

# Evacuation Drill For Long-Term Care Facilities

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## California Association of Health Facilities

**Summary:** A drill to test and improve a facility's evacuation plans

**Audience:** Long-term care facilities of any size

**Contents:** All information, forms, and instructions needed to perform the drill

**Time commitment:**  
Preparation: less than 8 hours;  
Drill: 2 – 3 hours; Follow-up:  
less than 10 hours

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Developed for the California Association of Health Facilities by Ciruolo Consulting, LLC.

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## Overview

This guidebook will help Long Term Care facilities (LTC) evaluate their preparedness for an evacuation. This guidebook contains all the materials necessary to conduct a simulated evacuation using a type of drill called a tabletop exercise. No actual patient movement is involved.

### ***Why Conduct a Drill?***

Exercises or drills provide several important benefits to any organization that uses them to prepare for its emergency response. In particular, they:

- Provide an organization a way to determine its readiness to respond to a crisis or disaster.
- Clarify gaps or problems with existing policies and plans.
- Help administration and staff understand their roles during a disaster.
- Serve as a training tool.
- Help identify needs for other resources, and
- Serve as a tool for modifying and improving existing plans based on the lessons learned during the drill.

Conducting this drill will help facilities increase their overall preparedness for a real evacuation.

### ***A Different Kind of Drill***

Like the more familiar fire drill, which requires staff to simulate their response to a fire without disturbing patients or residents, this evacuation drill calls upon staff to simulate their response to an evacuation. However, this is a different kind of drill. In a fire drill, staff “walk through” their response to a scenario. In this drill, staff will “*talk* through” the actions needed to safely evacuate residents in an environment that is fault free and open to idea sharing and collaborative problem solving. (In this guidebook, the terms “drill” and “exercise” are used interchangeably.)

By walking through a facility’s response to an evacuation, staff members will be able to:

- Validate existing policies and procedures,
- Identify problems and/or gaps in existing policies and procedures,
- Become familiar with and better understand existing plans, and
- Understand their facility’s strengths and weaknesses with regard to its preparedness.

## ***Goals and Objectives***

The goal for this drill is to help individual long-term care facilities improve their preparedness and readiness for patient evacuation.

The objectives for this drill are to:

1. Improve administration and staff members' familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.
3. Provide a concrete basis for the review and improvement of each facility's emergency operations plan (EOP).

## ***Ensuring a Successful Drill***

There are three key elements to ensure a successful evacuation exercise: an up-to-date emergency operations plan, the commitment of the facility's administration, and full participation and engagement of the drill participants.

### Emergency operations plan

As noted above, a key objective of this drill is to test the evacuation section of the EOP. In preparing for the drill, it is important to:

- Ensure that you have the most up-to-date version of the facility's EOP.
- Ensure that copies of the plan are made available to all those who will participate in the drill.
- Ensure that related documents, if they exist, are updated and made available to participants. These may include:
  - Maps of evacuation routes,
  - Facility maps/diagrams showing exits,
  - Facility maps/diagrams showing utility shut off points, and
  - Maps/diagrams showing other emergency equipment/supplies (e.g., fire extinguishers, first aid kits, etc.).

### Commitment of Administration

In order for this drill to be successful, it is important that the highest levels of administration of the organization support the effort and support the goal of improving the EOP. Such support includes:

- Commitment of senior administration to attend and participate in the drill;
- Commitment of senior administration to allow sufficient preparation time for the drill facilitator;
- Staffing support to allow key individuals to participate in the drill;
- Staffing support to allow key individuals to analyze the results of the drill and make necessary changes to the existing plan; and,

- Assistance/support in making the facility and necessary supplies available for the drill.

### Engagement of Participants

The great value of this kind of drill is that it is a group process conducted in a “fault free” environment. The emphasis is on group discussion and deliberation rather than on any individual’s performance. Organizers and facilitators of the drill should emphasize to the participants that:

- Everybody should contribute to the discussion. No one person knows all that is important about this subject.
- Participants should listen carefully to their colleagues.
- Questions are welcome and actually serve to further the process.
- Participants’ engagement benefits the well-being of the entire facility and the residents.

## **The Evacuation Drill in Four Steps**

### ***Assumptions and background***

This guidebook rests on the following assumptions, and implies certain background elements:

- The drill is designed for long-term care (LTC) facilities of any size, licensed by the California Department of Public Health or Community Care Licensing.
- The drill’s design is based on generic assumptions regarding any individual facility’s EOP. As such, some facilities will have emergency plans that barely touch on evacuation, while others will cover the topic in great depth. This drill makes minimal assumptions regarding the details on each facility’s EOP, but does assume evacuation is addressed in the EOP (as is required by state law).
- This drill makes no assumptions with respect to:
  - A facility’s command and control (or incident command) structure.
  - Integration of a facility with county or city’s emergency response system as there is great diversity in each county’s response approach.
  - Utilization of the Standard Emergency Management System as part of the evacuation response, as most LTC facilities are private entities and may not be integrated with their local emergency response agencies, (additional information on incident command may be found at [http://www.cahf.org/public/dpp/cahf\\_dpp.php](http://www.cahf.org/public/dpp/cahf_dpp.php) ).

- This drill will require the following approximate time commitments :
  - Up to eight hours for preparation prior to the drill (facilitator);
  - Two to three hours' of drill run time (all participants);
  - Up to eight hours of staff time to develop an after action report (AAR)/corrective action plan (CAP). (facilitator, the evaluator, or another person).

### ***Instructions for How to Begin the Drill***

This guidebook contains all forms, instructions, and details needed to conduct the drill. Each facility will need to provide:

- Staff, including:
  - a facilitator/controller to provide minimal planning and preparation for the drill;
  - one or more evaluators, which can be the facilitator in a small facility, and which can include invitees from outside of the facility; and,
  - participants – staff and administrators.
- A meeting room, along with meeting handouts (listed below), and a flip chart and markers for recording.
- The facility's emergency operations plan.

The guidebook can be used “as is”, only requiring copying of forms and some modest preparation, or it can be customized. If a facility wishes to customize or expand this drill, the two key places to do so:

- The drill instructions and scenario (appendix B), which may be customized to increase the “fit” between the scenario and a particular facility, and to better focus on a facility's EOP. Instructions for this are included in the appropriate sections below.
- The evaluation forms (appendices C and D). Modification of these would allow evaluators to scrutinize specific EOP or evacuation plan elements.

This guidebook takes users through the drill in four steps, detailed in the following sections.

## **Step 1: Identify Key Roles**

The first step is to identify the individuals who will function in key roles, described in details below. These include:

- Facilitator/controller, who will plan and facilitate the drill;
- One or more evaluators who will assess and record details of the drill, and who may, in smaller facilities, be the facilitator; and,
- Participants, who are the facility administrators and staff who would, in real life, respond to the need for evacuation.

These roles are described in greater detail below.

### **Drill Facilitator/Controller**

The facilitator is responsible for the smooth, efficient, and effective operation of the drill. Ideally, the person is someone who is familiar with the organization but not required as a participant in the drill. (The facilitator does not need to be from the facility staff; an external controller may be used. If this is done, the controller should become familiar with the facility's EOP and other procedures prior to conducting the drill.)

The facilitator's duties include:

- Welcoming the participants;
- Making all participants comfortable with the process;
- Introducing the drill and explaining what participants can expect and what is expected of them;
- Articulating the ground rules for conducting the drill;
- Presenting the scenario to the group;
- Keeping the drill on track; and,
- Guiding the evaluation process.

