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PHA5011C First Response, Emergency, and Disaster Planning

Fall 2020

2 Credit Hours – [Satisfactory/Unsatisfactory]

The purpose of this course is to expose pharmacy students (or students in patient care professions) to the learning experience of being a health care provider at the point of injury/event with a patient or number of patients in a disaster or emergency situation. The course will focus on realistic emergency preparedness for the health care needs of multiple patients in a disaster scenario (mass casualty event, hurricane, tornado, global health event, etc.) Student interaction with the instructors, content and learning activities of this course will sharpen the knowledge, skills and readiness of the developing pharmacist.

Teaching Partnership Leaders

Randell Doty, Pharm.D.

- Email: doty@cop.ufl.edu
- Office: HPNP 2333
- Phone: 352-294-4984
- Office Hours: Please see Canvas for office hours.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

Patient Care Provider Domain

1. Collect information to identify a patient's medication-related problems and health-related needs.
 - ST1.4. Use health records to determine a patient's health-related needs relevant to setting of care and purpose of the encounter.

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2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
 - ST2.1. Assess a patient's signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral
 - ST2.2. Measure an adult patient's vital signs and interpret the results (e.g., body temperature, pulse rate, respiration rate, and blood pressure)
 - ST2.6. Compile a prioritized health-related problem list for a patient.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective
 - ST3.2. Develop a treatment plan with a patient. (including recommend therapeutic alternatives and generic substitution)
 - ST3.4. Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
 - ST4.2. Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
5. Follow-up and monitor a care plan.
 - ST5.4. Present a patient case to a colleague during a handoff or transition of care.

Interprofessional Team Member Domain
6. Collaborate as a member of an interprofessional team.
 - ST6.1. Contribute medication-related expertise to the team's work.
 - ST6.3. Communicate a patient's medication-related problem(s) to another health professional.
 - ST6.4. Use setting appropriate communication skills when interacting with others.

Population Health Promoter Domain
10. Ensure that patients have been immunized against vaccine-preventable diseases.
 - ST10.1. Determine whether a patient is eligible for and has received CDC-recommended immunizations.
 - ST10.3. Perform basic life support.

Practice Manager Domain
13. Oversee the pharmacy operations for an assigned work shift.
 - ST13.6. Maintain the pharmacy inventory.

Course-Level Objectives

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

1. Define the concept of "health-care provider" at the point of injury/traumatic event for a patient
2. Demonstrate (through realistic simulation) the delivery of patient centered-care in disaster scenarios.
3. Recognize (through realistic simulation) patient symptoms that require immediate care or referral to a source of urgent/emergent care.
4. Engage in effective response planning for local, state, national, and international emergencies.
5. Examine complex problems first responders will face as a contributing member of a professional health care team.

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6. Exhibit cultural awareness when providing health care to diverse populations in a first response, disaster or emergency scenario
7. Demonstrate effective interpersonal communication with team members and members of the community.
8. Exhibit professionalism when working on a health care team and with patients.
9. Collaborate as a team member to solve a real-life or simulations of a patient or community problem/case.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of Blocks 5, 6, and 7.

Course Co-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Other Requirements that must be kept up to date for the duration of the elective:
 - BLS for Health Professionals
 - HIPAA Training
 - Universal Precautions Training

Course Outline

See Appendix B. Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Required Textbooks/Readings

No required textbook; Readings or links to readings will be posted in Canvas.

Other Required Learning Resources

None

Materials & Supplies Fees

None

Student Evaluation & Grading

This course is pass/fail. In order to pass the course, you must receive an overall course grade of **69.50%**.

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Assessment Item	Grade Percentage
Participation Grade (Orientation, Discussion Boards, Class Participation, etc.) (See Appendices D and E)	10%
First Response Quiz	10%
In-Class Active Learning Case Sessions: *First Response Simulation (20%) *Emergency Preparedness Roundtable (15%) *Disaster Simulation (15%)	50%
Final Exam	30%
Total	100%

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](#) carefully, at this URL:
<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

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Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

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Appendix A. Course Directory

Teaching Partnership Leaders/Course Directors

Randell Doty, Pharm.D.

Email: doty@cop.ufl.edu

Office: HPNP 2333

Phone: 352-294-4984

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Instructional Designer:

Name: Elliot Tordoff

Email: etordoff@cop.ufl.edu

Office: HPNP 4309

Phone: 352-273-9492

Academic Coordinator:

Name: TBC

Email:

Office:

Phone:

Educational Coordinators:

