



AVMA

Veterinary Responder Certificate Proposal

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 **AVMA**
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The History

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The History

- 2016 – VMAT teams were “decommissioned”
- 2017 – Communication from AVMA BOD to AVMA Committee on Disaster and Emergency Issues (CDEI)



“We are writing to provide an update on recent discussions regarding the AVMA’s role in disaster preparedness and response training. At its January 2017 meeting, the **Board of Directors expressed interest and support for the development of an education program at the AVMA that addresses topics such as disaster preparedness and response, and business continuity.**”

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The History (cont.)

- 2016 – VMAT teams were “decommissioned”
- 2017 – Communication from AVMA BOD to AVMA Committee on Disaster and Emergency Issues (CDEI)
- 2017-2018 – CDEI submitted recommendations for disaster education modules (Business Continuity approved, other topics held for further clarification)

AVMA Business Continuity Course

4 Module Course on Veterinary Business Resiliency

- **NFPA 1600 Compliant** – Standard on Disaster/Emergency Management and Business Continuity/ Continuity of Operations
- Available for group presentations (state VMAs etc.)
- Will be available as online modules through AVMA Axon (end of 2020?)
- All hazards
- Veterinary (animal facility) specific
- Personal/Family preparedness
- Plan Leadership
- Risk Assessment
- Business Impact Analysis
- Resource Needs Assessment
- Performance Objectives



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The History (cont.)

- 2016 – VMAT teams were “decommissioned”
- 2017 – Communication from AVMA BOD to AVMA Committee on Disaster and Emergency Issues (CDEI)
- 2017-2018 – CDEI submitted recommendations for disaster education modules (Business Continuity approved, other topics held for further clarification)
- 2018 – AVMA held a Disaster Education Summit at the end of the AVMA Convention in Denver, Colorado

2018 Disaster Education Summit

Participants

- CDEI Chair
- NASSAEP
- NARSC
- VMAT Member
- AAVMC
- AAEP
- USDA
- U.S. Virgin Islands
- FL Dep of Ag
- N.C. State
- Univ. Cal Davis
- TX A&M
- OSU
- Ross University
- LSU
- AVMA Staff

2018 Disaster Education Summit

Objectives

- Identify the current state of veterinary disaster education
 - Available CVM courses
 - How to support CVM based veterinary disaster education
 - How to engage more CVMs
 - How to include graduated veterinarians
- Determine if a certificate/credential in veterinary disaster training can benefit CVMs, states, response organizations
 - Identify core competencies for entry level vet responder
 - Seek sources of funding for a program

The Answers

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AVMA Certificate Proposal

Veterinary Responder Certificate Program

- Expose more veterinarians and students to responder core competencies
- Expand career options in veterinary disaster/disease response
- Provide states or agencies a standard by which to gauge training level
- CVMs, not-for-profits, etc. can provide training to meet core competencies
- AVMA Committee on Disaster and Emergency Issues (CDEI) will evaluate applications by training institutes to assure compliance
- More advanced certification at Centers of Advanced Training (CATs)

Veterinary Responder Certificate

Core Competencies

1. Opportunities for Veterinary Responders

Comments: AVMA has a [recorded webinar](#) on opportunities for veterinary responders. NASAAEP has a recording of a webinar that AVMA helped to present on licensing portability during emergencies. It has separate links for the [slides](#) and the [audio](#).

- a. Understand formal opportunities for trained veterinary responders
- b. Explain why Spontaneous Unaffiliated Volunteers (SUVs) may create more of a problem than they help solve
- c. Explain 3 possible avenues for veterinary license reciprocity during disasters or animal health emergencies

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Core Competencies (cont.)

2. Basics of Emergency Planning

Comments: Evacuation/Rescue should include “feed in place”. Some of these topics could utilize aspects of [NASAAEP’s Best Practice Documents](#). 3a should provide big picture of how to address overall challenges that county/state level animal response might face and how to assess/understand what has happened. This will help to understand when, how, and where to start a response. Should include instruction on service animals with explanation of difference between service and emotional support animals.

[a.IS-10.A: Animals in Disasters: Awareness and Preparedness](#)

[b.IS-111.A: Livestock in Disasters - FEMA](#)

c. Assessment of Animal/Owner Needs

d. Animal Evacuation (livestock/pets)

e. Animal/Owner Rescue

f. Animal Decontamination

g. Animal Disaster Triage

h. Emergency Sheltering & Emergency Medical Care

i. Reunification

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Core Competencies (cont.)