### **Evaluator**

It is important that the ideas of the group be captured, and that specific elements of the drill be evaluated. By doing this, it becomes possible to improve a facility's EOP and preparedness for evacuation. In some cases, there will be important issues raised that are extraneous to the specific issue addressed in the drill. However, those ideas or issues may be very important to the institution and those ideas should be documented so they are not lost.



This guidebook provides specific evaluation tools to help capture these ideas and elements. Tools for the evaluator appear in Appendix C. (There are additional evaluation materials in Appendix D to gather input from participants, but those materials are covered later in this guidebook.) The evaluator role may be performed by the facilitator (in a smaller facility), or filled by (or supplemented by) additional evaluators from outside the facility. (Inviting local emergency response officials is an excellent way to help integrate a facility's evacuation plan with local agencies.)

The evaluation tool provided in Appendix C asks specific questions, critical to this exercise. In addition, the evaluator(s) should attempt to capture:

- Key gaps in the plan that are identified by the group;
- Specific suggestions that the group makes with regard to the evacuation plan or EOP;
- Important questions that are raised for which there is not a clear answer available at the time; and,
- Concerns/questions that are raised about other plans—e.g., county EOP or other disaster plans.

The evaluator may choose to capture these items by several means—e.g., notes on a laptop computer, use of flip charts, use of whiteboard, etc.

### **Participants/Players**

Participants should be those administrators and staff that would routinely respond to the need for an evacuation. To the greatest extent possible, those individuals who will fill those EOP-identified roles in a real event should be assigned those roles in the drill. For example, if there is a specific role in the plan for the Director of Nursing Services (DNS), then, if she is a participant, the DNS should assume that role as part of the drill.

It is not necessary or even desirable, to have every employee of the facility participate in this drill. As noted above, this is not a simulation in which every individual will be practicing his or her specific role. Rather, the drill is a focused evaluation of a portion of the EOP. Therefore, the people who should participate are those who have policy responsibility, those who will have key responsibilities during an evacuation, and those who may have particular insight. Employees without policy or other key responsibilities may feel overwhelmed or uncomfortable participating in the drill. The specific identity of the best participants will depend on each institution.

### ***Who writes the After-Action Report/Corrective Action Report?***

Step 4, evaluating and analyzing the drill, involves compiling all of the evaluations, and writing a report typically called an after action report (AAR) or corrective action report. This may be done by the facilitator, by the evaluator, or by a third person. *Regardless of who writes the report, that person should be identified before the drill.* In this guidebook, the instructions for this person are contained in the Evaluator role, but small facilities may use the same staff member to facilitate, evaluate, and write the after action report.

## Step 2: Prepare for the Drill

Different roles have different preparatory activities. These are summarized in the table below, and then expanded in the following text.

<b>Drill Preparation At A Glance</b>	
<b>Role</b>	<b>Preparation Activity</b>
<b>Facilitator/Controller</b>	<ul style="list-style-type: none"><li>A. Review this entire guidebook</li><li>B. Schedule the drill. Reserve a conference room and arrange for related logistics. Inform all appropriate staff.</li><li>C. Read your facility's EOP.</li><li>D. Copy/print instructions for handing out during the drill.</li></ul>
<b>Evaluator(s)</b>	<ul style="list-style-type: none"><li>A. Review this entire guidebook.</li><li>B. Determine if additional evaluators will participate.</li><li>C. Copy/print evaluation forms.</li><li>D. Review the after action report template.</li></ul>
<b>Participants/Players</b>	<ul style="list-style-type: none"><li>A. No preparation is needed, although reviewing your facility's EOP would be useful.</li><li>B. Participants should <i>not</i> review the scenario or this guidebook before the drill.</li></ul>

### Facilitator

Preparation will require up to eight hours.

- A. Review this entire guidebook. This will help you identify key information, understand the flow of the drill, and generally appreciate the “big picture.”
- B. Schedule the drill. Reserve a conference room and arrange for related logistics. Inform all appropriate staff. See “Room requirements and related logistics” in the box below. The drill is structured to run for two to three hours. Approximately 30 minutes of set-up time before the drill may be required. It is important to set the expectation that, during the drill, participants should not be interrupted except for a real emergency. This can have significant implications for scheduling!

- C. Read your facility's EOP. This will help you contextualize the scenario, decide if you want to modify the scenario, and determine if you want to adjust the evaluation tools.
- D. Copy/print instructions and materials for handing out during the drill. You may wish to modify the specific examples and materials provided in the appendices to better match your facility's needs. These are described in greater detail below, and are listed in Appendix A.

The following materials should be made available for each participant:

- Copies of the pertinent portions of your facility's EOP, as well as any referenced maps or other reference materials.
- Writing tablets/pens for note taking.
- Ground rules and instructions for participants (in Appendix F).
- Evaluation forms (Appendix D), to be handed out at the end of the exercise.

As the facilitator, you should have available the following materials:

- A copy of the agenda, as you have customized it.
- The drill instructions and scenario, which appear in Appendix B.
- Notes you have made for guiding the discussion.

In addition to the paper-oriented logistics outlined above, the facilitator should also mentally prepare for the drill. The guidelines in Appendix G will prove useful for facilitating and controlling the drill.

If you chose to customize the drill, now is the time to modify the scenario. No customization is needed, but you may chose to change the date/time, particulars of the scenario, local city or county names, etc, in order to make the scenario more realistic for your particular facility.

## **Evaluator**

The evaluator's preparation may be done by the evaluator or by the controller/facilitator.

Preparation will take one to two hours.

- A. Review this entire guidebook.
- B. Determine if additional evaluators will participate. If so, ensure that they have the Evaluator's evaluation forms (Appendix C). Determine if evaluators will take notes on the evaluation form (in writing) or via laptop.

As appropriate, copy the evaluation form. See the box “Laptops vs. Paper forms” a few pages below.

- C. Copy/print evaluation forms for participants (Appendix D).
- D. Review the after action report template (Appendix E), which you will be completing after the drill.

Ground rules and instructions for the evaluator(s) appear in Appendix J.

## **Participants/players**

No preparation other than reserving the appropriate date/time is required.

### **Room requirements and related logistics**

#### The Room

The drill should take place in a room that is large enough to accommodate the number of participants seated in a fashion that is comfortable and encourages discussion. There is no “right way” to set up a room for such a drill but many facilitators find that arranging tables and chairs to allow for face to face discussion is most valuable. This can be achieved, depending on the size of the group, by:

- Seating groups at separate tables in small numbers
- Setting up a U-shaped configuration of tables/chairs

The configuration of seating and tables should take into consideration if there is to be any presentation of material by projector or use of whiteboard, etc., so that all participants are able to view important materials.

#### Equipment

Depending on decisions of how to present materials, the following equipment should be available:

- Laptop computer (with power source) for note taking
- Flip Charts
- Marker Pens

#### Refreshments

Consider having some refreshments available during the exercise. This enhances the comfort of the participants and can increase the level of attention. Consider:

- Water
- Coffee
- Soft drinks
- Pastries/cookies

### **Step 3: Conduct the Drill**

This step – the focal point of this entire guidebook – largely falls on the Facilitator to orchestrate, and is detailed in Appendix B, Drill Instructions and Scenario. Detailed directions follow the At A Glance box.

