



# Milford MRC Core Competencies Matrix



## Prologue

The Milford Medical Reserve Corps Core Competencies Matrix is guidance for the training and assessment of Milford MRC volunteers.

The competencies are based on the basic minimum set of skills that *all* MRC volunteers should have, based directly on the Federal standards. Because the federal core competencies provided only a minimum standard, Milford MRC has chosen to expand on the competencies in order to train their volunteers. The Milford MRC core competencies have been augmented by other trainings/tools developed and utilized over four years of public health emergency preparedness training and exercising in Milford.

Utilizing the competencies makes interoperations between MRC units more efficient by providing a “common language” in which units can communicate their volunteers’ capacities to each other and to partner organizations.



**Core Competencies represent the baseline level of knowledge and skills that all MRC volunteers should have regardless of their roles within the MRC unit.**

## The Core Competencies Matrix is organized into the following categories:

- **Domains** are groups of competencies related to a certain topic. The domains may help you conceptualize how the competencies relate to one another. One training module may cover one or all of the competencies within a domain.
- **Specific Competencies** are the demonstrable skills an individual should have in order to be activated as an MRC volunteer.
- **Knowledge, Skills, and Attitudes** break the competencies down into measurable actions a volunteer should be able to perform in order to be considered “competent” in an area.
- **Trainings/Tools** are trainings for Milford MRC volunteers that will enable them to meet the competencies. These trainings are encouraged for all Milford MRC volunteers.
- **Assessment** is a suggested method for unit leaders to assess whether a volunteer has fulfilled a competency. All competencies may be observationally assessed in the context of exercises or drills in which the unit participates.

**Volunteers Building Strong, Healthy, and Prepared Communities**

## Domain #1: Health, Safety, & Personal Preparedness

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Describe the procedures and steps necessary for the MRC member to protect the health, safety, and overall well-being of themselves, their families, the team, and the community.</b></p>	<ul style="list-style-type: none"> <li>• Identify the key components of a personal and family preparedness plan</li> <li>• Identify and recognize the potential barriers to executing the plans and identify contingencies</li> <li>• Identify key components of a variety of preparedness kits (e.g., home kit, Go-Kit, work kit)</li> <li>• Identify key components to keeping one's self, family, team, and community safe from environmental and incident hazards and risks</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a personal and family preparedness plan</li> <li>• Review it with family, neighbors, and friends</li> <li>• Set up occasions to implement the drill and measure its efficacy or need for revision</li> <li>• Utilize recognized methods of protection (e.g., hand washing hygiene, cough etiquette, masks, and other personal protective measures)</li> </ul>	<ul style="list-style-type: none"> <li>• Embrace and promote the value of personal, family, and work life preparedness</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Public Health Preparedness 101</i> <a href="http://www.ct.train.org">www.ct.train.org</a></li> <li>• <i>N-95 respirator fit testing</i></li> <li>• <i>N-95 Train the Trainer course</i> <i>In-class course developed by DEMHS Region 2 Public Health Preparedness, Milford Health Department</i></li> <li>• <i>ARC Introduction to Disaster</i> <a href="http://www.redcross.org/flash/course01_v01/">http://www.redcross.org/flash/course01_v01/</a></li> <li>• <i>FEMA Independent Study Program: IS-22 Are you Ready? An In-depth Guide to Citizen Preparedness</i> <a href="http://training.fema.gov/EMIWeb/IS/is22.asp">http://training.fema.gov/EMIWeb/IS/is22.asp</a></li> <li>• <i>CERT-Module 1, Lesson 2: Family and Workplace Preparedness</i> (currently provided to CERT volunteers) <a href="https://www.citizencorps.gov/cert/IS317/">https://www.citizencorps.gov/cert/IS317/</a></li> <li>• <i>Standard Precautions and Respiratory Hygiene</i>, Course ID: 1007977 <a href="https://www.mrc.train.org/DesktopModules/eLearning/CourseDetails/CourseDetailsForm.aspx?tabid=62&amp;CourseID=1007977">https://www.mrc.train.org/DesktopModules/eLearning/CourseDetails/CourseDetailsForm.aspx?tabid=62&amp;CourseID=1007977</a></li> </ul>	<ul style="list-style-type: none"> <li>• Document that the MRC member has a personal and family preparedness plan in place (Yes or No)</li> <li>• Possess a disaster kit (Yes or No)</li> <li>• Fit tested for N-95 respirator</li> <li>• Trained to fit test others for N-95 respirators</li> </ul>

