

The competencies developed by the INCMCE provide the framework for curriculum development for nurses in mass casualty education. Dr. Betsy Weiner, Associate Director of the INCMCE, has received several grants for the development of online modules developed from the competencies. She is working in conjunction with Little Planet Learning ([www.littleplanet.com](http://www.littleplanet.com)). The grid below is the modular layout of cases by identified objectives. Other developers should identify objectives met by their programs, but are free to organize these objectives to meet their own needs.

Overview  
 Overview  
 Mission  
 Mission  
 Competencies  
 Competencies  
 Curriculum  
 Curriculum

### Nursing Curriculum Plan for Emergency Preparedness

Modules	The Tipping Point	The Incident Mgmt. Sys. (Explosive)	Your Role in Emergency Response	Chemical Case	Biological Case	Radiological Case	Nuclear Case
Concepts	Paradigm Shift	Unified Incident Command	Unified Incident Command	Agency Role & Interactions	Event Recognition	Safety	Safety
		Risk Communication	Safety	Safety	Safety & Protection (PPE/Isolation/Quarantine)	Treatment	Treatment
		Treatment (includes maintenance of regular health care)	Risk Communication	Decontamination	Treatment	Psych & Cultural Support	Fatality Management
		Response Support		Evidence Preservation	Recovery Operation	Transportation	
Objectives				Treatment			
	15. Describe accepted principles specific to mass casualty incidents.	IIA3. Describe general signs and symptoms of exposure to selected chemical, biological, radiological, nuclear, and explosive agents	IV4. Identify one's own role in the emergency response plan for the place of employment.	VI2. Define relevant terminology, including scene assessment.	VI2. Define relevant terminology, including: PPE	IIA1. Assess the safety issues for self, the response team, and victims in any given response situation in collaboration with the	III5. Assess the need for and initiate the appropriate CBRNE isolation and decontamination procedures

								incident response team.	available, ensuring that all parties understand the need.
		VII. Define and distinguish the terms disaster and mass casualty incident (MCI) in relation to other major incidents or emergency situations.						III5. Assess the need for and initiate the appropriate CBRNE isolation and decontamination procedures available, ensuring that all parties understand the need.	IX1. Identify and discuss ethical issues related to MCI events: -Rights and responsibilities of health care providers in MCIs, e.g. refusing to go to work or report
	(CBRNE).	V12. Define relevant terminology, including: chain of command and management system for emergency response; comprehensive emergency management	IV3. Locate and describe the emergency response plan for one's place of employment and its role in community, state, and regional plans.	IIA5. Describe the essential elements included in a mass casualty incident (MCI) scene assessment.	IIA2. Identify possible indicators of a mass exposure (i.e., clustering of individuals with the same symptoms).				
								Radiological Case	Nuclear Case
									IX1 (cont.) for duty, refusal of vaccines. - Need to protect the public versus an individual's right for autonomy, e.g. right to leave the scene after contamination. - Right of the individual to refuse care, informed consent. - Allocation of limited resources. - Confidentiality of information related to individuals and national security. - Use of public health authority to restrict individual activities, require reporting from health professionals, and collaborate with
Modules		The Tipping Point	Your Role in Emergency Response	Chemical Case	Biological Case				
Awareness (cont.)		The Incident Mgmt. Sys. (Explosive)							

									law enforcement.
	V12. Define relevant terminology: weapons of mass destruction; triage	IIA4. Demonstrate the ability to access up-to-date information regarding selected nuclear, biological, chemical, explosive, and incendiary agents.	XI2. Identify the most appropriate or most likely health care role for oneself during a MCI.	IIIS. Assess the need for and initiate the appropriate CBRNE isolation and decontamination procedures available, ensuring that all parties understand the need.	IIA6. Identify special groups of patients that are uniquely vulnerable during a MCI, e.g. the very young, aged, immunosuppressed.	IIIB6. Describe the psychological impact on responders and health care providers.			

Modules	The Tipping Point	The Incident Mgmt. Sys. (Explosive)	Your Role in Emergency Response	Chemical Case	Biological Case	Radiological Case	Nuclear Case
<i>Awareness (cont.)</i>	V14. Describe the local emergency response system for disasters.	IV1. Describe the local chain of command and management system for emergency response during a MCI.	IV2. Identify your role, if possible, within the emergency management system.	V13. Describe the four phases of emergency management: preparedness, response, recovery, and mitigation.	IIIB1. Conduct a focused health history to assess potential exposure to CBRNE agents.	IV9. Identify reactions to fear, panic and stress that victims, families, and responders may exhibit during a disaster situation.	
	X1. Discuss the cultural, spiritual, and social issues that may affect an individual's response to a MCI.	IV7. Identify appropriate resources for referring requests from patients, media, or others for information regarding MCIs.	IV5. Discuss security and confidentiality during a MCI.	V17. Discuss principles related to a MCI site as a crime scene, e.g. maintaining integrity of evidence, chain of custody	IIIS. Assess the need for and initiate the appropriate CBRNE isolation and decontamination procedures available, ensuring that all parties understand the need.	IV10. Describe appropriate coping strategies to manage self and others.	
		IV8. Describe principles of risk communication to groups and individuals affected by exposure during a MCI.	X13. Identify the limits to one's own knowledge/skills/abilities/authority related to MCIs.	IV5. Discuss security and confidentiality during a MCI.	IIIB6. Demonstrate knowledge and skill related to personal protection and safety, including the use of Personal Protective Equipment (PPE) for: Level B protection, Level C protection, and respiratory protection.		
		V1. Identify possible threats and their	VIII1. Describe use of emergency communication equipment	VIII2. Discuss the principles of containment and	VI6. Describe the legal authority of public health		

