G0557 (Formerly G0250.7)

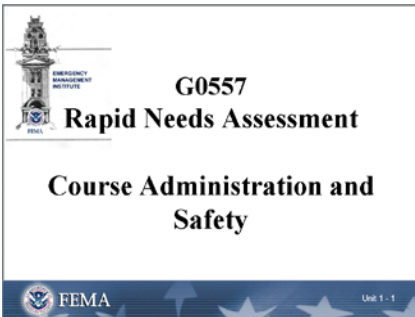# Rapid Needs Assessment

FEMA

Student Manual

October 2013

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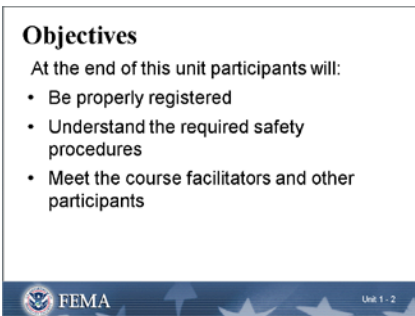
UNIT 1: COURSE ADMINISTRATION

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Visual 1

WELCOME

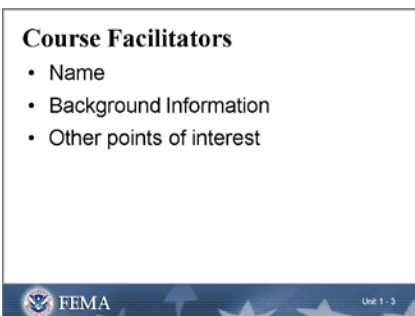This unit contains basic administrative information for the course.

Visual 2

OBJECTIVES

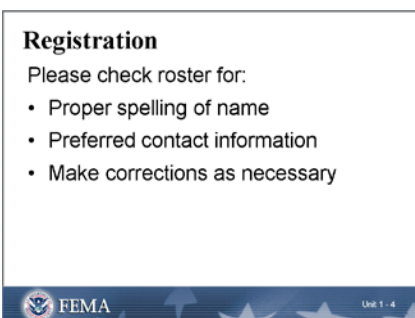At the end of this unit participants will:

- Be properly registered

- Understand the required safety procedures

- Meet the course facilitators and other participants

Visual 3

COURSE FACILITATORS

- Name

- Background information

- Other points of interest

Visual 4

REGISTRATION

Please check roster for:

- Proper spelling of name

- Preferred contact information

- Make corrections as necessary

Visual 5

SAFETY AND OTHER INFORMATION

- Fire safety information for the building and assembly point.

- Severe weather procedures for the facility.

- Accident or illness while attending training.

- Procedures to receive emergency calls.

- Cancellation procedure and notification

Visual 6

BUILDING INFORMATION

- Restrooms location

- Special parking restrictions or requirements

- Location of any break rooms, vending machines, and facility restrictions on beverages and food in the classroom

- Special facility access restrictions and security procedures

- Smoking regulations and restrictions

- other information

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

FEMA   Unit 1 - 7

Visual 7

CLASSROOM ETIQUETTE

- Cell phones and other devices in the off or silent mode.

- This is a safe learning environment. Comments and discussions that take place in the classroom stay in the classroom.

- All participants should tolerate different opinions. Many topics do not have specific right or wrong answers. There are many shades of gray.

- When speaking to the class, use the microphone if one is provided or speak loudly enough for everyone to hear your comments.

- Do not have sidebar conversations during presentations.

- And please clean up after yourself.

Course Materials
- Student Manual
- Evaluation form
- Other

FEMA   Unit 1 - 8

Visual 8

COURSE MATERIALS

Every participant should have these course materials:

- Student Manual

- Course Evaluation Form

- Other items as locally distributed.

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

FEMA   Unit 1 - 9

Visual 9

COURSE 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

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

FEMA — Unit 1 - 10

Visual 10

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

FEMA — Unit 1 - 11

Visual 11

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

FEMA — Unit 1 - 12

Visual 12

And now...

Take a 10 minute break!

FEMA — Unit 1 - 13

Visual 13

PARTICIPANT INTRODUCTIONS

- Name

- Agency/Organization

- Experience

- What do you want to get out of this course?

REQUIREMENTS

Review the requirements for the course. Every participant must attend all class sessions and must complete the final test with a score of 70% or better.

REVIEW
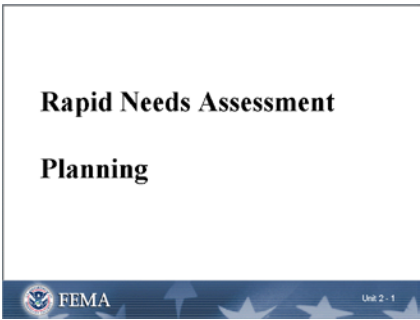
At the end of this unit:

- Participants will be properly registered

- Participants will understand the required safety procedures

- Participants will meet the course facilitators and other participants

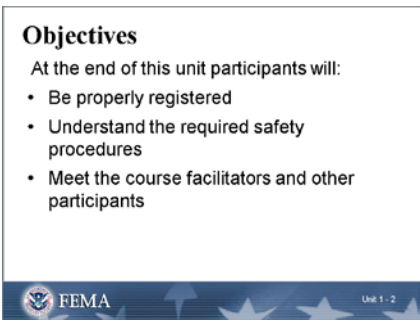## UNIT CONCLUSION

Take a 10 minute break.

UNIT 2: PLANNING

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Rapid Needs Assessment

Planning

Visual 1

UNIT 2: PLANNING

Objectives

At the end of this unit participants will:
- Be properly registered
- Understand the required safety procedures
- Meet the course facilitators and other participants
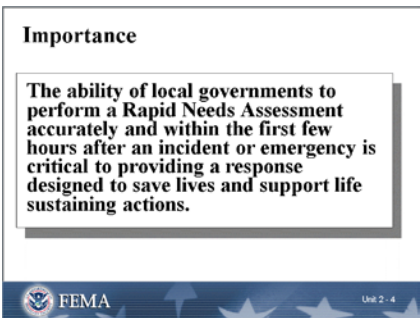
Visual 2

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?

Visual 3

IMPORTANCE: WHY IS A RAPID NEEDS ASSESSMENT IMPORTANT?

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.

Visual 4

IMPORTANCE

This is the official answer to the question on the previous visual.

Benefits

Rapid Needs Assessments provide:
- Effective life-saving and life-sustaining measures
- Tools for response prioritization
- Effective resource requests
- Disaster Public Information

FEMA   Unit 2 - 5

Visual 5

BENEFITS

These are some of the benefits of an effective Rapid Needs Assessment. A good assessment will allow community leaders to prioritize response actions to have the greatest life-saving and life sustaining benefits. As resources will be limited on the local level during the first few hours of a disaster or emergency event, the Rapid Needs Assessment should allow for the effective use of resources. Likewise, it will allow local officials to request those resources that are not available locally and are needed to support life sustaining and life saving measures.

Requirements

To be effective, Rapid Needs Assessments must be:
- Planned
- Effectively and rapidly initiated
- Effectively analyzed and prioritized

FEMA   Unit 2 - 6

Visual 6

REQUIREMENTS

In order to receive the benefits of a Rapid Needs Assessment the assessment process must be effectively planned. Assessments just do not happen when a disaster or emergency occurs. They require planning and training to support the planned activity if they are to realize their greatest potential. When needed, the Rapid Needs Assessment must be rapidly implemented by local governments. Assessment teams must be identified and trained together. The field teams need to be supported by personnel who can rapidly analyze the findings of the individual teams and presented to management to support prioritization and decision-making.

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

FEMA   Unit 2 - 7

Visual 7

COORDINATION AND INVOLVEMENT

An effective Rapid Needs Assessment requires planning and participation from a variety of agencies. The basic agencies that are commonly used are law enforcement, fire and EMS, hospitals and medical providers, public works, volunteer disaster response agencies and organizations such as the Red Cross and Salvation Army and emergency management agencies.