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Describe the impact of an event on the mental health of the MRC member and their family, team, and others.</b></p>	<ul style="list-style-type: none"> <li>• Identify the range of anticipated stress reactions experienced by disaster survivors, MRC members, responders, and others in the early aftermath of disaster</li> <li>• Identify when, how, and where to refer disaster survivors, MRC team members, and others for additional mental health support and care</li> <li>• Identify the basic elements of Psych. First Aid and the key ways to provide emotional care and comfort to all present in the early aftermath of disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Provide psychological first aid to disaster survivors, MRC members, and others</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge that disasters and other public health emergencies are stressful events</li> <li>• Acknowledge that MRC members are in a unique role to provide emotional care and comfort to disaster survivors, MRC team members, and others</li> <li>• Embrace the concept that providing emotional care and comfort in the early aftermath of disaster may mitigate short and long-term psychological consequences in disaster survivors, MRC team members, and others</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Emergency Mental Health for general volunteers</i> <i>In-classroom training</i></li> <li>• <i>Mental Health in Disasters Field Guide: SAHMSA</i></li> <li>• <i>Psychological First Aid: Field Operations Guide (MRC version)</i> <a href="http://www.medicalreservecorps.gov/File/MRC_Resources/MRC_PFA.doc">http://www.medicalreservecorps.gov/File/MRC_Resources/MRC_PFA.doc</a></li> <li>• <i>Psychological First Aid: Helping People Cope During Disasters and Public Health Emergencies</i> <a href="http://www.centerfordisastermedicine.org/disaster_mental_health.html">www.centerfordisastermedicine.org/disaster_mental_health.html</a></li> <li>• <i>Introduction to Mental Health Preparedness for Local Health Department Staff and Community Volunteers</i> <a href="http://nccphp.sph.unc.edu/mental_health_prep/">http://nccphp.sph.unc.edu/mental_health_prep/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Document participation in a Psychological First Aid training (online or classroom)</li> </ul>

## Domain #2: Roles & Responsibilities of Individual Volunteers

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Describe the MRC member's communication role(s) and processes with response partners, media, the general public, and others.</b></p>	<ul style="list-style-type: none"> <li>• Understand the role of the Public Information Officer (PIO) or other authorized agent</li> <li>• Understand an individual MRC member's role and responsibilities in communicating with response partners, media, the general public, and others</li> <li>• Understand legislative requirements related to the sharing of protected information (e.g., HIPAA, personal information, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform your roles and responsibilities in the position you are assigned</li> <li>• Communicate effectively with response partners, media, the general public, and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect privacy and confidentiality</li> <li>• Promote consistent and approved messaging</li> <li>• Embrace high ethical standards</li> </ul>	<ul style="list-style-type: none"> <li>• <i>IS 100: Introduction to the Incident Command System</i></li> <li>• <i>Fundamentals of Crisis and Risk Communication</i> <a href="http://www.ct.train.org">www.ct.train.org</a></li> <li>• <i>Customer service video screening: The Essentials of Great Service</i></li> </ul>	<ul style="list-style-type: none"> <li>• Document the completion of IS 100 or equivalent</li> <li>• Document the completion of a HIPAA training or equivalent</li> <li>• Document the participation in a interpersonal communication skills training or equivalent</li> </ul>

