



Functional Assessment Service Teams (FAST)

Course Design Document – ILT

2009 Version 2



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Course Description

Overview

The purpose of the FAST course is to train personnel how to distinguish between people who need assistance maintaining their independence, communication and mobility from those who need medical help.

Scope

Understand how the FAST concept originated. Understand the intent of FASTs, make up of teams, roles and qualifications. Discuss why the special needs term does not work well in planning for effective response. Describe the five areas of functional needs. Understand what can occur when essential functional needs are not addressed. Gain an appreciation of expertise of fellow participants. Identify course content, delivery format, schedule, objectives and instructors expectations. Understand the importance of playing an active role in the workshop and asking questions

Target Audience

Federal, state and local emergency response personnel, non-governmental organizations, shelter personnel and community resource personnel.

Prerequisites

None; although IS 700 and 800 are recommended

Course Length

Sixteen hours (two days)

Required Materials/Facilities

Facilities need to be ADA compliant.

Required materials are instructor guide, participant guides, PowerPoint presentations, laptop computer, projector and screen. Facilities should be classroom style with table seating to facilitate team/participant exchanges and activities.

Testing/Certification

Participants are required to complete a Post-Test on course content.

Following DHS standards, participants will be evaluated based upon the post-test examination. Passing scores are 70% for the post-test.

A background check will be required for state teams and operational areas will determine their own requirements.

Reference List

- http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ296.107.pdf
Homeland Security Act, 2002 (Public law 107-296)

Moving Beyond “Special Needs”: A Function Based Framework for Emergency Management and Planning (2006) by June Isaacson Kailes and Alexandra Enders

- Paradigm Shift in Planning - 2007 Parsons and Fulmer
<http://www.cdss.ca.gov/dis/PG1909.htm> (LAST ACCESSED 04.3.09)

This site contains information about disaster sheltering for People with Disabilities and Elderly (PWD/E) and Functional Assessment Service Teams (FAST):

<http://www.cdss.ca.gov/dis/PG1909.htm>

- [FAST Training Announcement](#)
- [FAST Frequently Asked Questions](#)
- [PWD/E Final Draft Annex](#)
- [Appendix A - Function Based Framework](#)
- [Appendix B - FAST Description](#)
- [Appendix C - PWD/E Glossary](#)
- [Appendix D - FAST Training Matrix](#)
- [Appendix E - Personal Assistant Description](#)
- [Appendix F - FAST Position Table](#)
- [Appendix G - FAST Flowchart](#)
- [Appendix J - Pharmaceuticals Procurement](#)
- [Appendix K - FAST Deployment Checklist](#)
- [FAST Presentation](#)
- [FAST Description](#)

- FEMA IS 700 Course- http://www.fema.gov/pdf/emergency/nims/06_training.pdf
- FEMA IS 800 Course - http://www.fema.gov/pdf/emergency/nims/is_800a_fs.pdf
- OES Local Assistance Guide:
[http://www.oes.ca.gov/WebPage/oeswebsite.nsf/ClientOESFileLibrary/Plans%20and%20Publications/\\$file/LACGuide.pdf](http://www.oes.ca.gov/WebPage/oeswebsite.nsf/ClientOESFileLibrary/Plans%20and%20Publications/$file/LACGuide.pdf)
- California Department of Social Services State Supplemental Grant Program Guidelines: <http://www.dss.cahwnet.gov/dis/PG238.htm>
- Gateway to all FEMA disaster assistance: http://www.fedgate.org/fg_fema.htm
- California Department of Social Services Volunteer Emergency Services Team Handbook
- American Red Cross Shelter Operations Handbook
- American Red Cross Hardship Codes Definition
- Homeland Security Exercise and Evaluation Program (HSEEP) Handbook
- HSEEP Toolkit

Evaluation Strategy

Each course is concluded with a survey of individual participants using the DHS-FEMA NIC/TEI/TO Kirkpatrick Level I assessment form which utilizes a 5-point Likert-type scale to evaluate the course, instructor performance and course benefit. Kirkpatrick Level II evaluations are conducted through the administration of pre- and post-test exams.