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

FEMA   Unit 2 - 8

Visual 8

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

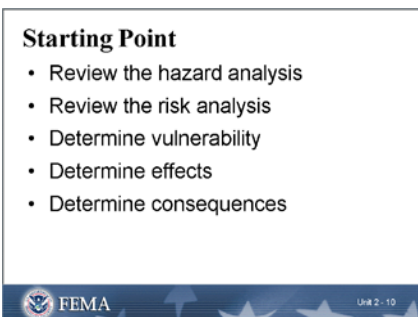FEMA   Unit 2 - 9

Visual 9

ASSESSMENT

It is important to always remember that the Rapid Needs Assessment is not a complete damage assessment. The Rapid Needs Assessment *must* focus on issues related to life-sustaining or life-saving needs and operations. In addition, other areas that are known to be problematic must be included in the process. For example, a local campground may be subject to flash flooding during heavy rains. Plans should be made for this area to be assessed if a major rainfall event occurs.

The data collected by the Rapid Needs Assessment must focus on those subjects and areas that are essential for analysts to review to derive further information and data to be used by decision-makers.

REMEMBER

One of the most critical aspects of the process is the ability to prioritize. This is essential, as in an emergency you simply do not have time to look at everything. The prioritization must be based on what is really important which many times must look beyond the obvious. Causes and effects can play a big role in the process too.

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

FEMA   Unit 2 - 10

Visual 10

STARTING POINT

Your starting point to plan for a rapid needs assessment begins with a review of the hazard analysis for the community. What types of hazards do you face? Each community will face different hazards and therefore there is not a book solution to this question. Next you need to review what are the risks associated with those hazards. For example, a risk associated with a number of weather disasters is high winds. You start prioritizing you work by focusing on those risks that reappear most often in the analysis and therefore pose the greatest likelihood of being problematic. Once you know the risks, you need to look at the vulnerabilities in the community associated with those risks. While high winds may be expected throughout the community, you need to look at what those high winds will do. For example, they may bring down trees and cause large amounts of debris. They may cause structural collapse. Be careful that you do not lump everything into the same category. For example, older construction with basements will pose different vulnerabilities than new home construction on slabs or wide span steel buildings. Then you need to assess the specific effect of each vulnerability.

The effects of a building collapse involving wood structures with basements may be that people seeking refuge from the storm are trapped in rubble below grade. Or that a structural collapse involving a steel building may require heavy rescue equipment to rescue trapped survivors.

Finally, you must determine the consequences of that effect. This is where priorities are really set. In a flood event, would it be a greater priority to assess the life saving and life sustaining needs of a manufactured home park in the flood plain or that with an area of multi-floored masonry construction? And finally, determine the consequence of each effect. This will also help you set priorities for the actual assessment process. Some consequences may have a higher assessment and response priority than others, particularly when you are looking at the limitations immediately following a disaster or major emergency event

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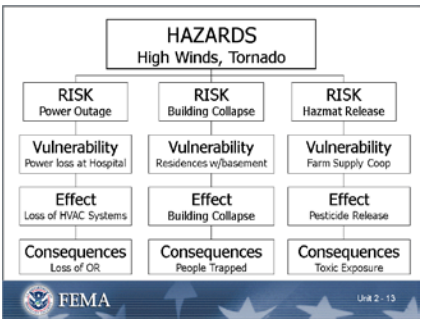- Have past events impacted some areas more than others?

FEMA   Unit 5 - 11

Visual 11

HISTORY

Another starting point for an analysis would be past history. Has the community hazard analysis identified any types of disasters or location of a disaster in the community that can be researched to determine if there is a possibility of a similar event?

Planning and Resources

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

FEMA   Unit 2 - 12

Visual 12

PLANNING AND RESOURCES

By reviewing the hazard analysis, you can also get a sense of what the priorities may be in an emergency and what resources may be required to adequately perform the rapid needs assessment.

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

FEMA   Unit 2 - 13

Visual 13

HAZARDS (HIGH WINDS, TORNADO)

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 (HVAC) 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.

By reviewing the hazard analysis, you can also get a sense of what the priorities may be in an emergency and what resource may be required to adequately perform the rapid needs assessment. The next activity will allow you to put this process to use. 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, a rapid 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 are frequently not on emergency generator circuits.
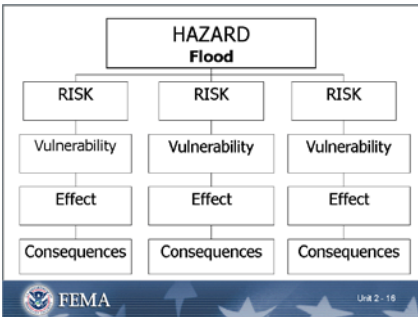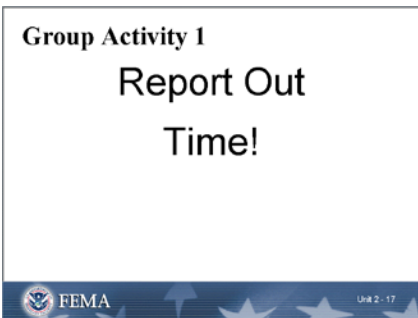
Group Activity 1
- Form groups of 3–5 people
- Pick a spokesperson for the group
- Using the next visual as an example discuss a **FLOOD** Hazard and identify at least three Risks associated with a flood
- Be prepared to report your findings to the class
- You have 15 minutes for this activity

FEMA   Unit 2 - 15

Visual 15

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

Visual 16

HAZARD FLOOD
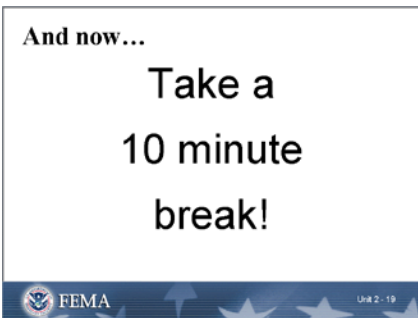

Visual 17

GROUP ACTIVITY 1 REPORT OUT TIME
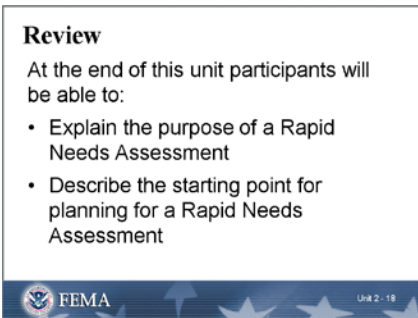
Visual 18

REVIEW

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

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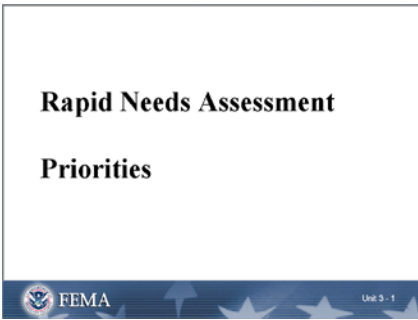- Describe the starting point for planning for a Rapid Needs Assessment

Visual 19

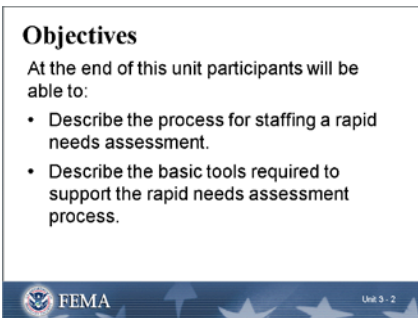**UNIT CONCLUSION**

Take a 10 minute break.

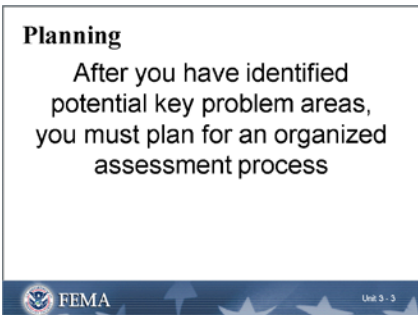This page intentionally left blank.

