Healthcare Emergency Management
HPAM-GP-4851, Section 1
1.5 pts / 7, 100-min sessions
Spring, 2023

Faculty Information

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Office Hours: Virtually, by appointment via email

Course Information

- Class Meeting Days & Times: 01/25-03/08, 6:45p to 8:25p
- Class Location: 1 Washington Square North, Room 621

Course Prerequisites

- None

Course Description

Emergency events are disruptive. Whether acutely impactful and short-term, negligible, and protracted, or any mix thereof, these incidents alter healthcare organizations' abilities to consistently deliver safe and effective care. While potentially devastating, emergencies are also unique opportunities for exemplary leadership and unprecedented innovation. COVID-19, ransomware, and active shooters are, respectively, a few of the myriad natural, technological, and intentional emergency events that healthcare organizations, and their leaders, face. While clinical, operational, and financial impacts of emergencies are countless, so too, are their solutions.

This course explores the structures, processes, and outcomes of healthcare emergency management through an applied leadership case study approach. Beginning with the fundamentals and origins of healthcare emergency management, we will explore, using peer-reviewed journal articles and case studies, a comprehensive, all-hazards leadership approach to managing events that negatively impact healthcare delivery. We will examine strategies to synthesize, evaluate and apply healthcare emergency management principles in the context of proven leadership techniques, from regulations and accreditation standards to Colin Powell's, "My Thirteen Rules" and Peter Drucker's, "What Makes an Effective Executive."

Course Learning Objectives

At the end of this course, successful students will be able to:

1: Apply the fundamentals of healthcare emergency management to real-world emergency events.
2: Synthesize core health policy and management principles and practices with fundamental healthcare emergency management structures and processes to lead healthcare organizations before, during and after emergency events.
3: Evaluate healthcare emergency management strategies and tactics in applied settings.
4. Develop actionable recommendations that sustain strengths and improve weaknesses to ensure consistent, uninterrupted provision of healthcare services.

Learning Assessment Table

Program Competency	Corresponding Course Learning Objective(s)	Corresponding Course Assignment(s)	Student Competency Level by Course End (1 = basic, 2 = intermediate, 3 = advanced)
Domain I: Leadership			
The ability to manage teams, projects, and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing workforce.	1, 2, 3, 4	1, 2, 3	2
The ability to hold people accountable to standards of performance and / or ensure organizational, professional, and ethical compliance.	2, 4	2, 3	3
Domain II: Process and Quality Management			
The ability to measure, monitor and improve safety, quality, access, and system / care delivery processes in healthcare organizations.	1, 2, 3, 4	1, 2, 3	2

Program Competency	Corresponding Course Learning Objective(s)	Corresponding Course Assignment(s)	Student Competency Level by Course End (1 = basic, 2 = intermediate, 3 = advanced)
Domain IV: Critical Thinking, Problem-Solving, and Strategic Decision-Making			
The ability to draw implications and conclusions to develop an evolving vision that results in organizational viability.	1, 2, 3, 4	2, 3	2
The ability to use information systems and evidence-based management principles for problem-solving, strategic planning, and decision-making and implementing and measuring change.	1, 2, 3	2, 3	2
The ability to implement management practices that optimize workforce performance.	2, 4	2, 3	2
Domain V: Communication, Networking, and Continuous Learning			
The ability to communicate and interact productively (via listening, speaking, and writing) on matters of healthcare with a diverse and changing industry, workforce, and citizenry.	1, 2, 3, 4	2, 3	3
The ability to present convincingly to individuals and groups the evidence to support a point of view, position, or recommendation.	4	3	3

Course Resources

Peer-reviewed journal articles, case studies, per the course session details below, available via NYU Brightspace, are the foundations of our readings.

Textbook:

Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
https://www.jblearning.com/catalog/productdetails/9780763755133

Assessment Assignments and Evaluation

1.   <u>2 FEMA Independent Study Online Courses (10% each / 20% total / due 2/1/23):</u>

Each student will complete two Federal Emergency Management Agency (FEMA) Independent Study (IS) online courses demonstrating successful completion by submitting each PDF certificate of completion to the course faculty:

IS 100: Introduction to the Incident Command System:
https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c&lang=en

IS 200: Basic Incident Command System for Initial Response:
https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c&lang=en

2.   <u>Individual Case Memo (20% / due 2/22/23):</u>

Each student will ***<u>individually</u>*** author a case memo analyzing a real-world healthcare emergency management event and providing evidence-based recommendations via five sections:

- **Executive Summary:** One paragraph summary that answers, "What is the context, key issue, and your solution recommendation, with evidence?"
- **Background:** Why are we facing this issue? What are the root causes?
- **Recommendations:** What solution do you recommend? Why? What is the evidence and alternatives?
- **Next Steps:** How do stakeholders implement your recommendation? What are the priorities, timeline, and necessary resources? Who is responsible for each implementation step?
- **References:** Separate page using Chicago style format

Guidelines
- Up to ***<u>two</u>***, single-spaced pages, plus references
- One-inch margins
- Arial or Times New Roman 12-point font

3. **Team Case Analysis Report (20% / due 3/1/23) and Presentation (20% / due 3/8/23):**

Communication, coordination, and collaboration are amongst the core pillars of healthcare emergency management. As such, course faculty will create teams of students who will select a healthcare emergency management case study for analysis. Each team will employ core healthcare emergency management concepts (e.g., all-hazards perspectives) and tools (e.g., Hazard Vulnerability Analysis, Incident Command System, and After-Action Reporting / Improvement Planning) to ***co-author*** a comprehensive written report summarizing the issue and outlining a path forward via these sections:

1. **Executive Summary**
     a. What is the single most important healthcare emergency management issue facing the organization today? Why?
          i. What are the organization's strengths in managing the issue? Why?
          ii. What are the organization's weaknesses in managing the issue? Why?
2. **Emergency Management Issue Overview**
     a. Who does the issue impact?
     b. What are the impacts of the issue in the short- and long-term?
     c. Where will the issue have the greatest impact?
     d. When will the issue impact the organization?
     e. How will the issue impact the organization?
     f. Why is the issue concerning?
3. **Improvement Plan**
     a. What are the top three priority actions the organization should take to manage the issue? Why?

Guidelines
     ○ Up to ***five***, single-spaced pages, plus Chicago style references
     ○ One-inch margins
     ○ Arial or Times New Roman 12-point font

Each ***team*** will present, with slides, a 15-minute summary of their analysis during the semester's final live session.

4. **Class Attendance and Participation (20%):**

Students will attend all course sessions, actively contributing to all discussions with faculty and classmates, demonstrating their knowledge of the course and learning objectives.

Grades

Numeric Grade / 100	Letter Grade	Points
93.0 - 100.0	A	4.0
90.0 - 92.9	A-	3.7
87.0 - 89.9	B+	3.3
83.0 - 86.9	B	3.0
80.0 - 82.9	B-	2.7
77.0 - 79.9	C+	2.3
73.0 - 76.9	C	2.0
70.0 - 72.9	C-	1.7
Below 70.0	F	0.0

Course Session Details

Session 1: Introduction to Healthcare Emergency Management and Hazard Vulnerability Analyses: Identifying Threats and Resourcing Resiliency (1/25/23)

Session Learning Objectives
1. Introduce faculty and students to build rapport and professional relationships.
2. Define and discuss the course framework, approach, and goals.
3. Explore the fundamental concepts of healthcare emergency management.
4. Examine the integration of public - private entities in local, state, and federal organizations across the healthcare emergency management landscape.
5. Summarize the hazard vulnerability analysis structure and process across natural, technological and intentional hazards, and propose areas for improvement.

Readings
- Chapter 1: "Introduction to Hospital and Healthcare Emergency Management." in Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
- "Healthcare Executives' Role in Emergency Management." American College of Healthcare Executives Policy Statement, November 2020. https://www.ache.org/about-ache/our-story/our-commitments/policy-statements/healthcare-executives-role-in-emergency-management#:~:text=Healthcare%20executives%20should%20be%20active,efficiently%20executed%20if%20ever%20needed.
- Cagliuso, Nicholas. 2014. "Stakeholders' Experiences with US Hospital Emergency Preparedness: Part 1." Journal of Business Continuity & Emergency Planning 8 (2): 156-68. https://search-ebscohost-com.proxy.library.nyu.edu/login.aspx?direct=true&db=bth&AN=100179999&site=eds-live.

