Training Plan Worksheets for

Core Competencies and Sub-competencies for Disaster Medicine and Public Health

**Sources:**

Core Competencies for Disaster Medicine and Public Health

<https://ncdmph.usuhs.edu/Documents/Core-Competencies.pdf>

Competencies to Curriculum Toolkit

<http://www.phf.org/resourcestools/Documents/Competency_to_Curriculum_Toolkit08.pdf>

**Contact information:**

Eric Gebbie, DrPH, MIA

State Medical Reserve Corps Coordinator

Oregon Health Authority, Public Health Division

Health Security, Preparedness and Response Program

E-mail: [eric.n.gebbie@state.or.us](mailto:eric.n.gebbie@state.or.us)

Contents

[Core Competencies and Sub-competencies for Disaster Medicine and Public Health 2](#_Toc417482580)

[Tools to develop a curriculum 5](#_Toc417482581)

[Steps to a competency-based curriculum 5](#_Toc417482582)

[Evaluation procedures from most efficient to least efficient 5](#_Toc417482583)

[Competency-based Training Plan and Evaluation Matrix 6](#_Toc417482584)

# Core Competencies and Sub-competencies for Disaster Medicine and Public Health

1.0 Demonstrate personal and family preparedness for disasters and public health emergencies

1.1 Prepare a personal/family disaster plan

1.2 Gather disaster supplies/equipment consistent with personal/family plan

1.3 Practice one’s personal/family disaster plan annually

1.4 Describe methods for enhancing personal resilience, including physical and mental health and well-being, as part of disaster preparation and planning

2.0 Demonstrate knowledge of one’s expected role(s) in organizational and community response plans activated during a disaster or public health emergency

2.1 Explain one’s role within the incident management hierarchy and chain of command established within one’s organization/agency in a disaster or public health emergency

2.2 Prepare a personal professional disaster plan consistent with one’s overall agency, organizational, and/or jurisdictional plan

2.3 Explain mechanisms for reporting actual and potential health threats through the chain of command/authority established in a disaster or public health emergency

2.4 Practice one’s personal professional disaster plan in regular exercises and drills

3.0 Demonstrate situational awareness of actual/potential health hazards before, during, and after a disaster or public health emergency

3.1 Identify general indicators and epidemiological clues that may signal the onset or exacerbation of a disaster or public health emergency

3.2 Describe measures to maintain situational awareness before, during, and after a disaster or public health emergency

4.0 Communicate effectively with others in a disaster or public health emergency

4.1 Identify authoritative sources for information in a disaster or public health emergency

4.2 Explain principles of crisis and emergency risk communication to meet the needs of all ages and populations in a disaster or public health emergency

4.3 Identify strategies for appropriate sharing of information in a disaster or public health emergency

4.4 Identify cultural issues and challenges in the development and dissemination of risk communication in a disaster or public health emergency

5.0 Demonstrate knowledge of personal safety measures that can be implemented in a disaster or public health emergency

5.1 Explain general health, safety, and security risks associated with disasters and public health emergencies

5.2 Describe risk reduction measures that can be implemented to mitigate or prevent hazardous exposures in a disaster or public health emergency

6.0 Demonstrate knowledge of surge capacity assets, consistent with one’s role in organizational, agency, and/or community response plans

6.1 Describe the potential impact of a mass casualty incident on access to and availability of clinical and public health resources in a disaster or public health emergency

6.2 Identify existing surge capacity assets which could be deployed in a disaster or public health emergency

7.0 Demonstrate knowledge of principles and practices for the clinical management of all ages and populations affected by disasters and public health emergencies, in accordance with professional scope of practice

7.1 Discuss common physical and mental health consequences for all ages and populations affected by a disaster or public health emergency

7.2 Explain the role of triage as a basis for prioritizing or rationing health care services for all ages and populations affected by a disaster or public health emergency

7.3 Discuss basic lifesaving and support principles and procedures that can be utilized at a disaster scene

8.0 Demonstrate knowledge of public health principles and practices for the management of all ages and populations affected by disasters and public health emergencies

8.1 Discuss public health consequences frequently seen in disasters and public health emergencies

8.2 Identify all ages and populations with functional and access needs who may be more vulnerable to adverse health effects in a disaster or public health emergency

8.3 Identify strategies to address functional and access needs to mitigate adverse health effects of disasters and public health emergencies