<b>Conducting the Drill – At a Glance</b>	
<b>Role</b>	<b>Activity</b>
<b>Facilitator/Controller</b>	<ul style="list-style-type: none"><li>A. Set up the room in which the drill will be held.</li><li>B. Ensure appropriate materials are copied and are ready for distribution.</li><li>C. Conduct the drill, using the Drill Instructions and Scenario (Appendix B).</li><li>D. Complete the Facilitator’s Evaluation form (Appendix I).</li></ul>
<b>Evaluator(s)</b>	<ul style="list-style-type: none"><li>A. Observe and assess the drill.</li><li>B. Complete the Evaluator form (Appendix C) during and immediately after the drill.</li></ul>
<b>Participants/Players</b>	<ul style="list-style-type: none"><li>A. Follow the instructions of the Facilitator.</li><li>B. Participate fully in the drill.</li><li>C. Complete the Participant’s Evaluation form (Appendix D).</li></ul>

#### **Facilitator**

Having prepared for the drill, the Facilitator now turns his/her attention to the action of the drill. The following activities should be addressed:

- Before the drill: ensure the room is set up appropriately, and that expectations are set for those not participating in the drill that the participants should not be disturbed unless there is a real emergency. Equipment (e.g., computers for note taking, flip charts for participants to write on) should be tested. Materials to be handed out should be prepared in appropriate quantity (see Appendix A).

- At the start of the drill: welcome participants and the evaluator(s). Appendix B contains the complete flow of the drill. Appendix G contains general guidelines for facilitating the event.
- At the end of the drill, complete the Facilitator's Evaluation form (Appendix I).

## **Evaluator**

As the role of the evaluator(s) is to observe, assess, and record their evaluations, the actions of the evaluator(s) are very straight forward. Evaluators should test their laptops (if taking notes electronically), ensure they have the appropriate forms, and be prepared to observe.

### ***Laptops vs. Paper Forms: How to Record the Evaluations?***

The forms provided for the Evaluator(s) in Appendix C may be used electronically or printed and used as hardcopy. Which is best? If taking notes on a computer, the evaluator should be comfortable both with the form (so that the correct information is entered in the right area), and the process of taking notes by typing.

Taking notes electronically during the event has the advantage of speeding the subsequent reporting process, as the amount of transcribing of handwritten material will be diminished.

## **Participants**

Participants – the players in the drill – need to show up, remove distractions (cell phones, etc.), and attend the instructions of the facilitator as outlined in Appendix B.

### ***Step 4: Evaluate and Analyze the Drill***

Following the drill, an evaluation should be prepared. This will help facilities identify and harvest lessons learned during the drill, update their EOP, implement ideas from the drill, and document the event for future training purposes. The evaluation and analysis report is typically called an after action report (AAR) or corrective action plan. *This may be done by the facilitator, by the evaluator, or by a third person. Regardless of who writes the report, that person should be identified before the drill.* In this guidebook, the instructions for this person are contained in the Evaluator role, but small facilities may use the same staff member to facilitate, evaluate, and write the after action report. The after action report should be done under the protection of the facility's quality assurance committee so that the report remains internal to the facility, rather than needing to be shared with regulatory agencies.

<b><i>Evaluating the Drill – At a Glance</i></b>	
<b>Role</b>	<b>Evaluation Activity</b>
<b>Facilitator/Controller</b>	No activities are required after the drill.
<b>Evaluator(s)</b>	<p>A. Collect all forms (evaluation, sign in, etc.) from other evaluators, participants, and the facilitator.</p> <p>B. Complete the after action report, using the template provided in Appendix E.</p>
<b>Participants/Players</b>	Participants have no required activities after the drill.

### **Facilitator**

No activities are required after the drill. However, if outside observers participated, thank you letters would be appropriate to send after the event.

### **Evaluator**

The evaluator should ensure that she/he has all of the evaluation forms prepared during the drill, either hard copy or electronic files.

The evaluator (or other individual assigned the duty of writing the after action report/correction action plan) now has the task of writing the AAR/CAP. The template provided in Appendix E contains specific instructions for each section of the document. The process of writing the AAR/CAP involves compiling all of the evaluations and other notes collected during the drill, and addressing specific questions in the AAR template. This guidebook is designed so that the exercise scenario and guidelines for discussion and activities link directly to the evaluation forms for evaluators and participants, which in turn link directly to the AAR template. This means that the AAR will all but write itself, without too much effort from the evaluator. Once the AAR is written, it should be checked for spelling and grammar and reviewed by senior management before being finalized.

It is important that the AAR be written as soon as possible after the drill, so that ideas and memories are fresh.

### **Participants**

Once participants have completed their evaluation forms, they are done with the drill and may return to normal duties. Of course, if the drill results in changes to the evacuation procedures, informing participants in their role of improving procedures can help generate acceptance and overall preparedness.

## Appendices

### ***Appendix A – Checklist of Materials for the Drill***

#### **For the participants – adequate copies of:**

- Scenario and Question Sheet #1 (Appendix K)
- Scenario and Question Sheet #2 (Appendix L)
- Relevant sections of the facility's emergency operations plan
- Any additional evacuation plans: checklists, lists of emergency contact phone numbers, etc.
- Participant's evaluation form (Appendix D)
- Ground rules and Instructions for Participants (one copy per participant is not needed; simply having some for reference will suffice; alternately, a Powerpoint slide can be created with this content) (Appendix F)
- Flipchart and markers
- Writing pads and pens
- Sign-in sheet (Appendix H)

#### **For the evaluator(s) – with sufficient copies for the number of evaluators:**

- Ground rules for Evaluators (Appendix J)
- Evaluator's evaluation forms (Appendix C)
- Laptop with appropriate files, (evaluation forms), if notes are being kept electronically
- A copy of the scenario and questions sheets (1 and 2) (Appendices K and L)

#### **For the facilitator**

- The drill and scenario (Appendix B)
- A copy of the Facilitator's evaluation form (Appendix I)



## Appendix B – Drill Instructions and Scenario

The following instructions may be used “as is” or may be modified. Updating the time sequence will make it easier to lead the events, and modifying the scenario with respect to date/time will help customize the drill.

The timeline does not include preparation (approximately 30 minutes of room set-up).

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
0:00 :15	<p><b>Welcome</b></p> <p><b>Please sign in</b></p> <p><b>Introductions</b> (if any outside evaluators or observers are present)</p> <p><b>Describe the roles</b> of yourself (the facilitator), the evaluators, and the participants.</p> <p><b>The goals of this drill</b> are to prepare for an evacuation of this facility, and in the process, to review and improve our EOP.</p> <p><b>Ground rules</b> (key ground rules are listed here; a complete list appears in Appendix F):</p> <ul style="list-style-type: none"> <li>• Minimize distractions from outside this room for the next few hours.</li> <li>• Follow my instructions; I will be presenting the scenario and giving you specific instructions.</li> <li>• Ignore the Evaluator(s) – pretend they are not there.</li> <li>• Treat the scenario and described events as real, even if it seems improbable.</li> <li>• If an actual emergency occurs during this drill, the drill will be suspended. Real life takes precedence.</li> <li>• Once the scenario is presented, I will ask specific questions and direct you to take certain actions.</li> <li>• This is a “no blame” setting – all ideas are welcome. This drill works when you think about the problems I will be posing, and engage in thinking and talking through the</li> </ul>	<p>Pass around the sign-in sheet (Appendix H)</p> <p>Hand out copies of the EOP (or relevant sections of the EOP). If the facility has an evacuation checklist, distribute this too.</p> <p>A copy of the current census may be useful.</p> <p>The Ground rules for Participants may be handed out, but do not need to be.</p>

