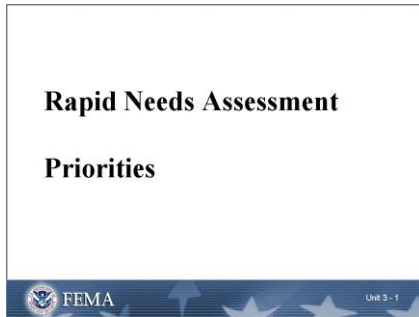


## **UNIT 3: PRIORITIES**

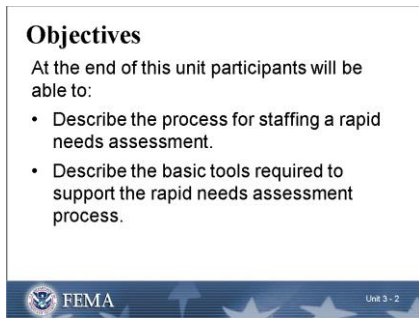


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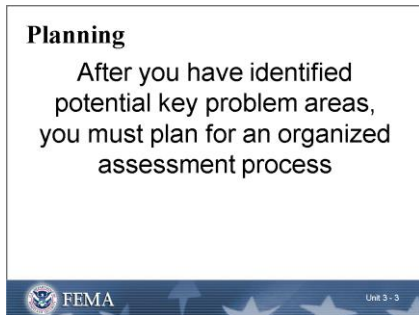




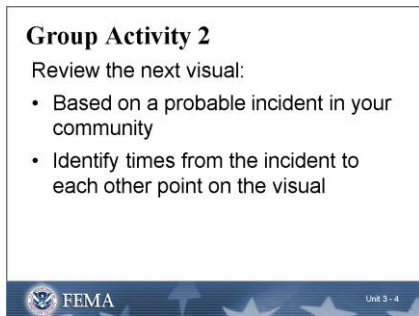
Visual 1



Visual 2



Visual 3



Visual 4

## UNIT 3: PRIORITIES

### OBJECTIVES

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

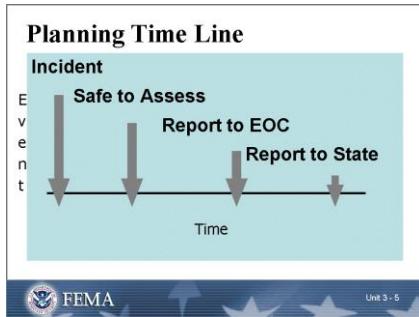
- Describe the process for staffing a rapid needs assessment.
- Describe the basic tools required to support the rapid needs assessment process.

### 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.

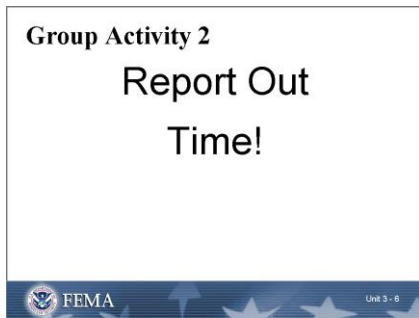
### GROUP ACTIVITY 2

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



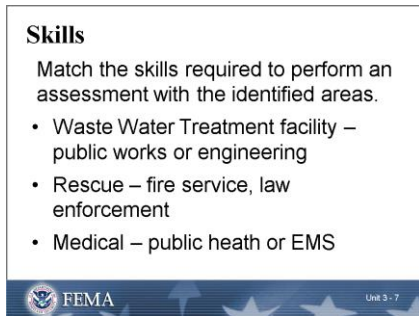
Visual 5

**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?



Unit 3 - B

Visual 8

**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



Unit 3 - B

Visual 9

**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**



Visual 10

**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

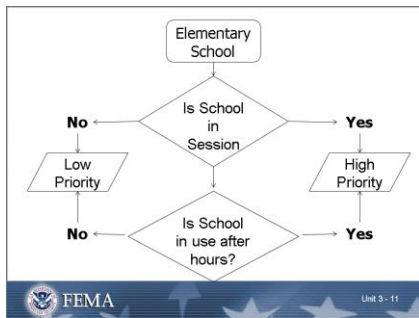
Industrial Hazardous Materials Facilities – Hazardous Material Teams, Industry Representatives

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



Visual 11

**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.



**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?



Unit 3 - 12

Visual 12

**Factors**

Variables may effect prioritization:

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



Unit 3 - 13

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



Visual 15

**And now...**

**Take a  
 10 minute  
 break!**



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.