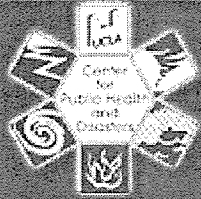
			potential impact on the general public, emergency medical system, and the health care community.	that you will be required to use in a MCI response.	decontamination.	agencies to take action to protect the community from threats, including isolation, quarantine, and required reporting and documentation.		
--	--	--	--	---	------------------	---	--	--

Modules	The Tipping Point	The Incident Mgmt. Sys. (Explosive)	Your Role in Emergency Response	Chemical Case	Biological Case	Pathological Case	Nuclear Case
<i>Awareness (cont.)</i>		<p>V2.</p> <p>Describe community health issues related to MCI events, specifically limiting exposure to selected agents, contamination of water, air, and food supplies, and shelter and protection of displaced persons.</p>			VIII.		
<b>Performance</b>		<p>II.</p> <p>Use an ethical and nationally approved framework to support decision-making and prioritizing needed in disaster situations.</p>	<p>III10.</p> <p>Demonstrate use of emergency communication and information management techniques required in a MCI response.</p>	<p>VIII3.</p> <p>Describe procedures for decontamination of self, others, and equipment for selected CBNRE agents.</p>	<p>IIB2.</p> <p>Perform an age-appropriate health assessment, including:</p> <ul style="list-style-type: none"> <li>- airway and respiratory assessment,</li> <li>- cardiovascular assessment, including vital signs and monitoring for signs of shock,</li> <li>- integumentary assessment, particularly a wound, burn, and rash assessment,</li> <li>- pain assessment,</li> <li>- injury assessment from head to toe,</li> <li>- gastrointestinal</li> </ul>	<p>IIB3.</p> <p>Assess the immediate psychological response of the individual, family, or community following a MCI.</p>	<p>III7.</p> <p>Implement fluid/nutrition therapy, taking into account the nature of injuries and/or agents exposed to and monitoring hydration and fluid balance accordingly.</p>

							assessment, including specimen collection, - basic neurological assessment, - musculoskeletal assessment, and - mental status, spiritual, and emotional assessment.		
<b>Modules</b> <i>Performance (cont.)</i>	<b>The Tipping Point</b>	<b>The Incident Mgmt. Sys. (Explosive)</b> <b>12.</b> Use clinical judgment and decision-making skills in assessing the potential for appropriate, timely individual care during a mass casualty incident.	<b>Your Role in Emergency Response</b> <b>XI.</b> Describe the nursing roles in MCI: - Researcher, - Investigator/epidemiologist, - EMT or First Responder, - Direct care provider, generalist nurse, - Direct care provider, advanced practice nurse, - Director/coordinator of care in hospital/nurse administrator or emergency department nurse manager, - On-site coordinator of care/incident commander, - On-site director of care management, - Information provider or educator, particularly the role of the generalist nurse,	<b>Chemical Case</b>	<b>Biological Case</b> <b>III2.</b> Demonstrate the safe administration of immunizations, including smallpox vaccination.	<b>Radiological Case</b> <b>IIB4.</b> Assess the long-term psychological response of the individual, family, or community following a MCI.	<b>Nuclear Case</b> <b>VII2.</b> Describe, using an interdisciplinary approach, the short term and long term effects of physical and psychological symptoms related to disease and treatment secondary to MCIs.		