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
	<p>actions and solutions you would take.</p> <p><b>This is how the drill works:</b> We will run for a little more than two hours, and then stop. I'm going to give you a specific scenario and pose some specific questions. You will discuss, problem solve, and I will step in from time to time with additional details and further questions.</p> <p>You will “talk through” your responses to an imaginary emergency, collaboratively solving problems as you go. You should use the facility’s EOP as a guide, to the greatest extent possible.</p>	
0:15 :05	<p>Let’s <b>Begin the Scenario:</b></p> <p>It’s October 12, a Tuesday, at 9:00 a.m. Your facility is at 90% occupancy. There is a wildfire burning several miles away, but so far, you’ve not been concerned with any threat to you or your residents. At 9:05, your main phone rings. The receptionist answers, and receives the following recorded message:</p> <p>“This is an emergency notification from the County’s Reverse 9-1-1 system. All residences and businesses receiving this call should prepare to evacuate within three hours due to the threat of wildfire. No evacuation is needed at this time, but you should prepare to evacuate within three hours. <b>This is an alert, not an evacuation order.</b>”</p> <p>The message repeats, the receptionist copies it down, and hands it to the ranking administrator on duty.</p>	<p>Hand out Scenario and Question Sheet #1 (Appendix K) .</p> <p>Read the initial instructions and scenario to participants.</p>
0:20 1:10	<p>Using your facility’s EOP as a guide, discuss and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Who is responsible for leading the preparation for evacuation?</li> <li>2. Provision for evacuation: <ol style="list-style-type: none"> <li>2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?</li> <li>2.2 What arrangements exist for transportation? How will transportation be arranged?</li> <li>2.3 Where will your residents go? What assessment process will</li> </ol> </li> </ol>	<p>Pose the questions to participants, allowing open discussion. Participants should focus on producing tangible, specific answers. Give participants about five minutes for each question (some will take less, some a little more).</p>

**Master Sequence of Events – Facilitator/Controller and Evaluator**

Elapsed Time (from start) Segment Time	What to say	What to do
	<p>be used to determine if the most complex residents will need to go to hospitals?</p> <p>2.4 What will you send with your residents? (Discuss both what, and how much).</p> <p>2.5 What staff, if any, will accompany which residents?</p> <p>2.6 What supplies will be sent with staff as they evacuate?</p> <p>2.7 Resident tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?</p> <p>3. Communications:</p> <p>3.1 If you must evacuate, which agencies will you notify? What are their numbers?</p> <p>3.2 What provisions for notification to, or communications with, families of residents and staff will you use?</p> <p>4.0 Security the facility: What actions would need to occur to secure the facility?</p> <p>5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?</p>	<p>(The timeline allows extra time for this segment, and more time can be allowed if necessary.)</p> <p>If discussion is limited consider these tactics:</p> <ul style="list-style-type: none"> <li>- Direct encouragement of more reticent participants</li> <li>- Attempt to draw out more specific answers to the questions</li> <li>- Model respect for all opinions</li> </ul>
1:30 :02	<p><b>(Scenario development -- the second inject)</b></p> <p>Please stop the discussion. <b>There have been new developments.</b> Minutes ago, a local law enforcement officer arrived at the front door of the facility and ordered the evacuation of this facility. The evacuation is to be completed within two hours. This is an evacuation order for immediate evacuation due to wildfire. The officer indicated we would receive a reverse 9-1-1 phone call containing more information on how to contact the county emergency operations center, but for now, the county is ordering immediate evacuation with approximately two hours to complete the evacuation.</p>	<p>Stop the discussion, and gather everyone's attention.</p> <p>Pass out Scenario and Question Sheet #2</p>
1:32 :10	<p>Please work together, and, using flipcharts or other notes, <b>make an action plan</b> that lists all of the activities/actions that need to occur now in order to evacuate. Use the preceding discussion, the EOP and any other evacuation planning materials available to complete the list.</p> <p>The list should include delegated tasks – it should encompass all</p>	<p>If the participants can have someone – not the facilitator or evaluator – take notes on a computer, it will facilitate the after action reporting later.</p>

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
	activities needed to evacuate the facility.	This segment allows 30 minutes, but is interrupted after 10 minutes to inject additional developments.
1:42 :20	<p><b>(Scenario development -- the third inject)</b></p> <p>Please stop the discussion. <b>There have been new developments.</b> It is now one hour before your evacuation deadline. As you are preparing for evacuation, a power outage occurs. Electrical power coming into your facility has failed. The remainder of the drill is conducted using back-up power.</p> <p>In addition to completing the evacuation plan, please:</p> <ul style="list-style-type: none"> <li>• Test backup power for copying and printing documents,</li> <li>• Test communications to the outside work (using a landline phone, not a cordless phone).</li> <li>• Identify preparation needed to manage technologically dependent residents.</li> <li>• Identify heat sensitive food and medications.</li> </ul>	This segment uses the 20 remaining minutes of the preceding segment, and while continuing the work of the previous segment.
2:02 :20	<p>Please stop. This is the end of the scenario. Everyone should take a deep breath, and relax. It's important to acknowledge that drills like this can be both exciting and stressful.</p> <p>Let's take a few minutes to check in and consider the drill. Let's discuss a few questions:</p> <p>How is everyone feeling?</p> <p>What did you learn during the drill?</p> <p>What worked well in your evacuation response?</p>	<p>Stop the discussion, and gather everyone's attention.</p> <p>Some open discussion, with a few guiding questions, will help participants relax and begin to reflect on the drill. This debriefing may produce useful insights.</p>
2:22 :10	Now it's time to <b>complete an evaluation of the drill.</b> Please take a few minutes to fill in the Participant's Evaluation form. You do not need to put your name on the form.	Pass out the Participants' Evaluation form, Appendix D.

<b>Master Sequence of Events – Facilitator/Controller and Evaluator</b>		
<b>Elapsed Time (from start)</b>	<b>What to say</b>	<b>What to do</b>
<b>Segment Time</b>		
2:30 :01	Thank you very much for participating. This marks the end of the drill. Please make sure that either the facilitator or the evaluator gets your evaluation forms.  Thank you again.	

## Appendix C – Evaluator’s Evaluation Forms

Evaluator: _____	Date: ____/____/_____
Facility: _____	Period of time of evaluation: _____ AM / PM (Circle one) to _____ AM / PM (Circle one)

**Instructions: Circle or check as appropriate. Y = Yes N = No U = Unclear N/A = Not Applicable**

Evaluation Form for Use by Evaluator	
Topic from Drill	Evaluation Elements
1. Who is responsible for leading the preparation for evacuation?	<p>A. Was a responsible individual identified? Y / N / U</p> <p>B. Were back-up individuals identified? Y / N / U</p> <p>C. Was an incident command system (such as the Hospital or Nursing Home Incident Command System<sup>1</sup>) used to identify responsible positions? Y / N / U</p>
2. Provision for evacuation	<p>A. Was an evacuation checklist or similar tool used in the drill? Y / N / U</p> <p>B. Was the facility’s emergency operations plan (EOP) used as a source of guidance during the drill? Y / N / U</p> <p>C. If so, was the EOP useful? Y / N / U / NA</p> <p>D. What aspects of the EOP were useful?</p> <p>E. What aspects of the EOP were not useful?</p>
2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?	<p>A. Did the discussion of transportation needs include an assessment of residents’ needs and current census? That is, was there an understanding that the types of residents in the facility now have specific needs for different kinds of transportation resources? Y / N / U</p> <p>B. Were specific kinds of transportation resources (cars, vans, gurney</p>

<sup>1</sup> The Nursing Home Incident Command System is due for release in September, 2009.

