

LC

**DIABETES IN SPECIAL & VULNERABLE POPULATIONS:
Learning Collaborative**

**Diabetes Continuum of Care: Improving Emergency
Preparedness for Diabetes Management**

Session #4
Tuesday, March 28, 2023
11 am PT / 1pm CT / 2pm ET

Welcome!
We will begin in a few minutes



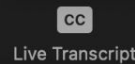
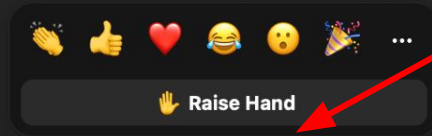
Diabetes Continuum of Care: Improving Emergency Preparedness for Diabetes Management

ZOOM Controls

Please mute yourself. If you have a question, please raise your hand or send a question in the chat box.

Questions can come in at any time through the Chat box. The panelists will be monitoring the chat box throughout the session.

We encourage you to turn on your video, if you are willing and able to do so.



Special and Vulnerable Populations Task Force Members:



For more information on our NTTAP Partners, visit chcdiabetes.org



Diabetes Continuum of Care: Improving Emergency Preparedness for Diabetes Management

NTTAP Faculty



Dr. Jose Leon
Chief Medical Officer
National Center for
Health in Public Housing



Hansel O. Ibarra, MPA
Health Strategy Specialist
MHP Salud



Arielle Mather, MPH
Program Manager, National
Center for Equitable Care
for Elders (NCECE)



Diabetes Continuum of Care: Improving Emergency Preparedness for Diabetes Management

Session-by-Session Overview

- **Session 1: Special Considerations for Priority Populations**
 - Tuesday, March 7 @ 11am-12pm PST | 2-3 pm EST
- **Session 2: Understanding Health Risks for People with Diabetes**
 - Tuesday, March 14th @ 11am-12pm PST | 2-3 pm EST
- **Session 3: The Value of Effective Patient Engagement**
 - Tuesday, March 21st @ 11am-12pm PST | 2-3 pm EST
- **Session 4: Planning Ahead to Stay Healthy**
 - Tuesday, March 28th @ 11am-12pm PST | 2-3 pm EST

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Session-by-Session Overview

- **Session 1: Special Considerations for Priority Populations**
 - Introductions and overview of unique patient barriers
- **Session 2: Understanding Health Risks for People with Diabetes**
 - Discuss complications that can be exacerbated during emergencies
- **Session 3: The Value of Effective Patient Engagement**
 - Explore ways CHWs can be utilized to reach underserved communities before, during, and after an emergency
- **Session 4: Planning Ahead to Stay Healthy**
 - Review relevant resources and reflect on action steps related to process improvement



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SERIES LEARNING OBJECTIVES

1. Understand the barriers to effective emergency preparedness for diabetic patients
2. Explore the role of enabling services staff in patient engagement related to ongoing diabetes self-management
3. Identify and implement best practices related to effective personalized diabetes care during emergencies



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Special & Vulnerable Populations

Diabetes Task Force

QUESTION FOR GROUP:

What is your role in emergency preparedness for priority patient populations? (Select any that apply)

- Speaking/planning with patients
- Involved in emergency preparedness programming at an organizational level
- Staff training
- None currently
- Other



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Caring for People with Diabetes in Emergency Situations (ADA)

- Identify Yourself as Having Diabetes
- Know Your Rights
- Get Enough Fluids
- Watch Out for Hypoglycemia
- Dealing with a Lack of Food
- Medications
- Watch Out for Infection

<https://diabetes.org/tools-support/disaster-relief/caring-people-diabetes-emergency>

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PATIENT PREPAREDNESS PLAN

DO YOU OR A LOVED ONE HAVE DIABETES AND USE INSULIN?

Make a plan to stay healthy during natural disaster or emergency

Managing diabetes can be even harder when you are dealing with a major storm, loss of electricity, and possible evacuation from your home. Building a “diabetes kit” now can save a lot of worry and time when a disaster strikes. A checklist template is included for your use.