3. Introduction to Impacts of Disasters (via FEMA Lifelines):

Comments: Should include discussion on how different types of disasters may lead to similar impacts (all can lead to food/water, fuel, shelter shortages). Power/Fuel should focus on how a lack of those resources can affect animal response.

- a. Safety & Security
- b. Food, Water, Shelter
- c. Health & Medical
- d. Energy (Power, Fuel)
- e. Communications
- f. Transportation
- g. Hazardous Material

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Core Competencies (cont.)

4. Key Partnerships and Interagency Coordination

Comments: To include coordination with agencies and teams that don't normally think about animals. Also, to include coordination and cooperation with animal agencies/teams from those rescuing animals from the event all the way to those working on reunification efforts and everything in between. Understanding of the agencies that have jurisdictional authority over specific classes of animals is essential.

Veterinarians may be involved locally and be working with an interagency planning group through a local VMA chapter or through their EMA. Many states also have a state emergency response team. There also may be veterinarians that work locally with law enforcement but are also on a state ASAR group. It would be helpful to veterinary students and veterinarians to understand how those lines of communication and authority are addressed.

Utilizes a network of traditional and non-traditional partners to identify and pursue preparedness and response goals.

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Core Competencies (cont.)

4. Key Partnerships and Interagency Coordination

- a. [ICS-100: Introduction to the Incident Command System](#)
- b. [ICS-200: ICS for Single Resources and Initial Action Incidents](#)
- c. [IS-700: National Incident Management System, An Introduction](#)
- d. [IS-11.A: Animals in Disasters: Community Planning](#)
- e. Develop partnerships with other agencies that have authority in animal-related situations including the Chief Animal Health Official (CAHO/State Veterinarian), Federal Area Veterinarian in Charge (AVIC), and animal control agencies; clarify roles and responsibilities.
- f. Maintain a current directory of partners and identify appropriate methods of contact in disasters and emergencies.
- g. Use established communication systems for coordination among the response community during a disaster or animal health emergency.

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Core Competencies (cont.)

4. Key Partnerships and Interagency Coordination

- h. Maintain regular communication with emergency response partners.
- i. Consider community needs when developing and implementing local/state animal preparedness, response, and recovery policies.
- j. Foster community participation and involvement in local/state animal preparedness, response, and recovery initiatives.
- k. Create or leverage opportunities to develop new partnerships.
- l. Maintain agreements with partners from within the jurisdiction and from other jurisdictions to foster teamwork, information sharing, and cooperation.
- m. Explain how various organizations, positions, and roles contribute to carrying out animal preparedness, response, and recovery functions and essential services.
- n. Apply strategies to resolve conflicts.
- o. Interact appropriately based on the situation.
- p. Interact appropriately with persons from diverse cultural, socioeconomic, educational, racial, ethnic, and professional backgrounds.

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Core Competencies (cont.)

5. Utilization of Space for Animal Welfare, Disease Prevention, Biosecurity, Personal Protective Equipment

Comments: This would ideally include interactive activities (setting up zones, control areas and then practice PPE for example).

APHIS has interactive modules in some of these subjects as part of National Veterinary Accreditation Program (NVAP).

Here is a list of the modules that cover some of these areas:

Module 4 (Preventing Disease Introduction and Spread)

Module 22 (Animal Welfare: An Introduction)

Module 25 (Using Animal Behavior to Assess Animal Welfare)



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Core Competencies (cont.)

6. Public Health and Disease Response (zoonoses, food/water safety, wildlife interactions, FADs)

Comments: Keep in mind this is an awareness level training. Courses such as FAD PRoP and CSU's FAD course would be far beyond what is expected here but would be a great next level training. FADD training would be a top-level training that is not available to just any veterinarian.

KSU Animal Disease Response Training may be a model to use.



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Core Competencies (cont.)

7. Humane Euthanasia/Depopulation/Disposal

Comments: Again, this is an awareness level training. Concepts taught should be compliant with AVMA's [Guidelines for the Euthanasia of Animals](#) and the soon to be released [Guidelines for the Depopulation of Animals](#). Jan Shearer at Iowa State University has some video trainings and may have a recorded webinar. <https://vetmed.iastate.edu/vdpam/about/production-animal-medicine/dairy/dairy-extension/humane-euthanasia>

- a. Explain the difference between euthanasia and depopulation
- b. Explain under what circumstances depopulation techniques would be appropriate during disasters and animal health emergencies
- c. Explain what agencies are involved in deciding how large quantities of animal carcasses are disposed
- d. Understand current accepted methods of carcass disposal

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Core Competencies (cont.)

