



Community-Centred Emergency Preparedness (CCEP) Facilitator Guide

This guide uses the Person-Centred Emergency Preparedness (PCEP) framework as a foundational tool to facilitate emergency preparedness meetings with social housing tenants in a group setting. This Guide could also be adapted for other community settings with locally specific environmental hazards.



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Know Your Risk

At the start of the meeting have a discussion about the local natural disaster risk(s) in the area where participants live. Check-in with the group about their about their knowledge, awareness and experiences of environmental hazards in their area.

Example: Discussion about the local risks in the Hawkesbury-Nepean Valley, NSW.

Some conversation starters may include:

Flood

- The Hawkesbury-Nepean Valley has a history of flooding. The last major flood was in 1991 where flood water levels reached over 11 metres in the Hawkesbury. The biggest flood on record was in 1867 where flood water levels reached over 19 metres.
 - The Hawkesbury-Nepean Valley is a large and complex floodplain that is prone to dangerous flooding. The main tributaries are: Nepean River, Hawkesbury River, Grose River, Colo River and Macdonald River.
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Bushfire

- 70% of Hawkesbury City is comprised of national and state parks. There is a risk of major fires in grass or bushlands.
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Heatwave

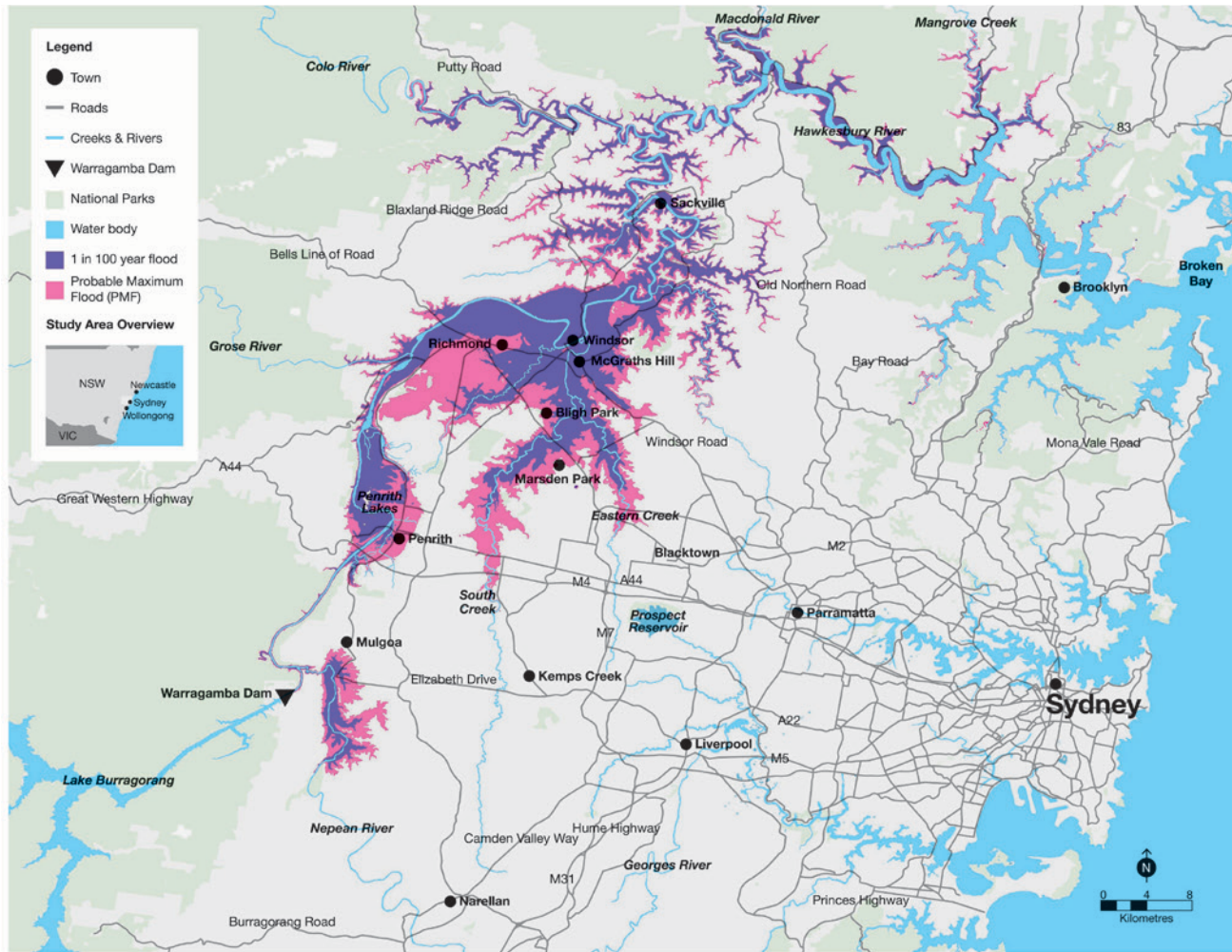
- Heat waves or long periods of extreme heat can have serious impacts on people's health. You may develop heat cramps, heat exhaustion or even heatstroke. If you suffer from any chronic health conditions, your condition may become worse during a period of hot weather.



