



MGT 415: Disaster Recovery In Rural Communities

Participant Guide

December 2012



FEMA



The Rural Domestic Preparedness Consortium (RDPC) was established by Congress and the U.S. Department of Homeland Security-FEMA (DHS-FEMA) to develop and deliver relevant all-hazards training in support of rural homeland security requirements. All training delivered by the RDPC is certified by DHS and offered tuition-free to the nation's emergency response community and associated stakeholders. Visit www.ruraltraining.org to view the course catalog and training schedule or call 877-855-RDPC (7372) for more information.



Eastern Kentucky University is a regional, comprehensive university enrolling over 15,000 undergraduate and graduate students. The University offers 168 degree programs. The College of Justice and Safety is ECU's first Program of Distinction. The College, one of the foremost institutions of learning and research in the fields of justice and safety in the nation and the world, has 43 full-time faculty teaching approximately 1,600 students. The College houses the Justice & Safety Center and the Training Resource Center, in addition to three academic departments that award degrees in assets protection/security, corrections/juvenile justice, criminal justice, emergency medical care, fire safety, loss prevention and safety, police studies, and homeland security.

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Introduction

Icon Map



Knowledge Check:

Used when it is time to assess the learners' understanding



Hint:

Used to cover administrative items or instructional tips that aid in the flow of the instruction



Key Points:

Used to convey essential learning concepts, discussions and introduction of supplemental material



Example:

Used when there is a descriptive illustration to show or explain



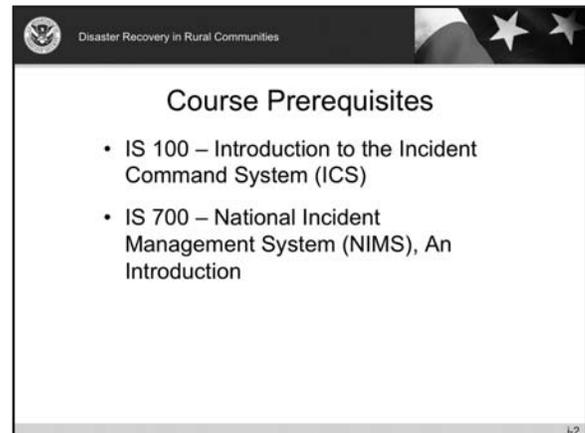
Introduction

Course Prerequisites

- IS 100 – Introduction to the Incident Command System (ICS)
- IS 700 – National Incident Management System (NIMS), An Introduction

Recommended

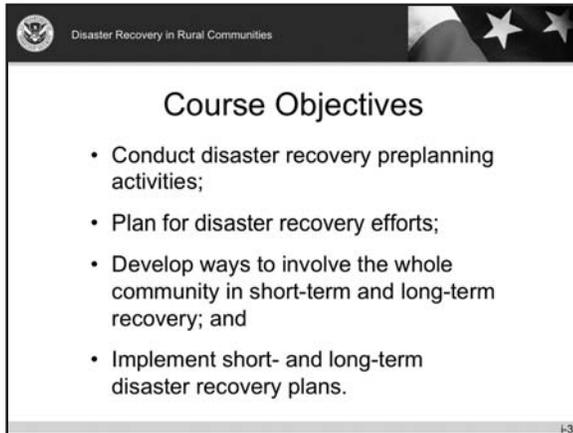
- IS 235 – Emergency Planning
- MGT 338 – Risk & Vulnerability Assessments for Rural Communities
- MGT 339: Mitigation Strategies
- IS 701 – NIMS Multi-Agency Coordination Systems
- IS 800 – The National Response Framework (NRF), An Introduction