8.4 Describe common public health interventions to protect the health of all ages and populations affected by a disaster or public health emergency

9.0 Demonstrate knowledge of ethical principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency

9.1 Discuss ethical issues likely to be encountered in disasters and public health emergencies

9.2 Describe ethical issues and challenges associated with crisis standards of care in a disaster or public health emergency

9.3 Describe ethical issues and challenges associated with allocation of scarce resources implemented in a disaster or public health emergency

10.0 Demonstrate knowledge of legal principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency

10.1 Describe legal and regulatory issues likely to be encountered in disasters and public health emergencies

10.2 Describe legal issues and challenges associated with crisis standards of care in a disaster or public health emergency

10.3 Describe legal issues and challenges associated with allocation of scarce resources implemented in a disaster or public health emergency

10.4 Describe legal statutes related to health care delivery that may be activated or modified under a state or federal declaration of disaster or public health emergency

11.0 Demonstrate knowledge of short- and long-term considerations for recovery of all ages, populations, and communities affected by a disaster or public health emergency

11.1 Describe clinical considerations for the recovery of all ages and populations affected by a disaster or public health emergency

11.2 Discuss public health considerations for the recovery of all ages and populations affected by a disaster or public health emergency

11.3 Identify strategies for increasing the resilience of individuals and communities affected by a disaster or public health emergency

11.4 Discuss the importance of monitoring the mental and physical health impacts of disasters and public health emergencies on responders and their families

# Tools to develop a curriculum

For full guidance on developing a curriculum from competency sets, see:

Competencies to Curriculum Toolkit

<http://www.phf.org/resourcestools/Documents/Competency_to_Curriculum_Toolkit08.pdf>

## Steps to a competency-based curriculum

|  |  |
| --- | --- |
| Step 1 | Select a competency |
| Step 2 | Define key words or phrases within the competency statement |
| Step 3 | Describe the target audience for the education program |
| Step 4 | Sequentially separate all required sub-competencies |
| Step 5 | Develop objectives (the desired learner behavior or state) for each sub-competency |
| Step 6 | Relate an evaluation procedure to learning objectives |
| Step 7 | Provide an example of relevant literature (content) from theory and practice for each sub-competency |
| Step 8 | Plan specific classroom or other learning experiences that encompass all identified learning objectives |
| Step 9 | Evaluate learning after completing training |

## Evaluation procedures from most efficient to least efficient

|  |
| --- |
| 1. Objective Written Test |
| 1. Objective Self-Reports of Feelings |
| 1. Objective Self-Reports of Past Actions |
| 1. Essay Written Test |
| 1. Oral Questioning |
| 1. Planned Observation by Checklist or Rating |
| 1. Paper, Theme, or Report |
| 1. Product, Scored or Rated |
| 1. Performance, Observed |
| 1. Incidental Observation by Instructor or Evaluator |
| 1. Situational Test |