				<ul style="list-style-type: none"> <li>- Mental health counselor,</li> <li>- Member of planning response team,</li> <li>- Manager or coordinator of shelter,</li> <li>- Member of decontamination team,</li> <li>- Triage officer.</li> </ul>				
<b>Modules</b>	<b>The Incident Mgmt. Sys. (Explosive)</b>	<b>Your Role in Emergency Response</b>	<b>Chemical Case</b>	<b>Biological Case</b>	<b>Radiological Case</b>	<b>Nuclear Case</b>		
<i>Performance (cont.)</i>	<b>14.</b> Describe at the pre-disaster, emergency and post-disaster phases the essential nursing care for: <ul style="list-style-type: none"> <li>- individuals, families,</li> <li>- special groups, e.g. children, elderly, pregnant women; and</li> <li>- communities.</li> </ul> <b>15.</b> Describe the interaction between local, state and federal emergency response systems.	<b>XI4.</b> Describe essential equipment for responding to a MCI, e.g. stethoscope, registered nurse license to deter imposters, packaged snack, change of clothing, bottles of water.		<b>III3.</b> Demonstrate knowledge of appropriate nursing interventions for adverse effects from medications administered.	<b>III5.</b> Identify resources available to address the psychological impact, e.g. Critical Incident Stress Debriefing (CISD) teams, counselors, Psychiatrist/ Mental Health Nurse Practitioners.	<b>IX2.</b> Describe the ethical, legal, psychological and cultural considerations when dealing with the dying and or the handling and storage of human remains in a mass casualty incident.		
		<b>III1.</b> Demonstrate safe administration of medications, particularly vasoactive and analgesic agents, via oral (PO), subcutaneous (SQ), intramuscular (IM), and intravenous (IV) administration routes.		<b>VIII4.</b> Describe how nursing skills may have to be adapted while wearing PPE.	<b>III4.</b> Demonstrate basic therapeutic interventions, including: <ul style="list-style-type: none"> <li>- basic first aid skills,</li> <li>- oxygen administration and ventilation techniques,</li> <li>- urinary catheter insertion,</li> <li>- naso-gastric tube insertion,</li> <li>- lavage technique, i.e. eye and wound,</li> </ul>	<b>IX3.</b> Identify and discuss legal and regulatory issues related to: <ul style="list-style-type: none"> <li>- abandonment of patients;</li> <li>- response to a MCI and one's position of employment; and</li> <li>- various roles and responsibilities assumed by volunteer efforts.</li> </ul>		

				<p><b>V18.</b></p> <p>Recognize the impact MCIs may have on access to resources and identify how to access additional resources, e.g. pharmaceuticals, medical supplies.</p>	<p><b>X15.</b></p> <p>Recognize the importance of maintaining one's expertise and knowledge in this area of practice and of participating in regular emergency response drills.</p>		<p><b>IV6.</b></p> <p>Demonstrate appropriate emergency documentation of assessments, interventions, nursing actions and outcomes during and after a MCI.</p>	<p>- initial wound care.</p> <p><b>III8.</b></p> <p>Assess and prepare the injured for transport, if required, including provisions for care and monitoring during transport.</p>		
<b>Modules</b>	<b>The Tipping Point</b>	<b>The Incident Mgmt. Sys. (Explosive)</b>	<b>Your Role in Emergency Response</b>	<b>Chemical Case</b>	<b>Biological Case</b>	<b>Radiological Case</b>	<b>Nuclear Case</b>			
<i>Performance (cont.)</i>			<p><b>X16.</b></p> <p>Participate in regular emergency response drills in the community or place of employment.</p> <p><b>X2.</b></p> <p>Discuss the diversity of emotional, psycho-social and socio-cultural responses to terrorism or the threat of terrorism on one's self and others.</p>			<p><b>III9.</b></p> <p>Demonstrate the ability to maintain patient safety during transport through splinting, immobilization, monitoring, and therapeutic interventions.</p>				



# UCLA Center for Public Health and Disasters

...advancing interdisciplinary efforts to reduce the health impacts of disasters on human populations

- [Home](#)
- [About CPHD](#)
- [Faculty & Staff](#)
- [Projects](#)
- [Training Services](#)
- [Resources](#)
- [Conferences & Workshops](#)
- [Courses](#)
- [Publications](#)
- [Visiting Scholars](#)
- [Fellows](#)
- [Links](#)
  
- [Contact Us](#)
  
- [UCLA School of Public Health](#)
- [Community Health Sciences](#)
  
- [UCLA Homepage](#)

## About CPHD

### Mission Statement

The Center for Public Health and Disasters promotes interdisciplinary efforts to reduce the health impacts of domestic and international, natural and human-generated disasters.

### Background

The UCLA Center for Public Health and Disasters (CPHD) was established in 1997 to address the critical issues faced when disaster impacts a community. The Center is based in the Department of Community Health Sciences in the UCLA School of Public Health. Center faculty and staff have diverse backgrounds that include emergency medicine, environmental health, urban planning, engineering, international health, health services, epidemiology, gerontology, sociology, and community health.

The UCLA Center for Public Health and Disasters facilitates interaction between public health and medicine, engineering, physical and social sciences, and emergency management. The Center collaborates with local and state public health agencies, community-based organizations, schools, hospitals, and agencies in the public and private sector. This interdisciplinary emphasis, integrated with a comprehensive approach to emergency public health, is applied to the education and training of practitioners, the conduct of collaborative research, and service to the community.