## Evaluation Form for Use by Evaluator

Topic from Drill	Evaluation Elements
	<p>vans, ambulances) identified? Y / N / U</p> <p>C. Did the discussion identify the number of different kinds of transportation resources (e.g., six BLS ambulances and two gurney vans)? Y / N / U</p> <p>D. Did the discussion rely on an existing transportation plan? Y / N / U</p>
2.2 What arrangements exist for transportation? How will transportation be arranged?	<p>A. Was there discussion of either resources (vans) owned by the facility or an existing transportation contract or agreement? Y / N / U</p> <p>B. Did the discussion identify a workable solution for securing adequate transportation? Y / N / U</p> <p>C. What transportation solution(s) was/were identified?</p> <p>D. What problems or deficiencies with transportation arrangements were identified, if any?</p>
2.3 Where will your residents go?	<p>A. Was a destination identified? Y / N / U</p> <p>B. Did the identification of a destination (or destinations) rely on existing agreements or memoranda of understanding? Y / N / U</p> <p>C. Does the destination(s) identified provide the same level of care as your facility? Y / N / U / NA</p>
2.4 What will you send with your residents? (Discuss both what, and how much).	<p>A. Check all of the items which were identified as needing to be sent with residents:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Medication    <input type="checkbox"/> Medical records</p> <p><input type="checkbox"/> Oxygen if indicated    <input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____ Hours / Days / NA</p> <p>Water _____ Hours / Days / NA</p> <p>Medications _____ Hours / Days / NA</p> <p>Oxygen _____ Hours / Days / NA</p> <p>C. Was there discussion of which medical records should be sent?</p>

## Evaluation Form for Use by Evaluator

Topic from Drill	Evaluation Elements
	<p>Y / N / U</p> <p>D. Is there one staff member who is generally responsible (prior to evacuation) for ensuring the facility has adequate supplies for evacuating? Y / N / U</p>
2.5 What staff, if any, will accompany which residents?	<p>A. Were staff identified to accompany residents? Y / N / U</p> <p>B. Was there discussion of matching residents' needs with specific staff in transport? Y / N / U</p> <p>C. Was there discussion of needing specific staffing at the receiving facility/evacuation destination? Y / N / U</p>
2.6 What supplies will be sent with staff as they evacuate?	<p>A. Check all of the items which were identified as needing to be sent with evacuating staff:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____ Hours / Days / NA</p> <p>Water _____ Hours / Days / NA</p>
2.7 Resident tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?	<p>A. Was a means of identifying which residents had left the facility determined? Y / N / U</p> <p>B. Did this process include marking individual residents' rooms, with masking tape, chalk, or some other means? Y / N / U</p> <p>C. Did this process include how residents would be identified (e.g., wrist band, triage tag, name tag) as they left the facility? Y / N / U</p> <p>D. Was a means of tracking which residents went to which destinations identified? Y / N / U</p> <p>E. Was a means of determining if and when residents had arrived at their destination identified? Y / N / U</p>
2.8 General provisions for transportation	<p>What other needs, lessons, suggestions, or other constructive comments were identified regarding the provisions for evacuation?</p>



## Evaluation Form for Use by Evaluator

Topic from Drill	Evaluation Elements
3. Communications	
3.1 If you must evacuate, which agencies will you notify? What are their numbers?	<p>A. Were specific agencies and entities identified for notification? Y / N / U</p> <p>B. Which of the following entities were identified?</p> <p><input type="checkbox"/> Licensing and Certification    <input type="checkbox"/> Parent company    <input type="checkbox"/> Local emergency agency emergency operating center    <input type="checkbox"/> Ombudsman</p> <p><input type="checkbox"/> Other: _____</p> <p>C. Were numbers for these entities readily available and easily located? Y / N / U</p>
3.2 What provisions for notification to, or communications with, families of residents and staff will you use?	<p>A. Which of these provisions were identified?</p> <p><input type="checkbox"/> Ways of contacting staff prior to evacuation (particularly if staff are unable to get to work due to road closures)?</p> <p><input type="checkbox"/> Communications equipment for use <i>before</i> evacuation</p> <p><input type="checkbox"/> Communications equipment for use <i>during</i> evacuation?</p> <p><input type="checkbox"/> Communications methods for use after evacuation?</p> <p><input type="checkbox"/> Methods for contacting or communicating with residents' families?</p> <p><input type="checkbox"/> Roster of staff contact information</p> <p><input type="checkbox"/> Roster of resident information, including family contact information</p>
3.3 General provisions for communication	<p>What other needs, lessons, suggestions, or other constructive comments were identified regarding communication?</p>

## Evaluation Form for Use by Evaluator

Topic from Drill	Evaluation Elements
4.0 Security the facility: What actions would need to occur to secure the facility?	<p>A. Were specific actions identified to secure the facility? Y / N / U</p> <p>B. Did these actions include closing doors, windows, offices, medical cabinets, etc? Y / N / U</p> <p>C. Did these actions include securing or turning off utilities? Y / N / U</p> <p>D. Did these actions include turning the heating/ventilating/air conditioning system off and closing outside vents to decrease smoke? Y / N / U</p>
4.1 General provisions for securing the facility	What other needs, lessons, suggestions, or other constructive comments were identified regarding securing the facility?
5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?	What general comments, additional needs, lessons, suggestions, or other constructive comments were identified during the drill?
6.0 Incident action plan preparation	<p>A. Was an incident action plan prepared? Y / N / U</p> <p>B. Did the plan utilize an incident command structure? Y / N / U / NA</p> <p>C. Did the plan reflect delegation of duties? Y / N / U / NA</p> <p>D. Was the structure or content of the plan based on the facility's EOP or other evacuation-specific tools, such as an evacuation checklist?</p>

## Evaluation Form for Use by Evaluator

Topic from Drill	Evaluation Elements
	Y / N / U / NA
7.0 Power Outage	<p>A. Were back-up power systems tested for copying/printing documents?</p> <p>B. Were communications tested using a non-wireless/non-cordless landline phone? Y / N / U / NA</p> <p>C. Were adequate preparations needed to manage technologically dependent residents identified? Y / N / U / NA</p> <p>D. Were heat sensitive food and medications identified? Y / N / U / NA</p> <p>E. Were emergency plans for power outages consulted?</p> <p>Y / N / U / NA</p> <p>F. If so, were they useful?</p> <p>Y / N / U / NA</p>
8.0 Final observations	<p>What other observations or topics should receive consideration for future planning?</p>

## **Appendix D – Participant’s Evaluation Form**

Facility name: \_\_\_\_\_

Drill date: \_\_\_\_\_

### **Thinking about the format for this drill/exercise:**

1. How satisfied were you with the overall format of this drill? Please mark the appropriate box.

Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable
1	2	3	4	5	

2. I felt I have a better understanding of what it would take to evacuate my facility because I participated in this drill. Please mark the appropriate box.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
1	2	3	4	5	

3. I would recommend using a format like this again. Please mark the appropriate box.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
1	2	3	4	5	

4. What changes would you make to this drill?

(continued)

**Thinking about the process of evacuating your facility, and what you learned or observed during the drill today:**

5. What lessons did you learn?

6. What strengths do feel exist in preparation for evacuation?

7. What top priorities do you see for better preparing the facility for evacuation?

8. Please share any additional comments.

## **Appendix E – After-Action Report/Correction Action Plan Template**

The following is a template for a complete after action report and improvement plan. It is intended to be used as an electronic file. Sections that should be filled in or customized appear in [brackets], and instructions for completing individual sections appear in *red italics*. Completing this template will go smoothly if all evaluation forms (from participants and evaluators) are readily available; the evaluation forms relate directly to this template. The final report will probably run from six to 12 pages, but there is no “right” length. The important point is to capture lessons and suggestions for improving evacuation plans.