UNIT 3: PRIORITIES

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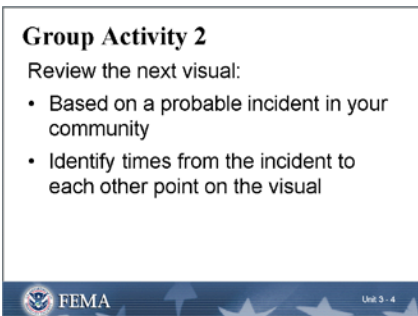**Rapid Needs Assessment**

Priorities

FEMA Unit 3 - 1

Visual 1

UNIT 3: PRIORITIES

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.

FEMA Unit 3 - 2

Visual 2

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.

Planning

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

FEMA Unit 3 - 3

Visual 3

PLANNING

After you have identified potential problem areas, you need to plan how you will assess those points quickly and efficiently in an emergency to determine the required life-sustaining and life-supporting requirements.
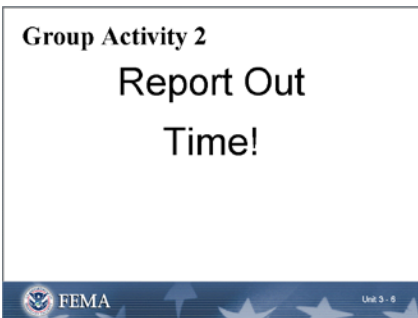
Group Activity 2

Review the next visual:

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

FEMA Unit 3 - 4

Visual 4

GROUP ACTIVITY 2

Based on a probable incident in your community, identify times from the incident to each other point on the visual.
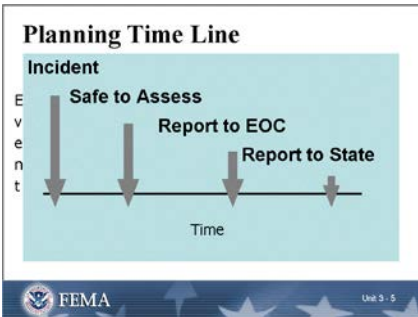
Visual 5

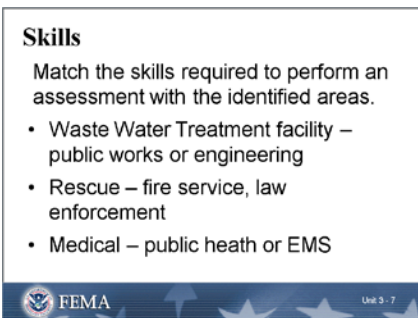**PLANNING TIME LINE**

Visual 6

GROUP ACTIVITY 2 REPORT OUT TIME!

Visual 7

SKILLS

Once you have identified the areas that require assessment, you need to identify who will assess those concerns in an emergency. This will require a variety of skill sets and one size does not definitely fit all. For example, to evaluate the impacts of a lift station being out, you may require the services of public works personnel or engineering staff that can look at the problem. For rescue of survivors you may turn to the fire service or law enforcement personnel, medical issues may be evaluated by public health or EMS personnel.

Matching Skills

Who would evaluate:

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

FEMA   Unit 3 - 8

Visual 8

MATCHING SKILLS

Structural issues involving bridges – suggested answers may include public works, highway, or engineering personnel.

Mass fatalities – suggested answers may include medical examiners, coroners, and funeral home staff.

Hazardous materials releases – suggested answers may include fire department, environmental, public health or law enforcement personnel.

Communication outages – suggested answers may include radio technicians, amateur radio operators, or private vendors.

Power outages – suggested answers may include engineers, power company officials, and public works staff.

Debris issues – suggested answers may include public works, forestry, highway, and engineering staff

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

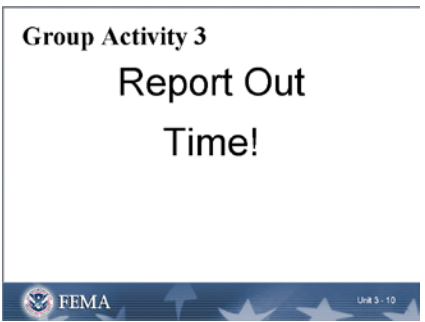FEMA   Unit 3 - 9

Visual 9

GROUP ACTIVITY 3

Visual 10

Visual 11

GROUP 3 ACTIVITY REPORT OUT TIME

Some possible answers include:

Emergency Shelters – Red Cross, Salvation Army, Human Services Department, Health Department

Schools – Department of Education, Building Department and Inspectors

Industrial Hazardous Materials Facilities – Hazardous Material Teams, Industry Representatives

Dams and Levees – Natural Resource Agencies, Flood Control Districts, Public Engineers

Hospice Facilities – Medical Representatives, Health Departments

Potable Water Treatment Facilities – Health Department, Natural Resource Department, Facility Engineers

Airports – Highway and Transportation Departments, Civil Air Patrol
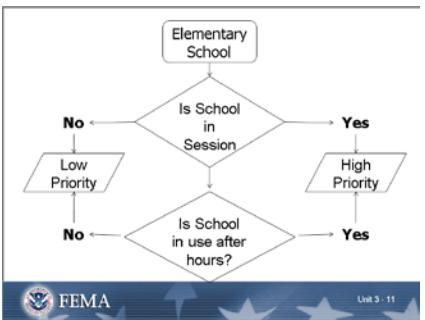
JOB AIDS

Planners need to consider how things will be prioritized during an actual emergency. Job aids, such as decision trees can be helpful to provide solid methodology for emergency implementation. When creating decision trees, remember the KISS principal (Keep It Simple S) and avoid making the process overly complex. When exercises are conducted, decision trees should be tested and refined if possible.

Visual 12
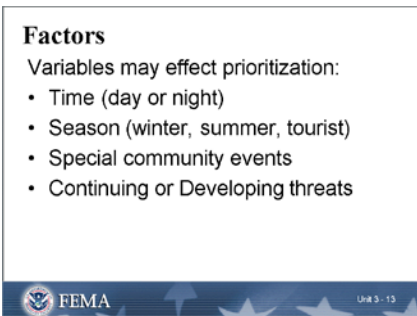
Visual 13

SET OVERALL PRIORITIES

These priorities may change if and when an event occurs, but the relative calm during the planning phase allows for a thoughtful process to take place in setting some priorities rather than a gut reaction to a crisis event. The process of setting priorities is not easy, but since evaluation staff will always be in short supply, you need to establish some criteria for how you are going to assess your needs.

FACTORS

Time of Day – suggested answers may include: A facility may not be operating or closed and therefore receives a lower priority than a site operating 24 hours a day.

Time of Year – suggested answers may include: A facility may only be seasonal or have a higher priority at certain times of the year. For example, a lift station may be more important during the spring snowmelt than during the dead of winter.

Special Community Events – suggested answers may include: A special event may bring people into the community into more susceptible areas and therefore require a higher priority for evaluation at certain times of the year.

Developing Threats – suggested answers may include: There may be secondary or developing threats that impact prioritization. For example, flooding may be the primary need for the rapid needs assessment, but a threat to dam upstream may create a greater evaluation need in certain areas than others.

Resources Immediately Available – suggested answers may include: If you have a hazmat release in a winter storm and the responding team may not be able to respond immediately, there may be changes to the prioritization for assessment.

Importance to the Community – suggested answers may include: If the community has only one hospital, the need to quickly assess that facility may be higher than a community with multiple hospitals available.

Political Issues – suggested answers may include media coverage or public interest may cause political issues that can impact the priority of a site or facility for evaluation.

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

FEMA Unit 3 - 15

Visual 15

And now...

Take a 10 minute break!