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Iverta Allen

Email: iallen1@cop.ufl.edu

Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Appendix B

Date <small>[Recommended dates for independent study]</small>	Delivery Date	Mod#	Unit Topic	Contact Time [hr.]a	Faculty Author	Syllabus Learning Objectives
		1	PHASE I: First Response			(1-9)
11/23/20		1	Watch: FEMA Web-Based Training	0.5	Normann	
11/25/20		1	Review: 1. Introduction to the Glasgow Coma Scale 2. How to calculate a Glasgow Coma Scale 3. Materials on First Aid 4. Biological Fluids/Universal Precautions Training		Normann	
	11/30/20 10:00-12:00	1	Active Learning Session 1: Orientation	2	Doty	
12/1/20		1.1	Watch: Heat Exhaustion	0.2	Andrew Y. Hwang	
12/1/20		1.2	Watch: Dehydration	0.33	Normann	
12/1/20		1.3	Watch: Stroke First Response	0.41	Randell E Doty	
12/1/20		1.4	Watch: Respiratory Distress/ Anaphylaxis	0.25	Andrew Y. Hwang	
12/2/20		1.5	Watch: Cardiac Distress	0.16	Andrew Y. Hwang	
12/2/20		1.6	Watch: Alcohol/Drug Abuse	0.55	Normann	
12/2/20		1.7	Watch: Exsanguination	0.26	Guest Lecturer: TBD	
12/2/20		1.8	Watch: Glycemic Emergency	0.16	Guest Lecturer: Dr. Abo, MD	
12/2/20		1.9	Watch: Anaphylaxis and Allergic Reactions	0.21	Guest Lecturer: Dr. Abo, MD	
12/9/20		1.10	Watch: Triage	0.56	Normann	
12/2/19			ALS Prep: Review Simple Triage and Rapid Treatment "START" (pg. 39)		Normann	
	12/2/20-12/3/20	1	First Response Quiz		Doty	
	12/3/20 Noon-2:00	1	Active Learning Session 2: First Response	2	Doty	
			PHASE 2: Emergency & Disaster			(1-9)
		2.1	Part I: Emergency & Disaster Planning		Doty	

12/5/20		2.1.1	Watch: Introduction to Planning and Response	0.11	Normann	
12/5/20		2.1.2	Watch: Pharmacy Disasters (Overview, Community, Hospital)	0.83	Normann	
12/5/20		2.1	Read: FIP Statement of Professional Standards: The Role of the Pharmacist in Crisis Management	0.33	Normann	
12/5/20		2.1	Read: Development of a Community Pharmacy Disaster Preparedness Manual	0.33	Normann	
12/6/20		2.1	Read: Pharmacists' Roles in Post-September 11th Disasters	0.41	Normann	
12/6/20		2.1	Read: Unanticipated Emergencies and the Pharmacy: What's Your Plan?	0.08	Normann	
12/6/20		2.1	Read: A Plan for Pharmacist-Managers to Follow in Case of a Natural Disaster	0.25	Normann	
12/6/20		2.1	ALS Prep: Review Active Learning Exercise 3 Preparation		Normann	
	12/07/20 10:00- 12:00	1-3.1	Active Learning Session 3: Disaster Preparedness Roundtable (see module for information on your assigned region)	2	Doty	
		3.2	Part II: Emergency & Disaster Response		Doty	
12/8/20		3.2.1	Watch: Pharmacist Roles	0.66	Normann	
12/8/20		3.2.2	Watch: CBRNE - Hazards/Protection	0.83	Normann	
12/8/20		3.2.3	Watch: Hospital HazMat Decontamination Training Module	0.18	Normann	
12/8/20		3.2.4	Watch: Hospital First Receiver: Decontamination of Ambulatory Patients	0.05	Normann	
12/8/20		3.2.5	Watch: Hospital First Receiver: Decontamination of Non-Ambulatory Patients	0.03	Normann	
12/8/20		3.2.6	Watch: CBRNE – Pharmacotherapy (Medical Countermeasures)	0.88	Normann	
12/8/20		3.2.7	Watch: Managing the \$7B Stockpile of Emergency Medicine at CDC	0.1	Normann	
12/9/20		3.2	Listen: Inside a Secret Government Warehouse Prepped for Health Catastrophes	0.1	Normann	
12/9/20		3.2.8	Watch: PODs	0.41	Normann	
12/9/20		3.2.10	Watch: Challenges and Pearls for Pharmacists in a Disaster	0.25	Normann	
12/9/20		3.2	Read: Medication Stockpile Readings on Canvas	1.16	Normann	
12/9/20		3.2	Supplemental Read: Pharmacist Readiness Roles for Emergency Preparedness			

12/9/20		3.2	Supplemental Read: Guide for Mass Prophylaxis of Hospital Employees in Preparation for a Bioterrorist Attack			
12/9/20		3.2	Supplemental Read: Are U.S. Jurisdictions Prepared to Dispense Medical Countermeasures Through Open Points of Dispensing? Findings from a National Study			
12/9/20		3.2	ALS Prep: Watch: Triage Scenario			
12/9/20		3.2	ALS Prep: Watch: Military Emergency Video			
12/9/20		3.2	Supplemental Read: Bioterrorism: Pivotal clinical Issues			
12/9/20		3.2	Supplemental: Watch: Hospital First Receiver Decontamination Training: Simulated Emergency Cut-out from HAZMAT PPE			
	12/10/20		Complete: Disaster Movie Assignment		Doty	
	12/10/20 12:00-2:00		Active Learning Session 4: • Disaster Response Simulation	2	Doty	
	12/16/20 10:00-12:00		Final Exam		Doty	
			Total Hours	32.58		

Appendix D – In Class Activities Participation

Self-Evaluation Form

Name _____

Please check the statement below that best corresponds to your honest assessment of your contribution to class discussion thus far:

_____ I contribute several times during every class discussion.

_____ I contribute at least once during virtually every class discussion.

_____ I often contribute to class discussion.

_____ I occasionally contribute to class discussion.

_____ I rarely contribute to class discussion.

Appendix E: Rubric for Assessing Student Participation in Class

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	