Your diabetes kit can be stored in an easy-to-carry waterproof bag or container to hold the documents, information, and supplies that you will want to have with you.

- ❑ Important Information
- ❑ Diabetes Supplies
- ❑ Other Supplies

[DDRC Checklist](#)

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Important Information

- Type of diabetes you have
- Other medical conditions, allergies, and previous surgeries
- Current medications, doses, and time you take them. Include your pharmacy name, address and phone number.
- A copy of your most recent laboratory result, like A1C results
- Make, model and serial number of your insulin pump or CGM
- Doctor's name, phone number, and address
- Phone numbers and email addresses for your family, friends, and work.
- A copy of your health insurance card and photo ID

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Diabetes Supplies

- Additional week supply (or more) of all medications (protect your insulin pump from water)
- Supplies to check your blood sugar, like testing strips and lancets. Don't forget extra batteries!
- Cooler and reusable cold packs (NOT use dry ice)
- Empty plastic bottle or sharps container to safely carry syringes, needles and lancets
- Items to treat high blood sugar such as pump supplies and/or syringes
- Items to treat low blood sugar (hypoglycemia)

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Other Supplies

- 2-day supply of non-perishable ready-to-go food
- A 3-day supply of bottled water (or more)
- Pen/pencil and notepad to record blood sugar, other test results and any new signs/symptoms
- First aid supplies like bandages, cotton swabs, and antibiotic ointments or creams
- Extra clothing, including socks and undergarments
- Cell phone and charging supplies for phone and pump including battery pack
- Flashlight and batteries

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Other Recommendations

- ❑ Make sure that all your vaccinations are up-to-date.
- ❑ Choose a meeting place with your family in case you are separated. Write down location and include in your kit.
- ❑ Wear a medical ID or medical alert bracelet or other form of identification in case you are evacuated to a relief shelter
(Another option: [How to Set Up and Access a Medical ID on iPhone and Android](#))

★ Is anything missing?

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Lessons Learned from Past Disasters

- **The most pressing issues after Hurricane Katrina:**
 - Availability of medications for patients
 - Patient preparedness and self awareness of medical information
 - Ability to access medical information
 - Communication between institutions
- **The most immediate needs of communities after Hurricane Charley:**
 - Older adults experienced disruptions in routine medical care for preexisting conditions (often leading to worsening symptoms)
 - Limited access to prescriptions
 - Needs assessment should have been earlier (3-5 days after vs. 10-14 days)



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Public Health Objectives: Disaster Management

- ❑ Needs Assessments
- ❑ Matching available resources with defined needs
- ❑ Prevention of further adverse health effects
- ❑ Implementation of disease-control strategies
- ❑ Evaluation of the effectiveness of the application of these strategies
- ❑ Improvement in contingency planning for future disasters

★ What role will you play?

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Importance of Health Literacy in Emergency Preparedness

- Health literacy is all about finding, understanding, and using information (personal) and making information findable, understandable, and usable (organizational).
- Health literacy impacts our ability to:
 - Plan for or respond to an evacuation
 - Stay up to date on vaccinations and other preventive care
 - Manage a chronic condition
 - Avoid post-disaster hazards

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Shared Responsibility of Health Literacy: Your Role

- Utilize online resources to improve personal health communication skills
- Work with trusted leaders to develop and review material or deliver messaging
- Ensure translations are effectively adapted for language preferences
- Use plain language whenever possible and define new or unfamiliar terms
- Assist patients to build skills over time as they become familiar with information and services



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7 Things to Consider When Communicating About Health



1. Trust
2. Information
3. Motivation
4. Environment
5. Capacity
6. Perception
7. Response





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Special & Vulnerable Populations
Diabetes Task Force

