

15-12
16-5
14-25
13-117D
R-11/14
UWUCC App 9/16/16
Senate App 10/4/16

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: NURS 102 Disaster Preparedness and Related Health Issues

Instructor(s) of Record: Dr. Cynthia Zidek, Dr. Amy Labant

Phone: 7-3259 (CZ) 7-3255 (AL) Email: C.Zidek@iup.edu, A. Labant@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Elizabeth Palmer
Signature of Department Designee

11-13-2013
Date

Endorsed:

Signature of College Dean

Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Signature of Committee Co-Chair

Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost

Date

Forward form and supporting materials to Associate Provost.

Received

DEC 4 2013

Liberal Studies

Undergraduate Distance Education Review Directions

NURS 102 – Disaster Preparedness and Related Health Issues

Step One: Proposer – Cynthia K. Zidek, PhD, RN

A-1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Zidek is an ASSISTANT PROFESSOR in the Department of Nursing and Allied Health Professions with teaching expertise in community health nursing. Dr. Zidek currently teaches senior level nursing courses -- Community Health (NURS 434) and Community Health Clinical (NURS 431). Dr. Zidek has prior experience with Blackboard, WebCt and Moodle learning management systems [LMS]. Dr. Zidek has attended many workshops offered by the IT Department for WebCt and Moodle LMS. Presently she has attended the D2L workshops "Content and Navigation in D2L," "Discussions," and "Grades and Quizzes." Dr. Zidek utilizes D2L extensively in NURS 431 and NURS 434 for teaching, linking of resources, online quizzes, discussions, submission of homework assignments, supplemental activities and gradebook. Additional supporting development activities include completion of "Tech Teaching 101: A Hands on Workshop for Integrating Technology into your Pedagogy" offered by Reflective Practices at IUP (10.11.2008) and "Online Surveys" by Linda Waddell (4.9.2008).

Dr. Amy Labant is an ASSISTANT PROFESSOR in the Department of Nursing and Allied Health Professions with teaching and work experience in disaster preparedness.

Dr. Labant currently teaches junior level nursing courses and has taught NURS 101 Disaster Awareness (one credit) for five years. Dr. Labant served in the United States Air Force for 10 years and was trained in disaster preparedness. In the community Dr. Labant is an active member of the Health and Human Services Committee (HHSC) that provides assistance to the community in time of disaster. HHSC is responsible for establishing PODS (Point of Dispersion of Medications) for IUP students, IUP employees and Indiana County residents. Dr. Labant is also trained in disaster nursing by the American Red Cross and recently completed training in mass prophylaxis preparedness by the Department of Homeland Security. She has attended many workshops offered by the IT Department for D2L and WebCT and attended the "Online Course Development Workshop" by the Office of Distance Learning and Continuing Education. She currently uses D2L to post assignments, student grades and is responsible for online standardized testing for 500 undergraduate students.

A-2. How will each objective in the course be met using distance education technologies?

At the conclusion of the course, NURS 102 students will meet the following course outcomes:

1. *Identify health issues common to many disasters*
The first objective will be met in lesson one through the lesson PowerPoints, assigned readings and the online resources examining disaster preparedness strategies. The objective will be evaluated through an online quiz, lesson one discussion participation, and homework assignment ["Community Assessment: Possible hazards and emergencies checklist"]
2. *Explain steps to take before a disaster to mitigate possible health issues*
This objective will be met in lesson one through the lesson PowerPoints, assigned readings and the online resources examining natural hazards. Students will have the opportunity to discuss and explore potential hazards in their community in an asynchronous discussion with their classmates. The objective will be evaluated through an online quiz [Lesson 1 quiz] and lesson one discussion participation involving analysis of prior homework assignment ["Community Assessment: Possible hazards and emergencies checklist"].
3. *Describe measures that families and communities can take to avoid or lessen the impact of natural disasters*
This objective will be met in lesson two through the lesson PowerPoints, assigned readings and the online resources examining technological hazards. The objective will be evaluated through an online quiz [lesson 2 quiz], lesson two discussion participation, and completion of homework assignment ["Personal Preparedness Plan: Disaster supplies checklist"].
4. *Select personal and family actions to prepare for events involving technological hazards*
This objective will be met in lesson three through the lesson PowerPoints, assigned readings and the online resources examining technological hazards. The objective will be evaluated through an online quiz [lesson 3 quiz], lesson three discussion participation, and completion of homework assignment ["Personal Preparedness: Family communication plan"].
5. *Recognize community protective measures for terrorist threats*

This objective will be met in lessons four and five through the lesson PowerPoints, assigned readings, lesson practice quiz questions and the online resources examining health issues, terrorism, and recovery from disaster. The objective will be evaluated through an online quiz [lesson 4 quiz]. The objective will be also evaluated through lesson five discussion participation [asynchronous and synchronous], and comprehensive final exam.

A-3. How will instructor-student and student-student, if applicable, interaction take place?

The instructor-student interaction will take place via the D2L course site with a discussion forum titled "Questions?" for students to post any questions for the instructor. The "Questions?" forum will be checked and answered Monday through Friday. Asynchronous and synchronous discussions will occur with student-student interaction as well as instructor-student interaction. The instructor will also communicate with the class via email providing individual student feedback and evaluation as needed. Dr. Zidek and Dr. Labant will establish office hours where she will be available for asynchronous discussion via the "Questions?" forum and via email when private communication with students is needed or preferred. Telephone conversations with students will be initiated when needed. All grades will be delivered via the D2L Gradebook.

A-4. How will student achievement be evaluated?

Students will be evaluated on their participation in discussion by the quality and quantity of their posts. Students will be given a minimum expected level of participation for each discussion as well as an expectation for thoughtful response to their fellow student's posts. Additionally, the students will be evaluated on their assignments and lesson quizzes. Asynchronous discussions will precede synchronous chat sessions with the instructor to provide an opportunity for the students to practice posting their ideas in the discussion format prior to an online discussion with the instructor. Students will be evaluated on their problem solving through the three homework assignments requiring students to create their own preparedness plans that will be presented to fellow students.

A-5. How will academic honesty for tests and assignments be addressed?

Academic and plagiarism policies will be included in the syllabus and reviewed with the students and will be consistent with the university's policies. The lesson quizzes and final exam will be created in several versions with scrambled test questions and distracters. The students will be given a time limit to complete each quiz and the final exam. Various discussion topics will be used to prevent copying answers from previous sessions.

My Home Ikbh Development NU...

