

# PHA5011C: First Response, Emergency, and Disaster Planning

Fall 2023

2 Credit Hours – [S/U]

*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](mailto:doty@cop.ufl.edu)
- Office: HPNP 2333
- Phone: 352-294-4984
- Office Hours: See Canvas

### **Sven Normann, PharmD.**

- Email: [normann@cop.ufl.edu](mailto:normann@cop.ufl.edu)
- Office: Video only
- Office Hours: See Canvas

*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.

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.

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.

## Experiential Component

Students will experience an EMS setting based on their choice and campus. In Gainesville the choices will be at the University of Florida football games assisting in the first aid stations or shadowing EMS teams in a ride along with Alachua County Fire Rescue. In Jacksonville students will shadow EMS teams in a ride along with Jacksonville Fire Rescue. In Orlando the choices will be at the University of Central Florida football games assisting in the first aid stations or shadowing EMS teams in a ride along with Orange County Fire Rescue. All experiences are open to all campuses. If for example a student from Orlando would like to participate at a UF football game in the first aid stations then that would be allowed as would a Jacksonville student participating with EMS teams with Orange County Fire Rescue. There is no guarantee of placement since each location and event may only be able to serve so many students, but every effort will be made to fulfill student requests for such experiences. Students will be required to submit a reflection assignment reflecting on their experience. (see Appendix C)

## Required Textbooks/Readings

None. Readings or links will be posted in Canvas.

Use [UF VPN to access UF Libraries Resources](#) when off-campus.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](http://www.library.health.ufl.edu/) at this URL: <http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

A grade of satisfactory / unsatisfactory will be assigned upon completion of the course.

A score of 69.5% or greater is needed in order to receive a satisfactory grade.

*Table 1.1 Evaluation and Grading*

Assessment Item	Grade Percentage
Pre-Experiential First Response Quiz	5%
Experiential Reflection (See Appendix C)	5%
<b>In-Class Active Learning Case Sessions:</b> *Orientation (10%) *First Response Simulation (15%) *Emergency Preparedness Roundtable (15%) *Disaster Simulation (15%)	55%
Disaster Movie Assignment (See Appendix D)	5%
Final Exam	30%
<b>Total</b>	100%

## Assignment Descriptions

### Orientation (10%)

In an active learning session students will start the process of learning about first response and disaster preparedness by completing exercises relating to simulated and actual disasters and the part that pharmacists could play in those situations. Groups will record their thoughts in an MS forms document for each exercise

### First Response Simulation (15%)

In an active learning session students will have the opportunity to reinforce the 1st response principles they learned via the content provided and their experiential event by participating in discussion of 1st response case studies. Groups will record their thoughts in an MS forms document for each exercise

### Emergency Preparedness Roundtable (15%)

In an active learning session through a series of exercises students will be assigned a city in the United States and consider the risks that city might have in regards to both man made and natural disasters. Groups will record their thoughts in an MS forms document for each exercise

### Disaster Simulation (15%)

In an active learning session through a series of exercises students will respond to an evolving disaster scenario that occurred in the city they have been assigned. They will work through immediate, short term and long-term issues that would affect the community and what kind of response would be necessary in each. Groups will record their thoughts in an MS forms document for each exercise

## 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](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

## Artificial Intelligence Use

The use of artificial intelligence (AI) text generators such as ChatGPT on assignments, projects, quizzes, and exams is prohibited in this course. Use of AI text generators is considered evidence of academic dishonesty. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

## Pharm.D. Course Policies

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

## Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

## Late Assignments

Late assignment submissions will be accepted for up to 24 hours after the original due date of the assignment. For all late submissions, the grade will be calculated by taking the points earned for the assignment and reducing the total by half. For example, if the assignment earned 24/30 of the potential points, the grade documented in the gradebook will be 12/30. Submissions received more than 24 hours after the original due date will receive a grade of zero "0".

## Accessibility and Belonging Statement

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

## Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# Appendix A. Course Directory

## Teaching Partnership Leader/Course Director(s):

### Randell Doty, Pharm.D.

- Email: [doty@cop.ufl.edu](mailto:doty@cop.ufl.edu)
- Office: HPNP 2333
- Phone: 352-294-4984
- Office Hours: See Canvas

### Sven Normann, Pharm.D.

- Email: [normann@cop.ufl.edu](mailto:normann@cop.ufl.edu)
- Office: Video only
- Office Hours: See Canvas

### Questions to Ask:

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

## Instructional Designer:

### Skylar Johnson, M.A.

- Email: [skylarjohnson@cop.ufl.edu](mailto:skylarjohnson@cop.ufl.edu)
- Phone: 352 – 273 - 5719

## Academic Coordinator Gainesville Campus:

### Ashleigh Langford

- Email: [lynn8597@ufl.edu](mailto:lynn8597@ufl.edu)
- Office: HPNP 4309
- Phone: 352 – 273 - 6002