8. Psychological First Aid

Comments: Bringing in a psychologist or social worker experienced in mental health impacts of disaster response would be very helpful.

The following might be good places to get training ideas/resources:

https://www.criticalincidentstress.com/what_is_cism

<https://mobile.va.gov/app/pfa-mobile>

<http://getyourheadright.com.au/products/>

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Core Competencies (cont.)

9. Disaster Responder Physical Fitness/Safety/Situational Awareness

APHIS has interactive modules in some of these subjects as part of National Veterinary Accreditation Program (NVAP). Here is a list of the modules that cover some of these areas:

- Module 10 (Personal Protective Equipment for Veterinarians)
- Module 19 (Animal Health Emergency Response)

a. Physical Fitness

Understands the health and fitness requirements that may be encountered in austere environments during disaster and animal health emergencies.

- i. Explain general health risks associated with disasters and animal health emergencies
- ii. Explain personal fitness risks and requirements associated with disasters and animal health emergencies

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Core Competencies (cont.)

9. Disaster Responder Physical Fitness/Safety/Situational Awareness

b. Safety & Protection

Ensures health and safety of self and others.

- i. Explain general safety risks associated with disasters and animal health emergencies
- ii. Describe risk reduction measures that can be implemented to mitigate or prevent infectious and hazardous exposures in a disaster or animal health emergency
- iii. Demonstrate proficiency in the assessment, selection, and use of health and safety measures (e.g., technology, equipment, devices, situations)
- iv. Demonstrate effective use of personal protective equipment (PPE)
- v. Adhere to applicable industry regulations, guidelines, and safety precautions related to the use of PPE and other devices.
- vi. Demonstrate effective use of emergency communication equipment.

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Core Competencies (cont.)

9. Disaster Responder Physical Fitness/Safety/Situational Awareness

c. Situational Awareness

Maintains an awareness of the critical elements of an emergency by seeking, filtering, and processing information from available sources. Supports collective awareness through the provision of information.

- i. Identify sources of information relevant to critical elements of disaster or emergency
- ii. Use tools (e.g., communication) to support situational awareness
- iii. Review situation reports to remain up-to-date on a crisis.
- iv. Attend to new information and adapt activities as appropriate.
- v. Contribute to the content of the situational report.
- vi. Maintain an awareness of own behavior and consider the perspectives of others to resolve or avoid cultural issues or misinterpretations.
- vii. Identify general indicators and epidemiological clues that may signal the onset or exacerbation of a disaster or animal health emergency

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Core Competencies (cont.)



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10. Veterinary Business Resiliency/Continuity of Operations

Comments: AVMA has a course developed and others are developing training as well. Should be NFPA 1600 compliant.

- a. Demonstrate personal and family preparedness for disasters and emergencies
- b. Prepare a personal/family disaster/emergency plan
- c. Gather disaster supplies/equipment consistent with personal/family plan
- d. Practice your personal/family disaster plan at least annually
- e. Describe methods for enhancing personal resilience, including physical and mental health and well-being, as part of disaster/emergency preparation and planning
- f. Prepare a personal professional disaster plan consistent with one's overall business, agency, organizational, and/or jurisdictional plan

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Core Competencies (cont.)



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10. Veterinary Business Resiliency/Continuity of Operations

- g. Contact with your local (city/county) emergency manager and inform them of what resources your business can offer to the community and what resources you may need to be prioritized for during a disaster/emergency
- h. Determine a consistent method of assessing risks to your business resources
- i. Determine mitigation techniques to decrease the risk to your business resources
- j. Create a rapid evacuation plan for your business, including animals
- k. Practice your business disaster/emergency plan at least annually

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Next Steps

- USAHA Resolution to AVMA
- USDA/APHIS National Animal Disease Preparedness and Response Program (NADPRP) grant submission through Texas A&M Institute for Infectious Animal Disease (IIAD)
- Present concept at NASAAEP December 2019 Summit and request support
- Present to AVMA BOD in spring 2020 for approval
- If funding is secured, finalize core competencies and roll out to CVMs
- Continue work to find funding for Centers of Advance Training (CATs)

Questions?

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