FEMA Unit 3 - 16

Visual 16

REVIEW

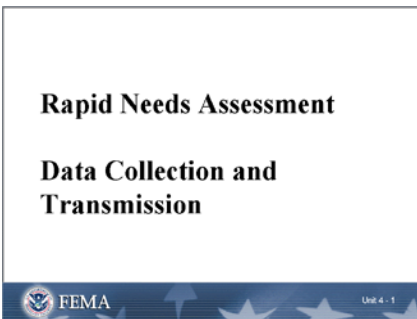At the end of this unit participants will be able to:

- Describe the process for staffing a rapid needs assessment.

- Describe the basic tools required to support the rapid needs assessment process.
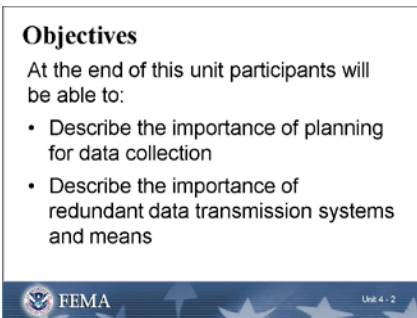
UNIT CONCLUSION

Take a 10 minute break.
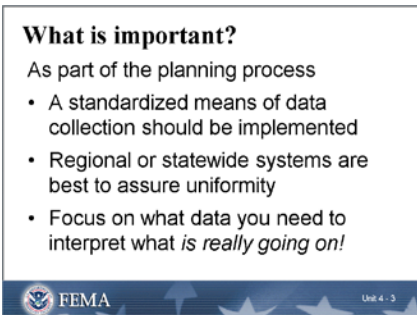
UNIT 4: DATA COLLECTION AND TRANSMISSION

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Visual 1

UNIT 4: DATA COLLECTION AND TRANSMISSION

Visual 2

OBJECTIVES

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

- Describe the imporatnce of planning for data collection.

- Describe the importance of redundant data transmission systems and means.

Visual 3

WHAT IS IMPORTANT?

Data collection must focus on those elements that are the most important. In order to assure that the proper data is collected so that an accurate analysis of the current situation can be made, data collection should be a formalized process and procedure. It is important that a standardized means of data collection be a part of the planning and implementation system.

The best way of dealing with data collection is use a system that is uniform throughout a state or region. This allows for easy sharing of resources in an emergency. Remember, you must focus on data that is going to allow for analysis and interpretation to determine what is needed to support life supporting and life sustaining operations.

Visual 4

DATA

It is important to understand the difference between data and intelligence which is produced from data by analysis to provide useful information. Data is raw facts and figures. While it is essential to have good data, this information has value added when it is analyzed. Analysis turns raw data into useful information that can be used by decision-makers.

Visual 5

DATA ANALYSIS

Generally speaking, the more specific the data the more useful it becomes. But all data with proper analysis can be valuable.

Visual 6

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

FEMA   Unit 4 - 7

Visual 7

EXAMPLE

Debris is widespread – a wide area has impacted by the event.

Debris is blocking roads – An unknown number of roads have debris blockage, but it is unknown if the debris blockage is complete or what roads are being impacted.

Debris is blocking main roads in the SW side of the city – This is limiting the geographic area and is now providing information on the type of roads that are being impacted and to what extent.

Debris is blocking access to the hospital and preventing ingress of emergency traffic. This is highly specific data that has obvious implications.

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

FEMA   Unit 4 - 8

Visual 8

IDENTIFYING DATA NEEDS

One way to determine data needs is to perform a reverse analysis. That is, look at the impacts and problem areas that compromise life supporting and sustaining activities and determine what data is required to come to those conclusions. This should involve looking at cause and effect relationships. These are some examples of cause and effect relationships.

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

FEMA   Unit 4 - 9

Visual 9

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!

FEMA   Unit 4 - 10

Visual 10

Methods
Voice
- Most common method
- Radio, cell phone, landline
Issues
- Data loss in translation
- Time consuming
- May tie up communications channels

FEMA   Unit 4 - 11

Visual 11

FORMATTING DATA

The collection of data cannot be left to chance. Forms must be created to ensure the proper collection of data. When formats are made for data collection consideration must be given to how that data will be collected. Data collection systems should support multiple data collection systems and should be as foolproof as possible.

TRANSMISSION

When thinking about communication and data transmission, you should consider the following items. First, plan for massive system congestion. Real life incidents jam communications systems far in excess of what can be simulated in exercise events. Remember that in a real life event you will be expecting people to function under high stress conditions. This means that complex systems that are only used during emergency conditions are likely to be less effective than simple easy to use systems and methods. Plan that the system may be implemented months after training programs were conducted. Simple directions and easy to use systems are a must. Remember, keeping it simple helps assure success.

METHODS

Voice is the most common method of communication. This can use radios, cell phones, or even landlines. However voice communications are not perfect. There can be translation issues between the person transmitting the data and the person receiving. Voice communications can be time consuming, particularly if long narratives are involved. And finally, voice communications may tie up communications channels and interfere with more important messaging.

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

FEMA   Unit 4 - 12

Visual 12

Fax is another communications system. Forms and data can be effectively communicated by fax, but usually fax machines are only available at larger fixed sites and fax machines are usually dependent on the use of landline telephones. Fax machines are subject to user errors (is it transmitted face up or face down?) and is subject to connection issues when circuits are crowded. Finally fax machines are generally not available from mobile locations.

Methods

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

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

FEMA   Unit 4 - 13

Visual 13

E-mail can be effective communications tool in an emergency. Computer systems will keep "pinging" networks to get the message through even under highly congested conditions, but the time factor for receipt of the message may be highly variable. Since e-mail uses written communications, information translation is excellent. However e-mail requires internet connectivity which may be an issue. It also requires computers and other forms of electronic equipment that may be battery dependent. Finally e-mail traffic requires that the receiver monitor message traffic.

Methods

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

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

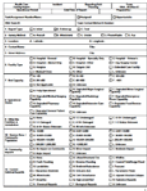FEMA   Unit 4 - 14

Visual 14

Data compression methods are usually highly reliable and portable. Unlike systems like e-mail that transmit the form and data together, compression systems only transmit the recorded data thus reducing the total transmission package to a fraction. Compression systems usually require a higher level of skill to either set up the system or at times to use it. These systems are also software dependent and unless all users have the appropriate software, translation issues are likely.

Training and Use

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

FEMA   Unit 4 - 15

Visual 15

TRAINING AND USE

Whatever system is developed and used, these are some things to remember. First, the system that is developed must be user friendly and as self-evident and explanatory as possible. Reference materials on the use of the system should always be provided. If these concepts are followed, the system should be easy to handle and require minimal training.

Visual 16

EXAMPLE FORM

This is an example of a data collection.

Note that the system is laid out so that each data entry can be easily identified and transmitted. For example, the voice data transmission on the bed capacity of the facility would be read as 7-B for a facility with 300 beds. This allows for easy, quick and error free transmission and recording of data.

The data can be obtained and transmitted by a variety of means. It can be collected in paper format, submitted through electronic means via email, faxed to a facility for completion or transmitted by fax to the EOC or other site for analysis, or transmitted in a data compressed format.

The data entry is self-explanatory and instructions are provided at the end of the document. Finally the form may be printed on 11x17 paper to create a single document that easy to handle and avoids lost pages.

Visual 17

REVIEW

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

- Describe the imporatnce of planning for data collection.

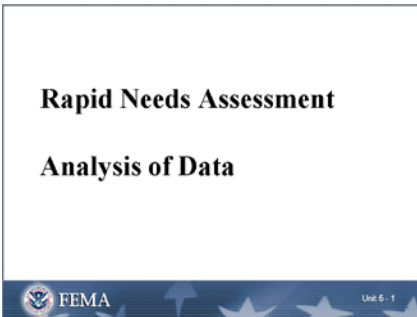- Describe the importance of redundant data transmission systems and means.

Visual 18

UNIT SUMMARY

Take a 10 minute break.