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Demonstrate the MRC member's ability to follow procedures for assignment, activation, reporting, and deactivation.</b></p>	<ul style="list-style-type: none"> <li>Describe the local MRC guidelines or procedures for assignment, activation, reporting, and deactivation</li> </ul>	<ul style="list-style-type: none"> <li>Participate in a drill, exercise, or public health activity</li> </ul>	<ul style="list-style-type: none"> <li>Support the mission of the MRC</li> <li>Honor a sense of duty</li> <li>Develop a commitment to personal accountability</li> </ul>	<ul style="list-style-type: none"> <li>Local unit-specific training: Traffic Safety class, Flu updates for medical volunteers, participation in city-wide volunteer meetings</li> <li>Call-down drills, HAM Radio communications exercises, Volunteer-run flu clinics, inter-agency exercises, and actual events</li> <li>Public health activities (e.g., participating in health fairs, disease screenings, and community education events)</li> </ul>	<ul style="list-style-type: none"> <li>Document the completion of local unit-specific training</li> <li>Direct observation of compliance</li> </ul>
<p><b>Identify limits to own skills, knowledge, and abilities as they pertain to MRC role(s).</b></p>	<ul style="list-style-type: none"> <li>Identify the physical and emotional challenges for various types of duties, assignments, and activities</li> <li>Identify personal and professional liability</li> <li>Identify gaps in own knowledge-base and training needs</li> </ul>	<ul style="list-style-type: none"> <li>Engage in a self-assessment</li> <li>Communicate limitations when appropriate or necessary</li> </ul>	<ul style="list-style-type: none"> <li>Have realistic expectations</li> <li>Accept one's limitations</li> <li>Accept responsibility for personal or professional growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Local unit orientation</li> <li>Call-down drills, HAM Radio communications exercises, Volunteer-run flu clinics, inter-agency exercises, and actual events</li> <li>Public health activities (e.g., participating in health fairs, disease screenings, and community education events)</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer screening</li> </ul>

## Domain #3: Public Health Activities & Incident Management

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Describe the chain of command (e.g., Emergency Management System, ICS, NIMS), the integration of the MRC, and its application to a given incident.</b></p>	<ul style="list-style-type: none"> <li>• Understand NIMS &amp; NIMS Compliance</li> <li>• Understand the role of the MRC in ICS</li> <li>• Understand how ICS is interdisciplinary and organizationally variable</li> <li>• Identify the five ICS Management Functions</li> <li>• Understand the Principles of Span of Control</li> <li>• Identify the roles &amp; responsibilities of key ICS positions</li> <li>• Identify the key facilities and locations described in ICS</li> </ul>	<ul style="list-style-type: none"> <li>• Operate within the structure of the incident command system</li> <li>• Notify the Chain of Command when safety action is necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the command structure by relinquishing personal authority to operational authority</li> </ul>	<ul style="list-style-type: none"> <li>• <i>IS 100: Introduction to the Incident Command System</i></li> <li>• <i>IS-700: National Incident Management System (NIMS), An Introduction</i></li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of IS-100 &amp; IS-700</li> </ul> <p style="text-align: center;">-AND-</p> <p>Practical observation during exercises and drills of :</p> <ul style="list-style-type: none"> <li>• <i>Proper functioning and appropriate response under the Chain of Command in ICS</i></li> </ul>

Specific Competency	Knowledge	Skill	Attitude	Trainings/Tools	Assessment
<p><b>Describe the role of the local MRC unit in public health and/or emergency response and its application to a given incident.</b></p>	<ul style="list-style-type: none"> <li>• Understand your community’s public health system and the role of the MRC in local public health activities</li> <li>• Understand the public health role of the MRC in emergency response</li> <li>• Understand who has the authority to activate and authorize the local MRC unit</li> </ul>	<ul style="list-style-type: none"> <li>• Perform your roles and responsibilities in your MRC as they integrate within the public health or emergency response system</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the command structure by relinquishing personal authority to operational authority</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Public Health Preparedness 101</i> <i>www.ct.train.org</i></li> <li>• Local unit-specific training, site walk-through</li> </ul>	<ul style="list-style-type: none"> <li>• Successful completion of a local Points of Dispensing (POD) or Strategic National Stockpile (SNS) training</li> <li>• Successful completion of a public health training, where appropriate</li> </ul>