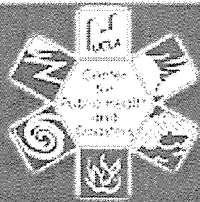
The Center has an extensive curriculum in emergency public health, and was the first such program in the United States to offer multiple graduate level courses in emergency public health. These courses are offered through the department of Community Health Sciences and can be taken as a specialization in emergency public health. Classes are also available to interested professionals through UCLA Extension. By making these courses available to front-line disaster practitioners through University Extension, MPH students who have a strong theoretical and research background are brought together with individuals who are skilled and experienced in disaster management. To see a complete listing of courses, visit the Courses page.

### CPHP Designation

The Center for Public Health and Disasters is part of a national network of Centers for Public Health Preparedness (CPHP) funded by the Centers for Disease Control and Prevention. The CPHP is charged with the responsibility of ensuring a strong public health system and providing lifelong learning opportunities to public health professionals to prepare the public health workforce to respond to current and emerging public health threats.

The health of America's communities hinges on a competent workforce able to deliver essential public health services. This designation allows the UCLA Center for Public Health and Disasters to continue and expand its efforts at working with state and local partners to improve their capacity to prepare for and respond to bioterrorism and other public health threats and emergencies.





# UCLA Center for Public Health and Disasters

...advancing interdisciplinary efforts to reduce the health impacts of disasters on human populations

## Home

About CPHD

Faculty & Staff

Projects

Training Services

Resources

Conferences &

Workshops

Courses

Publications

Visiting Scholars

Fellows

Links

Contact Us

UCLA School of Public  
Health

Community Health  
Sciences

UCLA Homepage

## CPHD Projects

Bioterrorism Training and Curriculum Development

Caring for California's Children

Centers for Public Health Preparedness (CPHP)

Core Competencies Project

Disaster and Emergency Preparedness for Head Start Programs

Earthquake Survey Data from UCLA

El Niño Study

Fatality Model for Building Historical Earthquake Experience Data

Hazard Risk Assessment Instrument (HRAI)

Modeling Injuries and Fatalities in Non-Ductile Concrete Frame Buildings

Pre-Event Message Development

Seattle Project

Taiwan Project

Training Needs Assessment

TriNet SCAN Study

US/Japan Project

## Bioterrorism Training and Curriculum Development

With funding from the Department of Health & Human Services (DHHS), CPHD is currently designing a bioterrorism curriculum that can be adapted and implemented to educate future health professionals. This project integrates the Center's experience and expertise in emergency public health issues with that of educators in the schools of medicine, nursing, dentistry, and prehospital care. This group collaborated to develop a standardized curriculum to be implemented in each of the respective schools. Final versions of this material will be provided to the federal government to be made available to professional schools throughout the United States.

The DVD will be available after the first of the year. Click here to advance register for a copy of the DVD, which we will mail to you once it is available.

## Caring for California's Children

CPHD, the UCLA Health and Media Research Group, and the UCLA Health Services Research Center have partnered with the California Department of Health Services' Children's Medical Services Branch, and the California Department of Mental Health to develop, implement, and evaluate web-based training materials for pediatricians to improve their capacity to assess and appropriately treat the mental health needs of children and families who have experienced a community-wide disaster or bioterrorism event.

## CPHP

The Center is part of a national network of Centers for Public Health Preparedness (CPHP) funded by the Centers for Disease Control and Prevention. The CPHP is charged with the responsibility of ensuring a strong public health system and providing lifelong learning opportunities to public health professionals to prepare the public health workforce to respond to current and emerging public health threats.

CPHD collaborates with state and local partners to prepare for and respond to bioterrorism and other public health threats and emergencies by: assessing the training needs and capacity of the public health workforce in both the core public health competencies and competencies in emergency preparedness; providing on-site competency-based training; designing, conducting, and evaluating exercises; and offering assistance to public health departments to improve their emergency preparedness and response capacity.

## University of Rochester Medical Center

### The school of nursing : Leadership in Healthcare systems

#### **Program Director's Message**

Welcome to the Leadership in Health Care Systems Programs at the University of Rochester School of Nursing. We offer a unique group of interprofessional and nursing graduate programs for experienced professionals interested in playing a more pivotal role in health care.

The need for leadership in health care has never been greater, which is why leadership theories, strategies, and action-oriented applications are the foundation for learning in all of our courses. Our goal is to advance the leadership talent of experienced professionals committed to making real progress in addressing the enormous challenges we are facing in health care.

Our leadership programs are attractive to nurses, but you don't have to be a nurse to be admitted to the specialty programs in Health Promotion, Education, and Technology and Disaster Response and Emergency Preparedness. The newest programs, the Clinical Nurse Leader, and the Forensic Nursing Leadership program (underdevelopment) are only for nurses.