Slide i-2

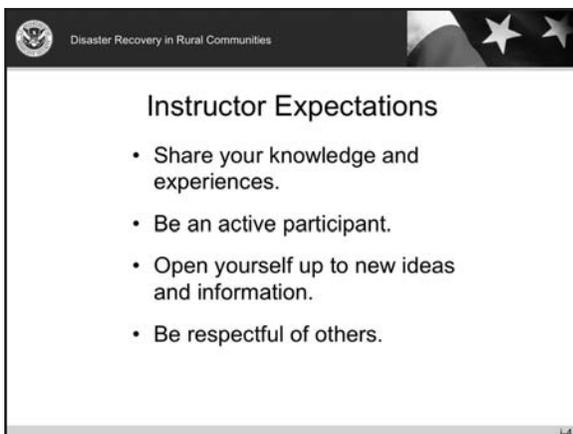


Introduction



Slide i-3 is a presentation slide titled "Course Objectives". It features a header with the U.S. Department of Homeland Security logo and the text "Disaster Recovery in Rural Communities". The slide lists five bullet points: "Conduct disaster recovery preplanning activities;", "Plan for disaster recovery efforts;", "Develop ways to involve the whole community in short-term and long-term recovery; and", and "Implement short- and long-term disaster recovery plans." A small "i-3" icon is in the bottom right corner.

Slide i-3



Slide i-4 is a presentation slide titled "Instructor Expectations". It features a header with the U.S. Department of Homeland Security logo and the text "Disaster Recovery in Rural Communities". The slide lists four bullet points: "Share your knowledge and experiences.", "Be an active participant.", "Open yourself up to new ideas and information.", and "Be respectful of others." A small "i-4" icon is in the bottom right corner.

Slide i-4

Course Objectives

Upon completion of this course, participants will be able to:

- Conduct disaster recovery preplanning activities;
- Plan for disaster recovery efforts;
- Develop ways to involve the whole community in short- and long-term recovery; and
- Implement short- and long-term disaster recovery plans.

Instructor Expectations

- Share your knowledge and experiences.
- Be an active participant.
- Open yourself up to new ideas and information.
- Be respectful of others.



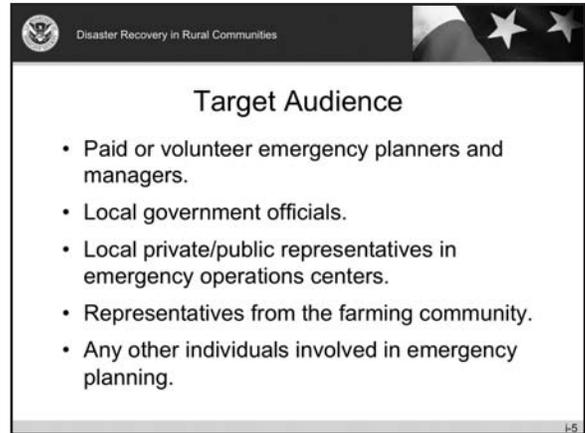
Introduction

Target Audience

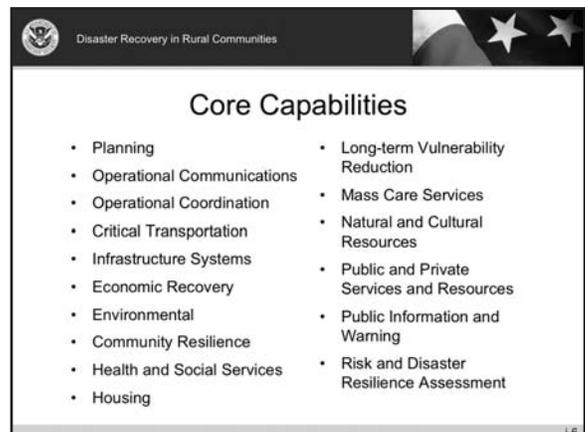
This course is targeted toward rural/small communities' paid or volunteer emergency planners and managers, local government officials, local private/public representatives in the local and/or county emergency operations centers, representatives from the farming community, and any other individuals involved in emergency planning.

Core Capabilities

- Planning
- Operational Communications
- Operational Coordination
- On-Scene Security and Protection
- Critical Transportation
- Infrastructure Systems
- Economic Recovery
- Environmental
- Community Resilience
- Health and Social Services
- Housing
- Long-term Vulnerability Reduction
- Mass Care Services
- Natural and Cultural Resources
- Public and Private Services and Resources
- Public Information and Warning
- Risk and Disaster Resilience Assessment



Slide i-5



Slide i-6



Introduction

A presentation slide titled "Overarching Goals" with a list of three bullet points. The slide has a dark header with the DHS logo and the text "Disaster Recovery in Rural Communities". The background of the slide features a pattern of stars.