UNIT 5: ANALYSIS OF DATA

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Rapid Needs Assessment
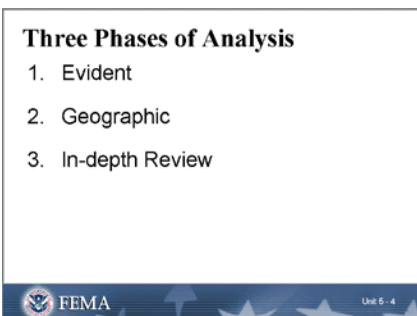
Analysis of Data

FEMA   Unit 5 - 1
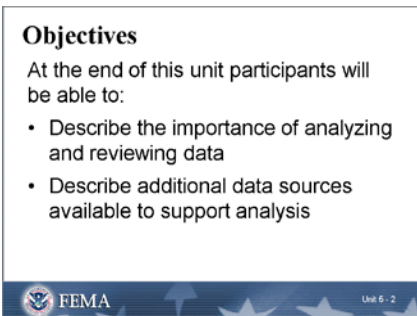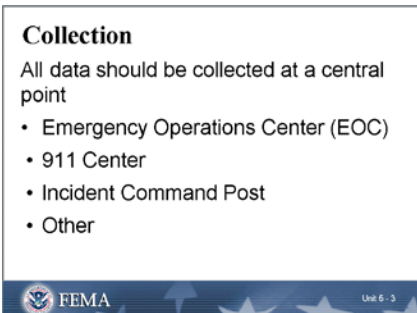
Visual 1

UNIT 5: ANALYSIS OF DATA

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

FEMA   Unit 5 - 2

Visual 2

OBJECTIVES

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

- Describe the imporatnce of analyzing and reviewing data.

- Describe additional data sources available to support analysis.

Collection
All data should be collected at a central point
- Emergency Operations Center (EOC)
- 911 Center
- Incident Command Post
- Other

FEMA   Unit 5 - 3

Visual 3

COLLECTION

All data should be collected and analyzed at one point. This simplifies the transmission of data and also eliminates the problem of bits and pieces of information floating about. In most communities, the Emergency Operating Center is the focal point for data collection. If the EOC is operating under the incident command system, this data should be routed to the Planning Section for processing and analysis. In some communities, the 911 center is the data reception and analysis point, and in larger operations, the Incident Command Post may also be a reception point.

Three Phases of Analysis
1. Evident
2. Geographic
3. In-depth Review

FEMA   Unit 5 - 4

Visual 4

THREE PHASES OF ANALYSIS

Analysis of rapid needs assessment data must be quick and succinct. Therefore, highly detailed analytical procedures are not called for. Instead a simplified analysis is performed that involves three processes. These may be used together or individually. The three phases are evident, geographic and in-depth review. We will look at each of these in the upcoming visuals.

Visual 5

EVIDENT

In evident analysis, the problems are obvious and do not require in depth study. For example, people who are trapped on rooftops after flooding are clearly in need of live saving activities. However, even though the initial reports are obvious, other information can be added into the mix to provide more accurate situational awareness. For example, by combining a weather report that shows that flood waters are rapidly rising adds more information that clearly shows the immediacy factor of the life saving efforts that are required. As with all information on rapid needs assessment, reports and findings such as these should be forwarded immediately to the Operations Section for emergency response and other actions to alleviate the situation. Remember, do not delay emergency reports of any kind for analysis or further interpretation.

Visual 6

GEOGRAPHIC

Geographic analysis can quickly produce good results. Pockets of problem areas, damage paths, and the like can become evident when they are plotted on a map or chart. Additionally, other problem areas can be anticipated or sent out for assessment. Transportation bottlenecks may be noted when information is plotted on a map. When performing geographic analysis like all rapid needs assessments, speed of the essence. While electronically produced geospatial information products look great, they take time to produce that may not be available in rapidly evolving events. You should be prepared to use simplified processes such as base maps, acetate overlays and marking pens and pencils to record data quickly to illustrate the information. Geographic analysis can be combined with evident analysis to provide a synergistic output of greater value.

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

FEMA   Unit 5 - 7

Visual 7

IN-DEPTH REVIEW

In depth reviews take the most time and talent to produce. A good in depth analysis can provide significant amounts of intelligence that can support and assist decision-making efforts. Because of the special skills occasionally required to perform in depth analysis, it may not be locally produced, but may come from support centers operated by the State or other agencies miles away. In depth analysis looks at problems that have seeded themselves in the current event but have not developed. This analysis allows response planning to take place to either mitigate the problems or respond to them effectively. For example, earlier we used the example of the hospital that lost power and was operating on generator. However, the generator did not provide backup power to the ventilation system. If this facility is located in a hot climate, in as little as 36 hours it may become uninhabitable. The in depth analysis would look at how long the site could remain open and viable under these compromised conditions and the Operations Section could look at options such as restringing power lines, bringing in emergency generators, or evacuating the facility and its patients in an orderly fashion.

Additional Needs

Analysis may produce additional data needs.

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

FEMA   Unit 5 - 8

Visual 8

ADDITIONAL NEEDS

When you are performing analytical tasks, you may find that you need or would like additional data. These additional needs can be met by reshuffling existing priorities for assessment, making ad hoc assignments to collect the needed information, or obtaining data from other sources that are readily available to incorporate into the process, such as data from the National Weather Service. Remember, don't get trapped by analysis paralysis. In many emergencies good enough is best you can get.

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

FEMA   Unit 5 - 9

Visual 9

In addition to the field teams collecting rapid needs assessments, data can be obtained from a variety of sources and effectively used. With the deluge of media that accompanies may disasters and emergency events, live broadcasts from the scene can be a good source of data. Also reports coming in from 911 centers and even reports from staff reporting to work can be a good source of data.

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?

FEMA   Unit 5 - 10

Visual 10

ACTIVITY 4

Activity 4

Report Out

Time!

FEMA   Unit 5 - 11

Visual 11

REPORT OUT TIME!

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

FEMA   Unit 5 - 12

Visual 12

REVIEW

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

- Describe the imporatnce of analyzing and reviewing data.

- Describe additional data sources available to support analysis.
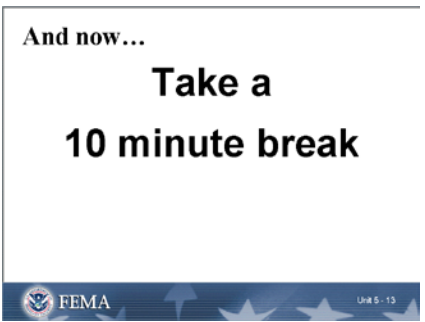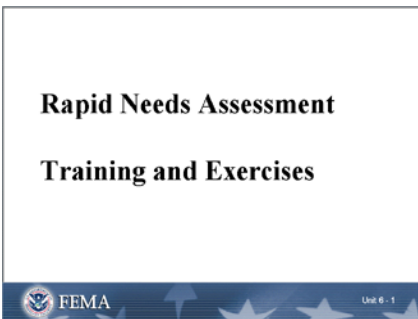
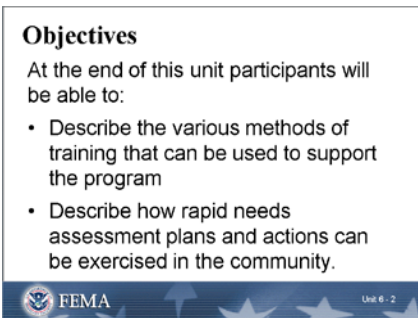Visual 13

UNIT SUMMARY

Take a 10 minute break.

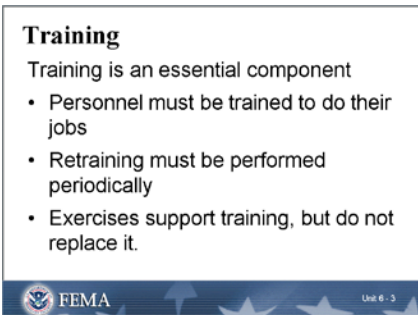This page intentionally left blank.

