Hospital or medical clinic?
- Hospital or nursing home?
- Nursing home or day care center?
- Day care center or school?
- School or nursing home?
- School or hospital?



# Factors

Variables may effect prioritization:

- Time (day or night)
- Season (winter, summer, tourist)
- Special community events
- Continuing or Developing threats



# Factors

Variables may effect prioritization:

- Resources immediately available
- Importance to the community
- Political issues
- Other?



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# Review

At the end of this unit participants will be able to:

- Describe the process for staffing a rapid needs assessment.
- Describe the basic tools required to prioritize the rapid needs assessment process



# **Rapid Needs Assessment**

## **Data Collection and Transmission**



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# Objectives

At the end of this unit participants will be able to:

- Describe the importance of planning for data collection
- Describe the importance of redundant data transmission systems and means



# What is important?

As part of the planning process

- A standardized means of data collection should be implemented
- Regional or statewide systems are best to assure uniformity
- Focus on what data you need to interpret what *is really going on!*



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# Data

Data is simple information

- It provides a base, but not a means
- It is just facts and figures until the data is analyzed



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# Data Analysis

Analysis provides useful intelligence

- It turns facts and figures into useful information
- To be effective, analysis requires the collection of the proper data



# Data Details

The more detailed or specific the data

- The more useful it becomes
- The more focused the analysis

Better intelligence is produced

*But all data is useful depending on how it is used*



# Example

1. Debris is widespread
2. Debris is blocking roads
3. Debris is blocking main roads on the SW side of the city and making travel difficult
4. Debris is blocking access to the hospital and preventing ingress of emergency traffic



# Identifying Data Needs

Look at cause and effect relationships

- Power is out therefore MRI scans cannot be made
- If MRI scans cannot be made, medical diagnosis is compromised
- If medical diagnosis is compromised, patient care becomes more difficult

Therefore, power failures complicate patient care and efforts should be made to restore power



# Formatting Data

- Data should be formatted to ease and speed collection
- Communications *must be* taken into account
- Data collection should support multiple communication platforms
- Data collection should require minimal expertise on the part of field staff



# Transmission

Think about use of multiple systems

- Plan for system congestion
- Remember stress factor
- Think about minimal training prior to use
- Make everything as simple as possible!



# Methods

## Voice

- Most common method
- Radio, cell phone, landline

## Issues

- Data loss in translation
- Time consuming
- May tie up communications channels





# Methods

## Fax

- Available at larger fixed sites
- Usually dependent on landlines

## Issues

- Requires fixed equipment
- Subject to connection issues
- Not readily available from mobile operations



# Methods

## E-mail

- Message will usually get through, eventually
- Information translation excellent

## Issues

- Requires internet connectivity
- Requires electronic equipment
- Requires monitoring on receiving end



# Methods

## Data Compression

- Very effective if available
- Much more reliable than e-mail

## Issues

- Requires equipment
- Certain level of receiver training required
- Software dependent



# Training and Use

System must be

- Self evident
- Provide reference instructions
- Be easy to handle
- Require minimal training



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# Example Form

- Easy to use layout
- Identified lines and boxes for easy transmission.
- Formats available:
  - Paper
  - Electronic
  - Fax
  - Text Only
- Data entry self explanatory