- Plan for/execute disaster recovery efforts.
- Speed up disaster recovery efforts.
- Ensure best possible long-term economic success.

Slide i-7

Overarching Goals

This course teaches community leaders and emergency managers in rural communities how to plan for and execute disaster recovery efforts. Further, it assists rural communities with speeding up disaster recovery efforts and thus ensuring the best possible long-term economic success of their communities. Examples from Hurricane Katrina, and towns devastated by tornadoes will be used as case studies to examine how communities have recovered or failed to recover and why they were successful or unsuccessful in their recovery efforts. Additionally, students will actively engage in a fictional disaster recovery scenario.

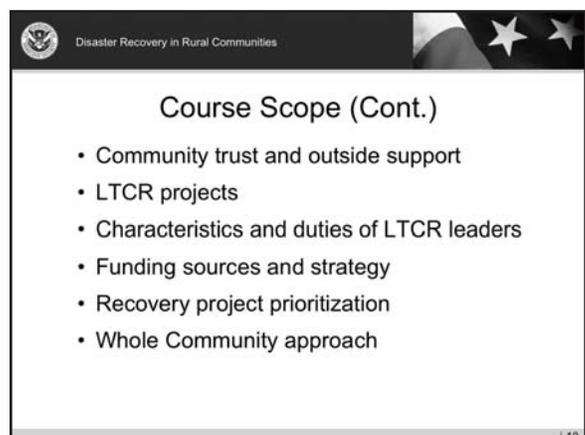
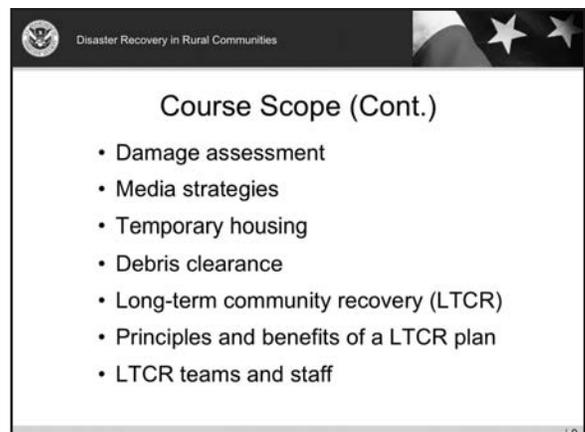
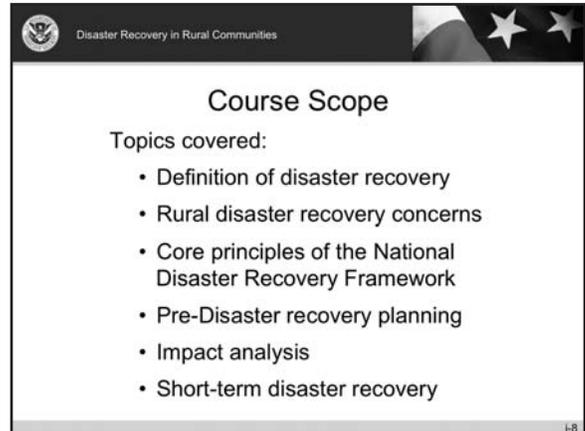


Introduction

Course Scope

This is an eight-hour planning and management-level course designed for public officials and community leaders in rural communities that have some type of responsibility in the disaster recovery process. Topics to be covered in the four modules include:

- Definition of disaster recovery
- Rural disaster recovery concerns
- Core principles of the National Disaster Recovery Framework
- Pre disaster recovery planning
- Impact analysis
- Short-term disaster recovery
- Damage assessment
- Media strategies
- Temporary housing
- Debris clearance
- Long-term community recovery (LTCR)
- Principles and benefits of a LTCR plan
- LTCR teams and staff
- Community trust and outside support
- LTCR projects
- Characteristics and duties of LTCR leaders
- Funding sources and strategy
- Recovery project prioritization
- Whole Community approach