Cynthia Zidek

IUP Links Help

Ikbh Development NURS 102

Course Home Content Checklist Discussions Dropbox Quizzes Classlist Grades Edit Course

View Content **Manage Content** Course Builder Manage Files

Print Settings

Add Content Add Quicklink More Actions

Search for: Show Search Options

Edit Copy Move Delete

Content Items

Ikbh Development NURS 102

- Welcome Message
- Course Introduction
 - Course syllabus
 - Faculty contact information
 - Directions for completion of each lesson [1-5]
 - Directions for completion of online discussions for each lesson [1-5]
 - Directions for completion of homework assignments
- Lesson 1: Basic preparedness
 - Questions? [Lesson 1]
 - Questions /concerns relating to lesson 1
 - Lesson 1: Reading unit 1 [Basic preparedness]
 - Here are your student learning outcomes [goals] for lesson 1
 - This is the pdf file for all readings for Lesson 1 [1.1-1.6]
 - Lesson 1.1 Getting informed
 - Use this instructor created PowerPoint for lesson 1.1 to reinforce information from your assigned readings.
 - This is the link to the National Weather Service mentioned in lesson 1.1. Use the interactive map to locate weather information in your community.
 - This is the link to the National Oceanic and Atmospheric Administration found in lesson 1.1. Click on the link "NOAA in Your State" to learn more.
 - Consult FEMA for hazard maps in your area. Use this link, select maps, and follow the directions.
 - Lesson 1.2 Emergency planning and checklists
 - Use this instructor created PowerPoint for lesson 1.2 to reinforce information from your assigned readings.
 - Use this link to identify preparedness plans for residents of Pennsylvania. Notice the similarity to national readiness found in lesson 1.2.
 - Use this FEMA "make-a-plan" link for additional emergency and preparedness planning information.
 - Lesson 1.3 Assemble a disaster supplies kit
 - Use this instructor created PowerPoint for lesson 1.3 to reinforce information from your assigned readings.
 - Go to this FEMA site, click on "recommended supplies list" to help create your personal preparedness list.
 - Lesson 1.4 Shelter
 - Use this instructor created PowerPoint for lesson 1.4 to reinforce information from your assigned readings.
 - Use this RedCross site, type in your address and determine where emergency shelters are located near your community.
 - Lesson 1.5 Hazard-specific preparedness
 - Use this instructor created PowerPoint for lesson 1.5 to reinforce information from your assigned readings.
 - Lesson 1.6 Practicing and maintaining your plan
 - Use this instructor created PowerPoint for lesson 1.6 to reinforce information from your assigned readings.
 - Play the game "The Day the Earth Shook." Have fun identifying what you need in your disaster supplies kit.
 - Homework: "Community Assessment: Possible hazards and emergencies checklist"
 - Complete this homework worksheet and submit electronically in the dropbox below.

- Submit your homework "Community Assessment: Possible hazards and emergencies checklist" in this dropbox
- Discussion forum (Lesson 1)
 - Discussion (Lesson 1)
 - Quiz 1: Take this quiz after completion of lesson 1
- Lesson II: Health issues and natural disasters
 - Questions? (Lesson 2)
 - Questions / concerns regarding lesson 2
 - Lesson 2: Reading unit 2 (Natural disasters (hazards))
 - Here are your student learning outcomes (goals) for lesson 2
 - This is the pdf file for the first half of the readings for lesson 2
 - This is the pdf file for the second half of the readings for lesson 2
 - Lesson 2.1 Floods
 - Lesson 2.2 Tornadoes
 - Lesson 2.3 Hurricanes
 - Lesson 2.4 Thunderstorms and lightning
 - Lesson 2.5 Winter storms and extreme cold
 - Lesson 2.6 Extreme heat
 - Lesson 2.7 Earthquakes
 - Lesson 2.8 Volcanoes
 - Lesson 2.9 Landslides and debris flow (mudslide)
 - Lesson 2.10 Tsunamis
 - Lesson 2.11 Fires
 - Lesson 2.12 Wildfires
- Discussion (Lesson 2)
 - Discussion (Lesson 2)
 - Quiz 2: Take this quiz after completion of lesson 2
- Lesson III: Health issues and technological hazards
 - Questions? (Lesson 3)
 - Questions / concerns for lesson 3
 - Lesson 3: Reading unit 3 (Technological hazards)
 - Here are your student learning outcomes (goals) for lesson 3
 - This is the pdf file for all readings for lesson 3
 - Lesson 3.1 Hazardous materials incidents
 - Lesson 3.2 Household chemical emergencies
 - Lesson 3.3 Nuclear power plants
- Homework: "Personal Preparedness Plan: Disaster supplies checklist"
 - Submit your homework "Personal Preparedness Plan: Disaster supplies checklist" in this dropbox
- Discussion (Lesson 3)
 - Discussion (Lesson 3)
 - Quiz 3: Take this quiz after completion of lesson 3
- Lesson IV: Health issues and terrorism
 - Questions? (Lesson 4)
 - Questions / concerns for lesson 4
 - Lesson 4: Reading unit 4 (Terrorism)
 - Here are your student learning outcomes (goals) for lesson 4
 - This is the pdf file for all readings for lesson 4
 - Lesson 4.1 General information about terrorism
 - Lesson 4.2 Explosions
 - Lesson 4.3 Biological threats
 - Lesson 4.4 Chemical threats
 - Lesson 4.5 Nuclear blast

- Lesson 4.6 Radiological dispersion device (RDD) ▾
 - Lesson 4.7 Active gun shooter ▾
 - Lesson 4.8 Homeland Security Advisory System ▾
 - ☰ Homework: "Personal Preparedness: Family communication plan" ▾
 - Submit your homework "Personal Preparedness: Family communication plan" in this Dropbox ▾
 - ☰ Discussion (Lesson 4) ▾
 - Discussion (Lesson 4) ▾
 - Quiz 4: Take this quiz after completion of lesson 4 ▾
 - ☰ Lesson V: Health Issues during recovery from disaster ▾
 - ☰ Questions? (Lesson 5) ▾
 - Questions / concerns for lesson 5 ▾
 - ☰ Lesson 5: Reading unit 5 (Recovering from disaster) ▾
 - Here are your student learning outcomes (goals) for lesson 5 ▾
 - This is the pdf file for all readings for lesson 5 ▾
 - Lesson 5.1 Health and safety guidelines ▾
 - Lesson 5.2 Returning home ▾
 - Lesson 5.3 Seeking disaster assistance ▾
 - Lesson 5.4 Coping with disaster ▾
 - Lesson 5.5 Helping others ▾
 - ☰ Discussion (Lesson 5) ▾
 - Discussion (Lesson 5) ▾
 - ☰ Final Exam ▾
 - Final Exam: Take after completion of all five lessons ▾
- Edit Copy Move Delete

[My Home](#)

[Ikbh Development NU...](#)

Cynthia Zidek

[IUP Links](#)

[Help](#)

Ikbh Development NURS 102

[Course Home](#)

[Content](#)

[Checklist](#)

[Discussions](#)

[Dropbox](#)

[Quizzes](#)

[Classlist](#)

[Grades](#)

[Edit Course](#)

[Help](#)

Manage Quizzes

[Question Library](#)

[Statistics](#)


New Quiz

Edit Categories

More Actions ▾


View: **By Availability** ▾

Apply

 Edit

Current Quizzes

Graded

<input type="checkbox"/>	Quiz 1 ▾ Feb 26, 2013 8:40 PM - Jan 25, 2014 8:40 PM	-
<input type="checkbox"/>	Quiz 2 ▾ (inactive) always	-
<input type="checkbox"/>	Quiz 3 ▾ (inactive) always	-
<input type="checkbox"/>	Quiz 4 ▾ (inactive) always	-
<input type="checkbox"/>	Final Exam ▾ (inactive) always	-
<input type="checkbox"/>	 Edit	

My Home

Ikbh Development NU...