- Cagliuso, Nicholas 2014. "Stakeholders' Experiences with US Hospital Emergency Preparedness: Part 2." Journal of Business Continuity & Emergency Planning 8 (3): 263-79. https://search-ebscohost-com.proxy.library.nyu.edu/login.aspx?direct=true&db=bth&AN=108266078&site=eds-live.
- Kaiser Permanente Hazard Vulnerability Analysis (HVA) Tool and Instruction Sheet: https://www.calhospitalprepare.org/post/updated-hva-tool-kaiser-permanente

Session 2: Incident Command and Operations: Leading from the Front and Making it Happen (2/1/23)

Session Learning Objectives
6. Summarize the key roles and responsibilities of incident command.
7. Examine examples of core leadership principles and their applicability to healthcare emergency management.
8. Evaluate the underlying clinical, operational, and financial elements of a healthcare organization's core emergency management activities.
9. Categorize the key functions of healthcare emergency management operations.
10. Determine the current use of healthcare emergency management operations strategies and their effectiveness from multiple perspectives (cost, quality, access to care).

Resources
- Chapter 2: "Healthcare Incident Management Systems" in Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
- Colin Powell's Thirteen Rules for How to Lead (2021): https://share.america.gov/colin-powell-13-rules-how-to-lead/
- Drucker, Peter F. What Makes an Effective Executive. (Harvard Business Review Classics). Boston, Massachusetts: Harvard Business Review Press, 2017. https://search-ebscohost-com.proxy.library.nyu.edu/login.aspx?direct=true&db=nlebk&AN=1798537&site=eds-live.
- Cagliuso, N. V., McGinty, M., & Madad, S. (2020). Fierce Advocates for Building All-Hazards Resurgence and Resilience: NYC Health + Hospitals' COVID-19 Experiences Applied. *Health security*, *18*(5), 360-362. https://www.liebertpub.com/doi/full/10.1089/hs.2020.0100

Assignment
- FEMA IS-100 and 200 due. Email faculty PDF certificates of completion.

Session 3: Planning and Logistics: Who does what, when and why with what stuff? (2/8/23)

<u>Learning Objectives</u>
11. Categorize the key functions of healthcare emergency management planning and logistics.
12. Identify empirical evidence to support the use of key healthcare emergency management planning and logistics strategies.
13. Determine the current use of healthcare emergency management planning and logistics strategies and their effectiveness from multiple perspectives (cost, quality, access to care).

<u>Readings</u>
- Chapter 5, "Developing the Hospital Emergency Management Plan" in Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
- Varma, J. K., Prezant, D. J., Wilson, R., Quinn, C., Asaeda, G., Cagliuso, N. V., ... & Raphael, M. (2017). Preparing the health system to respond to Ebola virus disease in New York City, 2014. *Disaster medicine and public health preparedness*, *11*(3), 370-374.: https://www-cambridge-org.proxy.library.nyu.edu/core/services/aop-cambridge-core/content/view/9B051AA1A4705443D7CF2059108457C6/S1935789316001324a.pdf/preparing_the_health_system_to_respond_to_ebola_virus_disease_in_new_york_city_2014.pdf
- Yurt, R. W., Lazar, E. J., Leahy, N. E., Cagliuso Sr, N. V., Rabbitts, A. C., Akkapeddi, V., ... & Mozingo, D. W. (2008). Burn disaster response planning: an urban region's approach. *Journal of burn care & research*, *29*(1), 158-165.: https://oce-ovid-com.proxy.library.nyu.edu/article/01253092-200801000-00025/HTML
- "Partnering with the Healthcare Supply Chain During Disasters." Office of the Assistant Secretary for Preparedness and Response (ASPR) Technical Resources, Assistance Center, and Information Exchange (TRACIE), December 2022.: https://files.asprtracie.hhs.gov/documents/aspr-tracie-partnering-with-the-healthcare-supply-chain-during-disasters.pdf

Session 4: Finance, Administration, Training and Exercises: Who is paying for all of this and how do we develop and evaluate competencies? (2/15/23)

Learning Objectives

14. Examine the key functions of healthcare emergency management finance and administration, training, and exercises.
15. Identify empirical evidence to support the use of key healthcare emergency management finance and administration and training and exercises strategies.
16. Determine current use of healthcare emergency management finance and administration and training and exercises strategies and their effectiveness from multiple perspectives (cost, quality, access to care).
17. Review the key elements of healthcare emergency management training and exercises and training and exercises.