Health Care Facility Report	Incident:	Reporting Unit: Planning	Form: RNA - 003/Rev 07
Operational Period:	Date/Time of Report:	Prepared by:	
Task/Assignment Number/Name:	<input type="checkbox"/> Assigned	<input type="checkbox"/> Opportunistic	
RNA Team ID:	Team Contact Method & Number:		
1. Report Type:	<input type="checkbox"/> A. Initial	<input type="checkbox"/> B. Follow-up	<input type="checkbox"/> C. Final
2. Survey Method:	<input type="checkbox"/> A. Aircraft	<input type="checkbox"/> B. Windshield	<input type="checkbox"/> C. Onsite <input type="checkbox"/> D. Phone/Radio <input type="checkbox"/> E. Fax
3. Location:	A. Latitude :		B. Longitude :
4. Contact Name:	Title:		
5. Street Address:	City:		
6. Facility Type	<input type="checkbox"/> A. Hospital - General	<input type="checkbox"/> B. Hospital - Specialty Only	<input type="checkbox"/> C. Hospital - Veteran's
	<input type="checkbox"/> D. Hospital - Mental Only	<input type="checkbox"/> E. Hospital - Other	<input type="checkbox"/> F. Day Surgery Center
	<input type="checkbox"/> G. Hospice	<input type="checkbox"/> H. Dialysis Unit	<input type="checkbox"/> I. Extended Care Facility
	<input type="checkbox"/> J. Medical Clinic	<input type="checkbox"/> K. Other	<input type="checkbox"/> L. Unknown
7. Bed Capacity	<input type="checkbox"/> A. <50	<input type="checkbox"/> B. 51-100	<input type="checkbox"/> C. 101-200
	<input type="checkbox"/> D. 201-400	<input type="checkbox"/> E. 401-600	<input type="checkbox"/> F. >601
	<input type="checkbox"/> G. Not Applicable	<input type="checkbox"/> H. Unknown	
8. Operational Status	<input type="checkbox"/> A. Fully Operational	<input type="checkbox"/> B. Degraded Major Surgical Capability	<input type="checkbox"/> C. Degraded Minor Surgical Capability
	<input type="checkbox"/> D. Degraded Medical Imaging Capability	<input type="checkbox"/> E. Degraded Radiology Capability	<input type="checkbox"/> F. Degraded Emergency Room Capability
	<input type="checkbox"/> G. Degraded Pharmacy Capability	<input type="checkbox"/> H. Degraded Intensive Care Capability	<input type="checkbox"/> I. Degraded Food Service Capability
	<input type="checkbox"/> J. Degraded General Patient Care Capability	<input type="checkbox"/> K. Unknown	
9. Other like Facilities in Jurisdiction	<input type="checkbox"/> A. None	<input type="checkbox"/> B. 1-3 Undamaged	<input type="checkbox"/> C. 4-10+ Undamaged
	<input type="checkbox"/> D. 1-3 Damaged	<input type="checkbox"/> E. 4-10+ Damaged	<input type="checkbox"/> F. 1-3 Status Unknown
	<input type="checkbox"/> G. 4-10+ Status Unknown	<input type="checkbox"/> H. All Info Unknown	
10. Service Area / Community Population	<input type="checkbox"/> A. <2,500	<input type="checkbox"/> B. 2,501-5,000	<input type="checkbox"/> C. 5,001-10,000
	<input type="checkbox"/> D. 10,001-25,000	<input type="checkbox"/> E. 25,001-50,000	<input type="checkbox"/> F. 50,001-100,000
	<input type="checkbox"/> G. 100,001-150,000	<input type="checkbox"/> H. 150,001-200,000	<input type="checkbox"/> I. 200,001-500,000
	<input type="checkbox"/> J. 500,001-1,000,000	<input type="checkbox"/> K. >1,000,001	<input type="checkbox"/> L. Unknown
11. Community Impacts	<input type="checkbox"/> A. No Impact on Community	<input type="checkbox"/> B. Minor Impact	<input type="checkbox"/> C. Moderate Impact
	<input type="checkbox"/> D. Major Impact	<input type="checkbox"/> E. Unknown	
12. Current External Hazards	<input type="checkbox"/> A. None	<input type="checkbox"/> B. Urban/Structural Fire	<input type="checkbox"/> C. Wildfire
	<input type="checkbox"/> D. Flash Flooding	<input type="checkbox"/> E. Riverine Flooding	<input type="checkbox"/> F. Coastal/Tidal/Surge Flood
	<input type="checkbox"/> G. Landslides	<input type="checkbox"/> H. Sinkhole/Subsidence	<input type="checkbox"/> I. Tsunami
	<input type="checkbox"/> J. Hazardous Materials	<input type="checkbox"/> K. Volcanic Ash	<input type="checkbox"/> L. Pyroclastic Flows
	<input type="checkbox"/> M. Aftershocks	<input type="checkbox"/> N. Civil Disturbance	<input type="checkbox"/> O. Adjacent Structure Collapse
	<input type="checkbox"/> P. Snow/Ice	<input type="checkbox"/> Q. High winds/Hail	<input type="checkbox"/> R. Radiation Hazards
	<input type="checkbox"/> S. Chemical Hazards	<input type="checkbox"/> T. Biological Hazards	<input type="checkbox"/> U. Unknown



# Review

**At the end of this unit participants will be able to:**

- **Describe the importance of planning for data collection**
- **Describe the importance of redundant data transmission systems and means**



# **Rapid Needs Assessment**

## **Analysis of Data**



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# Objectives

At the end of this unit participants will be able to:

- Describe the importance of analyzing and reviewing data
- Describe additional data sources available to support analysis



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# Collection

All data should be collected at a central point

- Emergency Operations Center (EOC)
- 911 Center
- Incident Command Post
- Other



# Three Phases of Analysis

1. Evident
2. Geographic
3. In-depth Review



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# Evident

Problems are obvious:

- People trapped on rooftops after flooding

Little or no analysis required, however...

- Other sources of compounding information
- Flood waters are rapidly rising

Information forwarded to Operations Section for actions to alleviate situation.

*Analysis should not delay lifesaving response!*



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# Geographic

Problems and issues plotted on map(s)

- Pockets of problem areas become evident
- Additional threats or problems may be anticipated
- Transportation bottlenecks, etc
- Speed is of the essence

*Do not spend significant time on electronic mapping systems when pen and ink will do!*



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# In-Depth Review

Performed to get value added intelligence from data

- May require special skills
- Does not have to be performed locally
- Anticipates future problems
- Allows for placement of resources
- Allows for preemptive actions to prevent problems.
- Uses two previous methods as basis



# Additional Needs

Analysis may produce additional data needs.