Cynthia Zidek

IUP Links

Help

Ikbh Development NURS 102

Course Home

Content

Checklist

Discussions

Dropbox

Quizzes

Classlist

Grades

Edit Course

Help










Dropbox Folders

New Folder

More Actions ▾

 Edit

20 ▾ per page

	Folder	Total Files	Unread Files	Flagged Files	End Date
	Homework				 
<input type="checkbox"/>	Homework1 Community Assessment: "Possible hazards and emergencies checklist" ▾  	0	0	0	
<input type="checkbox"/>	Homework 2 "Personal Preparedness Plan: Disaster supplies checklist" ▾  	0	0	0	
<input type="checkbox"/>	Homework 3 "Personal Preparedness: Family communication plan" ▾  	0	0	0	
<input type="checkbox"/>	 Edit				

20 ▾ per page

[My Home](#)

[Ikbh Development NU...](#)

[Cynthia Zidek](#)

[IUP Links](#)

[Help](#)

Ikbh Development NURS 102

[Course Home](#)

[Content](#)

[Checklist](#)

[Discussions](#)

[Dropbox](#)

[Quizzes](#)

[Classlist](#)

[Grades](#)

[Edit Course](#)

Discussions List

[Subscriptions](#)

[Group Restrictions](#)

[Statistics](#)

[Settings](#)

[Help](#)

[New](#)

[More Actions](#)

Display

All Forums and Topics



Apply

Title

 [Questions?](#)

 [Questions /concerns relating to lesson 1](#)

0 messages - 0 unread - 0 unapproved

You are encouraged to submit any questions or concerns regarding lesson 1. There may be some questions or concerns pertinent to all class members. However, your message will not be available for the entire class unless approved by the instructor. Remember, email responses will occur Monday-Friday [not during weekend days].

 [Questions / concerns for lesson 3](#)

0 messages - 0 unread - 0 unapproved




You are encouraged to submit any questions or concerns regarding lesson 3. There may be some questions or concerns pertinent to all class members. However, your message will not be available for the entire class unless approved by the instructor. Remember, email responses will occur Monday-Friday [not during weekend days].

 [Questions / concerns for lesson 4](#)




0 messages - 0 unread - 0 unapproved

You are encouraged to submit any questions or concerns regarding lesson 4. There may be some questions or concerns pertinent to all class members. However, your message will not be available for

the entire class unless approved by the instructor. Remember, email responses will occur Monday-Friday [not during weekend days].




 Questions / concerns for lesson 5  
0 messages - 0 unread - 0 unapproved




You are encouraged to submit any questions or concerns regarding lesson 5. There may be some questions or concerns pertinent to all class members. However, your message will not be available for the entire class unless approved by the instructor. Remember, email responses will occur Monday-Friday [not during weekend days].




 Questions / concerns regarding lesson 2  
0 messages - 0 unread - 0 unapproved




You are encouraged to submit any questions or concerns regarding lesson 2. There may be some questions or concerns pertinent to all class members. However, your message will not be available for the entire class unless approved by the instructor. Remember, email responses will occur Monday-Friday [not during weekend days].




 Lesson Discussions  

 Discussion [Lesson 1]  
0 messages - 0 unread - 0 unapproved

 Discussion [Lesson 2]  
0 messages - 0 unread - 0 unapproved

 Discussion [Lesson 3]  
0 messages - 0 unread - 0 unapproved

 Discussion [Lesson 4]  
0 messages - 0 unread - 0 unapproved

 Discussion [Lesson 5]  
0 messages - 0 unread - 0 unapproved

Ikbh Development NURS 102

- [Course Home](#)
[Content](#)
[Checklist](#)
[Discussions](#)
[Dropbox](#)
[Quizzes](#)
[Classlist](#)
[Grades](#)
[Edit Course](#)
- [Enter Grades](#)
[**Manage Grades**](#)
[Schemes](#)
[Setup Wizard](#)
[Settings](#)
[Help](#)

Edit

	Grade Item	Type	Association	Max. Points	Weight
<input type="checkbox"/>	Final Exam				30
<input type="checkbox"/>	Final Exam	Numeric	Quizzes	50	100
<input type="checkbox"/>	Quizzes				40
<input type="checkbox"/>	Quiz 1	Numeric	Quizzes	20	25
<input type="checkbox"/>	Quiz 2	Numeric	Quizzes	20	25
<input type="checkbox"/>	Quiz 3	Numeric	Quizzes	20	25
<input type="checkbox"/>	Quiz 4	Numeric	Quizzes	20	25
<input type="checkbox"/>	Discussions				20
<input type="checkbox"/>	Lesson 1	Numeric	Discussions	10	20
<input type="checkbox"/>	Lesson 2	Numeric	Discussions	10	20
<input type="checkbox"/>	Lesson 3	Numeric	Discussions	10	20
<input type="checkbox"/>	Lesson 4	Numeric	Discussions	10	20
<input type="checkbox"/>	Lesson 5	Numeric	Discussions	10	20
<input type="checkbox"/>	Homework				10
<input type="checkbox"/>	Hazards	Numeric	Dropbox	10	30
<input type="checkbox"/>	Supply Kit	Numeric	Dropbox	10	40
<input type="checkbox"/>	Communication	Numeric	Dropbox	10	30
<input type="checkbox"/>	Final Calculated Grade				
<input type="checkbox"/>	Final Adjusted Grade				
<input type="checkbox"/>	Edit				

1 Basic Preparedness

Lesson I: Student Learning Outcomes:

In this part of the guide, you will learn preparedness strategies that are common to all disasters. You plan only once, and are able to apply your plan to all types of hazards.

When you complete Part 1, you will be able to:

- Get informed about hazards and emergencies that may affect you and your family.
- Develop an emergency plan.
- Collect and assemble disaster supplies kit.
- Learn where to seek shelter from all types of hazards.
- Identify the community warning systems and evacuation routes.
- Include in your plan required information from community and school plans.
- Learn what to do for specific hazards.
- Practice and maintain your plan.

1.1 Getting Informed



Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 1-10]

You will find this content is similar to the pages for lesson 1.1

1.1 Getting Informed

Learn about the hazards that may strike your community, the risks you face from these hazards, and your community's plans for warning and evacuation. You can obtain this information from your local emergency management office or your local chapter of the American Red Cross.