Readings

- Chapter 6, "Introduction to Exercise Design and Evaluation." in Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
- U.S. Department of Homeland Security, Homeland Security Exercise and Evaluation Program (HSEEP): https://www.fema.gov/sites/default/files/2020-04/Homeland-Security-Exercise-and-Evaluation-Program-Doctrine-2020-Revision-2-2-25.pdf
- "Hospital Operations Toolkit for COVID-19 Administration: Financial Sustainability." ASPR TRACIE, August 2022.: https://files.asprtracie.hhs.gov/documents/hospital-operations-toolkit-for-covid-19-administration-financial-sustainability.pdf

Session 5: Regulatory and Accreditation Perspectives (2/22/23)

Learning Objectives

18. Synthesize the key components of healthcare emergency management regulations and accreditation standards.

Readings

- Chapter 4: "Legal Issues and Regulatory Compliance." in Reilly, M. J., & Markenson, D. S. (2010). *Health care emergency management: Principles and practice*. Jones & Bartlett Publishers.
- U.S. Centers for Medicare and Medicaid Services (CMS) Emergency Preparedness Regulations: https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/SurveyCertEmergPrep/Emergency-Prep-Rule
- The Joint Commission Emergency Management Portal: https://www.jointcommission.org/resources/patient-safety-topics/emergency-management/#da5c13bca86a4ca0ba58d7feff614849_8e9d00201e214dcc88df583af2ca076f

Assignment

- Individual Case Memo due

Session 6: Case Studies: Natural, Technological and Intentional Incidents (3/1/23)

Learning Objectives

19. Evaluate, synthesize, and analyze the key elements of three case studies: a natural incident, a technological incident, and an intentional incident.

Readings
- Case Studies
  - Natural incident case study: Madad, S., Dhagat, P., & Cagliuso, N. (2021). Municipal healthcare delivery special pathogens preparedness and response in the city that never sleeps: the NYC Health + Hospitals' emergency management approach to infectious disease threats. In *Inoculating Cities* (pp. 21-40). Academic Press. https://www.sciencedirect.com/science/article/pii/B9780128202043000024?via%3Dihub
  - Technological incident case study: Neprash HT, McGlave CC, Cross DA, et al. Trends in Ransomware Attacks on US Hospitals, Clinics, and Other Health Care Delivery Organizations, 2016-2021. *JAMA Health Forum.* 2022;3(12): e224873. doi:10.1001/jamahealthforum.2022.4873 file:///C:/Users/ncagliuso/Downloads/neprash_2022_oi_220087_1671729515.61119.pdf
  - Intentional incident case study: Adashi, Eli Y., and I. Glenn Cohen. "Mounting Violence in Health Care: Is It Time to Harden the Sanctuary?" *The American Journal of Medicine* 135, no. 12 (2022): 1391-1392. https://www.amjmed.com/action/showPdf?pii=S0002-9343%2822%2900583-6

Assignment
- Team Case Analysis Report due

Session 7: Team Case Analysis Presentations and Course Summation (3/8/23)

Learning Objectives

20. Collectively discuss each team's case study to seek a cumulative understanding of healthcare emergency management.

Readings
- Atkinson, M. K., Cagliuso, N. V., Hick, J. L., Singer, S. J., Bambury, E. A., Hayirli, T. C., ... & Biddinger, P. D. (2021). Moving Forward from COVID-19: Organizational Dimensions of Effective Hospital Emergency Management. *Health security*, *19*(5), 508-520. https://drive.google.com/file/d/12aSsqPbxjLeuPCjZhJYqAyXttMlPLBoF/view

Assignments
- Team Case Analysis Presentations

NYU Brightspace

Faculty will deliver announcements, resources, and assignments through the NYU Brightspace site. The faculty may modify assignments, due dates, or other aspects of the course throughout the term. The faculty will provide notification of such modifications as soon as possible through the Announcements tool on the course website.

Academic Integrity

Academic integrity is a vital component of New York University and New York University's Robert F. Wagner Graduate School of Public Service. All students enrolled in this class must read and abide by *NYU Wagner's Academic Code*. All Wagner students have already read and signed the *NYU Wagner Academic Oath*. Plagiarism of any form will not be tolerated, and students in this class must report violations to the instructor. Any student in this class who is unsure about course expectations or how to abide by the academic code should immediately consult the instructor.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodation is available for students with disabilities. Please visit the *Moses Center for Students with Disabilities* (CSD) website and click on the *Reasonable Accommodations and How to Register* tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodation should immediately contact the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify your instructor in advance of religious holidays that coincide with assignment due dates or exams to arrange mutually acceptable alternatives.

Class Policies

<u>Attendance</u>

You will attend all course sessions. All absences require advance written explanation to the faculty and will negatively impact your grade.

Late Submission of Assignments

All late submissions of assignments require advance written requests to and approval of the faculty. Late submissions of assignments, without advance written requests to and approval of the faculty, will lose ½ a letter grade per day late.