**Graduates are prepared to make substantive contributions to health care systems in three overarching areas:**

- (1) population health assessment, planning, and programming to improve the health of people and communities;
- (2) protecting, preparing, managing, and responding to violence and public health emergencies; and
- (3) enriching the humane contexts in which health care is provided.

I invite you to explore our website and learn more about the Leadership programs. If you are contemplating taking your career to the next level contact us. We welcome the opportunity to meet and talk with you.

Sincerely,

Tobie H. Olsan, PhD, RN

**E-mail: [Son\\_Admissions@urmc.rochester.edu](mailto:Son_Admissions@urmc.rochester.edu)**

# **Fundamentals of disaster management**

## **Disaster Response and Emergency Preparedness**

Bioterrorism represents a significant public health threat to the United States. The University of Rochester has developed the nation's first master's program for health care providers in Leadership in Health Care Systems in Disaster Response and Emergency Preparedness, sponsored by the School of Nursing.

The Leadership in Health Care Systems Disaster Response and Emergency Preparedness program is an innovative, interdisciplinary Master of Science degree program. This unique program incorporates concepts of health administration, health economics, public health, and health promotion to prepare executives who are experts in disaster and emergency health care delivery systems. Consistent with our tradition of academic excellence, this innovative new program will provide an interdisciplinary group of health care professionals with the knowledge, skills, and abilities to lead and actively participate in our evolving national biodefense system. We believe that the program will become a national model for excellence in disaster education and public health emergency management.

The Leadership in Health Care Systems in Disaster Response and Emergency Preparedness program focuses on health care provider preparedness in the event of a disaster or any major public health emergency. Our exciting and innovative curriculum blends fundamental concepts of disaster management with community based administrative field experiences to create a rich environment for learning. All components of our curriculum are competency -based and have been mapped to the national standards for educational competencies for public health and for registered nurses responding to mass casualty incidents.

Our unique approach will prepare a new generation of health care leaders who can respond in a timely and appropriate way to the distinctive demands of health care systems management in the post 9/11 world. Our program will prepare leaders with the knowledge and ability required to address the multiple systems and challenges involved in the planning, implementation, operations management, and evaluation of a large-scale disaster response. Graduates of the Leadership in Health Care Systems program will possess a sophisticated repertoire of business and professional management skills to enable them to lead any type of health care organization that provides disaster planning, disaster response, emergency operations management, or emergency medical and nursing services. Graduates will shape the future of disaster and emergency health care systems, and will have extensive experience in designing, implementing, and evaluating health care programs and services.

The Leadership in Health Care Systems in Disaster Response and Emergency Preparedness program produces strong leaders capable of providing innovative solutions to workforce and workplace challenges specific to the disaster planning and response and emergency services health care arena. Classes meet in an executive business format, students also have a field experience component in two of the semesters. There is a significant online component to the program.

Leadership opportunities exist in the health care systems today in disaster response and emergency preparedness. The demand for these health care leaders continue to grow as our nation seeks to achieve a level of preparedness to meet every potential threat, including bioterrorism. The connection between emergency management and the public's health has never been more important. Health care leaders are needed to enhance our treatment of patients, improve facilities, and prepare for and expand our disease surveillance capabilities.

**Course Coordinator**  
**Tener Goodwin Veenema PhD, MPH, MS, CPNP**  
**Phone: 585.275-2373**  
**[Tener\\_Veenema@urmc.rochester.edu](mailto:Tener_Veenema@urmc.rochester.edu)**

## Courses

### Option #1 - 1 Year (4 Semesters)

<p>I. Spring (January)            Fundamentals of Disaster Management            Epidemiology and Population Health            Research</p> <p style="text-align: right;">8 Credits</p>	<p>II. Summer (May)            Politics, Public Health Policy, and Ethics in            Leadership            Foundations and Application of Economics in            Health Care Systems</p> <p style="text-align: right;">7 Credits</p>
<p>III. Fall (September)            Foundations of Leadership and            Organizational Behavior            Response to Chemical and Radiological            Emergencies</p> <p style="text-align: right;">7 Credits</p>	<p>IV. Spring (January)            Capstone Project and Essay            Global Public Health and Complex Human            Emergencies            Comprehensive Exam</p> <p style="text-align: right;">8 Credits</p>

### Option #2 - 2.5 Years (7 Semesters)

<p>I. Spring (January)            Epidemiology and Population Health            Research</p> <p style="text-align: right;">3 cr.</p>	<p>II. Summer (May)            Politics, Public Health Policy, and Ethics in            Leadership</p> <p style="text-align: right;">3 cr.</p>
<p>III. Fall (September)            Foundations of Leadership and            Organizational Behavior</p> <p style="text-align: right;">3 cr.</p>	<p>IV. Spring (January)            Global Public Health and Complex Human            Emergencies</p> <p style="text-align: right;">4 cr.</p> <p>Fundamentals of Disaster Management            5 cr.</p>
<p>V. Summer (May)            Foundations and Application of            Economics in Health Care Systems</p> <p style="text-align: right;">4 cr</p>	<p>VI. Fall (September)            Response to Chemical and Radiological            Emergencies</p> <p style="text-align: right;">4 cr</p>
<p>VII. Spring (January)            Capstone Project and Essay</p> <p style="text-align: right;">4 cr</p> <p>Comprehensive Exam</p>	