Hazards

- Ask your local authorities about each possible hazard or emergency and use the homework worksheet that accompanies this lesson to record your findings and suggestions for reducing your family's risk.



Complete the homework checklist entitled:

"Hazards Worksheet"

[Lesson 1.1]



Post your completed worksheet online in D2L under Lesson 1

You also can consult FEMA for hazard maps for your area. Go to www.fema.gov, select maps, and follow the directions. National hazard maps have been included with each natural hazard in Part 2 of this guide.



www.fema.gov

Warning Systems and Signals

The **Emergency Alert System (EAS)** can address the entire nation on very short notice in case of a grave threat or national emergency. Ask if your local radio and TV stations participate in the EAS.

National Oceanic & Atmospheric Administration (NOAA) Weather Radio (NWR) is a nationwide network of radio stations broadcasting continuous weather information directly from a nearby National Weather Service office to specially configured NOAA weather radio receivers. Determine if NOAA Weather Radio is available where you live. If so, consider purchasing a NOAA weather radio receiver. Ask local authorities about methods used to warn your community.

Evacuating Yourself & Your Family

When community evacuations become necessary, local officials provide information to the public through the media. In some circumstances, other warning methods, such as sirens or telephone calls, also are used. Additionally, there may be circumstances under which you and your family feel threatened or endangered and you need to leave your home, school, or workplace to avoid these situations.



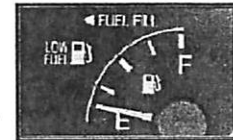
Evacuating Yourself & Your Family

The amount of time you have to leave will depend on the hazard. If the event is a weather condition, such as a hurricane that can be monitored, you might have a day or two to get ready. However, many disasters allow no time for people to gather even the most basic necessities, which is why planning ahead is essential.

Evacuation Guidelines

Always:

- Keep a **full tank of gas** in your car if an evacuation seems likely. Gas stations may be closed during emergencies and unable to pump gas during power outages. Plan to take one car per family to reduce congestion and delay.



Evacuation Guidelines

Always:

- Make **transportation arrangements** with friends or your local government if you do not own a car.



Evacuation Guidelines

Always:


- Listen to a **battery-powered radio** and follow local evacuation instructions.



Evacuation Guidelines

Always:


- **Gather your family** and go if you are instructed to evacuate immediately.
- **Leave early** enough to avoid being trapped by severe weather.




Evacuation Guidelines

Always:

- **Follow recommended evacuation routes.** Do not take shortcuts; they may be blocked.
- Be alert for washed-out roads and bridges. Do not drive into flooded areas.
- Stay away from downed power lines.



Evacuation Guidelines




If time permits:

- Gather your **disaster supplies kit.**

Evacuation Guidelines


If time permits:


- Wear **sturdy shoes and clothing** that provides some protection such as long pants, long-sleeved shirts, and a cap.



Evacuation Guidelines

If time permits:


- **Secure your home:**  Close and lock doors and windows. Unplug electrical equipment, such as radios and televisions, and small appliances, such as toasters and microwaves. Leave freezers and refrigerators plugged in unless there is a risk of flooding.



Evacuation Guidelines

If time permits:



- **Communicate**
- Let others know where you are going.



Community and Other Plans

Ask local officials the following questions about your community's disaster/emergency plans.



- Does my community have a plan? Yes No
- Can I obtain a copy? Yes No
- What does the plan contain?
- How often is it updated?
- What should I know about the plan?
- What hazards does it cover?

School Emergency Plans

Know your children's school emergency plan:


- Ask how the school will communicate with families during a crisis.
- Ask if the school stores adequate food, water, and other basic supplies.
- Find out if the school is prepared to shelter-in-place if need be, and where they plan to go if they must get away.

School Emergency Plans

In cases where schools institute procedures to shelter-in-place, you may not be permitted to drive to the school to pick up your children. Even if you go to the school, the doors will likely be locked to keep your children safe. Monitor local media outlets for announcements about changes in school openings and closings, and follow the directions of local emergency officials.



For more information on developing emergency preparedness plans for schools, please log on to the U.S. Department of Education at www.ed.gov/emergencyplan.



Workplace Plans

If you are an employer, make sure your workplace has a building evacuation plan that is regularly practiced.



- Take a critical look at your heating, ventilation and air conditioning system to determine if it is secure or if it could feasibly be upgraded to better filter potential contaminants, and be sure you know how to turn it off if you need to.
- Think about what to do if your employees can't go home.
- Make sure you have appropriate supplies on hand.

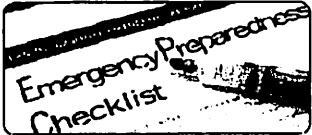
❖ Congratulations!
You have finished lesson 1.1

If you have questions regarding this section, please email:

Dr. Labant Alabant@iup.edu
or
Dr. Zidek c.zidek@iup.edu

1.2 Emergency Planning and Checklists



Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 11-18]

You will find this content is similar to the pages for lesson 1.2

1.2 Emergency Planning

Now that you've learned about what can happen and how your community is prepared to respond to emergencies, prepare your family by creating a family disaster plan. You can begin this process by gathering family members and reviewing the information you obtained in Section 1.1 (hazards, warning systems, evacuation routes and community and other plans). Discuss with them what you would do if family members are not home when a warning is issued.

1.2 Emergency Planning

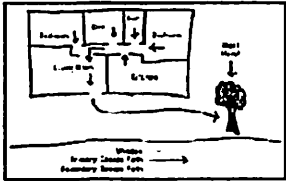
Additionally, your family plan should address the following:

- Escape routes.
- Family communications.
- Utility shut-off and safety.
- Insurance and vital records.
- Special needs.
- Caring for animals.
- Safety Skills

Information on these family planning considerations are covered in the following sections.

1.2 Escape Routes

Draw a floor plan of your home. Use a blank sheet of paper for each floor. Mark **two escape routes** from each room. Make sure children understand the drawings. Post a copy of the drawings at eye level in each child's room.



1.2 Family Communications

Your family may not be together when disaster strikes, so plan how you will contact one another. Think about how you will communicate in different situations.

Complete a contact card for each family member. Have family members keep these cards handy in a wallet, purse, backpack, etc. You may want to send one to school with each child to keep on file. Pick a friend or relative who lives out-of-state for household members to notify they are safe.

1.2 Family Communications

Below is a sample contact card.

Other Emergency Phone Numbers & Information

Family Communications Plan

Contact Name: _____
 Address: _____
 Phone: _____
 Fax: _____
 Email: _____

Emergency Contact Name: _____
 Address: _____
 Phone: _____

Neighborhood Meeting Place: _____
 Meeting Time: _____

Dial 9-1-1 for Emergencies!