[Absent Request Ticket for 2PD students](#)

[Absent Request Ticket for 3PD students](#)

## Educational Coordinators

### Katie Orben

- Email: [korben06@ufl.edu](mailto:korben06@ufl.edu)
- Office: Jacksonville Campus

### Jessica Linares

- Email: [jnoriegalinares@ufl.edu](mailto:jnoriegalinares@ufl.edu)
- Office: Orlando Campus
- Phone: 407 – 313 - 4087

**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: Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
	1	Module	PHASE I: First Response (Preparation)	(1-9)		
	0	Unit	Orientation and Pre-ALS 1			
08/21/23	0	Video Other	Watch: FEMA Web-Based Training		0.5	Sven Allan Normann
08/21/23	0	ALS Prep	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			Randell E Doty, Sven Allan Normann
8/30/23 @ 3pm- 4:50pm	1	Active Learning Session	Active Learning Session 1: Live Orientation		2	Randell E Doty, Sven Allan Normann
		Unit	Pre-Experiential and Pre-ALS 2			
08/23/23	1.1	Lecture Video	Watch: Heat Exhaustion		0.2	Randell E Doty
08/23/23	1.2	Lecture Video	Watch: Dehydration		0.33	Sven Allan Normann
08/23/23	1.3	Lecture Video	Watch: Stroke First Response		0.41	Randell E Doty
08/23/23	1.4	Lecture Video	Watch: Respiratory Distress		0.25	Randell E Doty
08/23/23	1.5	Lecture Video	Watch: Cardiac Distress		0.16	Randell E Doty
08/23/23	1.6	Lecture Video	Watch: Alcohol/Drug Abuse		0.55	Sven Allan Normann
08/23/23	1.7	Lecture Video	Watch: Exsanguination		0.26	Randell E Doty
08/23/23	1.8	Lecture Video	Watch: Glycemic Emergency		0.16	Randell E Doty
08/23/23	1.9	Lecture Video	Watch: Anaphylaxis and Allergic Reactions		0.21	Randell E Doty
08/23/23	1.10.	Lecture Video	Watch: Triage		0.56	Sven Allan Normann
08/23/23	1.11	Reading	ALS Prep: Review Simple Triage and Rapid Treatment "START"		0.5	
09/08/23	1.1- 1.11	Quiz (Online)	Pre-experiential Quiz			Randell E Doty
		Experiential	Experiential Component		3	Randell E Doty
11/30/23 from 10am-11:50am	1-1.11	Active Learning Session	Active Learning Session 2: First Response		2	Randell E Doty, Sven Allan Normann

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
11/29/23 at 11:59pm		Assignment Graded	Experiential Reflection Assignment		1	
	2	Module	PHASE II: Emergency & Disaster	(1-2, 4-9)		
	2	Unit	Part I: Emergency & Disaster Planning			
12/4/23	2.1.1	Lecture Video	Watch: Introduction to Planning and Response		0.5	Sven Allan Normann
12/4/23	2.1.2	Lecture Video	Watch: Disaster Planning for Pharmacists		1	Sven Allan Normann
12/5/23	2	Reading	Read: FIP Statement of Professional Standards: The Role of the Pharmacist in Crisis Management		0.33	Sven Allan Normann
12/5/23	2	Reading	Read: Development of a Community Pharmacy Disaster Preparedness Manual		0.33	Sven Allan Normann
12/5/23	2	Reading	Read: Pharmacists' Roles in Post-September 11th Disasters		0.41	Sven Allan Normann
12/5/23	2	Reading	Read: Unanticipated Emergencies and the Pharmacy: What's Your Plan?		0.08	Sven Allan Normann
12/6/23	2	Reading	Read: A Plan for Pharmacist- Managers to Follow in Case of a Natural Disaster		0.25	Sven Allan Normann
12/6/23	2	ALS Prep	ALS Prep: Review Active Learning Exercise 3 Preparation			Sven Allan Normann
12/6/23	2	ALS Prep	ALS Prep: Review Simple Triage and Rapid Treatment "START" (pg. 39)			Sven Allan Normann
12/8/23 from 10am- 11:50am		Active Learning Session	Active Learning Session 3: Disaster Preparedness Roundtable		2	Randell E Doty, Sven Allan Normann
	3	Unit	Part II: Emergency & Disaster Response			
12/8/23	3.1	Lecture Video	Watch: Pharmacist Roles in Disasters		0.66	Sven Allan Normann
12/8/23	3.2	Lecture Video	Watch: CBRNE - Hazards/Protection		0.83	Sven Allan Normann
12/8/23	3.3	Video Other	Watch: Hospital HazMat Decontamination Training Module- YOUTUBE		0.18	Sven Allan Normann
12/8/23	3.4	Video Other	Watch: Hospital First Receiver: Decontamination of Ambulatory Patients- YOUTUBE		0.05	Sven Allan Normann
12/8/23	3.5	Video Other	Watch: Hospital First Receiver: Decontamination of Non- Ambulatory Patients- YOUTUBE		0.03	Sven Allan Normann