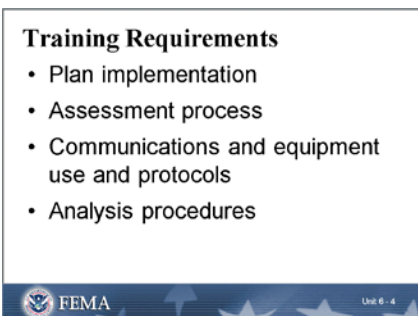# UNIT 6: TRAINING AND EXERCISES

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Visual 1

UNIT 6: TRAINING AND EXERCISES

Visual 2

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.

Visual 3

TRAINING

Training is an essential component of the planning an implementation process. Since rapid needs assessment procedures may not be used all that often, training takes on greater importance to ensure that the response will be effective and timely. All personnel, whether they are field assessment teams or analysis staff must be trained to do their jobs. And don't forget that after the initial training, refresher training will be required to keep their skill sets up and current. Exercises can support the maintenance of skill sets, but do not replace the need for a good training and education program.

Visual 4

TRAINING REQUIREMENTS

These are a few of the critical training requirements. Instruction will be needed on how the plan is to be implemented and how the overall assessment process will be incorporated into the emergency response. What communications equipment will be used and with what protocols is an important training item. How will analysis be performed and how will the information be shared is another important training requirement.

Audiences

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

Training programs must be
flexible

FEMA   Unit 6 - 5

Visual 5

AUDIENCES

When designing a training program, remember that one size does not fit all. What works well with one group may be a total failure with another group. Training programs must be flexible to meet the needs of the audiences.

Common Training Options
- Briefings
- Classroom sessions
- Hands on sessions
- Refresher sessions

FEMA   Unit 6 - 6

Visual 6

COMMON TRAINING OPTIONS

These are some common training options used for rapid needs assessment instruction. Each one will be reviewed on the following visuals.

Briefings

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

FEMA   Unit 6 - 7

Visual 7

BRIEFINGS

Briefings are quick and dirty mini-training programs. They are often used when time is short and a lot of information needs to be presented in a tight schedule. Briefings may be packaged into something that can be presented during shift changes or staff rotations. Since time for these briefing is short, a good training package will be broken down into sound bites that hit on the key aspects of the training program. Briefings may require sequential offerings or multi-step presentations.

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

FEMA   Unit 6 - 8

Visual 8

CLASSROOM SESSION

Classroom sessions are more formalized and traditional presentations. One issue that occasionally raises its head is that classroom sessions may not be any more effective briefings. A good classroom session however has a number of advantages over a briefing in that it can identify and measure participant progress as well as identifying issues with instructional delivery, materials or even the procedures or plans themselves. Remember that using modern technology, classroom sessions do not have to be in person and may use distance learning techniques.

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

FEMA   Unit 6 - 9

Visual 9

HANDS ON SESSIONS

Hands on sessions are typically doing sessions. They can be combined with classroom or other training means, but since the focus is on production of simulated items or products, they use the critical thinking skills of the participants. Monitoring hands on sessions requires a small instructor to participant ratio to assure that participants are getting the support they require.

Refresher
Refresher training is essential to keep knowledge and skill sets high.
- Quizzes or questionnaire
- Mini-sessions/Bulletins
- Incorporate exercises
- Actual events

FEMA   Unit 6 - 10

Visual 10

REFRESHER

Refresher training does not have to be repeats of classroom or briefing sessions. Mind joggers such as quizzes or questionnaires can be used to assess the current level of knowledge. Don't forget using motivational techniques that can include rewards for those with the highest scores. Simple one page readings or bulletins can be used to provide refresher training. Mini sessions or previously provided training can also be used. And if exercises are conducted, rapid needs assessment scenarios can be included in the program to review and refresh skills. And, of course, real life events are a great source of refresher training.

Visual 11

ACTIVITY 5

Visual 12

REPORT OUT TIME!

Visual 13

EXERCISE CATEGORIES

The Department of Homeland Security recognizes to exercise category types. These are Discussion Based exercises that are designed to familiarize participants with or develop new plans, procedures, policies, and agreements and Operations Based Exercises that are designed to validate plans, policies 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.

FEMA   Unit 6 - 14

Visual 14

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

FEMA   Unit 6 - 15

Visual 15

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.

FEMA   Unit 6 - 16

Visual 16

DISCUSSION BASED

In the category of discussion based exercises, there are four sub-type exercises. The first type of discussion based exercise is the seminar. This is an informal discussion and review of new plans, policies and procedures and it is designed to acquaint personnel to new or revised documents. The seminar is a learning type of exercise that is an important first step as part of the exercise process.

The Workshop is another type of discussion based exercise. It resembles a seminar, but is designed to be a working group that builds or create specific products, such as draft plans, policies, procedures, job aids, and agreements, etc.

Tabletop exercises involve key personnel that operate in a simulated scenario in an informal setting. Tabletop exercises work through the scenario using existing plans and procedures and is designed to assess and evaluate the adequacy of those documents.

Games are a form of exercise that is widely used in the military. They involve simulations with two or more teams in a competitive environment. Working under a set of specified ground rules, they apply problem solving skills to depict and actual or real life situation.

OPERATIONS BASED

Operations based exercises are more complex than discussions. To be successful, they require greater lead times, more planning, and effective administration to be successful. Drills are the smallest of the operational exercises. These are supervised activities 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.

FEMA   Unit 6 - 17

Visual 17

The largest and most complex of the operations based exercises are Full Scale. These are generally capstone events that are the finale of the exercise program and follow many other discussion and operational exercises that build up these grand events. Full scale exercises test all elements of a plan and response system.

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?

FEMA   Unit 6 - 18

Visual 18

ACTIVITY 6

Have each group select a new leader or spokesperson and discuss the items listed on the visual. If easel pads are available, they can be used to capture the group's responses and support the report out process.

Activity 6

Group 1 – Seminar
Group 2 – Workshop
Group 3 – Tabletop
Group 4 – Game
Group 5 – Drill
Group 6 – Functional
Group 7 – Full Scale

FEMA   Unit 6 - 19

Visual 19

Activity 6

Report Out Time!

FEMA   Unit 6 - 20

Visual 20

REPORT OUT TIME!

Give each group approximately 5 minutes to report out their findings and take questions either from the instructor or other members of the group. The answers given will vary depending on the communities represented. Answers will be variable and the instructor should look for and support similarities in the reports.

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.

Visual 21

And now...

Take a

10 minute break

Visual 22

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.

UNIT SUMMARY

Take a 10 minute break.

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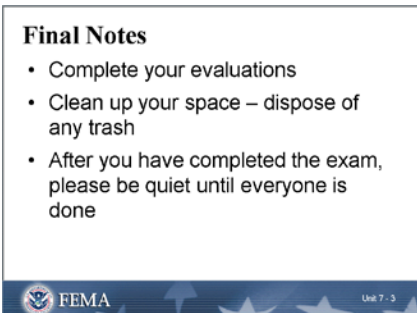
UNIT 7: FINAL EXAM AND WRAP UP

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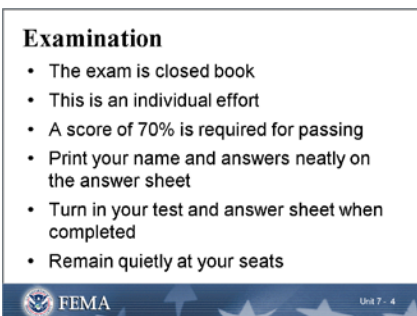
Rapid Needs Assessment

Final Exam and Wrap Up

FEMA   Unit 7 - 1
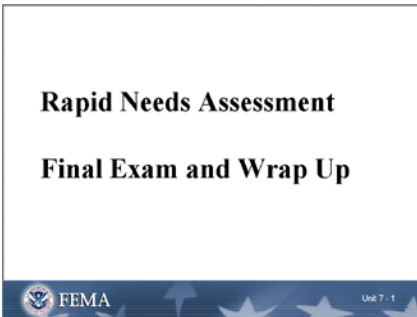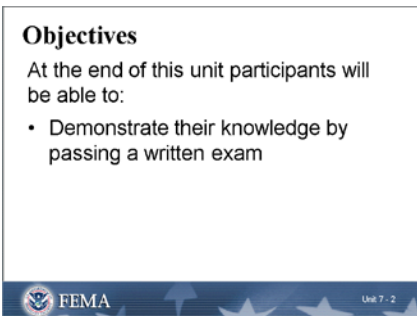
Visual 1

UNIT 7: FINAL EXAM AND WRAP UP

Objectives

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

• Demonstrate their knowledge by passing a written exam

FEMA   Unit 7 - 2

Visual 2

OBJECTIVES

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

• Demonstrate their knowledge by passing a written exam.