1.2 Utility Shut-off and Safety

In the event of a disaster, you may be instructed to shut off the utility service at your home.

The next section of ppt slides gives you some general guidance for shutting off utility service:

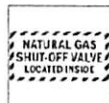
Modify the information provided to reflect your shut off requirements as directed by your utility company(ies).

1.2 Utility Shut-off and Safety

Natural Gas

Natural gas leaks and explosions are responsible for a significant number of fires following disasters. It is vital that all household members know how to shut off natural gas.

Because there are different gas shut-off procedures for different gas meter configurations, it is important to contact your local gas company for guidance on preparation and response regarding gas appliances and gas service to your home.



1.2 Utility Shut-off and Safety

Natural Gas

When you learn the proper shut-off procedure for your meter, share the information with everyone in your household. Be sure not to actually turn off the gas when practicing the proper gas shut-off procedure.

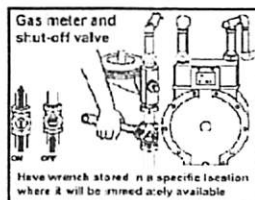
If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can, and call the gas company from a neighbor's home.



1.2 Utility Shut-off and Safety

Natural Gas

CAUTION – If you turn off the gas for any reason, a qualified professional must turn it back on. NEVER attempt to turn the gas back on yourself.



1.2 Utility Shut-off and Safety

Water

Water quickly becomes a precious resource following many disasters. It is vital that all household members learn how to shut off the water at the main house valve.

Cracked lines may pollute the water supply to your house. It is wise to shut off your water until you hear from authorities that it is safe for drinking.

The effects of gravity may drain the water in your hot water heater and toilet tanks unless you trap it in your house by shutting off the main house valve (not the street valve in the cement box at the curb—this valve is extremely difficult to turn and requires a special tool).

1.2 Utility Shut-off and Safety

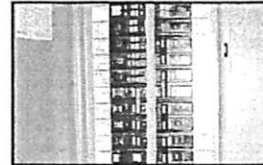


Water

Preparing to Shut Off Water

- Locate the shut-off valve for the water line that enters your house. It may look like the picture above.
- Make sure this valve can be completely shut off. Your valve may be rusted open, or it may only partially close. Replace it if necessary

1.2 Utility Shut-off and Safety



Electricity

Preparing to Shut Off Electricity

- Locate your electricity circuit box.
- Teach all responsible household members how to shut off the electricity to the entire house.
- **FOR YOUR SAFETY:** Always shut off all the individual circuits before shutting off the main circuit breaker.

1.2 Insurance and Vital Records

Obtain property, health, and life insurance if you do not have them. Review existing policies for the amount and extent of coverage to ensure that what you have in place is what is required for you and your family for all possible hazards.



1.2 Inventory Home Possessions

Make a record of your personal property, for insurance purposes. Take photos or a video of the interior and exterior of your home. Include personal belongings in your inventory.

You may also want to download the free *Household and Personal Property Inventory Book* from the University of Illinois at

www.aq.uiuc.edu/~vista/abstracts/ahouseinv.html to help you record your possessions.



1.2 Important Documents

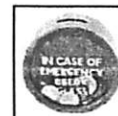
Store important documents such as insurance policies, deeds, property records, and other important papers in a safe place, such as a safety deposit box away from your home. Make copies of important documents for your disaster supplies kit.

(Information about the disaster supplies kit is covered later.)



1.2 Money

Consider saving money in an emergency savings account that could be used in any crisis. It is advisable to keep a small amount of cash or traveler's checks at home in a safe place where you can quickly access them in case of evacuation.

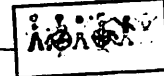


1.2 Special Needs

If you or someone close to you has a disability or a special need, you may have to take additional steps to protect yourself and your family in an emergency.

If you have special needs: Find out about special assistance that may be available in your community. Register with the office of emergency services or the local fire department for assistance so needed help can be provided.

1.2 Special Needs



Disability/Special Need	Additional Steps
Hearing impaired	May need to make special arrangements to receive warnings.
Mobility impaired	May need special assistance to get to a shelter.
Single working parent	May need help to plan for disasters and emergencies.
Non-English speaking persons	May need assistance planning for and responding to emergencies. Community and cultural groups may be able to help keep people informed.
People without vehicles	May need to make arrangements for transportation
People with special dietary needs	Should take special precautions to have an adequate emergency food supply

1.2 Caring for Animals

Animals also are affected by disasters. Use the guidelines below to prepare a plan for caring for pets and large animals.

Plan for pet disaster needs by:

- Identifying shelter.
- Gathering pet supplies.
- Ensuring your pet has proper ID and up-to-date veterinarian records.
- Providing a pet carrier and leash.



1.2 Caring for Animals

Take the following steps to prepare to shelter your pet:

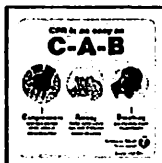
- Call your local emergency management office, animal shelter, or animal control office to get advice and information.
- Keep veterinary records to prove vaccinations are current.
- Find out which local hotels and motels allow pets and where pet boarding facilities are located. Be sure to research some outside your local area in case local facilities close.
- Know that, with the exception of service animals, pets are not typically permitted in emergency shelters as they may affect the health and safety of other occupants.

1.2 Safety Skills

It is important that family members know how to administer first aid and CPR and how to use a fire extinguisher.

Learn First Aid and CPR Take a first aid and CPR class.

Local American Red Cross chapters can provide information about this type of training. Official certification by the American Red Cross provides, under the "good Samaritan" law, protection for those giving first aid.



1.2 Safety Skills

Learn How to Use a Fire Extinguisher



- Be sure everyone knows how to use your fire extinguisher(s) and where it is kept.
- You should have, at a minimum, an ABC type.



❖ Congratulations!
You have finished lesson 1.2


If you have questions regarding this section,
please email:

Dr. Labant Alabant@iup.edu

or

Dr. Zidek c.zidek@iup.edu

1.3 Assemble a Disaster Supplies Kit



Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 19-24]

You will find this content is similar to the pages for lesson 1.3

Assemble a Disaster Supplies Kit

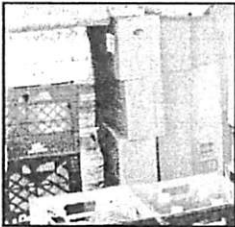
You may need to survive on your own after a disaster. This means having your own food, water, and other supplies in sufficient quantity to last for at least three days. Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone immediately. You could get help in hours, or it might take days.

Basic services such as electricity, gas, water, sewage treatment, and telephones may be cut off for days, or even a week or longer. Or, you may have to evacuate at a moment's notice and take essentials with you. You probably will not have the opportunity to shop or search for the supplies you need.

A disaster supplies kit is a collection of basic items that members of a household may need in the event of a disaster.


Kit Locations

Since you do not know where you will be when an emergency occurs, prepare supplies for home, work, and vehicles.