Introduction

Disaster Recovery in Rural Communities

Course Benefits

Upon completion, you will be able to:

- Mitigate disasters and prevent loss of life and property;
- Facilitate the development of recovery plans that revitalize communities impacted by disasters; and
- Efficiently administer the disaster recovery process.

i-11

Slide i-11

Disaster Recovery in Rural Communities

Course Evaluation Strategy

- Course Pre-Test
- Observation of student participation during each module
- Participation in fictional scenario activities and discussion
- Review of case studies throughout while being observed and evaluated based on their input
- Course Post-Test

i-12

Slide i-12

Disaster Recovery in Rural Communities

Course Evaluation Strategy (Cont.)

- Course post-test designed to evaluate students' retention and comprehension of course objectives
- DHS Level-1 Student Course Evaluation Form
- DHS Level-3

i-13

Slide i-13

Course Benefits

Upon completion of this course, rural government officials and constituents who are engaged with or employed by state, federal or private sector entities will develop a capacity to:

- Mitigate disasters and prevent loss of life, environment and property;
- Facilitate the development of recovery plans that revitalize communities impacted by disasters; and
- Efficiently administer the disaster recovery process.

Course Evaluation Strategy

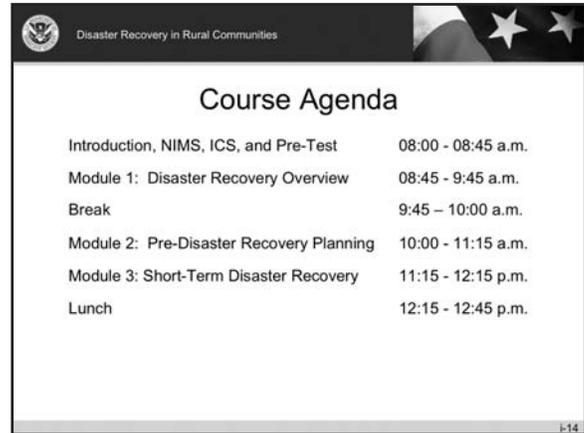
- Course pre-test
- Observation of student participation during each module
- Participation in fictional scenario activities and discussion
- Review of case studies throughout while being observed and evaluated based on their input
- Course post-test designed to evaluate students' retention and comprehension of course objectives
- DHS Level-3 to measure participants' ability to measure knowledge acquired in this course to their job settings



Introduction

Course Agenda

| | |
|--------------|---|
| Introduction | NIMS, ICS, and Pre-Test 08:00 – 08:45 a.m. |
| Module 1: | Disaster Recovery Overview 08:45 – 9:45 a.m. |
| Break | 9:45 – 10:00 a.m. |
| Module 2: | Pre-Disaster Recovery Planning 10:00 – 11:15 a.m. |
| Module 3: | Short-Term Disaster Recovery 11:15 – 12:15 p.m. |
| Lunch | 12:15 – 12:45 p.m. |
| Module 4: | Initiating Long-term Recovery 12:45 – 1:45 p.m. |
| Module 5: | Evaluating and Prioritizing LTCR Projects 1:45 – 2:15 p.m. |
| Break | 2:15 – 2:30 p.m. |
| Module 6: | Implementing Community Recovery 2:30 – 4:00 p.m. |
| | Post-Test and Course Evaluation 4:00 – 4:30 p.m. |



Slide i-14



Slide i-15



Module One

Disaster Recovery Overview



Joplin, MO, June 7, 2011 – Brightly colored material is visible through the broken windows and twisted metal of JoAnn Fabrics. The business is one of many in Joplin's business district destroyed by an EF5 tornado on May 22, 2011. FEMA is in the city to support recovery for disaster survivors. Suzanne Everson/FEMA



Module One: Disaster Recovery Overview - Administration Page

Module One: Disaster Recovery Overview

Module One examines the definitions of disaster recovery, including short-term and long-term recovery and overlapping phases. The module will also provide an overview of federal disaster recovery guidance, including the National Disaster Recovery Framework, the National Response Framework, the Whole Community Approach to Disaster Recovery, and Recovery Support Functions.