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

FEMA   Unit 7 - 3

Visual 3

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

FEMA   Unit 7 - 4

Visual 4

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

Visual 5

CERTIFICATES

- Please bring your evaluation to the instructor when your name is called to receive your certificate

- Have a safe trip home

Visual 6

THANK YOU

Thank you for coming to this training.

APPENDIX A: ASSESSMENT FORM SAMPLE USED IN UNIT 4

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Health Care Facility Report	Incident:	Reporting Unit: Planning	Form: 003/Rev 07
Operational Period:	Date/Time of Report:		Prepared by:

Task/Assignment Number/Name:	☐ Assigned	☐ Opportunistic

RNA Team ID:　　　　　　　　　　　　　　　**Team Contact Method & Number:**

1. Report Type:　☐ A. Initial　　☐ B. Follow-up　　☐ C. Final

2. Survey Method:　☐ A. Aircraft　　☐ B. Windshield　　☐ C. Onsite　　☐ D. Phone/Radio　☐ E. Fax

3. Location:　　A. Latitude :　　　　　　　　　　　　B. Longitude

4. Contact Name:　　　　　　　　　　　　　　　Title:

5. Street Address:　　　　　　　　　　　　　City:

6. Facility Type:	☐ A. Hospital - General	☐ B. Hospital – Specialty Only	☐ C. Hospital – Veteran's
	☐ D. Hospital – Mental Only	☐ E. Hospital - Other	☐ F. Day Surgery Center
	☐ G. Hospice	☐ H. Dialysis Unit	☐ I. Extended Care Facility
	☐ J. Medical Clinic	☐ K. Other	☐ L. Unknown

7. Bed Capacity	☐ A. <50	☐ B. 51-100	☐ C. 101-200
	☐ D. 201-400	☐ E. 401-600	☐ F. >601
	☐ G. Not Applicable	☐ H. Unknown	

8. Operational Status	☐ A. Fully Operational	☐ B. Degraded Major Surgical Capability	☐ C. Degraded Minor Surgical Capability
	☐ D. Degraded Medical Imaging Capability	☐ E. Degraded Radiology Capability	☐ F. Degraded Emergency Room Capability
	☐ G. Degraded Pharmacy Capability	☐ H. Degraded Intensive Care Capability	☐ I. Degraded Food Service Capability
	☐ J. Degraded General Patient Care Capability	☐ K. Unknown	

9. Other like Facilities in Jurisdiction	☐ A. None	☐ B. 1-3 Undamaged	☐ C. 4-10+ Undamaged
	☐ D. 1-3 Damaged	☐ E. 4-10+ Damaged	☐ F. 1-3 Status Unknown
	☐ G. 4-10+ Status Unknown	☐ H. All Info Unknown	

10. Service/Area Community Population:	☐ A. <2,500	☐ B. 2,501-5,000	☐ C. 5,001-10,000
	☐ D. 10,001-25,000	☐ E. 25,001-50,000	☐ F. 50,001-100,000
	☐ G. 100,001-150,000	☐ H. 150,001-200,000	☐ I. 200,001-500,000
	☐ J. 500,001-1,000,000	☐ K. >1,000,001	☐ L. Unknown
11. Community Impacts:	☐ A. No Impact on Community	☐ B. Minor Impact	☐ C. Moderate Impact
	☐ D. Major Impact	☐ E. Unknown	
12. Current External Hazards:	☐ A. None	☐ B. Urban/Structural Fire	☐ C. Wildfire
	☐ D. Flash Flooding	☐ E. Riverine Flooding	☐ F. Coastal/Tidal/Surge Flood
	☐ G. Landslides	☐ H. Sinkhole/Subsidence	☐ I. Tsunami
	☐ J. Hazardous Materials	☐ K. Volcanic Ash	☐ L. Pyroclastic Flows
	☐ M. Aftershocks	☐ N. Civil Disturbance	☐ O. Adjacent Structure Collapse
	☐ P. Snow/Ice	☐ Q. High winds/Hail	☐ R. Unknown
13. Physical Condition:	☐ A. No Damage Visible	☐ B. < 30% Window Damage	☐ C. 30-60% Window Damage
	☐ D. 60%+ Window Damage	☐ E. Moderate Roof Damage	☐ F. Major Roof Damage
	☐ G. Roof Collapse	☐ H. Moderate Structural Damage	☐ I. Major Structural Damage
	☐ J. Destroyed	☐ K. Unknown	
14. Damage Source(s):	☐ A. Fire	☐ B. High winds/Hail/Rain	☐ C. Flood
	☐ D. Seismic	☐ E. Cold/Freezing	☐ F. Land Movement
	☐ G. Blast/Explosion/Hazmat	☐ H. Other	☐ I. Unknown
15. Electric Power Status:	☐ A. On Full Commercial Power	☐ B. On Full Generator Power	☐ C. On Partial Generator Power
	☐ D. No Power	☐ E. Unknown	
16. Generator Fuel Type:	☐ A. Gasoline	☐ B. Diesel	☐ C. JP-4
	☐ D. Natural Gas	☐ E. Propane	☐ F. Other
	☐ G. Unknown		
17. Generator Fuel Storage:	☐ A. < 24-Hours	☐ B. 24-48 Hours	☐ C. > 2 Days
18. Communication Systems:	☐ A. Fully Operational	☐ B. EMS Radio Operational	☐ C. EMS Radio Inoperable
	☐ D. External Telephone Operational	☐ E. External Telephones Inoperable	☐ F. Internal Communication Systems Operational
	☐ G. Internal Communications Systems Inoperable	☐ H. Telemetry Systems Operational	☐ I. Telemetry Systems Inoperable
	☐ J. External Alert/Notification Systems Operational	☐ K. External Alert/Notification systems Inoperable	☐ L. Computer Connectivity to Internet Operable
	☐ M. Computer Connectivity to Internet Inoperable	☐ N. Internal LAN Operable	☐ O. Internal LAN Inoperable
19. Air Handling Systems:	☐ A. Fully Operational	☐ B. Air Movement Systems Functioning Only	☐ C. No Cooling Capacity