Kit Locations		
Home	Work	Car
<p>Your disaster supplies kit should contain essential food, water, and supplies for at least three days.</p> <p>Keep this kit in a designated place and have it ready in case you have to leave your home quickly. Make sure all family members know where the kit is kept. Additionally, you may want to consider having supplies for sheltering for up to two weeks.</p>	<p>This kit should be in one container, and ready to "grab and go" in case you are evacuated from your workplace. Make sure you have food and water in the kit. Also, be sure to have comfortable walking shoes at your workplace in case an evacuation requires walking long distances.</p>	<p>In case you are stranded, keep a kit of emergency supplies in your car. This kit should contain food, water, first aid supplies, flares, jumper cables, and seasonal supplies.</p>


Water: How Much Water do I Need?



You should store at least one gallon of water per person per day. A normally active person needs at least one-half gallon of water daily just for drinking.

Additionally, in determining adequate quantities, take the following into account:

- Individual needs vary, depending on age, physical condition, activity, diet, and climate.
- Children, nursing mothers, and ill people need more water.
- Very hot temperatures can double the amount of water needed.
- A medical emergency might require additional water.



Water:
How should I store water?

To prepare safest and most reliable emergency supply of water, it is recommended you purchase commercially bottled water. Keep bottled water in its original container and do not open it until you need to use it.

Observe the expiration or "use by" date.



Water: If you are preparing your own containers of water?



It is recommended you purchase food-grade water storage containers from surplus or camping supplies stores to use for water storage. Before filling with water, thoroughly clean the containers with dishwashing soap and water, and rinse completely so there is no residual soap. Follow directions below on filling the container with water.

If you choose to use your own storage containers, choose two-liter plastic soft drink bottles – not plastic jugs or cardboard containers that have had milk or fruit juice in them. Milk protein and fruit sugars cannot be adequately removed from these containers and provide an environment for bacterial growth when water is stored in them. Cardboard containers also leak easily and are not designed for long-term storage of liquids. Also, do not use glass containers, because they can break and are heavy.

Water: If storing water in plastic soda bottles, follow these steps?



Thoroughly clean the bottles with dishwashing soap and water, and rinse completely so there is no residual soap.

Sanitize the bottles by adding a solution of 1 teaspoon of non-scented liquid household chlorine bleach to a quart of water. Swish the sanitizing solution in the bottle so that it touches all surfaces. After sanitizing the bottle, thoroughly rinse out the sanitizing solution with clean water.

Replace noncommercial water every six months



Food



The following are things to consider when putting together your food supplies:

- Avoid foods that will make you thirsty. Choose salt-free crackers, whole grain cereals, and canned foods with high liquid content.
- Stock canned foods, dry mixes, and other staples that do not require refrigeration, cooking, water, or special preparation. You may already have many of these on hand. **Note: Be sure to include a manual can opener.**

- Include special dietary needs.




Basic Disaster Supplies Kit

The following items are recommended for inclusion in your basic kit

- Three-day supply of non-perishable food.
- Three-day supply of water – one gallon of water per person, per day.
- Portable, battery-powered radio or television and extra batteries.
- Flashlight and extra batteries.
- First aid kit and manual.
- Sanitation and hygiene items (moist towelettes and toilet paper).
- Matches and waterproof container.
- Whistle.
- Extra clothing.
- Kitchen accessories and cooking utensils, including a can opener.
- Photocopies of credit and identification cards.
- Cash and coins.
- Special needs items, such as prescription medications, eye glasses, contact lens solutions, and hearing aid batteries.
- Items for infants, such as formula, diapers, bottles, and pacifiers.
- Other items to meet your unique family needs.



1.4 Shelter




Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 25-30]

You will find this content is similar to the pages for lesson 1.4

1.4 Shelter



EMERGENCY
SHELTER

Taking shelter is critical in times of disaster. Sheltering is appropriate when conditions require that you seek protection in your home, place of employment, or other location where you are when disaster strikes. Sheltering outside the hazard area would include staying with friends and relatives, seeking commercial lodging, or staying in a mass care facility operated by disaster relief groups in conjunction with local authorities.



1.4 Shelter


To effectively shelter, you must first consider the hazard and then choose a place in your home or other building that is safe for that hazard. For example, for a tornado, a room should be selected that is in a basement or an interior room on the lowest level away from corners, windows, doors and outside walls. Because the safest locations to seek shelter vary by hazard, sheltering is discussed in the various hazard sections. These discussions include recommendations for sealing the shelter if the hazards warrants this type of protection.

1.4 Shelter

Even though mass care shelters often provide water, food, medicine, and basic sanitary facilities, you should plan to take your disaster supplies kit with you so you will have the supplies you require. Mass care sheltering can involve living with many people in a confined space, which can be difficult and unpleasant. To avoid conflicts in this stressful situation, it is important to cooperate with shelter managers and others assisting them. Keep in mind that alcoholic beverages and weapons are forbidden in emergency shelters and smoking is restricted.

1.4 Shelter



The length of time you are required to shelter may be short, such as during a tornado warning, or long, such as during a winter storm. It is important that you stay in shelter until local authorities say it is safe to leave. Additionally, you should take turns listening to radio broadcasts and maintain a 24-hour safety watch.

During extended periods of sheltering, you will need to manage water and food supplies to ensure you and your family have the required supplies and quantities. Guidance on how to accomplish this follows.

Managing Water

1. Allow people to drink according to their needs.
2. Never ration water unless ordered to do so by authorities.
3. Drink water that you know is not contaminated first.
4. Do not drink carbonated beverages instead of drinking water.
5. Turn off the main water valves.



Water Sources

Safe Sources	Unsafe Sources
Melted ice cubes	Radiators
Water drained from the water heater (if water heater has not been damaged)	Hot water boilers (home heating system)
Liquids from canned goods such as fruit or vegetable juices	Water beds (fungicides added to the water or chemicals in the vinyl may make water unsafe to use)
Water drained from pipes	Water from the toilet bowl or flush tank
	Swimming pools and spas (chemicals used to kill germs are too concentrated for safe drinking but can be used for personal hygiene, cleaning, and related uses)

Water Treatment

Treat all water of uncertain quality before using it for drinking, food washing or preparation, washing dishes, brushing teeth, or making ice. In addition to having a bad odor and taste, contaminated water can contain microorganisms (germs) that cause diseases such as dysentery, cholera, typhoid, and hepatitis.

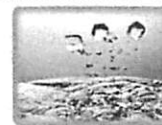
There are many ways to treat water. None is perfect. Often the best solution is a combination of methods. Before treating, let any suspended particles settle to the bottom or strain them through coffee filters or layers of clean cloth.

Make sure you have the necessary materials in your disaster supplies kit for the chosen water treatment method.

