

# WHAT CLINICIANS KNOW ABOUT DISASTER PREPAREDNESS

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# Structured Analytic Approach

Access  
State/Local/University  
Training

Identify Essential Core  
Competencies

In-Depth  
Discussion

Document  
Review

Stakeholder  
Meetings

Surveys of  
Schools of  
Nursing/Med/PH

Expert  
Interviews

Synthesize  
the Data:  
• Explore  
• Ascertain  
• Verify

Evidence

Success Stories

Workshop

Model Curriculum

Toolkit

Test and Refine

## STUDENT RESPONSES

The level of confidence a student had in their ability to respond was assessed using a Likert scale

1 = Not confident at all

7 = Extremely confident

Confidence re: disaster preparedness based on education	Mean [Scale: 1-7]			
	MPH	DNP	D.O.	M.D.
Solve problems under emergency conditions (1)	4.11	4.61	4.04	3.95
Manage behaviors associated with emotional responses in self and others (2)	4.29	4.8	4.5	4.32
Act within the scope of one's legal authority (3)	3.59	4.67	3.96	3.13
Facilitate collaboration with internal and external emergency response partners (4)	3.59	4.2	3.65	3.37
Use principles of risk and crisis communication (5)	3.6	4	3.39	2.74
Report information potentially relevant to the identification and control of an emergency through the chain of command (6)	3.71	4.24	3.62	2.82
Contribute expertise to the development of emergency plans (7)	3.29	3.83	3.16	2.47
Refer matters outside of one's scope of legal authority through the chain of command (8)	3.27	4.3	3.57	3.03
Maintain personal/family emergency preparedness plans (9)	3.93	4.7	3.94	3.63
Employ protective behaviors according to changing conditions, personal limitations, and threats (10)	3.88	4.44	3.84	3.32
Report unresolved threats to physical and mental health through the chain of command (11)	3.48	4.37	3.9	3
Match antidote and prophylactic medications to specific biological/chemical agents (12)	2.54	3.11	2.93	2.58
Assist with triage in a large-scale emergency event (13)	3.22	4.56	3.87	3.32
Report an unusual set of symptoms to an epidemiologist (14)	4.06	4.31	3.79	3.11
Present information about degree of risk to various audiences (15)	3.73	3.72	3.32	2.71

## ADMINISTRATOR DATA

The level of confidence faculty had in students' ability was assessed using a Likert scale

1 = Not confident at all

7 = Extremely confident

Confidence re: disaster preparedness competency in program	Mean [Scale: 1-7]			
	MPH	DNP	D.O.	M.D.
Solve problems under emergency conditions (1)	3.25	3.61	5.25	2
Manage behaviors associated with emotional responses in self and others (2)	3.13	4.14	6	2.75
Act within the scope of one's legal authority (3)	4	4.39	6.25	3
Facilitate collaboration with internal and external emergency response partners (4)	3.38	3.65	5.25	2
Use principles of risk and crisis communication (5)	3.63	3.82	5.25	2
Report information potentially relevant to the identification and control of an emergency through the chain of command (6)	3.13	3.39	5	1.5
Contribute expertise to the development of emergency plans (7)	2.63	3	4.75	2
Refer matters outside of one's scope of legal authority through the chain of command (8)	3.25	3.84	5.25	2
Maintain personal/family emergency preparedness plans (9)	2.25	3.35	5.25	1.25
Employ protective behaviors according to changing conditions, personal limitations, and threats (10)	2.75	3.5	5.5	1.25
Report unresolved threats to physical and mental health through the chain of command (11)	2.75	3.51	5	1.5
Match antidote and prophylactic medications to specific biological/chemical agents (12)	3.25	3.16	5.5	1.5
Assist with triage in a large-scale emergency event (13)	2.63	3.63	5.75	2
Report an unusual set of symptoms to an epidemiologist (14)	4	3.47	5	1.5
Present information about degree of risk to various audiences (15)	3.88	3.19	4.75	1.75

Competencies	Student				Administration				Measure
	MPH	NP	DO	MD	MPH	NP	DO	MD	
1.0 Demonstrate personal and family preparedness for disasters and public health emergencies	25	46	18	16	33	62	75	25	Covered moderately to thoroughly
2.0 Demonstrate knowledge of one's expected role(s) in organizational and community response plans activated during a disaster or public health emergency	19	8	9	3	25	31	75	25	Covered moderately to thoroughly
3.0 Demonstrate situational awareness of actual/potenital health hazards before, during and after a disaster or publhealth emergency	39	9	14	3	63	32	75	0	Covered moderately to thoroughly
4.0 Communicate effectively with others in a disaster or PHE	18	6	9	3	38	31	75	25	Covered moderately to thoroughly
measures that can be implemented in a disaster or PHE	3.88	4.44	3.84	3.32	2.75	3.5	5.5	1.25	Confidence
6.0 Demonstrate knowledge of surge capacity assets, consistent with one's role in organization, agency, and/or cummyunity response plans	3.22	4.56	3.87	3.32	2.63	3.63	5.75	2	Confidence
7.0 Demonstrate knowledge of principles and practices for the clinical management of all ages and conditions affected by disasters and PHE, in accordance with professional scope of practice	27	8	17	8	62	25	75	0	Covered moderately to thoroughly
8.0 Demonstrate knowled of public health principles and practices for the management of all ages and populations affected by disasters and public health emergencies	30	10	14	3	63	31	75	0	Covered moderately to thoroughly
9.0 Deonstrate knowledge of ethical principles to protect the health and safety of all ages, populations, and communities affected by a disaster or pHE.									Covered moderately to thoroughly
10.0 Demonstrate knowledge of legal principles to protect the health and safety of all ages, populations, and communities affected by a disaster or PHE	17	9	21	3	63	35	75	0	Covered moderately to thoroughly
11.0 Demonstrate knowledge of short- and long-term considerations for recover of all ages, populations, and communities affected by a disaster or PHE	12	7	13	3	25	23	75	0	Covered moderately to thoroughly

CROSS WALK OF COMPETENCIES AND SURVEY DATA

- What we failed to assess, but is certainly a gap
  - 9.0 Demonstrate knowledge of ethical principals to protect the health and safety of all ages, populations, or communities affected by a disaster or public health emergency.
  - Address the ethical, legal, psychological, and systemic challenges and the importance of both lifesaving and palliative/comfort care.
  - A review of DNP curriculum from 10 universities found that only 4 had a stand alone\* ethics course.

ETHICS