*The after action report should be done under the protection of the facility’s quality assurance committee so that the report remains internal to the facility, rather than needing to be shared with regulatory agencies.*

### **After Action Report and Improvement Plan**

Evacuation drill

[Facility name]

[Location of facility]

Drill/exercise date: [Date of exercise]

Report completed :[Date this report completed]

### **Executive Summary**

#### **Description of Drill**

This is a report on tabletop exercise (drill) conducted on [date] to evaluate the evacuation plans for this facility. The drill was facilitated by [facilitator name], and evaluated by [evaluator name].

#### **Goals & Objectives**

The goal for this drill was to help the facility improve its preparedness and readiness for patient evacuation. The objectives for this drill were to:

1. Improve staff members’ familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.

3. Provide a concrete basis for the review and improvement of the facility's emergency operations plan (EOP).

### **Key Findings**

*Summarize findings identified in the participants' evaluation forms (second page) and the evaluator's forms.*

### **Recommendations**

*Summarize findings identified in the participants' evaluation forms (second page) and the evaluator's forms.*

## **Evacuation Drill Overview**

**Date:** [Dates]

**Location:** [Location]

**Situation:** [Facility name] was asked to respond to a reverse 9-1-1 telephone call alerting local residents and businesses of the possible need to evacuate within three hours. This evacuation warning was followed by directed discussion questions. After approximately one hour of collaborative problem solving, participants were challenged with a fresh inject, in which the facility was served with an evacuation order by a local law enforcement official. The evacuation order gave participants two hours to evacuate the facility. At that point, participants were asked to complete an incident action plan. At one hour before evacuation, a power outage occurred, further complicating the evacuation.

### **Participating Agencies & Groups:**

- *List agencies any outside participants or observers.*

**Evaluation:** Evaluation was performed by designated evaluators using a standardized evaluation form, by evaluation forms given to participants, and by evaluation completed by the facilitator/controller.

### **Drill Goals & Objectives:**

The goal for this drill was to help the facility improve its preparedness and readiness for patient evacuation. The objectives for this drill were to:

1. Improve staff members' familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.

3. Provide a concrete basis for the review and improvement of the facility's emergency operations plan (EOP).

**Participants:** Indicate how many participants took part in the drill. Participants and observers should be listed and their job titles noted in the Appendix.

## Analysis of Drill Outcomes

### Objective 1: Improve staff members' familiarity and comfort with existing evacuation plans

#### Analysis

*Review and summarize participants' answers to Question 2 on the Participant's Evaluation form.*

#### Areas of Strength

*Review and summarize participants' answers to Question 6 on the Participant's Evaluation form.*

#### Opportunities for Improvement

*Review and summarize participants' answers to Questions 7 and 8 on the Participant's Evaluation form.*

#### Recommendations

The following are recommendations for enhancing the ability of the drill participants to prepare for evacuation in future operations:

*Review and summarize the evaluators' response to question 7.0.*

### Objectives 2 - 3: Test the emergency operations plan's provisions for evacuation. Provide a concrete basis for the improvement of the facility's EOP for future evacuations

#### Analysis

*Review and summarize the evaluator's responses to Questions 1 – 7 (that is, all areas) of the Evaluator's Evaluation form. Identify major areas of strengths and list below (Areas of Strength), and major areas for improvement. NOTE: an area by area consideration for opportunities for improvement appears in the matrix below*

#### Areas of Strength

*Review and summarize the evaluator's responses to Question 2.D on the Evaluator's Evaluation form.*

#### Opportunities for Improvement and Recommendations

*Use the Evaluator's responses to all questions to complete the worksheet below. The worksheet is constructed so that you can transpose Evaluator responses directly into the worksheet. The Recommendations may be inferred from the Evaluator's evaluation form – typically, **items marked "no" represent areas for improvement, and should be the basis for recommendations.** Recommendations should be aimed at making improvements in a real, achievable way. Once the Opportunities and Recommendations are completed, use the Priority column to rank which recommendations should be acted on in which order. Use participants' answers to question 7 to help prioritize if necessary.*



Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
1. Who is responsible for leading the preparation for evacuation?	<p>A. Was a responsible individual identified? Y / N / U</p> <p>B. Were back-up individuals identified? Y / N / U</p> <p>C. Was an incident command system (such as the Hospital Incident Command System) used to identify responsible positions? Y / N / U</p>			
2. Provision for evacuation	<p>A. Was an evacuation checklist or similar tool used in the drill?</p> <p>Y / N / U</p> <p>B. Was the facility's emergency operations plan (EOP) used as a source of guidance during the drill? Y / N / U</p> <p>C. If so, was the EOP useful? Y / N / U / NA</p> <p>D. What aspects of the EOP were useful?</p> <p>E. What aspects of the EOP need to be improved?</p>			
2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?	<p>A. Did the discussion of transportation needs include an assessment of residents' needs and current census? That is, was there an understanding that the types of residents in the facility now have specific needs for different kinds of transportation resources? Y / N / U</p> <p>B. Were specific kinds of transportation resources (cars, vans, gurney vans, ambulances) identified? Y / N /</p>			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<p>U</p> <p>C. Did the discussion identify the number of different kinds of transportation resources (e.g., six BLS ambulances and two gurney vans)? Y / N / U</p> <p>D. Did the discussion rely on an existing transportation plan? Y / N / U</p>			
<p>2.2 What arrangements exist for transportation? How will transportation be arranged?</p>	<p>A. Was there discussion of either resources (vans) owned by the facility or an existing transportation contract or agreement? Y / N / U</p> <p>B. Did the discussion identify a workable solution for securing adequate transportation? Y / N / U</p> <p>C. What transportation solution was identified?</p> <p>D. What problems or deficiencies with transportation arrangements were identified, if any?</p>			
<p>2.3 Where will your residents go?</p>	<p>A. Was a destination identified? Y / N / U</p> <p>B. Did the identification of a destination (or destinations) rely on existing agreements or memoranda of understanding? Y / N / U</p> <p>C. Does the destination(s) identified provide the same level of care as your facility? Y / N / U / NA</p>			
<p>2.4 What will you send with your residents? (Discuss both what, and how</p>	<p>A. Check all of the items which were identified as needing to be sent with residents:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Medication    <input type="checkbox"/> Medical</p>			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
much).	<p>records</p> <p><input type="checkbox"/> Oxygen if indicated</p> <p><input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>_____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____Hours / Days / NA</p> <p>Water _____Hours / Days / NA</p> <p>Medications _____Hours / Days / NA</p> <p>Oxygen _____Hours / Days / NA</p> <p>C. Was there discussion of which medical records should be sent?</p> <p>Y / N / U</p> <p>D. Is there one staff member who is generally responsible (prior to evacuation) for ensuring the facility has adequate supplies for evacuating? Y / N / U</p>			
2.5 What staff, if any, will accompany which residents?	<p>A. Were staff identified to accompany residents? Y / N / U</p> <p>B. Was there discussion of matching residents' needs with specific staff in transport? Y / N / U</p> <p>C. Was there discussion of needing specific staffing at the receiving facility/evacuation destination? Y / N / U</p>			
2.6 What supplies will be sent with staff as they	<p>A. Check all of the items which were identified as needing to be sent with evacuating staff:</p>			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
evacuate?	<input type="checkbox"/> Food <input type="checkbox"/> Water <input type="checkbox"/> Personal belongings  <input type="checkbox"/> Other: _____ _____  B. How much of the following supplies would be sent?  Food _____ Hours / Days / NA  Water _____ Hours / Days / NA			
2.7 Resident tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?	A. Was a means of identifying which residents had left the facility determined? Y / N / U  B. Did this process include marking individual residents' rooms, with masking tape, chalk, or some other means? Y / N / U  C. Did this process include how residents would be identified (e.g., wrist band, triage tag, name tag) as they left the facility? Y / N / U  D. Was a means of tracking which residents went to which destinations identified? Y / N / U  E. Was a means of determining if and when residents had arrived at their destination identified? Y / N / U			
2.8 General provisions for transportation	What other needs, lessons, suggestions, or other constructive comments were identified regarding the provisions for evacuation?			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
3.Communications				
3.1 If you must evacuate, which agencies will you notify? What are their numbers?	<p>A. Were specific agencies and entities identified for notification? Y / N / U</p> <p>B. Which of the following entities were identified?</p> <p><input type="checkbox"/> Licensing and Certification  <input type="checkbox"/> Parent company    <input type="checkbox"/> Local emergency agency emergency operating center</p> <p><input type="checkbox"/> Other:  _____</p> <p>C. Were numbers for these entities available? Y / N / U</p>			
3.2 What provisions for notification to, or communications with, families of residents and staff will you use?	<p>A. Which of these provisions were identified?</p> <p><input type="checkbox"/> Ways of contacting staff prior to evacuation (particularly if staff are unable to get to work due to road closures)?</p> <p><input type="checkbox"/> Communications equipment for use <i>before</i> evacuation</p> <p><input type="checkbox"/> Communications equipment for use <i>during</i> evacuation?</p> <p><input type="checkbox"/> Communications methods for use after evacuation?</p> <p><input type="checkbox"/> Methods for contacting or communicating with residents' families?</p> <p><input type="checkbox"/> Roster of staff contact information</p> <p><input type="checkbox"/> Roster of resident information, including family contact information</p>			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
3.3 General provisions for communication	What other needs, lessons, suggestions, or other constructive comments were identified regarding communication?			
4.0 Security the facility: What actions would need to occur to secure the facility?	<p>A. Were specific actions identified to secure the facility? Y / N / U</p> <p>B. Did these actions include closing doors, windows, offices, medical cabinets, etc? Y / N / U</p> <p>C. Did these actions include securing or turning off utilities? Y / N / U</p> <p>D. Did these actions include turning the heating/ventilating/air conditioning system off and closing outside vents to decrease smoke? Y / N / U</p>			
4.1 General provisions for securing the facility	What other needs, lessons, suggestions, or other constructive comments were identified regarding securing the facility?			

**Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP**

Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
<p>5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?</p>	<p>What general comments, additional needs, lessons, suggestions, or other constructive comments were identified during the drill?</p>			
<p>6.0 Incident action plan preparation</p>	<p>A. Was an incident action plan prepared? Y / N / U</p> <p>B. Did the plan utilize an incident command structure? Y / N / U / NA</p> <p>C. Did the plan reflect delegation of duties? Y / N / U / NA</p> <p>D. Was the structure or content of the plan based on the facility's EOP or other evacuation-specific tools, such as an evacuation checklist?</p> <p>Y / N / U / NA</p> <p>E. Were emergency plans for power outages consulted?</p> <p>Y / N / U / NA</p> <p>F. If so, were they useful?</p> <p>Y / N / U / NA</p>			
<p>7.0 Power outage</p>	<p>A. Were back-up power systems tested for copying/printing documents?</p> <p>B. Were communications tested using a non-wireless/non-cordless landline</p>			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from Drill	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<p>phone? Y / N / U / NA</p> <p>C. Were adequate preparations needed to manage technologically dependent residents identified? Y / N / U / NA</p> <p>D. Were heat sensitive food and medications identified? Y / N / U / NA</p> <p>E. Were emergency plans for power outages consulted?</p> <p>Y / N / U / NA</p> <p>F. If so, were they useful?</p> <p>Y / N / U / NA</p>			
8.0 Final observations	<p>What other observations or topics should receive consideration for future planning?</p>			

### Summary Conclusions

*What overall conclusion resulted from the drill? Why?*

*Also, it is important to address the usefulness of this kind of drill. Review and summarize the Facilitator' evaluation form (all questions) and the Participant's evaluation forms, questions 1, 3, and 4.*



## Lessons Learned

*What worked about the evacuation? What lessons did participants identify (see Participant's evaluation form question 5)? What lessons did evaluators identify (see Evaluator's form, questions 2.8, 3.3, 4.1, 5.0, and 7).*

## Recommendations

*Summarize the findings represented in the above worksheet. List the top priorities.*

## Improvement Plan

*Use the results of the worksheet above to complete the improvement plan. Topics may even be cut-and-pasted from the Recommendations cells in the worksheet. Don't forget to assign a responsible person or group, and a realistic target date. It is envisioned that most recommendations will focus on revisions to the EOP and related planning processes.*

Improvement plan matrix			
Priority	Topic	Responsible individual or group	Target completion date

## Appendix: Participants

*List participants in the drill.*

*List observers in the drill.*

## ***Appendix F – Ground Rules and Instructions for Participants***

1. Understand the scope of the drill/exercise. If you're not sure about certain activities, ask the Facilitator.
2. Don't forget to sign in.
3. Outside distractions should be minimized; turn off your cell phone, Blackberry, etc.
4. Speak out loud when you are taking action, planning, or have ideas to share.
5. Act on all Facilitator instructions. Except for safety issues, if you don't agree with what the Facilitator is telling you, don't argue. Complete the required actions and make a note to discuss your disagreement at the end of the drill/exercise during the debriefing (critique). Remember the Controller has the final word.
6. During the exercise, conversation with the Facilitator should be focused on the event. Casual conversation should only take place before or after the drill is completed
7. Consider Observers and Evaluators to be invisible to you. Do not engage in any conversations with Observers or Evaluators.
8. Play out the scenario as if it were real.
9. If the scenario seems to be incredible, don't complain. Recognize that the drill/exercise has objectives that must be satisfied and may require doing things that may not be as realistic as we would like.
10. If an actual emergency occurs during the drill/exercise, it takes precedence. Notify the Controller of your intent and take the appropriate action to combat the real emergency.
11. All Players will participate in a self-critique following termination of the drill/exercise.
12. All discussions, ideas, and actions developed during the drill are valuable, and should be presented without concern for "the right answer" or "the wrong answer". This is a no-blame environment.

## **Appendix G – Ground Rules and Instructions for Facilitators/Controllers**

The responsibility of the Facilitator/Controller is to ensure that drill/exercise occurs in the sequence prescribed by the scenario, to ensure that a comfortable, no-fault environment exists, and to monitor drill/exercise play. Controllers must be familiar with the emergency plan and procedures that pertain to their assigned area. Facilitators are also responsible for monitoring and evaluating the adequacy of Participant/Player performance. Controllers can use the following guidance in performing their assigned functions.