<b>Date / Time [Recommended for Independent Study]</b>	<b>Mod#</b>	<b>Activity</b>	<b>Activity Title</b>	<b>Objectives</b>	<b>Contact Time (hr)</b>	<b>Responsible</b>
12/8/23	3.6	Video Other	Watch: CBRNE – Pharmacotherapy (Disaster Drugs and Medical Countermeasures)		0.88	Sven Allan Normann
12/11/23	3.7	Lecture Video	Strategic National Stockpile		0.5	Sven Allan Normann
12/11/23	3.8	Lecture Video	Disaster Drugs		0.5	Sven Allan Normann
12/11/23	3.9	Video Other	Watch: Managing the \$7B Stockpile of Emergency Medicine at CDC		0.1	Sven Allan Normann
12/11/23	3.10.	Lecture Video	Watch: PODs		0.41	Sven Allan Normann
12/11/23	3.11	Lecture Video	Watch: Challenges and Pearls for Pharmacists in a Disaster		0.25	Sven Allan Normann
12/11/23	3.12	Other	Inside a Secret Government Warehouse Prepped for Health Catastrophes			Sven Allan Normann
12/11/23	3.13	Reading	Read: Pharmacist Readiness Roles for Emergency Preparedness		1.05	Sven Allan Normann
12/11/23		Optional/Supplemental	Read: Guide for Mass Prophylaxis of Hospital Employees in Preparation for a Bioterrorist Attack			Sven Allan Normann
12/11/23		Optional/Supplemental	Read: Are U.S. Jurisdictions Prepared to Dispense Medical Countermeasures Through Open Points of Dispensing? Findings from a National Study			Sven Allan Normann
12/11/23		Optional/Supplemental	Read: Bioterrorism: Pivotal clinical Issues			Sven Allan Normann
12/11/23		Optional/Supplemental	Watch: Hospital First Receiver Decontamination Training: Simulated Emergency Cut-out from HAZMAT PPE			Sven Allan Normann
12/11/23		Optional/Supplemental	Supplemental: Military Emergency Video			Sven Allan Normann
12/8/23 at 11:59pm		Assignment (Graded)	Submit: Disaster Movie Assignment		2	
12/12/23 from 10am-11:50am		Active Learning Session	Active Learning Session 4: Disaster Response Simulation		2	Randell E Doty, Sven Allan Normann
12/15/23 from 10am-12pm		Exam	Final Exam			
			Total Hours		24	

# Appendix C: Experiential Reflection Assignment

Individually, students will submit a short reflective essay regarding their experience with EMS personnel. The essay should address the following elements in 1-2 pages:

- Based on your knowledge of standard protocols, how did the actions of the EMS personnel you worked with align with what should typically occur in those situations?
- How did your experience affect how you might view the care of patients in similar situations in the future?
- Any other thoughts/concepts that you found interesting regarding the experience.

***Further instructions on this assignment will be found in Canvas.***

# Appendix D: Disaster Movie Assignment

## Purpose and Learning Outcomes

1. Analyze the handling of disaster issues portrayed in the movie.
2. Evaluate the primary disaster and identify any secondary events that complicated the disaster response.
3. Assess the strengths of the disaster response/planners' actions.
4. Critique the weaknesses of the disaster response/planners' actions.
5. Identify areas of improvement in the disaster response/planners' actions
6. Identify the potential contributions of a pharmacist in the specific situation and time frame depicted in the movie.
7. Determine the considerations a pharmacist should consider when planning for or responding to the situation:
  - 1 week post-event
  - 1 month post-event
  - 1 year post-event

## Description

As a group, choose and watch a fictional movie or documentary that has a focus on a real disaster event. Please pick a movie where a specific disaster incident is the main issue rather than some world ending event as those may be out of our scope. *Examples of good/poor choices of a movie are at the bottom of the instructions.*

## Instructions

After watching the movie, write a 1-2 page review addressing how the disaster issues were handled. In addition to including the movie title, year of production, length, and brief plot synopsis, please address the following questions in the report:

- What was the primary disaster?
- Were there secondary events that complicated the disaster response?
- What things did the disaster response/planners do well.
- What things did the disaster response/planners do poorly
- Even if there was not specific pharmacy presence mentioned about in the movie, what issues might a pharmacist be:
  - able to help with in the specific situation and time frame of the movie
  - need to consider when planning for or responding to this situation:
    1. 1 week post-event
    2. 1 month-post event
    3. 1 year post-event

**Examples of reasonable choices:**

- Outbreak
- Patriot's day
- The Towering Inferno

**Examples of poor choices:**

- 2012
- The Day After Tomorrow
- The Day the Earth Stood Still
- War of the Worlds