Handout local hazard map(s) to participants so they can locate themselves in relation to the environmental risk.

Hazard maps can be found on the RFS and SES website.

Example Map: The Hawkesbury-Nepean Valley Floodplain



Base data courtesy of NSW State Emergency Service

Determine Your Individual Level of Preparedness

Now you have imparted some knowledge on the flood risk, it's time to get participants to assess how prepared they think they are for a flood emergency. Preparedness is a spectrum, and some people are more prepared than others.

Stages of Preparedness:

- 1 Precontemplation:** you have never thought about planning for a flood emergency
- 2 Contemplation:** you are aware that a problem exists and are thinking about getting prepared, but you haven't yet taken action
- 3 Preparation:** you have started making preparations for a flood emergency
- 4 Action:** you have taken action to make an emergency plan for yourself, family or household
- 5 Maintenance:** you are regularly updating your emergency plan.

Adapted from, Villeneuve et al. (2018)



Ask participants to line up in a line and place themselves where they think they sit on the preparedness spectrum.

For those with mobility issues, stay where you are and think about where you sit on the preparedness spectrum.

Reflective Discussion Points

These are some reflective points that could be made with the group after the activity.

- As you can see, preparedness is a process and some of us are further along in that process than others
- It would be unfair to ask those who haven't thought about preparedness and disaster risk to suddenly achieve Action and Maintenance levels of preparedness.
- Since preparedness is a process, the goal is work your way up the stages by taking small steps, starting with what you can do today.

There are people in the room with knowledge and preparedness plans in place – they can be a resource to us/you/others – invite them to share what they have done to help you think about what your plan should include!

Identify Your Functional Capabilities and Support Needs

Facilitate conversations about what people do in everyday activities as a starting point for understanding their valued choices, their functional capabilities, and how they manage their support needs in everyday life.