### **Before Drill Day:**

1. Familiarize yourself with the drill objectives and exercise guidebook.
2. Ensure that you understand the scenario and timeline.
3. Obtain and review emergency procedures, including the EOP and any other materials that might exist.
4. Review drill messages and scenario information which you are responsible to provide to Players (these appear in Appendix B). Ensure that you understand how the Players are to receive this information and what their responses should be.
5. Clearly understand staffing duties on the drill day. Staff assigned to the drill should not be expected to perform other duties during the drill.
6. Ensure you sign-in on the appropriate log form prior to the drill.
7. Familiarize yourself with the room and equipment that will be used during the drill.

### **During the Drill**

1. Ensure that you are readily identifiable by all Players.
2. Identify all Players that you will be controlling during the drill, and inform them of your function.
3. Ensure that each Player has been logged on the Sign In sheet (Appendix H) and that the form identifies the appropriate facility.
4. Identify yourself to all Evaluators, and ensure that they are familiar with the Evaluator guidelines.
5. If a real emergency occurs that affects the Players in your area of control/evaluation, terminate the drill.
6. Position yourself to maximize your effectiveness in issuing messages and/or observing the players.
7. Distribute drill messages, as required, and provide additional input, as necessary, to keep the scenario progressing as designed. Make sure that the Players understand the messages you give them.
8. Do not allow external influences to distract the Players. The drill should be considered “Off Limits” or “do not disturb” territory unless a real emergency occurs in the facility.
9. Do not allow Player actions to continue if they would obviously impair scenario continuity.

### **Upon Drill Termination**

1. Thank the Players/Participants, and ensure they complete the Participant Evaluation Form (Appendix D).
2. Complete the Facilitator's Evaluation Form (unless the facilitator and the evaluator are the same person), Appendix I.

## Appendix H – Sign-In Sheet

Facility name:	Facilitator/Controller:	Date:
<b>Name (print)</b>	<b>Signature</b>	<b>Role</b>
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer

## Appendix I – Facilitator’s Evaluation Form

Facility name: \_\_\_\_\_

Drill date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Please rate the effectiveness of each element, with 1 = very effective and 5 = not effective:

- |                                                    |   |   |   |   |   |
|----------------------------------------------------|---|---|---|---|---|
| • The scenario<br>N/A                              | 1 | 2 | 3 | 4 | 5 |
| • The specific questions<br>N/A                    | 1 | 2 | 3 | 4 | 5 |
| • The task of developing an action plan<br>N/A     | 1 | 2 | 3 | 4 | 5 |
| • The quality of discussion/problem solving<br>N/A | 1 | 2 | 3 | 4 | 5 |
| • Room and equipment preparation<br>N/A            | 1 | 2 | 3 | 4 | 5 |

If I were facilitating another such exercise, what would I do differently?

If this kind of exercise (called a tabletop exercise) were to be used again at this facility, what changes should be made?

What are the top priorities as you see them for better preparing this facility for evacuation?

## ***Appendix J – Ground rules and Instructions for Evaluators***

The responsibility of evaluator(s) is to monitor the drill and to evaluate decisions and ideas that arise during the drill. Evaluators must be familiar with the emergency plan and relevant procedures.

### **Before Drill/Exercise Day**

1. Familiarize yourself with Evaluator Instructions.
2. Review the drill/exercise scenario information..
3. Ensure that you understand the scenario, timeline, presentation of information and messages to players, and expected player responses.
4. Familiarize yourself with the drill/exercise objectives and evaluation criteria and forms.

### **Immediately Prior to the Drill/Exercise**

1. Arrive at assigned locations at least 15 minutes prior to the exercise, and check in with the Facilitator/ Controller.
2. Familiarize yourself with your assigned workstation and equipment.
3. Ensure that you are readily identifiable as an Evaluator to all the participants.
4. Position yourself to maximize your effectiveness, in monitoring Player and Controller actions, without impeding their activities.

### **During Drill/Exercise**

1. Take detailed notes regarding progress of drill/exercise:
  - Key gaps in the EOP that are identified by the group;
  - Specific suggestions that the group makes with regard to the evacuation plan or EOP;
  - Important questions that are raised for which there is not a clear answer available at the time; and,
  - Concerns/questions that are raised about other plans—e.g., county EOP or other disaster plans.
2. Evaluate emergency response solutions as discussed and proposed by Participants.
3. Observe player performance and drill activities using the Evaluator Form (Appendix C). If weaknesses and/or deficiencies are noted, develop recommendations for corrective/improvement actions.
4. Do not interface or interact directly with the Players. Direct any questions or concerns to the Facilitator.
5. Comply with instructions from the Facilitator/Controller.
6. Take no action that reduces the safety of personnel, facilities, or the public.

### **Upon Drill/Exercise Termination**

1. Provide verbal input to the player post-drill/exercise critique.

2. Note player comments.
3. Record comments and prepare a written evaluation of the drill/exercise response. Complete the Evaluator Form immediately on the day of the drill.
4. Assist in the development of the after action report/corrective action plan, in conjunction with the Facilitator/Controller.



## **Appendix K - Scenario and Question Sheet #1**

(Handout for participants)

It's October 12, a Tuesday, at 9:00 a.m. Your facility is at 90% occupancy. There is a wildfire burning several miles away, but so far, you've not been concerned with any threat to you or your residents. At 9:05, your main phone rings. The receptionist answers, and receives the following recorded message:

*"This is an emergency notification from the County's Reverse 9-1-1 system. All residences and businesses receiving this call should prepare to evacuate within three hours due to the threat of wildfire. No evacuation is needed at this time, but you should prepare to evacuate within three hours. This is an alert, not an evacuation notice."*

The message repeats, the receptionist copies it down, and hands it to the ranking administrator on duty.

Discuss and answer the following questions:

1. Who is responsible for leading the preparation for evacuation?
2. Provision for evacuation:
  - 2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?
  - 2.2 What arrangements exist for transportation? How will transportation be arranged?
  - 2.3 Where will your residents go?
  - 2.4 What will you send with your residents? (Discuss both what, and how much).
  - 2.5 What staff, if any, will accompany which residents?
  - 2.6 What supplies will be sent with staff as they evacuate?
  - 2.7 Resident tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?
3. Communications:
  - 3.1 If you must evacuate, which agencies will you notify? What are their numbers?
  - 3.2 What provisions for notification to, or communications with, families of residents and staff will you use?

4.0 Security the facility: What actions would need to occur to secure the facility?

5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?

## ***Appendix L - Scenario and Question Sheet #2***

**There has been a new development.** Minutes ago, a local law enforcement officer arrived at the front door of the facility and ordered the evacuation of this facility. The evacuation is to be completed within two hours. This is an evacuation order for immediate evacuation due to wildfire. The officer indicated we would receive a reverse 9-1-1 phone call containing more information on how to contact the county emergency operations center, but for now, the county is ordering immediate evacuation with approximately two hours to complete the evacuation.

Make an action plan that lists all of the activities/actions that need to occur now in order to evacuate. Use the preceding discussion, the EOP and any other evacuation planning materials available to complete the list.

The list should include delegated tasks – it should encompass all activities needed to evacuate the facility.

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At one hour before evacuation...the power fails. In addition to completing the evacuation plan, please:

- Test backup power for copying and printing documents,
- Test communications to the outside world (using a landline phone, not a cordless phone).
- Identify preparation needed to manage technologically dependent residents.
- Identify heat sensitive food and medications.