## **Course Objectives**

**Upon completion of Part I of this course, the student will be able to:**

- Describe the components and the dynamic process of disasters and major incidents.
- Evaluate common and unique characteristics of different kinds of disasters and major incidents.
- Explore the issues of common preparedness actions that can be applied to all types of disasters and major incidents.
- Evaluate negotiation and conflict resolution skills required for effective collaboration with individuals and organization involved in disasters and major incidents management.
- Critically evaluate management skills in the assessment of priorities, allocation of resources and coordination of activities within an organization.
- Describe the unique implications of acts of terrorism in the management of disasters and major incidents.
- Demonstrate an understanding of national and international laws and conventions related to disaster and major incident situations.
- Identify key ethical, cultural and legal issues associated with disaster and major incident situations.
- Identify the factors that threaten personal safety and security in disaster and major incident situations.
- Critically analyze evaluation reports from previous disasters and major incidents.
- Appraise the interface between victims of disaster and major incidents and the wide variety of services available.
- Demonstrate efficient and effective leadership and communication skills that are essential in disaster and major incident situations.
- Identify governmental and non-governmental organizations involved in disaster and major incident response and evaluate their common and unique strengths and weaknesses.

**Upon completion of Part II of this course, the student will be able to:**

- Appreciate the unique threat of terrorism in creating a potential major public health emergency.
- Understand the difference between what might be possible versus probable in the case of the use of weapons of mass destruction (WMD).
- Distinguish between the features of a chemical, biological (bioterrorism) and radiological emergency or event.

- Learn the basic categories of chemical agents and their antidotes.
- Describe the impact on a health care organization resulting from the presentation of patients with chemical exposures.
- Describe the proper use of Personal Protective Equipment (PPE) and patient management in chemical events.
- Describe the CDC system for the categorization of biological agents of concern, with particular attention to Category A agents.
- Identify the Category A biological agents and the diseases caused by these agents.
- Describe the impact on a health care organization resulting from the presentation of patients infected with Category A agents.
- Describe available therapies for these agents, including vaccines, if available, as well as the role of post-exposure prophylaxis.
- Describe the biosafety level (BSL) system including the major elements of BSL-2, BSL-3 and BSL-4, as well as indications for personnel protective equipment and isolation.
- Distinguish between radiation and radioactive contamination.
- Describe the three basic types of radiation.
- Recognize common type of radiological incidents and emergencies.
- Describe the impact on a health care organization resulting from the presentation of patients who have experienced radiation exposure.
- Understand the importance of treating significant medical problems in patients with radioactive contamination.
- Explain basic radiological control methods.
- Discuss the potential public health impact of a chemical, biological and radiological emergency, as well as the appropriate public health agencies involved in managing such an event.
- In the event of a real or perceived chemical, biological, or radiological event, anticipate what challenges any hospital or health care organization would face in the rush of casualties and "worried well".
- Be able to define the basic features of mass psychogenic illness, and apply this to the public's reaction to real or perceived terrorist threats.

### **Course Objectives**

**Upon completion of Part I of this course, the student will be able to:**

- Describe the components and the dynamic process of disasters and major incidents.
- Evaluate common and unique characteristics of different kinds of disasters and major incidents.
- Explore the issues of common preparedness actions that can be applied to all types of disasters and major incidents.
- Evaluate negotiation and conflict resolution skills required for effective collaboration with individuals and organization involved in disasters and major incidents management.
- Critically evaluate management skills in the assessment of priorities, allocation of resources and coordination of activities within an organization.
- Describe the unique implications of acts of terrorism in the management of disasters and major incidents.
- Demonstrate an understanding of national and international laws and conventions related to disaster and major incident situations.
- Identify key ethical, cultural and legal issues associated with disaster and major incident situations.
- Identify the factors that threaten personal safety and security in disaster and major incident situations.
- Critically analyze evaluation reports from previous disasters and major incidents.
- Appraise the interface between victims of disaster and major incidents and the wide variety of services available.
- Demonstrate efficient and effective leadership and communication skills that are essential in disaster and major incident situations.
- Identify governmental and non-governmental organizations involved in disaster and major incident response and evaluate their common and unique strengths and weaknesses.