	☐ D. No Heating Capacity	☐ E. All Systems Out	☐ F. Unknown
20. Fire Suppression	☐ A. All Operational	☐ B. Sprinklers Operational	☐ C. Sprinklers Inoperable
	☐ D. Fire Alarms Operable	☐ E. Fire Alarms Inoperable	☐ F. Unknown
21. Water:	☐ A. Normal Potable Water Supply Available	☐ B. Non-Potable Water Supply Available	☐ C. Bottled Water Available Only
	☐ D. No Water Available	☐ E. Unknown	
22. Elevators	☐ A. All Operational	☐ B. Partially Operational	☐ C. All Inoperable
	☐ D. Unknown		
23. Habitability:	☐ A. Habitable	☐ B. Partially Habitable	☐ C. Uninhabitable
	☐ D. Habitability is Improving	☐ E. Habitability is Degrading	☐ F. Habitability is Stable
	☐ G. Unknown		
24. Road Access:	☐ A. Unimpeded	☐ B. Partial Blockage	☐ C. Inaccessible
	☐ D. Bridge(s) Damaged	☐ E. Bridge(s) Out	☐ F. Road/Culvert Damage
	☐ G. Road/Culvert Out	☐ H. Partial Landslide Blockage	☐ I. Full Landslide Blockage
	☐ J. Wires Down	☐ K. Debris Covered	☐ L. Debris Blocked
	☐ M. Car/SUV Passable	☐ N. Semitrailer Truck Passable	☐ O. Unknown
:	☐ A. All Requirements Met	☐ B. Pharmaceuticals Needed	☐ C. Surgical Supplies Needed
	☐ D. Food Stocks Required	☐ E. Blood Products Required	☐ F. Laundry Required
25. Supply Requirements Next 72 hours	☐ G. Laboratory Supplies Required	☐ H. Radiology Supplies Required	☐ I. Anesthesia Supplies Required
	☐ J. Bulk Oxygen Required	☐ K. Bottled Oxygen Required	☐ L. General Medical Supplies Required.
	☐ M. Cleaning Supplies Required	☐ N. General Patient Care Supplies Required	☐ O. Unknown

26. Personnel and Staffing Next 72 Hours:	☐ A. Physician Shortage	☐ B. LPN Shortage	☐ C. RN Shortage
	☐ D. Nursing Assist Shortage	☐ E. Pharmacist Shortage	☐ F. Pharmacy Tech Shortage
	☐ G. Radiology Tech Shortage	☐ H. Laboratory Staff Shortage	☐ I. Surgical Staff Shortage
	☐ J. Housekeeping Staff Shortage	☐ K. Maintenance Staff Shortage	☐ L. Administrative Staff Shortage
	☐ M. Other Staff Shortage	☐ N. Unknown	

| 27. Follow-up *required* | ☐ A. Yes | ☐ B. No |

28. Comments & Notes:

29. Transmitted By:	Transmitted To:	Transmission Date/Time:

30. Report Forwarded to:	Local:_____	By:	Date/Time:
	State	By:	Date:/Time:
	IOF/JFO	By:	Date:/Time:
	RRCC	By:	Date/Time:
	NRCC	By:	Date/Time:
	Other: _____	By:	Date/Time:

Printing Instructions: Print pages 1 & 2 back to back, with these instructions if necessary.

Line by Line Instructions & Information

Preamble Information:

Incident Name: Enter the incident name being used to describe the event.

Operational Period: Enter the current Operational Period (Refer to ICS Forms for more information.)

Date/Time of Report: Enter the date and time the report was **completed.**

Prepared by: Enter the name of the person completing the report.

Task Assignment Number/Name: Enter the name of the task or its identification/control number if pre-assigned.

Assigned or Opportunistic: Check whether report was based on a specific assignment or if it was opportunistic.

RNA Team ID: Enter the ID number or Name of the RNA Team that was assigned this facility.

Team Contact Method and Number: Enter the contact method and number for the RNA Team. This could be a radio frequency and identifier or phone number, etc.

Specific Numerical Items

1.   *Report Type:* Check whether this report is an initial, follow-up or final report. If follow-up box in Item 24 is checked **No** and this is the only report on this facility check the **Final** box.

2.   *Survey Method:* Check the type of survey method used to gather report information.

3.   *Location:* Enter the latitude and longitude of the facility obtained from GPS units. Use **NAD 83 datum and decimal degrees.**

4.   *Contact Name:* Enter the name and title of person providing report information to you, if appropriate.

5.   *Street Address:* Enter the street address of the facility if known. Enter the city or jurisdiction where the facility is located.

6.   *Enter the Facility Type:* Enter the facility type. Mixed use facilities may require more than one answer.

7.   *Other Like Facilities In Jurisdiction:* Enter the number and status of similar facilities in the jurisdiction.

8.   *Service Area:* Enter the service area of the facility being surveyed.

9.   *Service Area/Community Population:* Enter the estimated service area or population of the community served by this facility.

10.   *Community Impacts:* Provide and estimate on the impact of this facility being damaged on the community or service area as a whole.

11.   *Current External Hazards:* Indicate the current (within 24-hours) hazards faced by this facility, if any.

12. **Physical Condition:** Indicate the current physical condition of the facility. More than one box may be checked. **Window damage** is measured by the breakage or failure of the window which exposes the contents of the facility to the weather. Do not report cracked, but intact window damage. **Moderate roof damage** is defined as the removal of roof coverings over more than 25% of the structure or over critical use areas, but roofing under-layments remain intact. **Major roof damage** indicates areas greater than 25% of the building being exposed due to the removal of the roof and under-laying elements or the exposure of critical service areas. *Roof collapse* indicated the collapse of any portion of the roof onto interior structures. *Moderate structural damage* is structural damage to a facility which impedes the use of the facility to a degree but which can be rectified by temporary repairs. *Major structural damage* is damage that greatly impedes the use of the facility and will require repairs lasting weeks or months to rectify. *Destroyed* indicates the facility will require total replacement.

13. **Damage Source(s):** Indicate those events that caused the damage to the facility.

14. **Emergency Vehicles Inoperative:** Indicate the types of emergency vehicles damaged and out of service due to the event(s).

15. **Electric Power Status:** Indicate the electrical power status of the facility. *Do not confuse battery operated equipment and lighting for electrical service indication.*

16. **Generator Fuel Type:** Indicate the type(s) of fuel required by operational generators on site.

17. **Generator Fuel Storage:** Indicate the remaining amount of fuel in storage at the site to run generators or provide critical fuel needs.

18. **Communication Systems:** Indicate the status of communication systems.

19. **Habitability:** Factors that go into this evaluation include the functioning of water and wastewater systems, toilets, drains, air conditioning systems (particularly in closed environments) etc. Indicate whether the situation is stable, getting worse or getting better.

20. **Road Access:** Indicate the status of road systems into the facility and in the surrounding area that would impact the delivery of services and supplies to the site.

21. **Personnel and Staffing:** Indicate the types of staff required to adequately service the area for the next 72 hours. If numbers of staffing can be readily identified, place figures in Line 23, Comments and Notes.

22. **Follow-up Required:** Indicate whether follow-up action is required. *Briefly* state reason for required follow-up actions in Line 23, Comments and Notes.

23. **Comments and Notes: Brief** comments and elaboration on any reporting item.

24. **Transmittal Information:** Indicate the name of the person transmitting this information back to a central data collection point, the name of the person receiving the data, and the transmission date and time.

25. **Report Forwarded to:** Indicate the locations that the central data collection point transmits information from this report. Indicate who transmitted the information and the date and time of each relay transmission.

APPENDIX B: FINAL EXAM

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FINAL EXAM

Directions: Record your answers on the answer sheet you have been given. Select the *best* answer for each question below.

1. 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 support _____ and _____ actions.
    A. Heavy rescue and fire suppression
    B. Life sustaining and life saving
    C. Emergency shelter and mass feeding
    D. Emergency shelter and medical care

2. The starting point in developing an rapid needs assessment plan is:
    A. Obtain funding for the program
    B. Review the state EOP
    C. Review the community Hazard Analysis
    D. Identify target points for evaluation

3. Who have the best skill set to evaluate a mass fatalities incident?
    A. Coroner or medical examiner
    B. Fire or police chief
    C. Hospital ER staff
    D. State health department

4. Variables that may affect prioritization include:
    A. Time of day
    B. Time of year
    C. Developing threats
    D. All of the above

5. Analysis converts useful intelligence into meaningful data.
    A. True
    B. False

Match the correct analysis type with its definition.

6.   Evident   A.   Items plotted on maps or charts

7.   Geographic   B.   Problems are obvious

8.   In depth review   C.   Provides value added intelligence

9.   Training programs must be flexible to meet the needs of all audiences.
     A.   True
     B.   False

10. The best type of exercise used to introduce and orient the plan to a new audience is an: _____

Name: _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Note: Each item is worth 10 points. A grade of 70% is required to pass the course

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