**IMPORTANCE OF SOCIAL
CONNECTION FOR EMERGENCY
PREPAREDNESS**

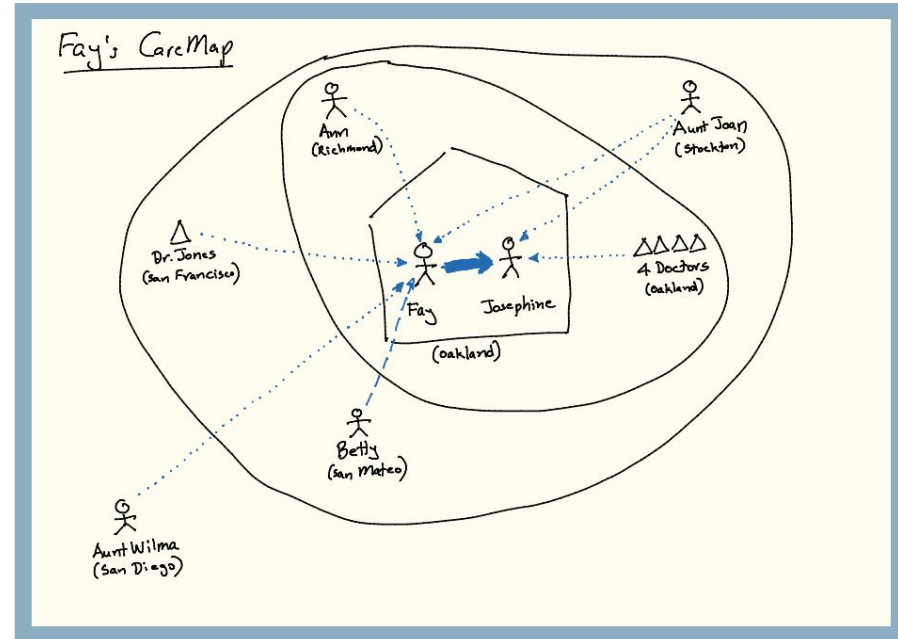


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Care Mapping

- *What is it?* A diagram showing an individual's relationships of care, indicating where they give or receive help or support.
- *How does it help?* Individual can better understand current situation, identify gaps and plan for potential challenges.

[Seeing the Invisible: Strengthening your care ecosystem with Atlas CareMaps](#)

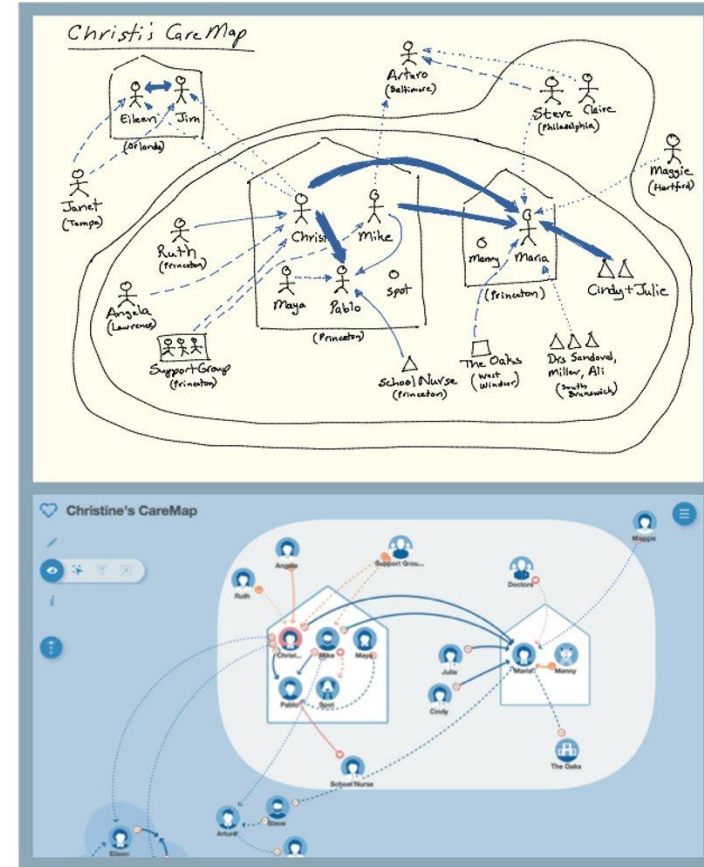


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Care Mapping

- There are no “rules”- maps can be created on paper or on a computer, either by the patient themselves or with assistance from a caregiver or provider
- Care maps may change over time, but help to visualize current caregiving structure
- Respectful of patient and what *matters* to them, how they understand their support system and responsibilities

[Seeing the Invisible: Strengthening your care ecosystem with Atlas CareMaps](#)



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Care Mapping

Who benefits the most from this approach?