Terminal Learning Objectives (TLO)

Upon completion of this module, students will be able to identify the phases of response, short-term, and long-term recovery. They also will be able to identify the important concepts of the National Disaster Recovery Framework, the National Response Framework, the Whole Community Approach to Disaster Recovery, and Recovery Support Functions, in relation to rural recovery.

Enabling Learning Objectives (ELO) (Slide 1-2)

Upon completion of this module, participants will be able to:

- 1-1 Define disaster recovery.
- 1-2 Identify disaster recovery concerns unique to rural communities.
- 1-3 List the principles of the Whole Community Approach.
- 1-4 List the core principles of the National Disaster Recovery Framework (NDRF).
- 1-5 List the Recovery Support Functions.

Lesson Topics (Slide 1-3)

- Case studies on West Liberty, KY, and Joplin, MO
- Defining disaster recovery
- Short and long-term disaster recovery
- Rural disaster recovery
- Whole Community Approach to Emergency Management
- The National Disaster Recovery Framework
- Recovery Support Functions

Instructional Strategy

This module will be instructor-led to ensure participation from both the public and private sectors, allowing for cooperative planning and the sharing of information.

Assessment Strategy

- Observation of student participation as well as performance in practical exercises
- Instructor facilitated review of module content throughout the duration and at the conclusion of module

Practical Exercise (PE) Statement

Participants will complete an open-ended review at the end of this module as a means to assess comprehension and retention of information presented during this module.



Module One: Disaster Recovery Overview - Administration Page

Reference List

- FEMA. (2012). *Community disaster recovery*. Retrieved from website: <https://docs.google.com/viewer?a=v&q=cache:H->
- FEMA. (2011). *A whole community approach to emergency management: principles, themes, and pathways for action*. Retrieved from website: www.fema.gov/whole-community
- FEMA. (2011). *National disaster recovery framework*. Retrieved from website: <http://www.fema.gov/pdf/recoveryframework/ndrf.pdf?en&gl=us&pid=bl&srcid=ADGEEsG0wr7AsvQilPifEz5y2u5nLfXh9DLR7tcOAu-Jdzeu3vGECdzYDqMglo8WRVtVPj9S9zNIHA2FtSPiv9OeXXasg3eT4D1kqJ9A2cwC9Rpx-ADBFS4CArkHXNuqfjTWhBuQvYli&sig=AHIEtbRQ9qTkILvDckrZFqmpmNL402OwQ>
- FEMA. (2008). *National response framework*. Retrieved from website: <http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf>
- FEMA. (2012). *Recovery support functions*. Retrieved from website: <http://www.fema.gov/recoveryframework/annexes.shtm>
- Joplin leaders endorse tornado recovery plan*. (2012, January 12). Retrieved from http://www.stltoday.com/news/local/metro/joplin-leaders-endorse-tornado-recovery-plan/article_13785974-436c-11e1-bafd-0019bb30f31a.html
- Roach, K. (2012, March 03). *Hard hit west liberty reacts to damage*. Retrieved from http://www.wkyt.com/wymt/home/headlines/Hard_hit_West_Liberty_reacts_to_damage_141321683.html

At the time this course was developed, all links were up to date and functional. If links are no longer functional, a search engine search for the document title should be sufficient for finding the source.



Module Two

Pre-Disaster Recovery Planning



Calexico, CA, June 15, 2010 – FEMA DFCO Bill Roche discusses Public Assistance (PA) category B protective measures with representatives from The Imperial Irrigation District (IID). FEMA, Cal EMA, and IID toured the All American Canal to identify the potential risks to the canal and address any issues between federal, state and local officials. Adam DuBrowa/FEMA



Module Two: Pre-Disaster Recovery Planning - Administration Page

Module Two: Pre-Disaster Recovery Planning

Module Two will cover the essential actions taken in advance of potential disasters, which includes planning and identification of mitigation opportunities and strategies. Using the unique situation of a fictional town, participants will identify potential risks and hazards and discuss methods for addressing needs should the risks and hazards be realized.