Course Structure/Content Outline

Module 1: Introduction and Overview

Module 2: Background and Roles

Module 3: Working in the Shelter Environment

Module 4: Standardize Emergency Management Systems (SEMS)/ National Incident Management System (NIMS)

Module 5: Assessment and Addressing Essential Functional Needs

Module 6: Personal Assistant Services

Module 7: Transition

Module 8: Administrative Duties and Responsibilities

Module 9: Table Top Exercise

Module 10: Workshop Critique and Written Evaluations

Questions can be directed to Bill Vogel, California Department of Social Services, 916-651-8861 or bill.vogel@dss.ca.gov

Module: 1 Introduction and Overview

Duration

30 minutes

Scope

Provide participants with a review of course contents and delivery format.

Terminal Learning Objectives (TLO)

Understand course contents and delivery format.

Enabling Learning Objectives (ELO)

Participants will be able to:

1. Gain an appreciation of expertise of fellow participants
2. Identify course content, delivery format, schedule, objectives and instructors expectations
3. Understand the importance of playing an active role in the workshop and asking questions

Lesson Topics

Introduction and overview

Instructional Strategy

Schedule review, introductions, use of question cards and addressing parking lot issue

Assessment Strategy

- Verbal and visual assessment of understanding
- Participation in introductions
- Question and answer period
- Pre and post test

Instructor to Participant Ratio

2:60

Practical Exercise (PE) Statement

Reference List

This site contains information about disaster sheltering for People with Disabilities and Elderly (PWD/E) and Functional Assessment Service Teams (FAST):

<http://www.cdss.ca.gov/dis/PG1909.htm>

Module: 2 Background and Roles

Duration

60 minutes

Scope Statement

Provides understanding of FASTs' history, intent and roles.

Terminal Learning Objectives (TLO)

Understand FAST history, intent and roles and practice using some real examples from the field.

Enabling Learning Objectives (ELO)

1. Understand how the FAST concept originated.
2. Understand the intent of FASTs, make up of teams, roles and qualifications.
3. Discuss why the special needs term does not work well in planning for effective response.
4. Describe the five areas of functional needs.
5. List problems that can occur when essential functional needs are not addressed.

Resources

<http://www.cdss.ca.gov/dis/PG1909.htm>

Instructor-to-Participant Ratio

2:60

Reference List

<http://www.cdss.ca.gov/dis/PG1909.htm>

Moving Beyond "Special Needs": A Function Based Framework for Emergency Management and Planning (2006) by June Isaacson Kailes and Alexandra Enders Paradigm Shift in Planning - 2007 Parsons and Fulmer.

Practical Exercise Statement

- Problem identification and problem solving regarding shelter accessibility issues

Assessment Strategy

- Verbal and visual assessment of understanding
- Participation in practice exercises

Module 3: Working in the Shelter Environment - American Red Cross and FAST

Duration

90 minutes

Scope Statement

Provide an overview of working in the shelter environment and American Red Cross sheltering operations and policies and procedures regarding the support of people with functional needs.

Terminal Learning Objectives (TLO)

Understand the sheltering policies of the American Red Cross and its scope of service delivery in accommodating people with disabilities and activity limitations.

Enabling Learning Objectives (ELO)

Upon completion of this course, participants will be able to:

- Recognize the mission, principles and code of conduct of the Red Cross in its sheltering policies.
- Compare the services provided by the Red Cross in an evacuation center and services provided in disaster shelters.
- Describe the intake process at a Red Cross shelter.
- Explain how the Red Cross carries out ADA compliance at shelters.
- Describe reasonable accommodation provided by the Red Cross.
- List the population and types of limitations that are beyond the scope and ability of the Red Cross.
- Explain the process Red Cross will use to partner with FAST.

Instructor to Participant Ratio

2:60

Assessment Strategy

- Verbal and visual assessment of understanding
- Question and answer period
- Pre and post test

Module 4: National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS)

Duration

60-minutes

Scope Statement

This lesson will cover the role of governments under the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS)

Terminal Learning Objectives (TLO)

To provide students with critical information to understand systems government uses in coordinating response, during disasters.

Enabling Learning Objectives (ELO)

1. Understand the roles of federal, state and local government during disasters.
2. Learn about the process for requesting and acquiring resources during disasters.