Water Treatment

There are three water treatment methods. They are as follows:

- Boiling
- Chlorination
- Distillation



These instructions are for treating water of uncertain quality in an emergency situation, when no other reliable clean water source is available, or you have used all of your stored water.

Water Treatment: Boiling

Boiling is the safest method of treating water. In a large pot or kettle, bring water to a rolling boil for 1 full minute, keeping in mind that some water will evaporate. Let the water cool before drinking.

Boiled water will taste better if you put oxygen back into it by pouring the water back and forth between two clean containers. This also will improve the taste of stored water.



Water Treatment: Chlorination

You can use household liquid bleach to kill microorganisms. Use only regular household liquid bleach that contains 5.25 to 6.0 percent sodium hypochlorite. Do not use scented bleaches, color safe bleaches, or bleaches with added cleaners. Because the potency of bleach diminishes with time, use bleach from a newly opened or unopened bottle.



Water Treatment: Chlorination

Add 16 drops (1/8 teaspoon) of bleach per gallon of water, stir, and let stand for 30 minutes. The water should have a slight bleach odor. If it doesn't, then repeat the dosage and let stand another 15 minutes. If it still does not smell of chlorine, discard it and find another source of water.

Other chemicals, such as iodine or water treatment products sold in camping or surplus stores that do not contain 5.25 to 6.0 percent sodium hypochlorite as the only active ingredient, are not recommended and should not be used.

Water Treatment: Distillation

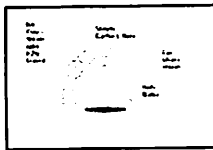
While the two methods described above will kill most microbes in water, distillation will remove microbes (germs) that resist these methods, as well as heavy metals, salts, and most other chemicals.



Water Treatment: Distillation

Distillation involves boiling water and then collecting only the vapor that condenses. The condensed vapor will not include salt or most other impurities.

To distill, fill a pot halfway with water. Tie a cup to the handle on the pot's lid so that the cup will hang right-side-up when the lid is upside-down (make sure the cup is not dangling into the water) and boil the water for 20 minutes. The water that drips from the lid into the cup is distilled.



Effectiveness of Water Treatment Methods

Methods	Kills Microbes	Removes other contaminants (heavy metals, salts, and most other chemicals)
Boiling	√	
Chlorination	√	
Distillation	√	√

Managing Food Supplies

Do:	Don't:
<ul style="list-style-type: none"> Keep food in covered containers Keep cooking and eating utensils clean Keep garbage in closed containers and dispose outside, burying garbage if necessary Keep your hands clean by washing them frequently with soap and water that has been boiled or disinfected 	<ul style="list-style-type: none"> Eat foods from cans that are swollen, dented, or corroded, even though the product may look safe to eat Eat any food that looks or smells abnormal, even if the can looks normal

Managing Food Supplies

Do:	Don't:
<ul style="list-style-type: none"> Use only pre-prepared canned baby formula for infants Discard any food that has come into contact with contaminated floodwater Discard any food that has been at room temperature for two hours or more Discard any food that has an unusual odor, color, or texture 	<ul style="list-style-type: none"> Use powdered formulas with treated water Let garbage accumulate inside, both for fire and sanitation reasons

Cooking

Alternative cooking sources in times of emergency include candle warmers, chafing dishes, fondue pots, or a fireplace.

Charcoal grills and camp stoves are for outdoor use only.

Commercially canned food may be eaten out of the can without warming.

To heat food in a can:

1. Remove the label.
2. Thoroughly wash and disinfect the can. (Use a diluted solution of one part bleach to ten parts water.)
3. Open the can before heating.



Managing without Power



Here are two options for keeping food safe if you are without power for a long period:

- Look for alternate storage space for your perishable food.
- Use dry ice. Twenty-five pounds of dry ice will keep a 10-cubic-foot freezer below freezing for 3-4 days. Use care when handling dry ice, and wear dry, heavy gloves to avoid injury.



❖ Congratulations!
You have finished lesson 1.4



If you have questions regarding this section, please email:

Dr. Labant Alabant@iup.edu

or

Dr. Zidek c.zidek@iup.edu



1.5 Hazard-Specific Preparedness



Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 31-32]

You will find this content is similar to the pages for lesson 1.5

Hazard-Specific Preparedness

There are actions that should be taken before, during, and after an event that are unique to each hazard. For example:

- Seeking a safe shelter during a tornado.
- Reducing property loss from a hurricane.

Information about the specific hazards and what to do for each is provided in Parts 2, 3, and 4. Study the material for those hazards that you identified in Section 1.1 as the ones that have happened or could happen. Share the hazard-specific information with family members and include pertinent material from these parts in your family disaster plan.

This is the end of a very short unit
[based on readings from lesson 1.5]



❖ Congratulations!
You have finished lesson 1.5




If you have questions regarding this section, please email:

Dr. Labant Alabant@iup.edu
or
Dr. Zidek c.zidek@iup.edu




1.6

Practicing and Maintaining Your Plan




Use this PowerPoint section as a review of your unit 1 reading assignment [pdf pages 33-34]

You will find this content is similar to the pages for lesson 1.6




Practicing and Maintaining Your Plan

Once you have developed your plan, you need to practice and maintain it. For example, ask questions to make sure your family remembers meeting places, phone numbers, and safety rules. Conduct drills such as drop, cover, and hold on for earthquakes. Test fire alarms. Replace and update disaster supplies.




For More Information: FEMA Publications

- *Disaster Preparedness Coloring Book. FEMA-243. Coloring book for ages 3-10. Also available in Spanish.*
- *Before Disaster Strikes. FEMA A-291. Contains information about how to make sure you are financially prepared to deal with a natural disaster. Also available in Spanish.*
- *The Adventures of Julia and Robbie: Disaster Twins. FEMA-344. A collection of disaster related stories. Includes information on preparedness and how to mitigate against disasters.*
- *FEMA for Kids. L-229. Provides information about what FEMA (specifically fema.gov) has to offer children.*
- *Community Shelter. FEMA 361. Contains guidelines for constructing mass shelters for public refuge in schools, hospitals, and other places.*




For More Information: FEMA Publications

- *Food and Water in an Emergency. L-210 If an earthquake, hurricane, winter storm, or other disaster strikes your community, you might not have access to food, water, and electricity for days, or even weeks. By taking some time now to store emergency food and water supplies, you can provide for your entire family. Also available online at www.fema.gov/pdf/library/f&w.pdf.*
- *Helping Children Cope with Disaster. FEMA L-196. Helps families understand how to help children cope with disaster and its aftermath.*
- *Assisting People with Disabilities in a Disaster. Information about helping people with disabilities in a disaster and resources for individuals with disabilities. Available online at <http://www.ready.gov/individuals-access-functional-needs>*



For More Information: American Red Cross Publications



- *Facing Fear: Helping Young People Deal with Terrorism and Tragic Events. A school curriculum designed to help alleviate worries and clear up confusion about perceived and actual threats to safety. Available online at www.redcross.org/disaster/masters/facingfear*
- or contact your local Red Cross chapter.