**Upon completion of Part II of this course, the student will be able to:**

- Appreciate the unique threat of terrorism in creating a potential major public health emergency.
- Understand the difference between what might be possible versus probable in the case of the use of weapons of mass destruction (WMD).
- Distinguish between the features of a chemical, biological (bioterrorism) and radiological emergency or event.
- Learn the basic categories of chemical agents and their antidotes.
- Describe the impact on a health care organization resulting from the presentation of patients with chemical exposures.
- Describe the proper use of Personal Protective Equipment (PPE) and patient management in chemical events.
- Describe the CDC system for the categorization of biological agents of concern, with particular attention to Category A agents.
- Identify the Category A biological agents and the diseases caused by these agents.
- Describe the impact on a health care organization resulting from the presentation of patients infected with Category A agents.
- Describe available therapies for these agents, including vaccines, if available, as well as the role of post-exposure prophylaxis.
- Describe the biosafety level (BSL) system including the major elements of BSL-2, BSL-3 and BSL-4, as well as indications for personnel protective equipment and isolation.
- Distinguish between radiation and radioactive contamination.
- Describe the three basic types of radiation.
- Recognize common type of radiological incidents and emergencies.
- Describe the impact on a health care organization resulting from the presentation of patients who have experienced radiation exposure.
- Understand the importance of treating significant medical problems in patients with radioactive contamination.
- Explain basic radiological control methods.
- Discuss the potential public health impact of a chemical, biological and radiological emergency, as well as the appropriate public health agencies involved in managing such an event.
- In the event of a real or perceived chemical, biological, or radiological event, anticipate what challenges any hospital or health care organization would face in the rush of casualties and "worried well".
- Be able to define the basic features of mass psychogenic illness, and apply this to the public's reaction to real or perceived terrorist threats.



search the site



Ⓢ site ○ people | USD A to Z

Home Academics Research Admissions Athletics Offices More...

Home » Academics » Arts & Sciences » Psychology » DMHI

disaster mental health institute

// menu

- » DMHI Home
- » Innovations in Disaster Psychology 2006: Culturally Responsive Disaster MH

» DMHI Academic Programs

- Overview of DMHI Academic Programs
- Undergraduate Minor in Disaster Response
- Psychology Major Specialization in Disaster Response
- Doctoral Specialty Track in Clinical/Disaster Psychology
- Graduate Certificate in Disaster Mental Health
- Continuing Education Program

» Summer Intensive Program 2005

- Description
- Graduate Certificate in Disaster Mental Health
- Tuition and Fees
- Registration
- Lodging

» DMHI Faculty

Choose...

» Disaster Handouts & Educational Material

» International Involvement

» Affiliates

Choose...



The mission of the Disaster Mental Health Institute (DMHI) is the promotion, development, and application of both practice and research in disaster mental health.

The Institute was founded in 1993, and was designated a South Dakota Board of Regents Center of Excellence in 1997.

REGARDING THE ASIAN TSUNAMI:

- We have had many requests for training opportunities in disaster psychology and psychological support:
  1. Our annual **Summer Intensive Program** is awaiting final approval by the vice president and provides in-depth training in disaster psychology.
  2. The brochure will soon be available for the joint Asian Disaster Preparedness Center/DMHI regional training in **Community-Based Psychological Support** in Bangkok, Thailand June 12-16, 2006.
  3. **Disaster Handouts and Educational Material** are available on our web site for direct download.
  4. **Contact us** about training tailored to your needs. The DMHI has now conducted Community-Based Psychological Support Training for trainers in India, Indonesia, The Maldives, and Sri Lanka.
  5. The DMHI is now offering a **Graduate Certificate in Disaster Psychology - Asia**. The requirements differ for each country based on the needs of the country and the educational level of potential participants.
- Dr. Jacobs has been appointed the **American Psychological Association's consultant** for the Asian tsunami.

Through the U's Department of Psychology, the DMHI offers an undergraduate **Minor in Disaster Response** for students in majors other than psychology and a **Specialization in Disaster Response** for psychology majors. These programs are intended to help students learn how to serve their communities in times of disaster. The undergraduate programs include practicum experiences with the American Red Cross.

**Through the U's doctoral Clinical Psychology Training Program, the DMHI offers a Doctoral Specialty Track in Clinical/Disaster Psychology.** This program is only available to students enrolled in the Clinical Training Program. The DMHI also offers a **Graduate Certificate in Disaster Mental Health** to licensed mental health professionals and graduate students enrolled in any of the designated fields of mental health. The Graduate Certificate is also available through our **Summer Intensive Program**. The Graduate Certificate can be taken for continuing education or graduate credit.

**DMHI faculty are engaged both nationally and internationally** in disaster preparedness and response, crisis intervention, refugee mental health, service to Native American communities, and research.

