

# Equity in Emergency Response: Public Health Planning for Vulnerable Populations

Public Health – Seattle & King County  
Advanced Practice Center

2008 APC Training Conference



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## Session Objectives

- o **Recognize** the challenges and opportunities related to assuring access to public health preparedness, response and recovery information for vulnerable and hard to reach residents.
- o **Describe** the role of community based organizations in reaching vulnerable populations during a public health emergency.
- o **Discuss** the engagement and relationship building methods and tactics employed by local public health to reach vulnerable populations during preparedness, response, and recovery.

What's an online focus group?

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## Agenda

- o Introductions
- o Vulnerable populations planning overview
  - o Assessment
  - o Implementation – methods & tactics
- o Identify & share local experiences in defining & assessing community
- o Risk communication overview
  - o Audience research
  - o Ethnic media
- o Conclusion and Q &A

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### Activity 1: Introductions

- Introduce yourself
  - Name, where you're from, local health jurisdiction (LHJ), size of health jurisdiction
  - Locate LHJ on map
  - Denote size of LHJ with arrow
    - Pink = 25 employees or less
    - Blue = 26-150 employees
    - Yellow = 151-500 employees
    - Green = 501 + employees
  - Share with larger group

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"When your disaster plans protect and serve the most vulnerable in your community, all people are better positioned to survive, thrive and prosper."

- Ana-Marie Jones, Executive Director, CARD (Collaborating Agencies Responding to Disasters), Oakland, California

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### Planning: Vision & aim

- **Vision** - Work collaboratively with community partners to ensure that no one group is more impacted than another in an emergency
- **Aim** - Assure access to public health preparedness, response and recovery information and services for the most vulnerable and hardest-to-reach residents in King County through mutually respectful relationships with vulnerable populations and the organizations that serve them

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### Planning: Vulnerable population segments

**Direct Planning, Training**

- Physically disabled
- Blind
- Deaf, Deaf-Blind, Hard of Hearing
- Seniors/frail elderly
- Limited English or non-English speaking
- Children
- Homeless and shelter dependent
- Impoverished
- Undocumented persons

**Advocacy**

- Mentally disabled
- Medically dependent, medically compromised
- Chemically dependent
- Seniors (others not included in "Direct" category)
- Clients of criminal justice system
- Children (in school, foster care, truancy, JJS)
- Emerging or transient special needs

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### Planning: Assessment

- **Goal** - Increase our understanding of community based organizations (CBO) that serve vulnerable populations
  - Identify community based organizations
  - Have conversations & identify needs

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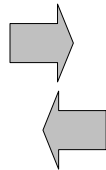
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### Reaching vulnerable residents is a partnership

**Public Health**

- Technical Assistance
- Health, Safety Info
- Financial Resources



**CBO/Networks**

- Key Human Services
- Knows Vulnerable Clients
- Trusted Entity

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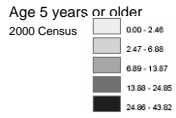
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### Assessment: Mapping

Where are persons at risk likely to be?

Limited-English Proficient:



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### Implementation: Capacity building

- **Goal** – CBOs will be better prepared to continue delivery of service and have the skills and capacity to train their staff (and clients) to provide basic response and recovery services
  - CARD model
  - Business continuity/agency emergency plans - keep their doors open during and/or after an emergency

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### Implementation: Training & TA

- Technical assistance trainings and presentations on pan flu, business continuity planning and personal preparedness
- Opportunities to learn from other CBOs

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### Implementation: Communication

- **Goal** – Essential public health information will reach residents in all vulnerable population segments prior to and throughout an emergency event
  - Community Communications Network (CCN) - CBOs act as a communication conduit before, during and after an emergency

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### Activity 2 - Local experiences defining, assessing & connecting with vulnerable populations

- Share experience how your LHJ has worked with one vulnerable population segment
  
- Identify an example of a unique challenge your jurisdiction experiences in preparedness planning with vulnerable populations

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### Audience research

- What do we want to know?
  - ◆ Media usage
  - ◆ Sources of health info
  - ◆ Trusted leaders
  - ◆ Beliefs and knowledge about illness
  - ◆ Beliefs and customs about death
  - ◆ Reactions to possible pandemic measures
  - ◆ Attitudes toward government and PH

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### Phase I: Key informant interviews

- Staff at CBOs
- Rationale:
  - Immersed in community
  - Broad understanding of issues affecting clients
  - Bilingual

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### Phase 2: Focus groups

- Considerations
  - Compensation to participants
  - Recording/documentation
  - Translation costs