## Competency-based Training Plan and Evaluation Matrix

| Competency and Sub-competency | Learning Objective | Learning Experience | Evaluation Procedure |
| --- | --- | --- | --- |
| 1.0 Demonstrate personal and family preparedness for disasters and public health emergencies |  |  |  |
| 1.1 Prepare a personal/family disaster plan |  |  |  |
| 1.2 Gather disaster supplies/equipment consistent with personal/family plan |  |  |  |
| 1.3 Practice one’s personal/family disaster plan annually |  |  |  |
| 1.4 Describe methods for enhancing personal resilience, including physical and mental health and well-being, as part of disaster preparation and planning |  |  |  |
| 2.0 Demonstrate knowledge of one’s expected role(s) in organizational and community response plans activated during a disaster or public health emergency |  |  |  |
| 2.1 Explain one’s role within the incident management hierarchy and chain of command established within one’s organization/agency in a disaster or public health emergency |  |  |  |
| 2.2 Prepare a personal professional disaster plan consistent with one’s overall agency, organizational, and/or jurisdictional plan |  |  |  |
| 2.3 Explain mechanisms for reporting actual and potential health threats through the chain of command/authority established in a disaster or public health emergency |  |  |  |
| 2.4 Practice one’s personal professional disaster plan in regular exercises and drills |  |  |  |
| 3.0 Demonstrate situational awareness of actual/potential health hazards before, during, and after a disaster or public health emergency |  |  |  |
| 3.1 Identify general indicators and epidemiological clues that may signal the onset or exacerbation of a disaster or public health emergency |  |  |  |
| 3.2 Describe measures to maintain situational awareness before, during, and after a disaster or public health emergency |  |  |  |
| 4.0 Communicate effectively with others in a disaster or public health emergency |  |  |  |
| 4.1 Identify authoritative sources for information in a disaster or public health emergency |  |  |  |
| 4.2 Explain principles of crisis and emergency risk communication to meet the needs of all ages and populations in a disaster or public health emergency |  |  |  |
| 4.3 Identify strategies for appropriate sharing of information in a disaster or public health emergency |  |  |  |
| 4.4 Identify cultural issues and challenges in the development and dissemination of risk communication in a disaster or public health emergency |  |  |  |
| 5.0 Demonstrate knowledge of personal safety measures that can be implemented in a disaster or public health emergency |  |  |  |
| 5.1 Explain general health, safety, and security risks associated with disasters and public health emergencies |  |  |  |
| 5.2 Describe risk reduction measures that can be implemented to mitigate or prevent hazardous exposures in a disaster or public health emergency |  |  |  |
| 6.0 Demonstrate knowledge of surge capacity assets, consistent with one’s role in organizational, agency, and/or community response plans |  |  |  |
| 6.1 Describe the potential impact of a mass casualty incident on access to and availability of clinical and public health resources in a disaster or public health emergency |  |  |  |
| 6.2 Identify existing surge capacity assets which could be deployed in a disaster or public health emergency |  |  |  |
| 7.0 Demonstrate knowledge of principles and practices for the clinical management of all ages and populations affected by disasters and public health emergencies, in accordance with professional scope of practice |  |  |  |
| 7.1 Discuss common physical and mental health consequences for all ages and populations affected by a disaster or public health emergency |  |  |  |
| 7.2 Explain the role of triage as a basis for prioritizing or rationing health care services for all ages and populations affected by a disaster or public health emergency |  |  |  |
| 7.3 Discuss basic lifesaving and support principles and procedures that can be utilized at a disaster scene |  |  |  |
| 8.0 Demonstrate knowledge of public health principles and practices for the management of all ages and populations affected by disasters and public health emergencies |  |  |  |
| 8.1 Discuss public health consequences frequently seen in disasters and public health emergencies |  |  |  |
| 8.2 Identify all ages and populations with functional and access needs who may be more vulnerable to adverse health effects in a disaster or public health emergency |  |  |  |
| 8.3 Identify strategies to address functional and access needs to mitigate adverse health effects of disasters and public health emergencies |  |  |  |
| 8.4 Describe common public health interventions to protect the health of all ages and populations affected by a disaster or public health emergency |  |  |  |
| 9.0 Demonstrate knowledge of ethical principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency |  |  |  |
| 9.1 Discuss ethical issues likely to be encountered in disasters and public health emergencies |  |  |  |
| 9.2 Describe ethical issues and challenges associated with crisis standards of care in a disaster or public health emergency |  |  |  |
| 9.3 Describe ethical issues and challenges associated with allocation of scarce resources implemented in a disaster or public health emergency |  |  |  |
| 10.0 Demonstrate knowledge of legal principles to protect the health and safety of all ages, populations, and communities affected by a disaster or public health emergency |  |  |  |
| 10.1 Describe legal and regulatory issues likely to be encountered in disasters and public health emergencies |  |  |  |
| 10.2 Describe legal issues and challenges associated with crisis standards of care in a disaster or public health emergency |  |  |  |
| 10.3 Describe legal issues and challenges associated with allocation of scarce resources implemented in a disaster or public health emergency |  |  |  |
| 10.4 Describe legal statutes related to health care delivery that may be activated or modified under a state or federal declaration of disaster or public health emergency |  |  |  |
| 11.0 Demonstrate knowledge of short- and long-term considerations for recovery of all ages, populations, and communities affected by a disaster or public health emergency |  |  |  |
| 11.1 Describe clinical considerations for the recovery of all ages and populations affected by a disaster or public health emergency |  |  |  |
| 11.2 Discuss public health considerations for the recovery of all ages and populations affected by a disaster or public health emergency |  |  |  |
| 11.3 Identify strategies for increasing the resilience of individuals and communities affected by a disaster or public health emergency |  |  |  |
| 11.4 Discuss the importance of monitoring the mental and physical health impacts of disasters and public health emergencies on responders and their families |  |  |  |