Instructor to Participant Ratio

2:60

Reference List

FEMA IS 700 Course- http://www.fema.gov/pdf/emergency/nims/06_training.pdf

FEMA IS 800 Course - http://www.fema.gov/pdf/emergency/nims/is_800a_fs.pdf

Assessment Strategy

- Verbal assessment of understanding the roles of federal, state and local government, and the process for requesting and acquiring resources during disasters.
- Question and answer period

Module 5: Assessment and Addressing Essential Functional Needs

Duration

120 minutes

Scope

Provide a review of FASTs roles in assessment.

Terminal Learning Objectives (TLO)

Understand and practice FAST roles in assessment.

Enabling Learning Objectives (ELO)

Participants will be able to:

1. Review and practice identifying shelter challenges FASTs can address.
2. Review and practice how to identify people needing assistance.
3. Review privacy practices and ways to prioritize service delivery.
4. Understand the importance of record keeping in service delivery, project sustainability and commitment to continuous improvement.
5. Review and practice use of record keeping tools.

Lesson Topics

Identifying people who may need assistance

Record keeping

Addressing essential functional needs

Instructional Strategy

Lecture and practice exercises

Assessment Strategy

- Verbal and visual assessment of understanding
- Participation in practice exercises
- Question and answer period

Instructor to Participant Ratio

2:60

Module 6 : Personal Assistance Services (PAS)

Duration

30 minutes

Scope Statement

This lesson will cover the role of Personal Assistance Services and options for recruiting individuals to assist in shelters

Terminal Learning Objectives (TLO)

Understand the type of personal assistance services that may be needed by some individuals in order to sustain independence in shelters.

Enabling Learning Objectives (ELO)

3. Identify individuals with disabilities who may need personal assistance services.
4. Learn about possible resources available to assist individuals with disabilities who may need personal assistance services.

Instructor to Participant Ratio

2:60

Assessment Strategy

- Verbal assessment of understanding the critical elements to determine if individuals with disabilities are in need of personal assistance services and possible resources available
- Question and answer period

Instructor's Note:

See attached text.

Module 7: Transitioning People with Disabilities and Elderly out of Shelters

In order for PWD/E to be returned to a more permanent living situation or to another shelter, certain preparation steps prior to the move should occur. If FAST is present when this occurs, they can assist in this process. This unit will cover these steps as well as resources and services that may be available to PWD/E post disaster.

Duration: 45 minutes

Scope Statement: This segment will provide participants with a familiarization of resources available post-disaster and how to connect with those resources. It will also give guidance on planning and carrying out transitioning of the PWD/E from a shelter.

Terminal Learning Objective: Become aware of assistance that can be provided in order to transition a people with disabilities and activity limitations out of a shelter as well as resources available during recovery, government and non-government and how to connect with those resources and factors that may impact people with disabilities during transition.

Enabling Learning Objectives

1. Develop an awareness of the possible resources that may assist a PWD/E in the recovery process and the services that may be provided, including reestablishment of services and new services available through Disaster Recovery or Local Assistance Centers as well as from non-government organizations.
2. Develop an awareness of the processes involved in relocating people with disabilities/elderly to a more permanent living situation, including transportation, family linking and service coordinators/case managers.

Resources

1. FEMA Individuals and Households Program Training Handbook
2. CDSS State Supplemental Grant Program Guidelines
3. OES Guide for Establishing Local Assistance Centers

Instructor to Participant Ratio: 2:60

Reference List:

OES Local Assistance Guide:

[http://www.oes.ca.gov/WebPage/oeswebsite.nsf/ClientOESFileLibrary/Plans%20and%20Publications/\\$file/LACGuide.pdf](http://www.oes.ca.gov/WebPage/oeswebsite.nsf/ClientOESFileLibrary/Plans%20and%20Publications/$file/LACGuide.pdf)

Guidelines: <http://www.dss.cahwnet.gov/dis/PG238.htm>

Gateway to all FEMA disaster assistance:

<http://www.fema.gov/assistance/opendrcs.shtm>

Module 8: Administrative Duties and Responsibilities

The Functional Assessment Service Team will need to complete a variety of administrative tasks related to their deployment to a disaster. In addition, many FAST members may have never responded to a disaster particularly one that may be catastrophic in nature. This section will familiarize FAST members with the administrative processes related to alert, notification, deployment/activation and demobilization. It will also instruct FAST members on what steps to take to prepare for deployment to a disaster and the variety of conditions that they may encounter while deployed.