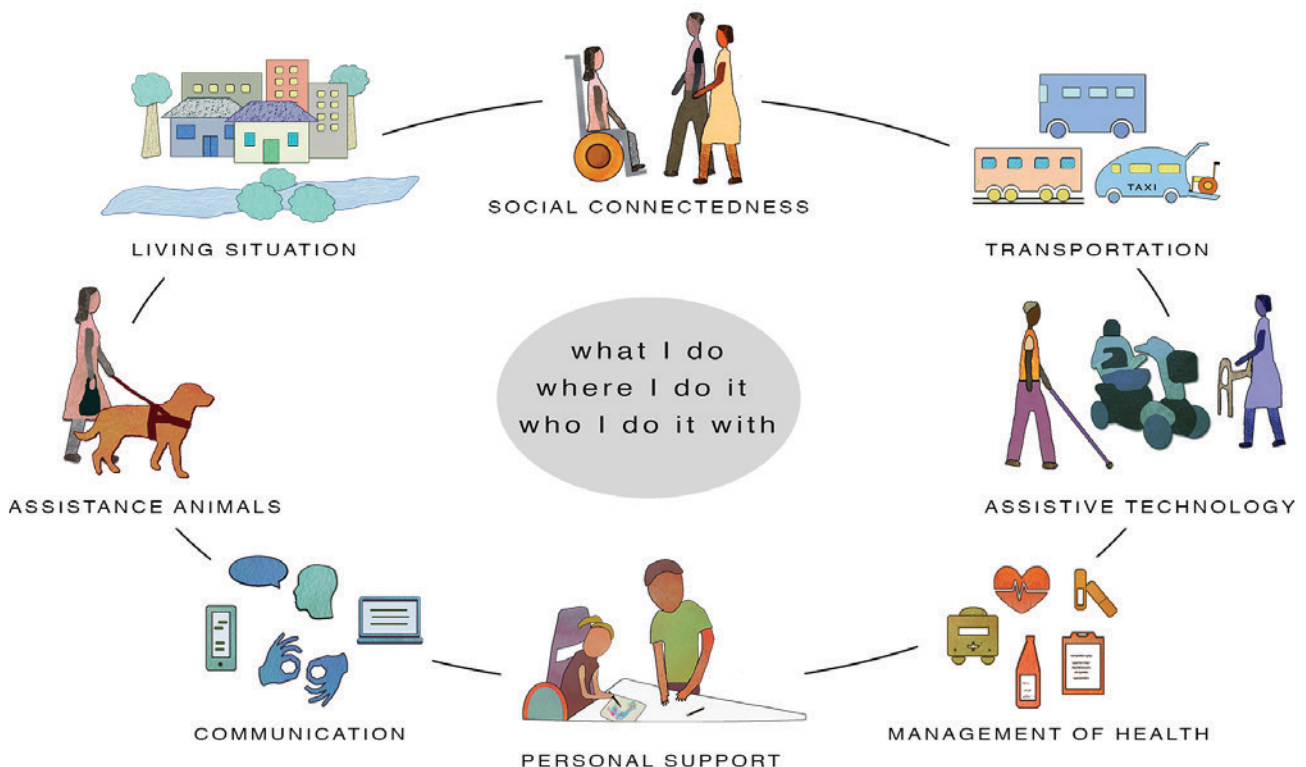


Ask participants to form small groups of around 3-5 people at each table.

In small groups, ask participants to discuss:

- what they do,
- where they do it,
- who they do it with, and
- consider their roles and responsibilities in everyday life

Hand out the wheel to each participant and define what each element refers to.



Villeneuve et al, 2018: 16-22



Communication

Getting and giving information by speaking or using some other medium (sign language, picture exchange, voice output device). It includes the use of Augmentative and Alternative Communication (*AAC). It is also the means of sending or receiving information such as telephone or computers.

*AAC are communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language.



Management of health

Medical management of conditions include medicines, nutritional or health treatment, management of wounds, catheters or ostomies, access to medical supplies and equipment and their maintenance, operating power-dependent equipment to sustain life.



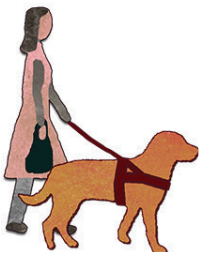
Assistive technology

Any device, system or design that allows a task to be performed that can increase safety or make tasks easier.



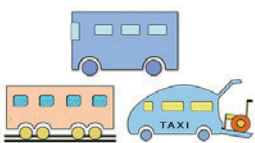
Personal support

Assistance received for personal care or support with activities of daily living. It can include practical and emotional support.



Assistance animals and pets

Trained and registered animals that provide help people to participate in personal and public life activities with confidence and independence (e.g. mobility guide, hearing assistance, diabetic or seizure alert). A pet or companion animal also provides support but are not classified as assistance animals and pets.



Transportation

Includes independent travel and travel with others (e.g. family, personal support, carers) and includes transport of assistive technology and assistance animals.



Living situation

Covers where people live and the context of their home situation including who they live with, the type of building, how long they have lived there, its accessibility, safety, security and adequacy of the physical environment and the geographic location.



Social connectedness

Personal and professional relationships. Personal (family, friend, neighbour) and professional (service provider, community leader) relationships can vary in closeness (e.g. acquaintance vs. close friend) and can be with individuals who are similar in status or with individuals of varying status and power.

Villeneuve, M. (2019)

Self-reflective Task for Individuals

- Go around the capability wheel and identify your strengths and support needs
- Some areas may not apply to you, so skip those.

Group Discussion:

In your small group, discuss your strengths/capabilities and support needs in everyday life.

What can you do today?



Ask each participant to write down 1-3 things that they can do today to improve their level of preparedness

Discuss with participants what things they can plan today to improve their emergency preparedness.

Measure Progress of Preparedness



Ask each participant to reflect on how prepared they felt at the start of the workshop compared how prepared they feel now.

Ask each participant to place themselves along the preparedness spectrum. Participants will be able to see and feel the progress they have made in their personal preparedness.



References

Villeneuve, M., Sterman, J., & Llewellyn, G.L. (2018). Person-Centred Emergency Preparedness: A process tool and framework for enabling disaster preparedness with people with chronic health conditions and disability. Centre for Disability, Research and Policy, University of Sydney, NSW 2006.

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Further Information:

<http://sydney.edu.au/health-sciences/cdrp/projects/PREPARE-NSW.shtml>

Villeneuve, M. (2019). Increasing active involvement of people with disability in disaster risk reduction. *Australian Journal of Emergency Management*, 34 (4), Early online: <https://knowledge.aidr.org.au/resources/ajem-october-2019-increasing-involvement-of-people-with-disability/>

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Villeneuve, M., Zappia, J. & Dignam, M. (2020). Community-Centred Emergency Preparedness: Facilitator Guide. The Centre for Disability Research and Policy. The University of Sydney, NSW 2006

Further Information: www.collaborating4inclusion.org

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Further information:

<https://innersydneyvoice.org.au/our-projects/social-housing-flood-awareness-in-the-nepean-hawkesbury-valley/>

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