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### Engaging the CBOs

- Advantages & challenges as focus group facilitators
- Finding the right CBOs
- Compensation

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### Our focus group format

- Pandemic flu 101
- "Q-sort": activity to assess opinions
- Discussion questions
- Brief surveys on information sources
- Preparedness information

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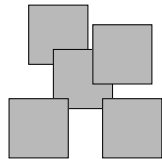
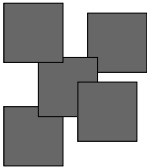
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### Q-Sort

Sort statement cards into **2** groups:

*Least Important*

*Most Important*




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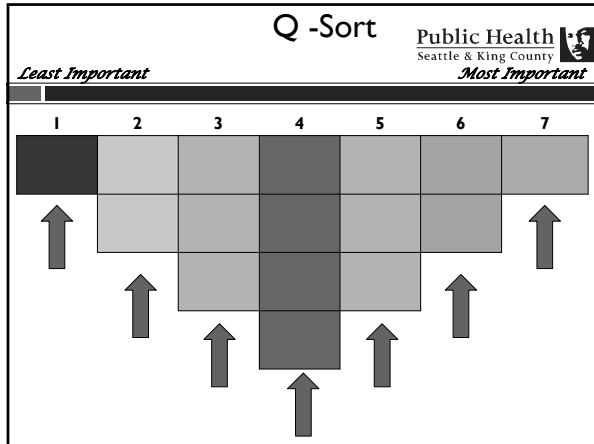
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**Advantages of Q-sort**

- Creates an aggregate of an individual's opinions
- Forces participants to think about their own values
- Reduces the influence of other participants
- Provides starting place for discussion

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**Some preliminary findings**

- Trusted sources for health info:
  - Health care providers
  - Friends and family
  - Churches and temples
  - Social service agencies
- Emergency channels for information:
  - Churches and temples
  - Schools & CBOs
  - Grocery stores and retailers

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### Media usage

- African Americans:
  - Television (local network affiliates, BET)
  - Hip hop radio
  - Lesser degree: African American newspapers
- Mexican Immigrants:
  - Prefer auditory or illustrated formats
  - Spanish language radio
  - Television (Univision, soap operas)
- Vietnamese Immigrants:
  - High literacy in Vietnamese
  - Vietnamese newspapers
  - Television (satellite Vietnamese stations, local network affiliates)

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### Interesting tidbits

- Resiliency
- Political divide in Vietnamese community
- Distrust, especially in African American community
- Young people and social distancing
- Trust in television

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### Ethnic/community media

- Trusted voices
- Newspapers, magazines, radio stations, radio shows, cable access shows, cable/satellite, newsletters

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### Identifying ethnic media

- New America Media  
<http://news.ncmonline.com/directory>
- CBOs, community informants
- Ethnic businesses and restaurants
- Multicultural Broadcasting, Inc:  
<http://www.mrbi.net/>
- Community college radio

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### Working with ethnic media

- Small, often 1-2 staff
- May use little or no English
- Print is usually weekly or monthly
- Be selective about press releases
- Relationships are important
- Advertise!

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### Activity 3 - Local experiences with communication, public engagement & message development

- Select a vulnerable population segment you identified and shared in Activity 2 & discuss the following with your table
  - Communication challenges/barriers
  - Information needed to tailor messages
  - Previous successes with messaging, engagement

*(see yellow handout)*

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## APC Toolkit - [www.vulnerablepopulation.com/](http://www.vulnerablepopulation.com/)

Tools to be included:

- ▣ Assessment tools
- ▣ Technical assistance & training tools
- ▣ Focus group guide & findings
- ▣ Key informant interview guide & findings
- ▣ Resources & references

Anticipated release – May 2008

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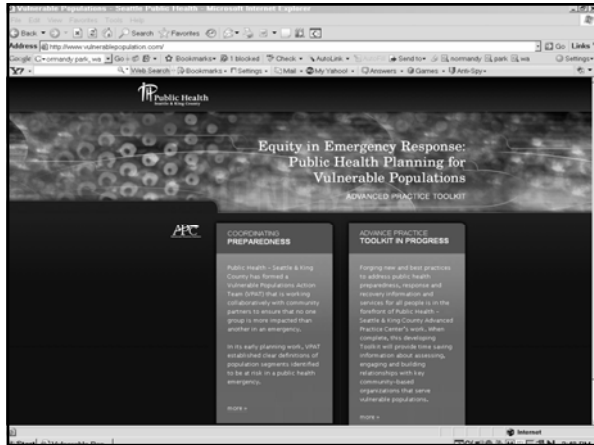
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# Thank you!

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