

Evaluation of Person-Centred Emergency Preparedness (P-CEP) Certificate Course

Evaluation: Learning & Behaviour

The University of Sydney Centre for Continuing Education

A self-paced interdisciplinary education program offering nationally consistent training in P-CEP

- 6 self-paced, online modules help learners develop the knowledge and skills required to facilitate P-CEP.
- Learners are required to read content, watch videos, and reflect on their learning through discussion board posts and creating an implementation plan.
- The pre-post evaluation aimed to determine the impact of the P-CEP Certificate Course on learners' knowledge, attitudes, and behaviours in preparing oneself and others for emergencies.

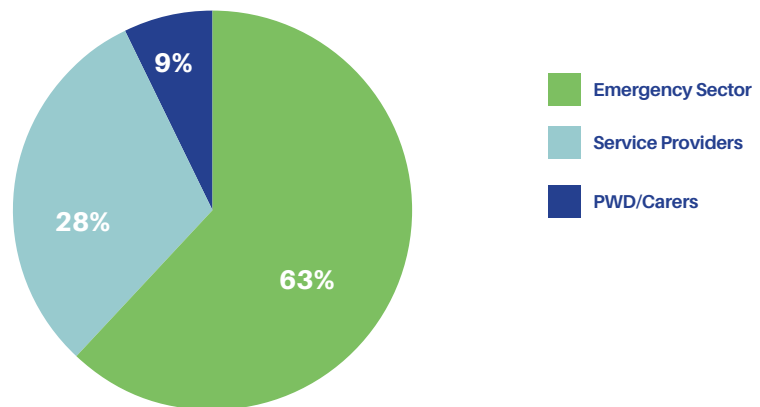
Who completed the course?

Between May 2022 - July 2023

532
enrolled

376
completed

71% completion rate



Who completed this evaluation?



87 learners returned both pre and post surveys, yielding a response rate of **23%**.

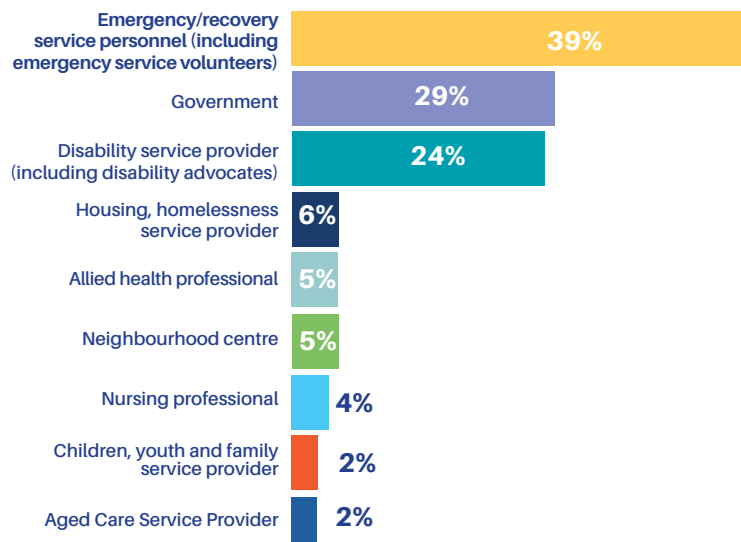
Gender



Year(S) working in the primary role



Role(s)



Some respondents hold more than one role.

Knowledge of emergency preparedness

Compared to the baseline, there was a significant improvement in the following areas:

"I know where to get timely information about emergencies."^{*}

"I have shared my emergency plan with other people (e.g., friends, family, support worker).^{*}

"I have an emergency plan."^{**}

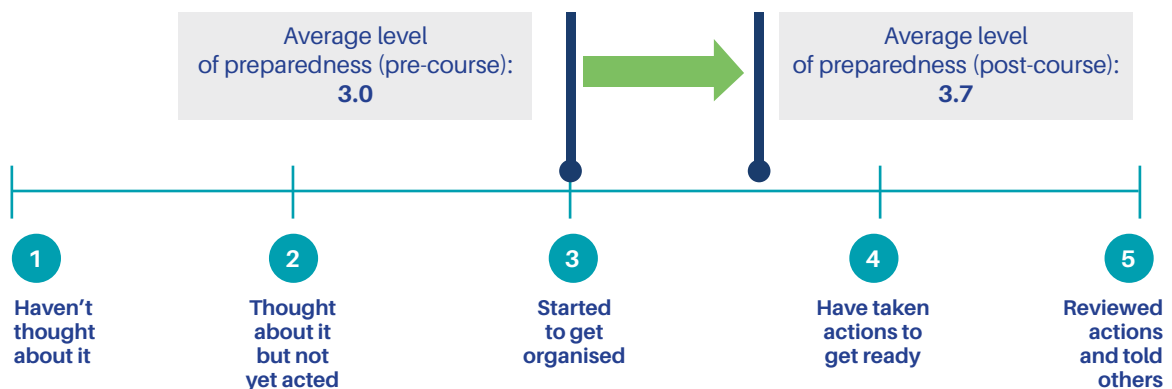
"I know where to get information on how to prepare for and respond to an emergency."^{**}

"I know what help I will need in an emergency and how to get the help I need."^{**}

* P < .05; ** P < .01

Actions of emergency preparedness

There was a highly significant improvement in the level of emergency preparedness^{**}, the score of household preparedness actions^{**}, and the ability to to manage stress during uncertain times^{**}.