**Gerard A. (Jerry) Jacobs, Ph.D., Director**  
 Disaster Mental Health Institute  
 The University of South Dakota  
 414 East Clark Street - SDU 114  
 Vermillion, SD 57069-2390  
 U.S.A.  
**Telephone: +1-605-677-6575 or +1-800-522-9684**  
**Fax: +1-605-677-6604**

**DMHI's Ninth Annual Innovations in Disaster Psychology Conference** is scheduled for

**September 7 - 9, 2006**  
**Rapid City, S.D.**

**Join us in discussing the significance of culture in disaster mental health.**

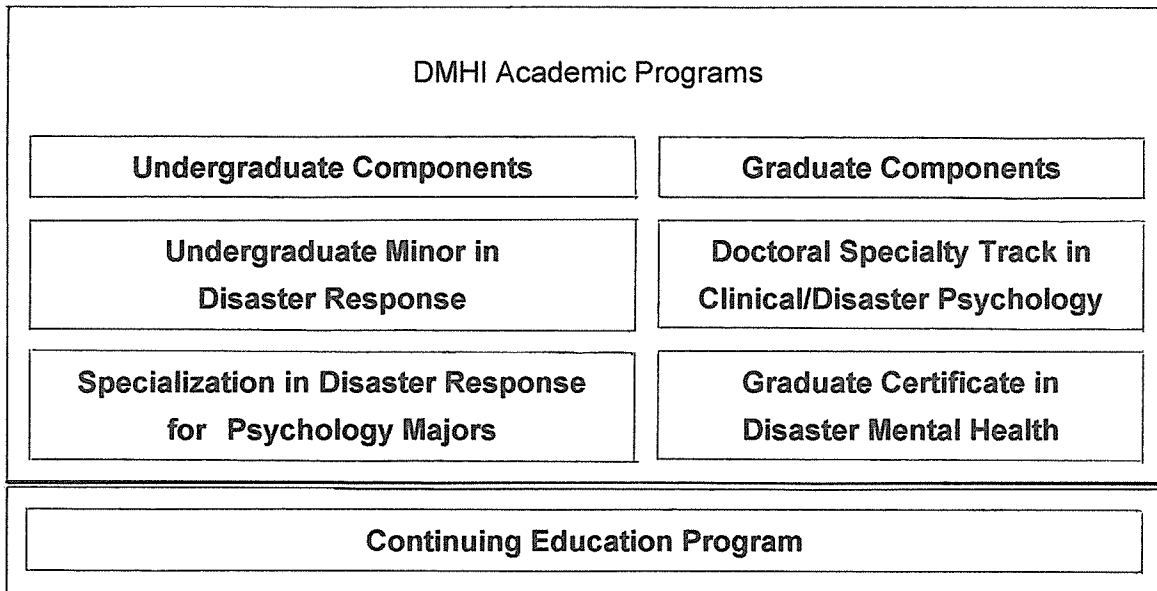
Contact Information:

**Disaster Mental Health Institute**  
 The University of South Dakota - SDU 114  
 414 East Clark Street  
 Vermillion, SD 57069-2390  
 phone: +1 (605) 677-6575  
 phone2: +1 (800) 522-9684  
 fax: +1 (605) 677-6604

## U South Dakota

### Academic Components of the DMHI Center of Excellence

The undergraduate and graduate academic programs of the DMHI Center of Excellence received final approval January 21, 1999 by the South Dakota Board of Regents. In addition to the undergraduate and graduate programs, the DMHI recognizes the need for continuing education for professionals in the field. The Disaster Mental Health Institute is approved by the American Psychological Association to offer continuing education for psychologists. The DMHI maintains responsibility for the program.



#### Undergraduate Minor in Disaster Response

This minor requires 18 hours (15 required, 3 elective) of courses in disaster response, including both theoretical and practical course work. It provides skills useful in any career and to any citizen, as well as skills that will be useful to students hoping to pursue a career in mental health. This minor is not available to psychology majors

#### Required courses include:

- **Introduction to Disaster Response**
- **Psychological First Aid**
- **Children and Trauma**
- **Practicum in Disaster Response**
- **Introduction to Disaster Psychology**

### **Elective courses include: 3 hours**

- Advanced Disaster Response
- Directed Readings in Disaster
- Directed Research in Disaster
- Advanced Seminar: Selected Topics in Disaster
- Introduction to Sociology
- Social Psychology
- Psychology of Safety

### **Performance Requirement**

Students pursuing the Minor in Disaster Response are required to maintain a "B" average in courses applied to the minor. Students completing the coursework for the Minor in Disaster Response are required to take a nationally normed assessment of problem solving and to successfully perform a capstone exercise.

### **Capstone Exercise**

The capstone exercise will be judged by an external team composed of disaster response personnel who are members of the DSHR, the ARC national disaster team. These examiners will be asked to compare the performance of these students on a practical disaster response examination with the skills and knowledge of entry level disaster response personnel with whom they have worked in disaster.

Alumni of the minor will be tracked to determine if they continue participation in disaster response and community service.

### **Courses Eligible to be Psychology Electives for Psychology Majors:**

Three of these new courses are also acceptable electives for psychology majors (at least at USD): Psychological First Aid, Children and Trauma, and Introduction to Disaster Mental Health.