Terminal Learning Objectives (TLO)

At the conclusion of this module, participants should be able to understand and apply the principles and strategies for pre-disaster recovery planning and disaster mitigation. Participants also should be able to identify community members with specific strengths for pre-disaster recovery planning.

Enabling Learning Objects (ELO) (Slide 2-2)

Upon completion of this module, participants will be able to:

- 2-1 List potential members of a community recovery team (CRT).
- 2-2 Assess hazards and vulnerabilities in a fictional village.
- 2-3 Assess community impact of potential disasters in a fictional village.
- 2-4 Identify recovery priorities in a fictional disaster scenario.
- 2-5 Identify resource requirements in a fictional disaster scenario.
- 2-6 Identify two ways of forming partnerships in pre-disaster recovery planning.
- 2-7 List forms of physical and financial mitigation.

Lesson Topics (Slide 2-3)

- Community participation in the pre-disaster planning process
- Mitigation strategies
- Mitigation assistance eligibility
- Recovery committee activities

Instructional Strategy

This module will be instructor-led and include a fictional town the instructor will use to spark discussion about pre-disaster recovery planning activities.

Assessment Strategy

- Observation of student participation as well as performance in practical exercises
- Instructor-facilitated review of module content throughout the duration and at the conclusion of the module

Practical Exercise Statement

Participants will participate in practical exercises based around a fictional village and will complete an open-ended review of module content throughout the duration and at the conclusion of the module.



Module Two: Pre-Disaster Recovery Planning - Administration Page

Reference List

- American Red Cross. (2012). *Home disaster preparedness kit*. Retrieved from website: <http://www.redcross.org/portal/site/en/menuitem.53fabf6cc033f17a2b1ecfbf43181aa0/?vgnnextoid=537b218c37752210VgnVCM1000089f0870aRCRD&currPage=e507d7aada352210VgnVCM10000089f0870aRCRD>
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- FEMA. (2011). *A whole community approach to emergency management: principles, themes, and pathways for action*. Retrieved from website: <http://www.fema.gov/library/viewRecord.do?id=4941>

At the time this course was developed, all links were up to date and functional. If links are no longer functional, a search engine search for the document title should be sufficient for finding the source.



Module Three

Short-Term Disaster Recovery



Joplin, Mo., August 3, 2011 - Damage sustained by St. John's Regional Medical Center after the May 22 EF-5 tornado that struck the city. FEMA is in the city to provide assistance to the disaster survivors.



Module Three: Short-Term Disaster Recovery - Administration Page

Module Three: Short-Term Disaster Recovery

Module Three will examine the difference between response and short-term recovery activities. Once the differentiation is made, short-term recovery activities are expanded upon within the context of a fictional disaster recovery scenario.

Terminal Learning Objective (TLO)

At the conclusion of this module, participants will be able to apply critical thinking skills to a post-disaster scenario; differentiate between response and recovery tasks; and implement and manage short-term and intermediate disaster recovery.

Enabling Learning Objectives (ELO) (Slides 3-2 and 3-3)

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

- 3-1 Differentiate between response and recovery activities.
- 3-2 Identify affected populations and needs based on a fictional scenario.
- 3-3 Identify requirements of a disaster recovery center.
- 3-4 List the steps for setting up a business recovery center.
- 3-5 List the four types of sheltering.
- 3-6 List both physical and mental health care needs of disasters.
- 3-7 Explain the challenges associated with volunteer and donation management.
- 3-8 List the types and methods of damage assessment.
- 3-9 Identify methods of debris clearance.
- 3-10 List emergency management functions during utility recovery.
- 3-11 List the goals of a public information strategy.
- 3-12 Identify short-term recovery mitigation opportunities in a fictional scenario.

Lesson Topics (Slide 3-4)

- Differentiating between response and short-term recovery
- Affected populations and needs
- Disaster recovery and business recovery centers
- Sheltering
- Physical and mental health care
- Volunteer and donation management
- Damage assessments
- Debris clearance
- Utility restoration
- Public information
- Mitigation activities



Module Three: Short-Term Disaster Recovery - Administration Page

Instructional Strategy

This module will be instructor-led and include a fictional town the instructor will use to spark discussion about short-term disaster recovery tasks.

