

General Information

The Disaster Preparedness vertical curriculum/self learning modules was designed by Emergency Medical Services in conjunction with the Education Office. The overall goal of the program is to provide the student with a tiered, introductory program that is reflective of the communities needs in any disaster.

Historically we have learned that all physicians no matter the specialty will be called upon by their community and medical institution to participate in preparations and operational issues if and when an event occurs in their location. This curriculum is designed to provide the various background educational modules that will enable the graduating senior to enter postgraduate work with a portfolio of accomplishments in disaster preparedness.

At the completion of this 3-year vertical curriculum/self learning modules the student will:

1. Knowledge:

- Demonstrate a basic understanding of the roles individuals play during a disaster response.
- Successfully complete the Incident Command Structure and Principles from FEMA.
- Define the forms and use of Personal Protective Equipment in the clinical and Emergent Response setting.
- Define key concepts and issues related to agents of Bioterrorism, Chemical, Nuclear, Biologic and Explosion Terrorism. (CBRNE)
- Define the role of physicians in recognition of “index cases” as they present in the clinical setting (Syndromic Surveillance)
- Define the tests, cultures, and specimen sampling required in identification of various threats.
- Obtain clinical experience in Triage Scenarios.
- Enhance classroom and modular learning of Disaster Preparedness by experiencing the roles, operational issues, and organization of a mid-size decontamination process.
- Experience the “hands-on” operation of the decontamination tent.

2. Communication:

- Demonstrate group communication skills during the mock drill in the decontamination tent.
- Demonstrate interpersonal communication skills among colleagues when in the Emergency Department.

3. Professionalism:

- Demonstrate respect for their role as a health care professional by completing all on-line assessments on time, arrive at all training sessions on time, and maintain appropriate demeanor at all times.

4. **Patient Care:**
 - Demonstrate care and respect for all the patients in the Emergency Department.
5. **Life-long Learning, Problem Solving and Personal Growth:**
 - Demonstrate their ability to develop learning habits and strategies that will foster continuing development as physicians and learners.
 - Identify and use educational materials that would support their role as physicians.
6. **Social and Community context of Healthcare:**
 - Recognize political and social issues that are pervasive in the current health care system and address those issues as part of disaster preparedness.
 - Describe and implement a plan to effectively address the cultural, racial and socio-economic barriers encountered when teaching patients or in the classroom setting.
7. **Required Reading**
 - Markenson D, DiMaggio C, Redlener I. [Preparing health professions students for terrorism, disaster, and public health emergencies: Core competencies.](#) Academic Medicine. 2005; 80(6):517-526.