- Reshuffle existing priorities
- Ad hoc assignments
- Additional data incorporation.



# Additional Data

Use data from *all* sources.

- Real time media reporting can support analysis activities.
  - While watching a live TV newscast, you witness a building collapse.
- 911 and other communications
- Reports from incoming staff



# Activity 4

- Work in groups
- Select new leader/spokesperson
- List other sources of data which exist in your community
- How would you access these sources
- How reliable are they?





## Activity 4

# Report Out Time!



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# Review

At the end of this unit participants will be able to:

- Describe the importance of analyzing and reviewing data
- Describe additional data sources available to support analysis



# **Rapid Needs Assessment**

## **Training and Exercises**



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# Objectives

At the end of this unit participants will be able to:

- Describe the various methods of training that can be used to support the program
- Describe how rapid needs assessment plans and actions can be exercised in the community.



# Training

Training is an essential component

- Personnel must be trained to do their jobs
- Retraining must be performed periodically
- Exercises support training, but do not replace it.



# Training Requirements

- Plan implementation
- Assessment process
- Communications and equipment use and protocols
- Analysis procedures



# Audiences

There is no one set of training activities that will meet the needs of all audiences

Training programs must be flexible



# Common Training Options

- Briefings
- Classroom sessions
- Hands on sessions
- Refresher sessions



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# Briefings

## Briefings

- Shift change, etc.
- Must be broken down into sound bites
- Multi step or sequential offerings may be required



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# Classroom Sessions

- More formalized training
- Should evaluate progress
  - Identify student progress
  - Problems with course materials
  - Problems with instruction
  - Problems with procedures or plans
- May be in-person or distance based



# Hands on Sessions

- Focus on actually performing and demonstrating skill sets.
- Analysis
- Use of critical thinking skills
- Requires small instructor to student ratio



# Refresher

Refresher training is essential to keep knowledge and skill sets high.

- Quizzes or questionnaire
- Mini-sessions/Bulletins
- Incorporate exercises
- Actual events



# Activity 5

- Work in groups
- Select new leader/spokesperson
- For each group listed below identify which of the previous four methods of training will be used to make each group aware of new rapid needs assessment requirements
  - Public Officials
  - EOC Staff
  - Data Collection Staff



## Activity 5

# Report Out Time!



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# Exercise Categories

The Department of Homeland Security Exercise Program has two exercise categories.

- Discussion based – familiarize participants with or develop new plans, procedures, policies, and agreements
- Operations based – validate plans, policies, agreements, and procedures



# Discussion Based

- Seminar – Informal discussion designed to orient participants to new plans or procedures.
- Workshop – Resembles a seminar, but is used to build specific products, such as draft plans or policies.





# Discussion Based

- Tabletop – Involves key personnel in simulated scenarios in an informal setting. Used to assess plans and procedures
- Game – Simulations that involves two or more teams in a competitive environment to assess plans and procedures under a set of rules to depict an actual or real life situation



# Operations Based

- Drill – Coordinated supervised activity used to test a single specific operation or function within a single entity.
- Functional – Exercises validate and evaluate capabilities, multiple functions or interdependent groups of functions, such as EOCs. This type of exercise is conducted in a realistic, real-time environment; however, movement of personnel and equipment is simulated.



# Operations Based

Full-Scale – The largest and most complex of all exercises and requires the most planning and preparation to successfully conduct. Exercises all aspects of the response from command and control functions to boots on the ground response activities of multi-agency participants.



# Activity 6

- Work in groups identified on the next visual
- Select new leader/spokesperson
- How would your group incorporate rapid needs assessment planning into the exercise type you have been assigned?



# Activity 6

Group 1 – Seminar

Group 2 – Workshop

Group 3 – Tabletop

Group 4 – Game

Group 5 – Drill

Group 6 – Functional

Group 7 – Full Scale



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## Activity 6

# Report Out Time!



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# Review

At the end of this unit participants will be able to:

- Describe the various methods of training that can be used to support the program
- Describe how rapid needs assessment plans and actions can be exercised in the community.



# **Rapid Needs Assessment**

## **Final Exam and Wrap Up**



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# Objectives

At the end of this unit participants will be able to:

- Demonstrate their knowledge by passing a written exam



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# Final Notes

- Complete your evaluations
- Clean up your space – dispose of any trash
- After you have completed the exam, please be quiet until everyone is done



# Examination

- The exam is closed book
- This is an individual effort
- A score of 70% is required for passing
- Print your name and answers neatly on the answer sheet
- Turn in your test and answer sheet when completed
- Remain quietly at your seats



# Certificates

- Please bring your evaluation to the instructor when your name is called to receive your certificate
- Have a safe trip home



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**Thank You**

**Thank you for  
coming to this  
training**



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Unit 7 - 6