- Those over the age of 65
- Those with serious illness and high caregiver needs
- Those at risk for social isolation
- Those experiencing or at risk of homelessness
- Those living with substance use disorder
- Those living in areas of country experiencing severe adverse impacts of climate change

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Care Mapping

- Reflection questions

- Who is indispensable, and what happens when they're not available?
- Are the different people aware of each other's involvement?
- What are the different kinds of care and skills that people provide? Think broadly, including practical such as: medical assistance, transportation, as companionship, etc. *(Does that change in an emergency?)*
- Are there professionals or services that are missing and needed? *(Does that change in an emergency?)*
- What is good in your current situation, what would you not want to change?

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What Else Can Be Done? How Can We Improve?

- Diabetes advocates offered the following ideas:
 - Design products with “What If” in mind (think batteries vs. charging cables)
 - Provide a product backup kit — with information in both handwritten and electronic form.
 - Set up multiple channels for communicating disaster relief — radio is often the fallback!
 - Create programs to educate PWDs on what to do in these crisis situations
 - Be sure to include Spanish at least (as a second language option)

★ What else would you add?



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Special & Vulnerable Populations

Diabetes Task Force

QUESTION FOR GROUP:

What emergency preparedness resources are available in your state/territory for patients living with or at risk for diabetes?



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Additional Resources

- State Example: [New Jersey Diabetes Disaster Preparedness Patient Information](#)
- Administration for Community Living (ACL): [Emergency Preparedness for Older Adults and People with Disabilities](#)
- Technical Resources, Assistance Center, and Information Exchange (TRACIE): [Populations with Access and Functional Needs \(Technical Resources\)](#)
- CDC Emergency Preparedness and Response: [Crisis & Emergency Risk Communication \(CERC\) Training and Tools](#)



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Special & Vulnerable Populations

Diabetes Task Force

QUESTION FOR GROUP:

What will you do with the information you have learned through this learning collaborative?

What support do you need to take action steps?





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Session Evaluation

Before signing-off, please complete our **quick session poll** to help us evaluate how today's session went for you.

Please also complete the **overall series evaluation** here:

<https://www.surveymonkey.com/r/PYW58DZ>



Evaluation Questions for each session

1. Overall, how satisfied are you with this session? (Single Choice) *

- 5 - Extremely satisfied
- 4 - Very satisfied
- 3 - Moderately satisfied
- 2 - Somewhat satisfied
- 1 - Not at all satisfied

2. How confident are you that you will be able to apply information from this session at your health center/organization? (Single Choice) *

- 5 - Extremely confident
- 4 - Very confident
- 3 - Moderately confident
- 2 - Somewhat confident
- 1 - Not at all confident

3. Based on your level of knowledge prior to the session, how would you rate changes to your knowledge as a result of the session? (Single Choice) *

- 5 - Extremely high level of knowledge gained
- 4 - High level of knowledge gained
- 3 - Moderate level of knowledge gained
- 2 - Low level of knowledge gained
- 1 - No knowledge gained

THANK YOU!

For information about the Special and Vulnerable Populations Diabetes Taskforce, visit chcdiabetes.org today.

Feel free to contact our NTTAP collaborating partners and speakers from today's learning collaborative:

Jose Leon - jose.leon@namgt.com

Hansel O. Ibarra - Hibarra@mhpsalud.org

Arielle Mather, MPH - arielle_mather@hsdm.harvard.edu