* P < .05; ** P < .01


Change in knowledge and actions

Compared to the baseline, there were significant changes in knowledge and actions for enabling preparedness with PWD across **ALL** 4 P-CEP steps!

- 1** Identify your strengths and support needs in everyday life
- 2** Know your level of emergency preparedness and learn about your disaster risk
- 3** Plan for how you will manage your support needs in an emergency
- 4** Communicate the plan with the people in your support network and address gaps through collaboration

Step 1		Identify your strengths and support needs in everyday life
Start with the everyday 	<input checked="" type="checkbox"/> I know why person-centred approaches are critical in enabling emergency preparedness with people with disability.**	<i>"We must consider all elements of the capability wheel as the first and foremost important part of people's emergency planning."</i>
	<input checked="" type="checkbox"/> I know how to start conversations with people with disability about their everyday strengths and support needs.**	<i>"I learned that conversation and active listening is the biggest tool"</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to self-assess their personal strengths and support needs during emergencies.**	<i>"People are the authors of their own plan."</i>
	<input checked="" type="checkbox"/> I know why informal and formal social support networks are critical in person-centred emergency preparedness planning.**	<i>"The P-CEP facilitator must look for ways to build links with the partner's informal network as well as formal network of organisations that can play a role."</i>

* P < .05; ** P < .01

Step 2		Know your level of preparedness and learn about your disaster risk
Connect people to emergency information, people and resources 	<input checked="" type="checkbox"/> I can recognise the risks and issues faced by people with disability and their families in disasters.**	<i>"Emergency management needs this tool that drills down below the community level to address the unmet needs of persons with disabilities and others who are most at risk."</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to self-assess their level of emergency preparedness.**	<i>"The process needs to adapt to the individual's specific set of capabilities, level of resilience, and challenges."</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to match local hazard risks to their preparedness planning.**	<i>"I valued the step-wise approach to planning. Assessing the current level of preparation first. Not rushing and making it an iterative process."</i>
	<input checked="" type="checkbox"/> I know what makes an effective emergency plan.**	<i>"Although I have completed emergency preparedness plans before they were missing a lot of essential information that this course covered."</i>

* P < .05; ** P < .01

Step 3		Make a plan for how you will manage your support needs in an emergency
Brainstorm together 	<input checked="" type="checkbox"/> I am aware of the current legislative context in terms of Disability Inclusive Disaster Risk Reduction.**	<i>"I learned how important it is to work with local council and other stakeholders to make change."</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to create a plan to address anticipated challenges that may arise during emergencies.**	<i>"P-CEP is a valuable and easy tool to use for everyone, and everyone can benefit from using it to prepare for emergencies."</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to prioritise preparedness actions.**	<i>"It's important for people with disability to have an emergency plan which supports their individual needs, allows them to make independent choices, is communicated well and enables advocacy to fill gaps"</i>
	<input checked="" type="checkbox"/> I know how to support people with disability to leverage their strengths and capabilities to increase preparedness.**	<i>"It is ALL about the PWD...Each conversation will be different and the outcomes from each planning process will be unique and tailored to the individual's circumstances, abilities and wishes."</i>

* P < .05; ** P < .01

Step 4

Communicate the plan with the people in your support network and address gaps through collaboration

Be an advocate



I know why it is important to communicate the emergency plans with the individual's support network.**

"Everyone and every group, organisation & system needs to think about P-CEP principles and ideas."

I am confident in facilitating linkages between individuals and emergency information, people and resources to support person-centred emergency preparedness.**

"P-CEP requires integration and collaboration within an organisation and across multiple sectors."

I can explain the different roles and levels of responsibility of individuals, organisations and governments have before, during, and after emergencies.**

"I have a deeper understanding of the role we need to play, in supporting people's personal choices, while offering options to assist."

I understand why the role of advocacy is essential in enabling person-centred emergency preparedness.**

"The P-CEP facilitator can also advocate for increased collaboration amongst all concerned, to build synergies and avoid duplication of effort."

* P < .05; ** P < .01



To learn more about the P-CEP Certificate Course and submit your expression of interest visit:

<https://collaborating4inclusion.org/home/pcep/>



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