Duration: 90 minutes

Scope Statement: This lesson will cover administrative processes for FAST members deployed to a disaster from alert to demobilization.

Terminal Learning Objective: Understand the administrative requirements for alert/notification/deployment (response) and demobilization for disaster assignments.

Enabling Learning Objectives

1. Steps to personally prepare for a FAST disaster assignment.
2. Forms, policies, procedures and other administrative documents at home location that will need to complete in order to receive reimbursement, agency/organization reimbursement and maintain client "quick notes."
3. Steps to prepare for the range of conditions that exist during disasters, including environmental, health (mental and physical), financial and social factors.

Resources

1. Volunteer Emergency Services Team Suggested Travelers Checklist
2. FAST Pre-deployment Checklist (Draft)
3. Go Kit – Suggested Checklist
4. Guidelines for Administrative Clearances
5. Demobilization Checklist
6. Sample Demobilization form

Instructor to Participant Ratio: 2:60

Reference List:

1. California Department of Social Services Volunteer Emergency Services Team Handbook
2. American Red Cross Shelter Operations Handbook

Module 9: Table Top Exercise

Practical Application through Table Top Exercise

At the conclusion of the formal instruction of the FAST training, a Table Top Exercise (TTX) will be held. The TTX will be a slow-paced, learning-based discussion of all the tasks that Functional Assessment Service Teams will experience from alert to demobilization and how they will be accomplished. The FAST will need to apply the information that was included in the instruction and also what they know from their experience working with People with Disabilities/Elderly (PWD/E).

Duration:

120 minutes

Scope Statement:

This exercise will cover processes that FAST members will need to use in a deployment.

Terminal Learning Objective: Apply classroom knowledge to a real life disaster scenario.

Enabling Learning Objectives

1. Learn if individual actions will meet the ultimate goal of the FAST.
2. Evaluate actions will be appropriate and correct in solving the problems that may be present in a disaster.
3. Learn if group's actions are consistent with other FASTs so that they can adjust decisions and actions under simulated conditions.

Resources

1. CDSS Orange County TTX SitMan from June, 2008
2. FEMA Unit 5 Exercise Facilitators Guidelines
3. HSEEP sample EXPLAN

Instructor to participant Ratio:

1 Table facilitator to 10 participants

Reference List:

1. Homeland Security Exercise and Evaluation Program (HSEEP) Handbook
2. HSEEP Toolkit
3. California Department of Social Services Volunteer Emergency Services Team Handbook

Assessment Strategy

1. Hot Wash
2. TTX Evaluation

Module 10: Pre & Post Training Assessments

Duration

30 minutes

Scope

A good evaluation component is an essential part of any educational and training program. The FAST course includes an evaluation component intended to:

- Evaluate and improve course curricula, content, activities/exercises, and resources.
- Evaluate and improve instructor performance.
- Determine the impact of the course on participant knowledge, skills, and abilities in specific technical areas.
- Determine the direct application of course information, concepts, and principles by participants in exercises, education/training programs, and real-world incidents.

The course evaluation component includes the following:

- Pre-training and post-training self-assessments
- Pre-training and post-training objective-based testing
- Module summary discussions
- Individual module assessments

Pre-training Assessment

A pre-training self-assessment form is administered to participants immediately before the first course module. The purpose of this evaluation is to determine each participant's assessment of their knowledge of information and concepts that will be taught in the course, in addition to his/her ability to perform specific functions during emergencies and disasters (also taught in the course). The assessment form should be no longer than one page; participants should be able to complete it in 10 minutes or less. Questions are drafted in accordance with key learning objectives from each module to be delivered.

Post-training Assessment

A post-training self-assessment form is administered to participants at the close of the course immediately after the last module. The purpose of this evaluation is to determine each participant's self-assessment of his/her knowledge of information and concepts taught in the course, in addition to his/her ability to perform specific functions taught in the course. The form is the same as the pre-training self-assessment form; however question order may be changed to increase the challenge of the assessment.