Assessment Strategy

- Observation of student participation as well as performance in practical exercises
- Instructor-facilitated review of module content throughout the duration and at the conclusion of the module

Practical Exercise Statement

Participants will participate in practical exercises based around a fictional village and will complete an open-ended review of module content throughout the duration and at the conclusion of the module.

References

- Applied Technology Council. (2012). *Rapid evaluation safety assessment form*. Retrieved from website: <http://www.atcouncil.org/pdfs/rapid.pdf>
- FEMA. (2012). *Community disaster recovery*. Retrieved from website: <https://docs.google.com/viewer?a=v&q=cache:H->
- FEMA. (2004). *E288 State volunteer and donations management*. Retrieved from website: training.fema.gov
- FEMA. (2011). *National disaster recovery framework*. Retrieved from website: <http://www.fema.gov/pdf/recovery/framework/ndrf.pdf>
[en&gl=us&pid=bl&srcid=ADGEESg0wr7AsvQilPifEz5y2u5nLfXh9DLR7tcOAu-Jdzeu3vGECdzYDqMglo8WRVtVPj9S9zNIHA2FtSPiv9OeXXasg3eT4D1kqJ9A2cwC9Rpx-ADBFS4CArkHXNuqfjTWhBuQvYli&sig=AHIEtbRQ9qTkILvDckrZFqmpmNL402OwQ](http://www.fema.gov/pdf/recovery/framework/ndrf.pdf)
- FEMA. (2011). *A whole community approach to emergency management: principles, themes, and pathways for action*. Retrieved from website: www.fema.gov/whole-community
- Hewlett Packard. (2012). *Impact on U.S. small business of natural & man-made disasters*. Retrieved from website: <http://www.edwardsinformation.com/content/ImpactofDisaster.pdf>
- Ridenour, ML. (2007). *Displacement of the underserved: medical needs of Hurricane Katrina evacuees in West Virginia*. Retrieved from website: <http://www.ncbi.nlm.nih.gov/pubmed/17483565>
- FEMA. (2008). *National response framework*. Retrieved from website: <http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf>

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Module Four

Initiating Long-Term Recovery



Kingfisher, OK, August 19, 2007 – People stand and wait for people to be rescued from a flood caused by Tropical Storm Erin. 153 people needed to be rescued when flood waters rose one foot for every 30 minutes and left many people stranded. FEMA's Individual Assistance Program has grants and other aid available to help flood victims recovery from floods. Marvin Nauman/FEMA photo.



Module Four: Initiating Long-Term Recovery - Administration Page

Module Four: Initiating Long-Term Recovery

The ideal long-term disaster recovery process recognizes the possibilities of the situation and manages necessary activities so that they are solutions, not additional problems. This module assists communities with fully coordinating available assistance and funding while seeking ways to accomplish other community goals and priorities, using the long-term disaster recovery process as the catalyst.

Terminal Learning Objectives (TLO)

Upon completion of this module, course participants will be able to successfully implement a 7-step process for initiating long-term community recovery.

Enabling Learning Objectives (ELO) (Slide 4-2)

- 4-1 Identify candidates for long-term disaster recovery facilitators.
- 4-2 List the LTCR planning steps.
- 4-3 Explain how to determine whether federal involvement is necessary in LTCR.
- 4-4 Identify the qualities a good LTCR leader.
- 4-5 List sources of potential members LTCR team members.
- 4-6 List potential sources of outside support.
- 4-7 Explain how a public information campaign supports LTCR efforts.
- 4-8 List the components of attaining community buy-in.
- 4-9 List ways to unveil new LTCR opportunities.

Practical Exercise Statement

A case study is presented at the beginning of this module as a means of emphasizing the relevance of the subject matter for rural areas. Throughout the module, discussion questions are presented that enable course participants to learn kinesthetically while exchanging best practices.

Assessment Strategy

Participants complete a short quiz at the end of this module as a means of assessing comprehension and retention of information presented during the entire module.