❖ Congratulations!
You have finished lesson 1.6



If you have questions regarding this section,
please email:

Dr. Labant Alabant@iup.edu

or

Dr. Zidek c.zidek@iup.edu



Hazards Worksheet for _____

[your community's name on above line]

Directions: Ask local authorities about each possible hazard or emergency and use the worksheet that follows to record your findings and suggestions for reducing your family's risk.

Possible Hazards and Emergencies	Risk Level [None, Low, Moderate, or High]	How can I reduce my risk?
Natural Hazards		
1. Floods		
2. Hurricanes		
3. Thunderstorms and Lightning		
4. Tornadoes		
5. Winter Storms and Extreme Cold		
6. Extreme Heat		
7. Earthquakes		
8. Volcanoes		
9. Landslides and Debris Flow		
10. Tsunamis		
11. Fires		
12. Wildfires		
Technological Hazards		
1. Hazardous Materials Incidents		
2. Nuclear Power Plants		
Terrorism		
1. Explosions		
2. Biological Threats		
3. Chemical Threats		
4. Nuclear Blasts		
5. Radiological Dispersion Device (RDD)		

Homework submitted by: _____ [your name]

NURS 102 – Lesson 1
Quiz 1

Getting informed:

The first level (the base) of the national emergency management system is:

- A. Citizen * [pp. 8-9, course title]
- B. Local community
- C. State government
- D. Federal government

The first step in getting informed is to:

- A. Hold evacuation drills
- B. Identify potential hazards * [p. 16]
- C. Determine what others should do
- D. Practice safety with utility shut-off

The nationwide network of radio stations broadcasting continuous weather information from the National Weather Service is:

- A. NOAA Weather Radio * [p. 18]
- B. Emergency Alert System
- C. Satellite Weather Channel
- D. Emergency Broadcast Weather System

A source that can address the entire nation on very short notice in case of a grave threat or national emergency:

- A. Emergency Alert System * [p. 18]
- B. United State Department of Hazards
- C. Local Emergency Management Office
- D. Office of Emergency & Disaster Preparedness

Emergency planning and checklists:

If you return home and smell gas or hear a hissing or blowing sound you should:

- A. Leave immediately * [p. 26]
- B. Disregard the sound
- C. Investigate the leak before leaving
- D. Call the gas company from your home

Your family may not be together when disaster strikes. How will you contact one another?

- A. Use battery powered cell phones and computers
- B. Complete a contact card for each family members * [p. 25]
- C. Have family members keep contact cards in a safe
- D. Create a network of neighbors, relatives, friends, and coworkers to aid

You are establishing a place to meet your family in the event of an emergency. Which actions do you take? Choose all that apply:

- A. Establish a meeting place near the home * [p. 24]
- B. Establish a meeting place outside the immediate area * [p. 24]
- C. Post a copy of the floor plan at eye level in each child's room * [p. 24]
- D. Draw a floor plan of your home that your children can understand * [p. 24]

Your gas shut-off valve was turned off during a community emergency. Whom do you contact to turn your gas back on?

- A. Local fire department
- B. Electrical utility company
- C. Gas company professional * [p. 26]
- D. No one, it is safe for you to turn on the gas

Assemble a disaster supplies kit:

At a minimum, a normally active person needs this daily quantity of water?

- A. 2 quarts
- B. 2 gallons
- C. 1 quart
- D. 1 gallon * [p. 33]

Which type of food is recommended for inclusion in your disaster supplies kit?

- A. Salted nuts
- B. Canned food * [p. 34]
- C. Crackers with salt
- D. Frozen hamburger

How often do you change water which has been stored in a plastic soda bottle?

- A. Never
- B. Yearly
- C. Every 6 months * [p. 34]
- D. Every 3 months

How do you prepare your own containers for water storage?

- A. Cleanse with dishwashing soap and water *[p. 33]
- B. Sterilize the containers in boiling salt water
- C. Apply several drops of bleach to water used for storage
- D. Apply several drops of sanitizing solution to water used for storage

Your disaster supplies kit should contain essential food, water, and supplies for at least:

- A. One week
- B. One month
- C. Three days * [p. 32]
- D. Three weeks

Shelter:

This method of treating water removes other contaminants such as heavy metals.

- A. Boiling
- B. Freezing
- C. Distillation * [p. 41]
- D. Chlorination

A safe water source is:

- A. Radiators
- B. Toilet bowls
- C. Swimming pools and spas
- D. Liquids from canned goods * [p. 39]

An essential in managing water during times of disaster:

- A. Ration water supplies immediately
- B. Allow people to drink according to their needs * [pp. 38-39]
- C. Alternate water and carbonated beverages to save supplies
- D. Treat all water including commercially bottled water as contaminated

You are boiling water in an emergency situation as no other reliable water source is available.

How long do you let the water boil?

- A. 10 minutes
- B. 10 seconds
- C. 1 minute * [p. 40]
- D. ½ hour

Which method(s) of water treatment kills microbes? Choose all that apply:

- A. Boiling * [p. 41]
- B. Distillation * [p. 41]
- C. Chlorination * [p. 41]
- D. Fermentation

Practicing and maintaining your plan:

Water should be stored in this type of container.

- A. Glass bottles
- B. Plastic bottles * [p. 33]
- C. Cardboard containers
- D. Unlined metal containers

How often do you rethink your needs and update your disaster supplies?

- A. Yearly * [p. 36]
- B. Monthly
- C. Every two years
- D. There is no specified time

Ikbh Development NURS 102

- Course Home
- Content
- Checklist
- Discussions
- Dropbox
- Quizzes
- Classlist
- Grades
- Edit Course

Preview Quiz - Quiz 1 ▾

Bypass Restrictions

Exit Preview

Quiz Details

Current Time
6:41 PM Update

Current User
Cynthia Zidek (username: Ikbh)

Quiz Period
Feb 26, 2013 8:40 PM - Jan 25, 2014 8:40 PM

Time Allowed
unlimited (estimated time required: 0:40:00)

Attempts
Allowed - 2, Completed - 0

*3.3.2013
* There are 20 questions,
1 question/page (so I
didn't print from 024.
Quiz printed from
word file:
cz*

Instructions

Note: All restrictions on the availability of this quiz have been bypassed for this preview.
Note: You cannot move backwards once you leave a page. Ensure you completely answer all questions on a page before proceeding.

You can "Save" your response to each question as you work through the quiz. When you navigate to the Next Page or Previous Page, all your responses on the current page will be automatically saved. You can submit your quiz responses at any time.

When you have finished reviewing these instructions, click on "Start Quiz" to begin Attempt 1.

Note: Your quiz may take a few minutes to be set up.

The timer will not begin until after the set up process is finished.

Start Quiz!