Module Four: Initiating Long-Term Recovery - Administration Page

Reference List

- FEMA. (2012). Community disaster recovery. Retrieved from website: <https://docs.google.com/viewer?a=v&q=cache:H->
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Module Five

Evaluating and Prioritizing LTCR Projects



Jackson, TN, May 7, 2003 – The Historic Mother Liberty CME Church is damaged following the West Tennessee F-4 tornado. Photo by Mark Wolfe/FEMA News Photo.



Module Five: Evaluating and Prioritizing LTRC Projects - Administration Page

Module Five: Evaluating and Prioritizing LTRC Projects

Module Five will explore how establish long-term community recovery projects and determine the priority level of each.

Terminal Learning Objectives (TLO)

At the conclusion of this module, participants should be able to evaluate LCTR projects, prioritize them, and articulate recovery visions to the community.

Enable Learning Objects (ELO) (Slide 5-2)

Upon completion of this module, participants will be able to:

- 5-1 List the steps involved in evaluating and prioritizing recovery projects.
- 5-2 Explain the importance of articulating a vision for long-term recovery.
- 5-3 Create a vision statement.
- 5-4 List the steps involved in establishing recovery projects.
- 5-5 List the considerations involved in project planning.

Instructional Strategy

This module will be instructor-led and include a fictional town the instructor will use to spark discussion about evaluating and prioritizing LTRC projects.

Assessment Strategy

- Observation of student participation as well as performance in practical exercises
- Instructor-facilitated review of module content throughout the duration and at the conclusion of the module

Practical Exercise Statement

Participants will participate in practical exercises based around a fictional village and will complete an open-ended review of module content throughout the duration and at the conclusion of the module.



Module Five: Evaluating and Prioritizing LTCR Projects - Administration Page

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Module Six

Implementing Long-Term Recovery



Joplin, MO, November 22, 2011 – A restored fountain in Joplin commemorates the date an EF5 tornado struck this southwestern Missouri city. The first tier has five water spouts, the second twenty-two, and the third has eleven spouts to signify the date 05/22/11. Jace Anderson/FEMA



Module Six: Implementing Long-Term Recovery - Administration Page

Module Six: Implementing Community Recovery

Module Four will explore the methods and considerations of implementing a long-term community recovery (LTCR) plan. The methods include selecting project leaders and an implementation manager, procuring project funding, prioritizing projects, and maintaining community involvement in the recovery process. Considerations include qualities and characteristics of recovery leaders, the importance of a “living” LTCR plan, and the psychological “buy-in” of both leaders and community members for seeing through community project completions. .

Terminal Learning Objectives (TLO)

Upon completion of this module, participants will be able to select LTCR leaders, identify and procure project/recovery funding, implement a LTCR plan, and maintain community investment in recovery goals.

Enabling Learning Objectives (ELO) (Slides 6-2 and 6-3)

Upon completion of this module, participants will be able to:

- 6-1. Describe the characteristics of good project leader and LTCR implementation manager candidates.
- 6-2. List the roles of a project leader.
- 6-3. Identify potential sources of community recovery funding.
- 6-4. List and describe the steps for developing a funding strategy.
- 6-5. Explain how to prioritize community recovery projects.
- 6-6. Explain why a LTCR plan must remain a “living” document.
- 6-7. List ways to utilize the whole community.



Module Six: Implementing Long-Term Recovery - Administration Page

Lesson Topics

- Community recovery process
- Characteristics and duties of project leaders
- Characteristics and duties of an implementation manager
- Funding sources
- Funding strategy
- Recovery project prioritization
- Plan flexibility
- Whole Community approach

Instructional Strategy

- This module will be instructor-led and facilitated to ensure participation from both the public and private sectors, allowing for cooperative planning and the sharing of information.

Assessment Strategy

- Observation of student participation as well as performance in practical exercises.
- Instructor facilitated review of module content throughout the duration and at the conclusion of module.

Practical Exercise (PE) Statement

Participants will complete an open-ended review at the end of this module as a means to assess comprehension and retention of information presented during this module.

In addition, students will participate in instructor-facilitated short exercises based on fictional scenarios in a fictional rural community. .

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Module Six: Implementing Long-Term Recovery - Administration Page

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